

## CALL FOR PAPERS FOR A SPECIAL EDITION IN THE SOUTH AFRICAN JOURNAL OF HIGHER EDUCATION

### Posthumanist curriculum studies and post-schooling: Contemplations from the South

*Guest Editors:*

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#### Call for Papers to South African Journal of Higher Education (Open Access Special Edition)

For this special edition we invite papers that deal with multi-nuanced intra-actions between posthumanism, curriculum studies and post-schooling. This call takes as its cue the insights of Snaza, Appelbaum, Bayne, Carlson, Morris, Rotas, Sanlin, Wallin and Weaver (2014:52) who argue that “while we cannot offer any specific vision of what a new posthumanist curriculum studies will do, we are at the dead end of humanism, and now, together, we have to burrow in other directions”. As such, it raises questions as to what, where and how curriculum scholars might ‘burrow’ differently?

Curriculum studies is a vibrant and interdisciplinary field of inquiry. It makes curriculum the object of study and seeks to invoke how curriculum works, what it does (and does not do) and who is involved (or not). It is not merely the study of core syllabi within specific subjects and disciplines for attaining qualifications, but seeks in-depth understanding and continuous troubling of embedded ideological, epistemological, and political assumptions. In South Africa, curriculum studies remains a neglected terrain in post-schooling because of the preoccupation with the “exoskeleton of the curriculum” and the neglect of knowledge embedded in the curriculum (Lange, 2017:33). This could require recognising curriculum as both tangible (course outlines, policy artefacts, the act of teaching-learning) and intangible (discursive patterns) (Jansen, 2009). The intangible could impel (un)foreseen dimensions of curriculum character, content, and boundaries, which yearns for curriculum inquiry that may unveil alternative pathways to challenge traditional thinking and doing.

Snaza et al. (2014) aver that posthumanist discourse has occupied the humanities and social sciences, but it is yet to have its presence felt in education and curriculum studies in particular. Although posthumanist discourses have since this assertion received much more attention in scholarly circles (e.g. Du Preez, 2018; Bozalek & Zembylas 2016; Bozalek, Zembylas, Motala & Hölscher, 2021); more could be said about its possibilities to advance discourses in curriculum studies in the post-schooling context. Human and non-human beings currently face unprecedented change as a result of societal and natural disasters and the advancement and development of robotic, prosthetic, neuroscientific and biogenetic technologies. Posthumanism has as one of its central quests, to “figure[e] out how we can learn to think and act together in ways that might disrupt the neo-imperialist and biopolitical control that has emerged with globalised capitalism” (Snaza, 2014:171). Posthumanist curriculum inquiry is a direct response to enlightenment humanism and challenges us to question our assumptions about hegemonic knowledge systems, and the place of humans and non-humans in the

process. It challenges assumptions such as: 'only humans have education', 'education has the purpose of producing good citizens, and 'one only becomes fully human when one is educated' (Snaza & Weaver, 2016). Posthumanist curriculum inquiry is non-anthropocentric and refutes any existence of an autonomous person/agent, as it is argued that matter too has agency and is as performative. For Snaza et al. (2014:40) posthumanism presents three related insights for transforming educational thought, practice and research. First is its ability to explicitly debunk humanism that dominates educational discourse and theory. Second it unlocks existing assemblages between animals, machines and things within education that are needed to reframe it. Third it draws on the first two insights so as to explore new, posthumanist directions in research, curriculum studies and pedagogical practice.

In the Global South, the post-schooling sector remains a schizophrenic space, reacting to social inclusion imperatives, curriculum validity pressures, neoliberal circumscription (and performative prescription) as well as renewed conscientisation of the need to de-centre the human as primary object of all academic endeavour. This makes the work of posthumanist curriculum scholars particularly complex yet at the same time immensely appealing and potentially powerful. Although some research has been conducted on posthumanism in the post-schooling context in South Africa (Bozalek & Zembylas 2016; Bozalek, Zembylas, Motala & Hölscher, 2021; Murriss, 2016), the focus has for the most part been on the conceptual development of socially just pedagogies with little to no emphasis on curriculum studies inquiry per se.

We invite contributions that creatively engage with multi-nuanced intra-actions between posthumanism, curriculum studies and post-schooling. The idea is not to deliver answers to pressing issues of our time, but to engage in speculative experimentation about such issues and to work towards advancing the field of curriculum studies as it pertains to post-schooling. Some questions to consider includes, but are not limited to:

- What new insights are likely to emerge when curriculum studies inquiry, posthumanism and the post-schooling context are diffractively read?
- How might education's humanistic foundations be disrupted? (and what then?)
- How might post-humanism (research, theory and practice) intersect productively with critical scholarship (and other 'posts')?
- How might we imagine a 'more-than-critical' curriculum inquiry (Ulmer, 2017)?
- How might curriculum inquiry respond to contemporary 'environmental exigency' (Ulmer 2017)?

### **Process and timeline:**

Those who are interested in submitting an abstract for consideration can email it to [petro.dupreez@nwu.ac.za](mailto:petro.dupreez@nwu.ac.za) before or on the 3<sup>rd</sup> of October 2022. The Guest Editors will then select abstracts that best suit the Call for Papers and communicate the outcome to authors by the 28<sup>th</sup> of October 2022. Authors whose abstracts have been accepted must prepare the full paper to be emailed to [petro.dupreez@nwu.ac.za](mailto:petro.dupreez@nwu.ac.za) by 31 January 2023. Each paper will then be sent out by the Guest Editors to one reviewer for comments. The feedback must then be incorporated in the manuscript prior to it being uploaded on the SAJHE's website by the end of April. The Editor-in-Chief of SAJHE will then assign 2 reviewers per paper submission for the blind review process which will take place in May/June 2023. The expected publication date is September 2023.

- Abstract submission: 3 October 2022
- Editors notify authors: 28 October 2022
- Full paper submission: 31 January 2023
- Guest editors' peer review: February/March 2023
- Authors first revisions: 1 April 2023
- SAJHE peer review: May/June 2023
- Authors final revisions: June/July 2023
- Publication date: September 2023

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