

Post-foundational Approaches to Comparative and International Education SIG

2020 Annual Meeting Call for Papers

The theme for the 2020 Comparative and International Education Society Annual Conference is “Education Beyond the Human,” a provocative call to go beyond the Enlightenment subject (i.e. “Western Man”) as the organizing conception of rationality and historical experience, and to reconsider what constitutes sameness and difference in comparative educational research. The call’s themes—whether querying education for sustainable development, critiquing the legacies of human rights and humanism, or provincializing Western paradigms—bespeak a broader need to ask about epistemological and ontological boundary-making in comparative and international education. The call aligns with our SIG’s commitment to go beyond the limitations inherent in the field’s philosophical foundations such as the subject/object divide, the self, society, and development. In short, the Post-foundational Approaches SIG is uniquely situated to offer a space within which this important call may resonate, particularly as it invites us to embrace notions of relationality, relativity, complexity, paradox, and aporia.

To supplement the general call for papers, we invite scholars to attend to questions of how posthumanist, postcolonial, new materialist, feminist, queer, and poststructuralist theories can make visible the taken-for-granted qualities and assumptions that undergird comparative and international education. For example, how might post-foundational approaches critique research methodologies, notions of the empirical (i.e., the “data” of comparative education), global learning metrics and outcomes, institutional norms and rules, or prevailing best practices? How might they help the field reckon with legacies of racialization, settler coloniality, and calls for decolonization? How might they draw attention to the practices that divide self/Other, mind/body, ideal/real, and social/natural in order to interrogate the field’s representational taxonomies, essentialized identity categories, and progress narratives in ways that make possible their revisioning?

We invite authors to submit their work to the Post-foundational Approaches SIG who consider these and other related questions.