

Call for Proposals

For book

Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics

Under contract for the book series: Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion (Carlos Alberto Torres, Ed.), Routledge.

Editor

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Timeline

- **June 1, 2018** Abstracts (500 words) and brief bios (200 words) in Microsoft Word (no PDFs, please) due for consideration to Ms. Ajara Mahmoud (Research Assistant) at evemahmoud@yahoo.com (Subject of email: GCE book – abstract – 1st author last name); please direct all other questions/inquires to this same email.
- **June 15, 2018** Notifications of decision of selected chapters; list of contributors to be sent to publisher for review and confirmation.
- **September 1, 2018** Full-length manuscript (6000-8000 words) due for selected chapters.
- **Late 2018-early 2019** Expected date of publication.
- **May 20-24, 2019** Expected book launch symposium at XVII World Congress of Comparative Education Societies (<http://2019worldcongress.org>).

Editor's notes: aims and rationale

This book aims to explore Global Citizenship Education work in *hard spaces* in the Global South. I have initially conceptualized these *hard spaces* as contexts that have been defined by multiple outside international actors and/or internally as facing unique challenges to conducting GCE work. This may be because they are heavily surveilled and/or regulated, because of a political or another reason. This is not to say that these characteristics do not exist outside the Global South or that they necessarily exist *within* the Global South, but the focus of this book will be on this intersection of hard/Global South.

I came to this topic because, in five years of teaching a core PhD course, *Comparative Education Research Methodologies*, I have not found a book that confronts, responds to, and/or resonates with the realities of my students' and my research contexts, nor responds to how they can do work on GCE in those contexts (which they and I are doing). Nearly every week one of us has new vignette to share about challenges of praxis in these settings. In addition, although this book will focus on GCE, there the book will also offer help to those researching and teaching on other contextually 'sensitive' topics.

I argue that the UNESCO's undoubtedly and purposefully aspirational GCE learning outcomes (UNESCO, 2014, 2015) leave much in doubt for these researchers, working in many UNESCO partner countries. Considering Sarah Ahmed's idea that emotions work to shape the 'surfaces' of individual and collective bodies (2004, p. 1), in the context of this doubt caused by these aspirational learning outcomes, this book asks, what do hegemonic GCE discourses (including the performativity of these discourses) *do* to actors in these contexts? Considering issues of equity in GCE, this book aims to consider 'sensitive' issues of emotionality of scholars working from the Global South, such as resentment towards these 'international' learning outcomes and those ('objects of resentment') who benefit from their implementation.

The book is interested in new ways of thinking about the liminalities of GCE in these contexts to open up dialogue on these issues from a place of *sensitivity*, another concept to be explored. Haywood and Mac an Ghaill (2012, p. 588) explained how they arrive at *liminalities* as a useful construct:

This post-structural emphasis on simultaneity can be identified in Youdell's (2010) exploration of pedagogy and boys with 'social, emotional and behavioural difficulties'. Rather than deploy social and cultural categories as intersecting, the use of simultaneity facilitates a conceptual liminality. This liminality is a position that is 'necessarily ambiguous, since this condition and these persons elude or slip through the network of classifications that normally locate states and positions in cultural space (Turner 1969, 95)'.

This book aims to theorize opacity and ambiguity as it relates to doing GCE for those of us who conduct research in or mentor others conducting research in contexts that, to draw on Turner (1969) in Haywood and Mac an Ghaill (2012, p. 588), 'elude or slip through the network of classifications that normally locate states and positions in cultural space'; it further aims to rethink the liminalities of GCE in order to facilitate feasible spaces for this work.

The book will ask, beyond international pressure, working where a context is at, can there be new ways to more 'authentically' come to GCE from within these spaces instead of just doing lip service to these targets, instead of this work just being a self-fulfilling prophecy of non-authentic engagement? Here I draw on Graham Hingangaroa Smith's (2016) reflection that ethics are 'not just a voyeuristic tool to describe our pathologies.' I believe there is much work to be done on understanding how a researcher-practitioner examines *inéditos viáveis* (Romão, 2007, pp. 133-137), navigates GCE in a square peg-round hole situations, and supports critical research on GCE, particularly GCE methodologies and ethics, that can address nuance in harder country contexts.

Thus, this call seeks proposals that consider the themes above, and which may include:

- Cross-disciplinary empirical case studies with students, academics, and practitioners doing GCE research in *hard spaces* and/or conceptual work on this topic, which may incorporate:
 - Diverse conceptualizations of *hard spaces* and *Global South* and their intersections
 - Responses to and applications of Southern theories as they relate to these themes, *a la* Connell (2007, 2014); de Sousa Santos (2014)
 - Post-foundational approaches
 - 'Alternative' theoretical and methodological perspectives and writing strategies
 - Work from scholars across the trajectory, particularly cross-trajectory partnerships

References

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