

**The Department of Educational Studies and The Centre for Culture, Identity & Education
University of British Columbia
International Conference on Cultural Studies and Education
(Detailed Call for Papers)**

Conference Dates: **Thursday 4th May to Saturday 6th May, 2017**

Location: Ponderosa Commons, University of British Columbia

Deadline for Proposals: **13th February, 2017**

KEYNOTE PRESENTERS:

Patti Lather (Professor Emerita, Ohio State University). "Theorizing Cultural Studies of Education: Post (Foundationalist) Promises, Lost Subjects and Tiny Optimisms."

Wayde Compton (Associate Director, Creative Writing, Simon Fraser University). "Black Public Intellectuals in British Columbia: Two Centuries, Four Visions."

PLENARY SESSIONS:

The Institutionalization of Cultural Studies (Susan Harewood and Ron Krabill – University of Washington MA in Cultural Studies; Ruthann Lee and David Jefferess – University of British Columbia, Okanagan, BA in Cultural Studies)

Black Arts: Performative Vancouver Cultural Studies (Vanessa Richards, Kevan "Scruffmouth" Cameron, Afuwa Granger, Henry Daniel, David Chariandy – chair and discussant).

Following the very successful inaugural conference on the theme of the work of Paulo Freire, the Department of Educational Studies (in collaboration with the Centre for Culture, Identity and Education), University of British Columbia, invites individual paper and full panel proposals for its second Departmental conference on the theme Cultural Studies and Education. In addition to traditional papers and presentations, the conference welcomes proposals for performative cultural studies (music, skits, dance, spoken word, rap, art, multimedia).

Both fields that draw on the traditional disciplines in various ways (application of the individual disciplines and interdisciplinary work), cultural studies and education have had a long but mutually ambivalent relationship. What could be described as "the cultural studies turn" in the 1990s marked the taking up of cultural studies as both articulation of and successor regime to a disparate collection of identity based and social justice aimed forms of education (e.g. critical pedagogy, feminist pedagogy, integrative anti-racist, queer, critical multicultural education). While many in both fields saw this as the emergence of cultural studies and/of education, the history of the imbrication of cultural studies and education goes as far back as the 1960s and 1970s work of the apparently not well known successive "Education Groups" of the Centre for Contemporary Cultural Studies at Birmingham University, UK, and indeed arguably to the very origins of cultural studies as the extra-mural (adult education) work of an acknowledged founding father, Raymond Williams. Cultural studies has been rather reticent to acknowledge its education origins, preferring the story of the crises of the humanities and social sciences as its definitive origin. In fact, cultural studies has treated education rather like a dotty old aunt kept hidden in the attic when good, cutting edge theory company like postmodernism, poststructuralism and digital media studies have come calling. In turn some in education, engaged in praxis projects, have been put off by what they perceive as the theoreticism that characterizes much of contemporary cultural studies work. On the other hand, some cultural studies figures (e.g. Larry Grossberg, who in the late 1990s proclaimed education to be "one of the most pressing, promising, and paradoxical sites of

cultural studies”), have seen considerable potential for education to contribute to what constitutes cultural studies work and some education figures have variously taken up cultural studies as an approach to critical education or as a means of going beyond addressing “traditional” education issues in order to address aspects of what Roger Simon has described as “education broadly defined.”

This conference aims to address various questions about cultural studies and/of education, including the following: What would cultural studies look like if it took up its education origins more seriously? What is the historical, contemporary and potential future of the relationship between education and cultural studies? What has constituted and will constitute cultural studies of education theory and praxis work? Where and what is the pedagogy of performative cultural studies and how can it be captured and shared? How and when are cultural studies projects a form of education? Does identity (still) have a place in cultural studies and/of education? What are the pros and cons of the institutionalization, “disciplining” and the “programming” of cultural studies and what role does/should education play?

The following are potential sub-themes that papers and performances might address:

- Cultural studies and/as education; cultural studies of education (the historical and contemporary relationship, cultural studies as education broadly defined; cultural studies of education as (missed?) articulation)
- Historicizing cultural studies otherwise (e.g. Ngugi wa Thiong’o and the Kamarithu Centre in Kenya; Garcia-Canclini and interdisciplinary Latin American studies; Raymond Williams and British adult education and CLR James’ *Beyond a boundary* as literary and performative Caribbean studies; the Russian culturology project and African and Caribbean Negritude)
- The institutionalization and programming of Cultural Studies (e.g. University of Tennessee; Ohio State University; Trent University; University of British Columbia, Okanagan and University of Washington, Bothell)
- Cultural studies of education (e.g. post-reconceptualization curriculum theorizing; cultural studies of schooling and higher education)
- Feminist theory and praxis in cultural studies and education
- (Post)critical literacy, (post)critical pedagogy and the pedagogy of cultural studies
- Activist cultural studies and the pedagogy of activism (e.g. Idle No More; Black Lives Matter; Occupy; Slut Walk; Standing with Standing Rock)
- Popular Culture and/as education (e.g. pedagogy of hip-hop and spoken word; reggae and “reasoning”)
- (Multi)media studies as cultural studies and education
- Local and regional cultural studies (the Pacific Northwest; cultural studies of Vancouver)
- The historical, contemporary and future curriculum and pedagogy of cultural studies
- Performative Cultural Studies (dance, graffiti, music, protest, community organizing, griot praise and throat singing)
- Theory, praxis and Cultural Studies and/of/as Education (e.g. the affect turn; (post)neoliberalism; Trumpism; toward a formation?).
- Black Cultural Studies (e.g. Black Lives Matter; Black Strathcona; Black Canadian Cultural Studies; AfroEuropeans; continental African cultural studies; womanism and Black feminisms; endarkened feminist epistemology; Black arts; Griots and spoken word)
- (Return of) Identity and politics of difference in education and/as cultural studies

- Inter/national cultural studies of Education (postcolonial, decolonial, transnational, global education; post-reconceptualization curriculum theorizing)
- Identity, difference, representation and social and global justice in and through cultural studies and critical education (e.g. queer; mixedracedness/multiraciality)
- Aboriginality and cultural studies (Indigenizing cultural studies; Idle No More; Standing Rock)
- Inter/anti/post: cultural studies, foundations of education and the disciplines.
- Cultural studies as successor regime to critical education (multiculturalism; anti-racism; critical pedagogy; feminism; queer; social foundations; postcolonial; international and comparative; cosmopolitan)

Sessions:

Traditionally four presentations (confirmed discussant additional or included). Alternatives welcome (might include set of performances or mix of papers and performances; poster display).

There will be no concurrent sessions scheduled during the keynote and plenary sessions. Accepted individual papers will be included with other papers on same or similar topics to form themed sessions of four papers or three papers plus discussant. Fully formed panels will also be considered for inclusion as sessions on the program.

For the submission of individual papers and panel proposals:

<http://edst.educ.ubc.ca/culturalstudiesconference/>

Registration and Further Information: <http://edst.educ.ubc.ca/culturalstudiesconference/>

Inquiries and Direct Communication: culturalstudies.conference@ubc.ca