



RSE

Rivista di Storia dell'Educazione



C.I.R.S.E.

Centro Italiano per la Ricerca Storico Educativa

Call for Papers

Special Issue of “Rivista di Storia dell'educazione” [Journal of the History of Education] No 2, 2017:

Education, School and Consumption

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The progressive decline of the centrality of production in Western society has given way to newly shared values that have resulted in robust individual and collective identities, thus paving the way for the emergence of new formative opportunities. The phenomenon of consumption, especially on a mass scale, is undoubtedly one of the new prevailing educational channels. Directly, by means of the desire-purchase-waste-recycling loop for tangible and intangible goods; and indirectly, via the universe of values connected to the world of consumption. To use extremely well-known examples, we could think of how fashion, mobility, music and entertainment have determined youth culture in the 1960s, or more generally, the role of consumption in the *American way of life*.

Consumption, especially over the course of the twentieth century, is something that is by now officially established in the rich national historiography and – above all – international historiography, have thus played a fundamental role in the development of society, in the construction of national identities, in societal roles and relations. It has also contributed to the redefinition of societal stratification, genres and generations.

With the progressive assertion of mass consumption, which has taken shape especially in the second half of the last century, and the gradual decline to the centrality of production, even historiography between the 1970s and the 1980s began to overshadow the reading of consumerism as solely a source of alienation and materialism to reveal its creative dimension. "Consumption," as pointed out by Frank Trentmann in his felicitous and brief phrase, "stepped out of the shadow of production. *Homo consumens* took the place of *homo faber*."

Historico-educational studies, instead, have almost ignored the phenomenon of consumption, reflecting perhaps the more general lack of pedagogical studies that, in fact, have delayed and been slow to address this theme. Indeed, the pedagogical world, at least at first, turned its attention to the

world of consumption mainly to judge it in a negative way, rather than to observe it and study it. A reading, in short, that is subordinate to the fundamental conflict between the ethical and educational value of work and consumption as the worst element of the production process, thus necessarily bound to the processes of alienation. However, consumption deeply involves the field of education, at least as much as work, and it would therefore be necessary to investigate it as an educational process, as much for the past as for the present.

The special monographic issue, therefore, intends to collect papers that investigate the relationship between education, school and consumption from an historical standpoint, thus ranging from formal to informal contexts, from teaching aids to children's literature, from places to the media... without neglecting the historiographical reflections and therefore attempting to study and explore the theme in all its complexity.

Principal referenced thematic areas

Pedagogy and consumption and pedagogical reflections on consumption

The history of education and consumption

Consumption, schoolbooks and educational publishing

Consumption in children's literature

Consumption at school (educational paths to formal and informal consumption)

Extra-curricular educative paths towards consumption (formal and informal)

Childhood, youth and consumption

Commodification of childhood and adolescence

Education for critical and responsible consumption

The venues for education on consumption

Media and education towards consumption

Guidelines and deadlines

The deadline for submission proposals is **15 January 2017**. A brief abstract of the article where the subject of the article is articulated, the frame of reference and any sources used, as well as a brief personal curriculum vitae should be sent to the CIRSE Office, to the attention of Prof. Gianfranco Bandini: segreteria@cirse.it (and for the information of the editor of the special issue, Stefano Oliviero, stefano.oliviero@unifi.it). By **15 February 2017** the result of the preliminary assessment will be communicated, as well as the acceptance or rejection of the proposed article. The final delivery of accepted texts must take place by **31 July 2017**.

Each piece will preliminarily be submitted for anonymous peer review, according to the standards of the journal.

For more information, kindly write to: stefano.oliviero@unifi.it and to segreteria@cirse.it.