

# entangled citizens.

Intersectionality in civic education

*2. Vienna Conference on Citizenship Education*

Call for Papers

5 and 6 November 2020

Sky Lounge, University of Vienna

The conference series Vienna Conference on Citizenship Education aims to further develop civic education in Austria and contribute to its internationalisation. In addition to contributions and topics from didactic practice, a framework for academic discussion of the didacticisation of civic education is to be created.

In 2020, the 2nd Vienna Conference on Citizenship Education will be dedicated to the main topic of intersectionality and the related impulses, suggestions and conclusions for civic education. The assessment of persons on the basis of characteristics or affiliations ascribed to them is widespread in everyday social life and often takes the form of interrelated multiple devaluation mechanisms. Which social groups are discriminated and how, is not static, but changes in the context of social and political contexts (on this, inter alia, Allport, 1954/Heitmeyer, 2002-2011/Zick et.al., 2019). Especially due to multiple crises in the context of the Corona pandemic, the discussion about intersectionality and the examination of distance within democracy is also currently necessary. Kimberle Crenshaw (1989) makes it clear that when researching exclusion practices, academics run the risk of not perceiving certain groups of people if the interdependencies of different forms of discrimination are not taken into account (Lengermann & Niebrugge-Brantley, 2000, p. 331). The concept of intersectionality allows for a subject-related and life-related perspective to be taken into account. Against this background, we would like to work out how existing interdependencies and overlaps of different forms of discrimination in society can be captured in a subject-related civic education work and how civic education can react to this didactically.

The conference aims to illuminate a wide range of topics in the context of this year's conference theme from a variety of subject-specific perspectives. Within this framework, the opportunities and development possibilities for civic education in connection with intersectionality as well as the associated challenges will be critically reflected upon. The conference is intended to introduce the didactic potential of different research backgrounds and, in connection with this, to present theoretical considerations and empirical findings on the conference topic.

Within this framework, the following questions in particular arise for science and research as well as for different settings of civic education:

- Which groups of learners and which social groups are particularly affected by overlapping forms of discrimination and which structural categories require special attention in civic education?
- Which groups of learners play a special role in civic education for the critical examination of intersectionality and for the communication of this topic and which topic-specific findings are available for this target group?
- Which forms of discrimination should civic education deal with in the context of intersectionality and what impulses and suggestions for teaching and learning processes does it formulate?
- How can intersectionality be discussed in the context of the corona pandemic and what role does civic education play in times of crisis? How does distance within democracy affect intersectionality?
- To what extent should social, political and cultural structures, norms and developments in connection with intersectionality in civic education be critically analysed from a power-critical perspective? What contribution can therefore be made from a civic didactic perspective in favour of inclusion, participation and appreciation of diversity in the democratic everyday and living world?

In the context of the conference, these questions will be discussed from a wide range of specialist perspectives, including the humanities and social sciences, educational science and the didactics of civic education.

Contributions to the conference are expected to deal with topic-relevant approaches in the context of civic education work in schools, extracurricular and recreational education, as well as higher education and adult education in the understanding of lifelong learning. In this context, the work with as diverse target groups as possible with regard to intersectionality and civic education is to be depicted.

Research projects and research projects on theoretical discourse and empirical surveys are welcome.

We also welcome application-related projects from concrete educational practice.

In the spirit of promoting young academics, submissions within the framework of thematically relevant PhD projects are also welcome!

There are different ways to participate in the conference:

#### 1. in the form of lectures and workshops

- - a 30-minute presentation (followed by a 20-minute discussion) on a thematically relevant **research project**
- - a 30-minute lecture (followed by a 20-minute discussion) on a thematically relevant **PhD project**
- - a 30-minute lecture (followed by a 20-minute discussion) on a thematically relevant **project from concrete practice within civic education**

#### 2. in the form of poster presentations

- a **poster presentation** on a thematically relevant research project, PhD project or project from practice

Both German and English language contributions can be submitted.

Taking into account the situation with Corona, the conference will be held online if necessary!

To submit a paper, please email an abstract (approx. 2,500 characters incl. spaces; to submit a poster approx. 2,000 characters) by **10.07.2020** to **viennaconference@demokratiezentrum.org**

We are looking forward to your submissions!

With best regards,

Dirk Lange and Lara Möller

**Organizers:**

**Democracy Centre Vienna**

**Didactics of civic and citizenship education, Prof. Dr. Dirk Lange, University of Vienna**

**Sponsored by:**



**Sources:**

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