

**Yearbook for Historical Educational Research
(Jahrbuch für Historische Bildungsforschung)
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Call for abstracts for the thematic focus and call for articles for the general section

Each volume of the *Yearbook for Historical Educational Research* contains one section dedicated to a defined topic, one that covers non-thematic papers, and one that focusses on historical sources enriched with commentaries and interpretations. For the thematic section “Care and Coercion, Education and Violence – Ambivalences of Pedagogical Action from a Historical Perspective” (A), a call for abstracts will be issued, for the non-thematic part (B) a call for articles.

A) Thematic Focus: Care and Coercion, Education and Violence – Ambivalences of Pedagogical Action from a Historical Perspective

Editorial management of the thematic focus: Patrick Bühler (University of Teacher Education FHNW, Solothurn); Lucien Criblez (University of Zurich); Michaela Vogt (Bielefeld University)

Starting Point

Since media reports concerning sexualized violence in boarding schools (in the German-speaking world, above all in the Odenwald School), in orphanages, and more generally spoken in pedagogical institutions as well as in other pedagogical settings have reached a broad public, educational science has also begun to deal with this topic more intensively in its research as well as self-reflexively (e.g. the DGfE at the General Assembly 2018 in Essen). Attention to this topic continues to this day as a result of recurring media reports regarding systematic assaults in the context of youth welfare, especially in orphanages, but also more generally in most of the numerous pedagogical settings, including families. In addition to state actors, church institutions have been frequently criticized, with those of the Catholic Church and those in English- and German-speaking countries being at the centre of attention. Commissions and expert groups have been set up in various countries or constituent states in order to systematically come to terms with the past injustices on the one hand, and to prepare reparations and compensation for victims on the other hand. These developments have been reinforced by the fact that an increasing number of victims started to make their suffering public. Step by step, their actions also led to an expansion and more differentiated perception of the problem.

Public and scientific attention focused and still focusses on violations of the personal integrity of children and young people. Forms of sexualised violence in particular but also physical, psychological, and structural violence and coercion have been addressed. The primary focus on sexualised violence can probably be explained by the fact that this form of violence and coercion usually is combined with other forms and thus, to a certain extent, multiplies violence. At the same time, media is less interested when it comes to sensationalizing other forms of violence and coercion against minors. In addition to the individuals concerned, also pedagogical institutions, especially those with a residential component, became the focus of attention. The search for perpetrators and culprits was and is often carried out from the perspective of today’s concepts concerning morals, childhood, and family. Today’s codes of conduct are used as a guideline for judging past suffering, and the reappraisal and historical reconstruction often start from the perspective of those affected – justifiably and sensibly.

Topic and Thematic Orientation of the Contributions

Within the last decade, historical research has increasingly begun to deal with the diverse forms of violence and coercion in (educational) institutions, especially from the perspectives of social, cultural, institutional, legal, administrative and everyday history. So far, reconstructions have focused mostly either on the history of these institutions concentrating on coercion, violence, and personality-injuring assaults or on the biographies and institutional experiences of those “affected” individuals. Contextualisations in medical, psychiatric, legal, administrative, educational, family, and similar historical contexts sometimes work better, sometimes worse. In general, however, there is a tendency in the studies at hand to use today’s moral and normative concepts as a standard for judging historical practices.

Against this background, the thematic focus of volume 28 of the *Yearbook for Historical Educational Research* aims to foreground the ambivalence of measures in institutional pedagogical settings. Therefore, it seeks to analyze all forms of coercion and violence in all pedagogical settings (inpatient education, school, family, counselling, etc.). The focus of the thematic section will be on the historical change of pedagogical, “administrative”, diagnostic, therapeutic, etc. action by taking the corresponding institutional and normative framework conditions into account – both in social and special educational institutions as well as in broader educational and upbringing contexts. The focus of interest is thus the question of how ways of dealing with Kant’s fundamental pedagogical challenge of cultivating “freedom in the face of coercion” have changed, or how much and why coercion and violence were considered tolerable or not tolerated (any longer) in certain social, institutional, and mental formations. Different perspectives on and approaches to the topic should be possible – for example, approaches based on the history of ideas, mentalities, institutions, culture, every day’s life, knowledge, and people – and, as a whole, should provide the means to show pedagogical ambivalences in the historical use and assessment of coercion and violence in pedagogical contexts. Ultimately, contributions that analytically process either the media attention for or the previous academic treatment of the corresponding topics are also welcome.

Dates for the Thematic Focus

- 31.07.2021 Submission of synopses/abstracts (max. 600 words) by email to the editors of the thematic focus
- 30.11.2021 Submission of the contributions; subsequently: double blind evaluation and feedback to the authors
- 31.03.2022 Submission of revised entries

Mail addresses of the editors of the thematic focus: Between Care and Coercion – Ambivalences of Pedagogical Action from a Historical Perspective

- Patrick Bühler, University of Teacher Education FHNW, Solothurn: patrick.buehler@fhnw.ch
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B) Non-Thematic Contributions and Sources

Contributions for the non-thematic part can be submitted. All historical topics are welcome. Contributions relating to the phase before the 18th century are particularly welcome. In addition, if possible, a distinctive source should be published each year and interpreted in its context. Send your paper or source proposal by email to Prof. Dr. Joachim Scholz, Ruhr-Universität Bochum, scholz@dipf.de by 30.10.2021 at the latest.

Guidelines for manuscript design can be found in German and English at:

<https://www.dgfe.de/sektionen-kommissionen-ag/sektion-1-historische-bildungsforschung/jahrbuch>