

Call for papers: History of Education Review special issue: the history of knowledge and the history of education

Announcement published by Joel Barnes on Monday, April 6, 2020

Type:

Call for Papers

Date:

October 1, 2020

Subject Fields:

History of Science, Medicine, and Technology, Intellectual History, Childhood and Education, History Education

In recent years, the history of knowledge has developed into a thriving and dynamic subfield of historical studies, with its own specialist journals, book series and research centres, bringing together the study of a diverse range of periods, disciplines and approaches. Two programs of historical investigation in particular have emerged: first, an examination of the production, circulation and translation of knowledges outside of formal institutional structures, sometimes with a focus on historically devalued knowledges such as craft and trade knowledges; and second, an attempt to integrate histories of the natural sciences, social sciences and humanities, sometimes conceived of as an expansion of the history of science. As a field, the “history of knowledge” thus connects and overlaps with the history of science and technology, the similarly nascent field of the history of humanities, and intellectual history and the history of ideas in their various manifestations. However, less attention has to date been paid to the connections the new field might have with the history of education.

History of Education Review (Scimago 1) seeks submissions for a special issue, to be co-edited by [Tamson Pietsch](#) (UTS) and [Joel Barnes](#) (UTS), that will explore the relations and interconnections between the history of knowledge and the history of education. Submissions may examine empirical cases, focusing on any period and geographical region, or take theoretical or historiographical approaches. Authors may wish to consider questions such as:

- What are the implications of centring forms of knowledge for established questions and problems in the history of education?
- How does bringing the history of science and of other forms of learning into dialogue with the institutional histories of schooling, universities and technical education reframe our understandings of these institutions?
- What might a focus on informal or extra-institutional knowledges bring to a field that has conventionally focused on the practices and institutions shaping formal, official knowledges? What are the relations between informal and formal knowledges, and how might attention to excluded knowledges reframe understandings of those that have historically been included within education systems?

Citation: Joel Barnes. *Call for papers: History of Education Review special issue: the history of knowledge and the history of education*. H-Announce. 04-06-2020.

<https://networks.h-net.org/node/73374/announcements/6094066/call-papers-history-education-review-special-issue-history>

Licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 United States License.

- What are the possibilities for history of knowledge methods to bring historically devalued Indigenous and non-Western knowledges more fully into the history of education?
- How does thinking about the circulation of knowledge bring new perspectives to the traditional subjects of the history of education?

We seek submission of abstracts of 300 words proposing articles for consideration for publication, with full manuscripts to follow. Acceptance of an abstract does not mean acceptance of a paper and submitted papers will proceed through *History of Education Review's* usual peer-review process.

Send abstracts and all queries to: joel.barnes@uts.edu.au

Abstracts due: 1 October 2020

Full manuscripts due: 1 April 2021

Planned publication: Issue 1, 2022

Recommended reading on the history of knowledge:

- Burke, Peter. *What Is the History of Knowledge?* (Cambridge: Polity, 2015).
- Daston, Lorraine. "The History of Science and the History of Knowledge", *KNOW: A Journal on the Formation of Knowledge* 1, no. 1 (2017): 131-54.
- Lässig, Simone. "The History of Knowledge and the Expansion of the Historical Research Agenda", *Bulletin of the German Historical Institute* 59 (2016): 29-58.
- Marchand, Suzanne. "How Much Knowledge is Worth Knowing? An American Intellectual Historian's Thoughts on the *Geschichte des Wissens*", *Berichte zur Wissenschaftsgeschichte* 42, nos. 2-3 (2019): 126-49.
- Östling, Johan, *et al.*, eds. *Circulation of Knowledge: Explorations in the History of Knowledge* (Lund: Nordic Academic Press, 2018).
- Ostling, Johan, David Larsson Heidenblad and Anna Nilsson Hammar, eds. *Forms of Knowledge: Developing the History of Knowledge* (Lund: Nordic Academic Press, 2020).
- Secord, James A. "Knowledge in Transit", *Isis* 95, no. 4 (2004): 654-72.

For full details, see: <https://anzhes.com/call-for-papers/>

Contact Info:

Joel Barnes, Australian Centre for Public History, University of Technology Sydney, Australia

Contact Email:

joel.barnes@uts.edu.au

URL:

<https://anzhes.com/call-for-papers/>