

Call for Abstracts

Handbook Title: **Foucault and Education: Exploring Perspectives and Practices**

Publisher: Bloomsbury Publishing

We are delighted to announce a call for abstracts for contributions to an upcoming volume titled "*Foucault and Education: Exploring Perspectives and Practices*," to be published by Bloomsbury Publishing. This handbook aims to delve into the intricate intersections of power, knowledge, and education through the lens of Michel Foucault's influential theories.

Description:

This essential guide navigates the profound influence of Michel Foucault on educational theory and practice, offering a nuanced exploration of disciplinary mechanisms, surveillance, and the dynamics of power within educational institutions. Engage with insightful analyses, practical applications, and critical reflections that illuminate Foucauldian concepts and methodological approaches in the context of teaching, learning, and institutional structures. Featuring voices from international scholars, with a particular focus on perspectives from the Global South, this handbook ensures a diverse and inclusive examination of how Foucault's ideas continue to shape and challenge the landscape of education and educational research. Whether you're an educator, student, or researcher, this handbook serves as an invaluable resource for fostering a deeper understanding of the global dimensions of Foucault's impact on education.

Contributors are invited to submit abstracts for chapters that align with the following potential focus areas for the "Handbook on Foucault and Education", including (but not limited to):

Theoretical Foundations and Methodological Implications:

Introduction to Foucauldian frameworks for educational inquiry; Power/Knowledge dynamics in educational institutions; methodological approaches including archaeology, genealogy, and problematization; Epistemes and educational paradigms; the influence of Foucault on the philosophy of education.

Institutional Dynamics:

Discursive Practices in Education; Shaping Curriculum and Pedagogy; Panopticism and Surveillance in Educational Settings; Discipline and Control; Biopolitics in Education; Governing Populations and Bodies; Governmentality and Educational Policies; Strategies of Control and Management; Spatial Dimensions of Power; Mapping Educational Landscapes; Embodiment and Learning; Examining the Corporeal Aspects of Education; Identity and Subjectivity

Subject Formation and Education:

Becoming and Identity in Schooling; Intersectionality and Foucauldian Analysis; Addressing Diversity in Educational Contexts; Resistance and Counter-Conduct in Educational Spaces; Challenging Norms; Foucault and Critical Race Theory; Intersecting Perspectives on Education, Queer Theory and Education; Unraveling Normativity through a Foucauldian Lens

Activism and Resistance:

Critical Pedagogies and Foucault; Applying Theory to Classroom Practice; Challenges and Debates; Critiques and Extensions of Foucault's Educational Insights; Resisting Disciplinary Power; Strategies for Empowerment in Education; Education as a Site of Struggle; Foucault and Social Movements; Problematizing Student Resistance; Foucauldian Insights into Educational Activism

Emerging Trends and Global Perspectives:

The Role of Ethics in Foucauldian Educational Practices; Navigating Moral Dimensions, The Dynamics of Knowledge Production; Foucault and Educational Research; Global Perspectives on Foucault in Education; Insights from the Global South; Foucault and Comparative Education; Cross-Cultural Perspectives; Beyond the Classroom; Foucault and Informal Learning Environments; The Future of Foucault in Education; Emerging Trends and New Horizons; Education and Truth in a Post-truth Era

This list is not exclusive, and the editors welcome additional focus areas that contribute to the exploration of Foucault and education. Regarding the process, we are hopeful to use a method of internal peer review, where we invite contributors to provide feedback to other manuscripts in the volume. We hope this creates additional opportunities for collaboration, and addresses the potentially time-consuming process of external peer review.

We particularly welcome:

- Contributions from early career scholars,
- Collaborative work between early career scholars and seasoned authors.
- Contributions from international scholars, authors from the Global South, and multilingual authors.
- Editors extend an invitation to peer review and be a section editor.

Submission Guidelines:

- Abstracts should be no more than 500 words and clearly outline the proposed chapter's objectives, methodology, and key arguments.
- Please, include authors' names, titles, affiliations, and contact information.
- Please, indicate the section and specific topic your abstract addresses, if any.
- Please, indicate if you are willing to serve as an internal peer reviewer and/ or section editor.

Abstracts should be submitted via email to ra@humboldt.edu by August 1, 2024.

Important Dates:

- Submission of Abstracts: August 1, 2024
- Invitation to Authors: October 15, 2024
- Full Manuscript Submission: February 15, 2025
- Review Comments Sent to Authors: August 1, 2025
- Submission of Revisions: November 1, 2025
- Release: October 1, 2024

We welcome contributions from scholars, educators, and researchers across disciplines and encourage diverse perspectives and methodologies. This volume provides a platform for rigorous scholarship and critical dialogue on the intersections of Foucault's theories and educational practices.

Please, contact the editors for inquiries or further information. We look forward to receiving your submissions and to the collective exploration of Foucault's enduring relevance in education.

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