



SOCIETY, EDUCATION AND ELITES. HISTORICAL PERSPECTIVES FROM THE ENLIGHTENMENT TO THE DIGITAL ERA

INTERNATIONAL CONGRESS

UNIVERSITY OF DEUSTO, BILBAO, MAY 17-19, 2017



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PRESENTATION

Organized by the *University of Deusto & University of the Basque Country*,
sponsored by the *Spanish Society of the History of Education* and the
Institute for Social History Valentín de Foronda

The International Congress on »Society, education and elites. Historical Perspectives from the Enlightenment to the Digital Era« focuses on the relationship between society, education and elites from the viewpoint that *society* (public discourse, parties, States, government systems, etc.) as well as *education* (universities, primary and secondary schools, vocational training, higher education, etc.) make up their own systems. Special attention is paid to the way in which the different historical processes of secularisation, industrialisation, modernisation, digitalisation, etc. have created various ways in which education systems train elites who serve the social system.

The way in which education institutions have been set up throughout history is closely linked to the training of elites. A key feature of the development of the modern State in Europe was its capacity to delegate the drive for economic, social and political progress to ruling groups with a specific background. This need brought about the proliferation of universities in Europe from the 16th and 17th centuries. At the same time, the training of modern *functional elite* and their sectoral differentiation since the European Enlightenment is closely related to secularisation. In the fields of the History of Education and historical, political and sociological analysis, the drive for educational innovations and the modernisation of education systems form part of the tension between the private and public sphere on the one hand, and, on the other, the right to freedom of religion in the framework of the emerging democratic and pluralistic society.

The makeup and growth as well as the reproduction or replacement of elites have been the subject of studies by international scholars such as Pierre Bourdieu, Anthony Giddens, Jürgen Habermas and others. Relevant works have been conducted from the perspective of the Sociology of Education which focus on the shift from the traditional elitist to the technocratic masses model. In the second half of the 20th century, the impact of neoliberal policies on education brought about the re-organisation of processes which kept elites in their privileged positions. In line with Bourdieu's research conducted since the 1980s, the concepts of *habitus* national macro-structures also enable us to understand the way in which they are reproduced through the actions of the individuals themselves. In this regard, primary as well as secondary and higher education make a significant contribution to the cultural capital that an individual can accumulate.

The congress will highlight the continuities of the training of elites throughout modern history to the present from a *longue durée* perspective. The adaptation processes carried out within the educational spaces that generated and reproduced elites will serve as a primary focus for the historical approach. During the Enlightenment, a sizeable number of education institutions are thought to have focused their objectives on training highly qualified select groups of the population to carry out specific activities serving the State. Likewise, the Digital Era shows a

context in which elites struggle for their own education spaces in the midst of a pedagogical *imaginarium* profoundly influenced by the education meta-narrative contained in *liquid modernity* (Bauman) or *hypermodernity* (Lipovetsky) since the turn of the century.

The Congress covers three main **Research Areas**:

(SECTION 1) *Social change, education and the process of industrialization*

(SECTION 2) *The experience of difference, interconfessional relations and secularization*

(SECTION 3) *Modernity and multiple identities*

KEYNOTES

Plenary Talk – First Section:

“Gendering the Social History of French Nineteenth-Century Education”

Prof. Dr. Rebecca Rogers (Université Paris Descartes)



Professor in the History of Education at Université Paris Descartes, Sorbonne Paris Cité and a member of the research laboratory Cerlis (Centre de recherches sur les liens sociaux). Although American, she has spent most of her adult life teaching within French universities. Specialist in the history of girls' education in France and the colonies, she has published widely in both English and French on the subject.

Her scholarly activities are oriented to promoting dialogue among historical communities notably through methodological and historiographical articles on the history of education and gender history. Her most recent book *A Frenchwoman's Imperial Story: Madame Luce in Nineteenth-century Algeria* (Stanford University Press, 2013) won the 2014 Boucher prize of the French Colonial Historical Society. Elected President of the International Standing Conference for the History of Education in 2015, she is currently at work on a book entitled *Travelling Conversations: French Women, Education and Empire (19th-20th century)*.

