

Migrants, migration and education SWG invites submissions for ISCHE 42 conference.

Convenors: Kevin Myers, Helen Proctor and Paul J. Ramsey

This SWG aims to consider, debate and discuss how migrants and migration can be written into the history of education; and to promote and develop empirical and conceptual projects that cast new light on migrants and migration in the history of education. Migration is understood broadly and primarily in terms of cross-cultural movement (Manning, 2005). Migrants traverse cultural boundaries of languages, values, religions, technologies, and educational and political systems. In doing so, migrants facilitate processes of cultural exchange and negotiation that have dynamic and unpredictable outcomes.

At ISCHE 42 the SWG invites papers that consider any aspect of the relationship between migrants, migration and education. This includes papers on any period in history, on any form of migration (e.g. emigration, immigration, colonization, migration to cities, migratory labour, labour migration) and on any kind of formal or informal education. We encourage the participation of graduate students and recent PhDs as well as more-established scholars.

For ISCHE 42, our fourth meeting as a SWG, we are particularly interested in the following themes and topics:

1. **New histories: theories, concepts, approaches, methods, sources, directions.** This might include but would not be restricted to the following: What would a transnational or mobile history of migration and education look like? What might be the affordances of examining non-human actors in histories of migration and education? What insights do critical race theory, whiteness studies, the ecological and newer traditions in geography, etc. offer to a history of migrants and education? What are we yet to apprehend about the affective dimensions, such hope and trauma, of various forms of migration?
2. **Relationships between past and present.** This might include questions such the following: How might recent and current politics of migration, mobility and national border policing shape our research agendas? How have histories of migrants, migration and education been understood through nostalgia, family histories, heritage projects and/or mass culture productions such as feature films? How do museums, schools and other educational institutions teach migration history?
3. **Teachers, community workers and social scientists as cultural mediators.** How have teachers and other educators presented, interpreted or acted as cultural mediators? What pedagogical practices have they employed? How should historians critically approach and interpret the work of a previous generation of social scientists working on migration, race and education, such as those who sought to construct frameworks of ‘multiculturalism’ or ‘assimilation’? How have frameworks and practices varied or harmonised across different spatial and political settings.
4. **The spaces in between.** What are we to make of migrant journeys, and travel routes, the places and encounters along the way, the materialities of luggage and transport, and/ or the practices and possibilities of ongoing mobility, beyond or outside the archetypal the one way trip to settlement?

Please submit abstract proposals (by 15 January 2020) through the conference electronic system by selecting the SWG in the Abstracts area. Authors are recommended to additionally select as a second choice one of the thematic strands of the conference, in case the SWG cannot accommodate all good papers. Proposals will briefly outline the research

problem, objectives, theoretical and methodological approach, main primary and secondary sources, core arguments and main results. Proposals should be a maximum of 500 words, excluding bibliography. We intend to prepare a special issue proposal out of a selection of the papers in our sessions.

Convenors:

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