

Standing Working Group (SWG) History of Knowledge in the History of Education

Call for Papers for ISCHE 47 in Athens, Greece

For the upcoming ISCHE 47 Conference in Athens, Greece – 15-18 July 2026, the Standing Working Group **History of Knowledge in the History of Education** invites papers engaging either specifically with **knowledge and emotions** in the history of education or papers exploring histories of **knowledge in/and education** more generally.

About the SWG

The ISCHE SWG History of Knowledge in the History of Education explores how history of knowledge can inform new research practices of educational history. By bringing researchers from these subfields of historical inquiry together, our aim is to develop the growing research in the history of knowledge and education and to encourage new perspectives that may enhance our understanding of knowledge and education in the past.

In particular, the SWG seeks to integrate new sources, new methodological approaches and theories into the history of education. Further, we suggest that histories of knowledge may work to broaden the scope of research on institutions, teaching and learning structures beyond academia to include informal arenas of education, actants of teaching and forms of instruction and knowledge outside of academia.

For the upcoming ISCHE conference, we invite scholars from various disciplines to **submit proposals dealing either specifically with history of emotions or papers exploring histories of knowledge in/and education more generally.**

Panel 1: Knowledge and Emotions in the History of Education

Over the past two decades, explorations in the history of emotions have shown how attention to affect and feelings can challenge dominant narratives and open new avenues of investigation in historical research (Frevert 2000, 2011; Reddy 2001; Rosenwein 2006). Although scholars have approached emotions from different directions, much of the early work centred on adulthood (Olsen 2025). Recent research in the history of childhood and education, however, has begun to shift this focus to demonstrate how emotions were shaped through practices of upbringing and schooling (Vallgård 2022, Olsen 2017; Sobe 2012, Frevert et al. 2021; Soares 2023; Kesper-Biermann et al. 2024).

Emotions are formed within diverse social, cultural, and temporal settings. Educational environments, both formal and informal, are arguably among the most significant arenas in which emotional regimes are formed, regulated – and resisted. In this sense, education and emotions are mutually dependent. Historians have explored how emotions were understood, managed, or expressed in past educational contexts (Frevert/Wulf 2012; Caruso 2015; Landahl 2015, Stearns 2017).

At the same time, the history of knowledge has established itself as a vibrant field, prompting historians to explore how various forms of knowledge were produced and circulated. This SWG has shown that these approaches are most fruitful for a history of education, expanding the scope of research to include different forms of educational knowledge, their production, dissemination, consumption, application and entanglements as well as the means of analysing knowledge(s) and their intersections. (Barnes et al. forthcoming; Barnes 2022; Lundberg 2022). Emotions play a central role in

these knowledge practices, particularly in questions of knowing versus believing and in negotiations of the relationship between knowledge and truth.

With this call for papers, we welcome contributions that examine the intersection of knowledge and emotions in diverse historical settings. Possible topics include, but are not limited to:

- The production, circulation, and reception of knowledge *about* emotions and learning
- The dichotomization and hierarchization of knowledge and emotion within educational practices
- The “educationalization” of emotions as a form of governmentality and self-discipline
- Conceptual, methodological, or historiographical reflections on studying knowledge and emotions as well as possible connections between them in the history of education

Contributions may address any period or geographical context.

Panel 2: Exploring Histories of Knowledge (Open)

This open section welcomes proposals that discuss theories, new methodological approaches, or empirical cases of knowledge production, circulation, and application within different educational settings and institutions. Contributions may address broader methodological questions concerning the history of knowledge as well as the relationship between knowledge and power in the history of education, the agency of children and other learners, the connection between the production and mediation of knowledge in the history of education, educational spaces important for the circulation of knowledge in society, the mediation of knowledge in textbooks, audiovisual materials, and other formats.

Submission process

Proposals should be no longer than 500 words, excluding bibliography. The deadline for submission of papers to the SWG is January 15, 2026.

Please submit your proposal through the [ISCHE electronic submission system](#) by selecting the respective SWG in the abstracts area.

Participants will be informed by March 20, 2026.

Convenors:

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