Her publications include *From the Salon to the Schoolroom: Educating Bourgeois Girls in Nineteenth-Century France* (Penn State University Press, 2005), an edited collection of interdisciplinary articles on coeducation, *La mixité dans l'éducation : enjeux passés et présents* (ENS Editions, 2004), and a collection co-edited with James Albisetti and Joyce Goodman, *Girls' Secondary Education in the Western World: From the 18th to the 20th Century* (Palgrave, 2010/2014).

Plenary Talk – Second Section:

“Religious pluralisation, secularisation and an integrated *Religious Education for all*”

Prof Dr. Wolfram Weisse (Academy of World Religion, University of Hamburg)



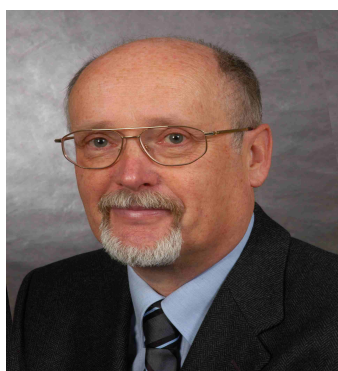
Professor and Director of the Academy of World Religions of the University of Hamburg. His research interests include the empirical and theoretical research in the field of intercultural and interreligious dialogue; interreligious dialogue of stakeholders in a multicultural and at school; ecumenical theology; and religion and society in national and international contexts. He is the project leader of the international research project “Religion and Dialogue in modern Societies” (Federal Ministry for Education and Research of Germany).

Some of his recent publications are: “La religion à l’école dans le Land de Hambourg” (in: Jean-Paul Willaime (Ed)(2014) *Le défi de l’enseignement des faits religieux à l’école. Réponses européennes et québécoises*, Paris: Riveneuve, 67 – 81), *Pupils’ View on Religious Diversity and Tolerance in Hamburg. A Qualitative Analysis*. (along with Bianca Kappetijn in: *REJA Religious Education Journal of Australia*, Vol. 31(1), 10-17, 2015), and *Religious Pluralization and Secularization in Continental Europe, with Focus on France and Germany* (in: *Social Science and Modern Society*, Vol. 53, Number 1 (January 2016), S. 32-40).

Plenary Talk – Third Section:

“The Rise and Limits of Education Policy in Modernity”

Prof. Dr. Ansgar Weymann (Bremen International Graduate School of Social Sciences)



Professor of Sociology, University of Bremen, SOCIUM – Research Center Inequality and Social Policy; Bremen International Graduate School of Social Sciences (BiGSSS), and Research Center Transitions of the State. Research: Social theory, social change, the life course, education and employment. Professor at American, Canadian, and German Universities. Fellow of the Netherlands Institute for Advanced Study, the Berlin Social Research Center, and the Max-Weber-Kolleg.

Recently published: *States, Markets and Education. The Rise and Limits of the Education State*. Houndmills/New York: Palgrave Macmillan 2014; *Education State. Rise – Challenges – Perspectives* (Bildungsstaat. Aufstieg – Herausforderungen – Perspektiven. Springer 2016).

CALL FOR PANEL & PAPER

Participants are requested to focus their submission addressing one of the three Research Areas. **We welcome both individual paper and panel proposals.** For further sub-themes please see the programme section of our website: www.seecongress2017.deusto.es

Please follow the link below for the **SUBMISSION** of your proposal:

https://docs.google.com/a/deusto.es/forms/d/e/1FAIpQLSduZGzZ8WVFFwaryZdabZ6UY_5ocDvAscRSG5-WIM2yxktOpg/viewform

Deadline: Submissions are required online no later than **December 31st**.

JOURNAL PARTICIPATING IN THE CONGRESS

Three international journals indexed in Web of Science-Thomson Reuters will publish special issues regarding the congress:

Encounters in Theory and History of Education (Canada)
<http://ojs.library.queensu.ca/index.php/encounters/index>

Espacio, Tiempo y Educación (Spain)
<http://www.espaciotiempoyeducacion.com/ojs/index.php/ete>

Foro de Educación (Spain)
<http://forodeeducacion.com/ojs/index.php/fde/index>

CONGRESS ORGANIZING TEAM

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