



Call for Papers:

Exploring the History of Knowledge(s) and Education

Special issue of the *Nordic Journal of Educational History*, to be published in 2022.

The *history of education* has traditionally focused on formal schooling and compulsory education, but in recent years the field has broadened its scope to the study of other institutions and less formal arenas of education. Meanwhile, the *history of knowledge* has emerged as a new and vital scholarly field examining the production, mediation, circulation and contestation of different forms of knowledge in society. From a disciplinary perspective, the history of knowledge has primarily developed in relation to the history of science and ideas, but issues concerning the distribution of different forms of knowledge, as well as the institutions and actors that shape knowledge, are also at the heart of the history of education.

For this special issue of the *Nordic Journal of Educational History*, we invite contributions that explore the historical relationship between knowledge and education in different periods and social contexts. By bringing researchers from these expanding subfields of historical inquiry together, our aim is to develop new perspectives that may enhance our understanding of knowledge and education in the past. We seek submissions that discuss empirical cases or address new theoretical and methodological approaches to the historical study of knowledge and education. While Northern Europe is the geographical focus of the journal, contributions may deal with any period or geographical area.

Contributions may address one or more of the following themes:

- the relationship between knowledge and power in the history of education
- the agency of children, youth and other marginalized or disempowered groups in the history of education
- the connection between the production and mediation of knowledge in the history of education
- educational spaces and geographical settings involved in the circulation of knowledge
- practices involved in the circulation of knowledge in various educational settings
- the circulation of knowledge between formal and informal or extra-curricular activities

We seek submission of abstracts of no more than 250 words proposing articles for publication in this special issue. Acceptance of abstracts does not guarantee acceptance of article for publication, as all articles will be subject to a double-blind peer-review process. Contributors will be invited to participate in 1–2 workshops, discussing outlines and article drafts (the first in May 2021).

Deadline for 250 word abstracts: 31 December 2020.

Deadline for 1–2 page outline: April 2021; manuscripts due September 2021; planned publication: 2022.

This special issue will be edited by Björn Lundberg, Ph.D., Department of History, Lund University. Please e-mail abstracts and questions to: bjorn.lundberg@hist.lu.se.

Bibliography

Burke, Peter. *What is the History of Knowledge?* Cambridge: Polity, 2016.

Lässig, Simone. "The History of Knowledge and the Expansion of the Historical Research Agenda." *Bulletin of the GHI* 59 (2016).

Mulsow, Martin. "History of Knowledge." In *Debating New Approaches to History*, edited by Marek Tamm and Peter Burke. London: Bloomsbury Academic, 2019.

Östling, Johan, David Larsson Heidenblad, and Anna Nilsson Hammar, eds. *Forms of Knowledge: Developing the History of Knowledge*. Lund: Nordic Academic Press, 2020.

Östling, Johan, et al. "The History of Knowledge and the Circulation of Knowledge: An Introduction." In *Circulation of Knowledge: Explorations in the History of Knowledge*, edited by Johan Östling et al. Lund: Nordic Academic Press, 2018.