

Call for Papers**Societal Change – New Tasks for Civic Education and Its Didactics!?****19th Annual Conference of the GPJE**

June 14 – 16, 2018

At the Johannes Gutenberg-University Mainz

Institute for Political Science | Didactics of Civic Education

Knowledge Society, Information Society, Risk Society, Event Society, Postmodernism, Postdemocracy, Society of Social Decline, Multi-Optional Society, Economized Society or Burn Out Society – there is a never ending number of diagnoses of modern societies that try to capture central aspects of the present societal change in a single phrase. What they all share, as one could say, is that they are engaged in the study of the Dialectics of Modernity – including all its consequences for individuals, for societies, for national and global structures of government and governance.

Didactical discussions on civic education consistently pick up these diagnosis of societies, too – for instance, the annual GPJE conferences in 2015 and 2017 dealt with civic education “In the Migration Society” resp. “In Times of Populism”. In this context, challenges for civic education, caused by important aspects of societal change, were addressed. The 19th annual conference addresses the diversity and complexity of transformative societal processes, the challenges for civic education and its didactics accompanied by these processes as well as the role of contemporary diagnoses of societies for civic education and its didactics.

The transformative processes we experience today put pressure on individuals and societies: While they may lead to increasing one’s individual autonomy, they may also lead to fears of downward social mobility and processes of exclusion. The circumstances for social and political participation are changing – posing substantial questions for civic education such as: ...

- How do transformative societal processes change students’ learning conditions, conceptions and interests? How should civic education react to these processes?
- In the face of new societal challenges and increasing social, economic and political interdependencies: Do we need a different structure of school subjects in the field of humanities (including issues about the integration of political, social, economic and legal as well as historical, geographical and natural scientific perspectives)? If so: What could successful “integrative didactics” in the field of social sciences possibly look like?
- In how far do current aims, topics and methods of civic education require a stronger and constantly updated socio-theoretical foundation?

Basically, there are three options for actively participating in the annual conference of the GPJE in 2018:

1. by giving a lecture on the conference topic,
2. by giving a lecture/a presentation/a workshop on the conference topic focusing on current research projects or research-accompanied practical examples of civic, economic or social education,
3. by handing in a scientific poster on a current research project about civic education resp. social studies.

To actively participate by giving a lecture/a presentation/a workshop, please hand in an abstract of 1500-2000 characters (including blanks) plus 3-5 bibliographical references by February 7, 2018 to monika.oberle@sowi.uni-goettingen.de and lotz@politik.uni-mainz.de. In case of a successful application, the abstracts will be published in the conference program.

In order to participate in the poster presentation, please hand in the title and an abstract of up to 1000 characters (including blanks) plus 2-3 bibliographical references by March 31, 2018 to monika.oberle@sowi.uni-goettingen.de and lotz@politik.uni-mainz.de.

Lectures and poster presentations can be given in English. Please note that the conference language is German and that there is no translation available.

Göttingen, December 11, 2017

Professor Monika Oberle | Sprecherin (Spokesperson) of the GPJE