

Call for Papers

Uddannelseshistorie 2026

Temanummer: Uddannelse og affekt

Hvordan formes, mærkes og forstås uddannelse og dens historie gennem affekt?

I de seneste år har forskere inden for både humaniora og samfundsvidenskab vist stigende interesse for affekt, følelser og sanselighed som analytiske dimensioner i studiet af uddannelse (Boler, 1999; Brown, 2017; Jore, 2022; Niccolini et al., 2020; Østergaard Andersen, 2020; Procter, 2013; Svendsen, 2014; Willaa, 2023; Zembylas, 2011). Den såkaldte *affektive vending* (Ahmed, 2014; Clough, 2008) har åbnet for nye perspektiver på, hvordan normer, idealer og magtforhold materialiseres i skolens rum og relationer – gennem stemninger, atmosfærer, kropslige praksisser og følelsesarbejde (Li, 2022; Staunæs & Vertelyte, 2024).

Inden for uddannelsesforskning har affektteori og feministiske tilgange yderligere fremhævet, at følelser ikke blot er individuelle tilstande, men relationelle kræfter, der hæfter sig til kroppe, ord og institutioner (Ahmed, 2004; Zembylas, 2002). Etnografiske studier har belyst følelser i klasseværelset (fx Åberg & Hedlin, 2015; Khawaja & Jaffe-Walter, 2025), de affektive dynamikker i diversitet og inklusion (fx Gilliam, 2017; Kofoed, 2017) samt hvordan emotionelle normer regulerer både lærere og elever (Schmidt & Li, 2025).

Parallelt har følelseshistorie i de seneste to årtier understreget følelsers centrale rolle i forståelsen af socialt liv (Dixon, 2012; Rosenwein, 2006). Forskningen har vist, hvordan følelser organiserer politiske og sociale ordener (Frevert, 2011) og former familieliv og intime relationer (Barclay, 2021; Vallgård, 2022). I uddannelses- og barndomshistoriske studier fremhæves følelser som medier for socialisering, medborgerskab og tilhørsforhold (Gleadle, 2018; Landahl, 2015; Li & Buchardt, 2022; Olsen, 2017;).

Det er målet med dette temanummer at udvide det overordnede emne om uddannelse og affekt ved at placere det i en historisk kontekst. Et historisk perspektiv på affekt og uddannelse giver nemlig mulighed for at undersøge, hvordan følelser og affekter er blevet organiseret, reguleret og erfaret på tværs af forskellige perioder (Soares, 2023; Sobe, 2012). Det kan handle om, hvordan lærerens og elevens krop er blevet formet af moralske, kønnede eller nationale idealer; hvordan ritualer, klasselokaler og materialiteter har bidraget til bestemte affektive stemninger; eller hvordan pædagogiske reformer og skoleformer har søgt at fremme følelsesmæssige kompetencer såsom demokrati, ansvarsfølelse eller fællesskab (Vertelyte & Staunæs, 2021).

Med temanummeret *Uddannelse og affekt* ønsker vi at samle bidrag, der undersøger affekts rolle i uddannelsens og pædagogikkens historie og praksis – fra det intime klasselokale til de store institutionelle reformer. Vi inviterer bidragsydere fra alle fagdiscipliner med interesse for uddannelseshistorie, barndomshistorie, professionshistorie mm. til at indsende abstracts, der analyserer affekt som analytisk kategori, historisk faktor eller pædagogisk praksis.

Artikler med nutidigt empirisk materiale er også velkomne, forudsat at de ledsages af en tydelig historisk kontekstualisering.

Eksempler på relevante temaer kan være:

- Hvordan krop, sanselighed og følelsesliv er blevet forstået, reguleret og praktiseret i uddannelsessammenhænge
- Hvordan affekt har været forbundet med kønsforestillinger, national identitet eller idealer om den ”gode elev” og ”den gode lærer”
- Hvordan affektive fællesskaber skabes – fx gennem ritualer, dagligdags praksisser eller undervisningsformer
- Hvordan affekt og følelser har spillet en rolle i pædagogiske reformer, skoleeksperimenter og institutionelle ændringer
- Metodiske og teoretiske diskussioner af affekt som analytisk kategori i uddannelseshistorisk forskning

Temanummeret sigter mod at skabe et tværfagligt forum for refleksion over, hvordan affektive dimensioner former uddannelsespraksisser, vidensproduktion og historiske fortællinger.

Praktisk information

- Abstracts på maks. 300 ord indsendes senest **8. januar 2026** til, jhl@ikl.aau.dk; pesv@edu.au.dk; vertelyte@ikl.aau.dk
- Svar på abstracts gives 28. januar 2026
- Bidrag kan skrives på skandinavisk eller engelsk
- Forfattere, hvis abstracts accepteres, inviteres til at indsende en færdig artikel (36.000–43.000 tegn inkl. mellemrum, noter og litteraturliste) til temanummeret af *Uddannelseshistorie 2026*.
- Deadline for indlevering af artikel til peer review er **1. juli 2026**.

Temareaktionen består af:

Jin Hui Li (Aalborg Universitet)

Pernille Svare Nygaard (Århus Universitet)

Mante Vertelyte (Aalborg Universitet)

Call for Papers

History of Schooling and Education, 2026

Special Issue: Education and Affect

How is education – and its history – shaped, experienced, and understood through affect?

Over the past decades, researchers in both the humanities and social sciences have increasingly engaged with affect, emotions, and feelings as key dimensions in the study of education (Boler, 1999; Brown, 2017; Jore, 2022; Niccolini et al., 2020; Østergaard Andersen, 2020; Procter, 2013; Svendsen, 2014; Willaa, 2023; Zembylas, 2011). The so-called *affective turn* (Ahmed, 2014; Clough, 2008) has opened new perspectives on how norms, ideals, and power relations take shape within schools – through moods, atmospheres, bodily practices, and emotional labor (Li, 2022; Staunæs & Vertelyte, 2024).

Affect theory and feminist approaches have further emphasized that emotions and feelings are not merely private experiences but relational forces that attach to bodies, words, and institutions (Ahmed, 2004; Zembylas, 2002). Ethnographic research has illuminated the affective dimensions of classroom life (e.g., Åberg & Hedlin, 2015; Khawaja & Jaffe-Walter, 2025), the dynamics of diversity and inclusion (e.g., Gilliam, 2017; Kofoed, 2017), and the emotional norms that shape both teachers and students (e.g., Schmidt & Li, 2025).

In parallel, the history of emotions has underscored the central role of feelings in structuring social life (Dixon, 2012; Rosenwein, 2006). Scholars have shown how emotions organize political and social orders (Frevert, 2011), and how they shape family life and intimate relationships (Barclay, 2021; Vallgård, 2022). In the history of education and childhood, emotions have been analyzed as mediators of socialization, citizenship, and belonging (Gleadle, 2018; Landahl, 2015; Li & Buchardt, 2022; Olsen, 2017).

It is the aim of this special issue to broaden the overarching theme of education and affect by situating it within a historical context. Adopting a historical perspective on affect and education enables us to explore how emotions and feelings have been organised, regulated, and experienced across different periods (Soares, 2023; Sobe, 2012). This includes, for example, how the teacher's and student's bodies have been shaped by moral, gendered, or national ideals; how rituals, classrooms, and material environments have contributed to affective atmospheres; and how pedagogical reforms and schooling practices have aimed to cultivate emotional competencies such as democracy, tolerance, or community (Vertelyte & Staunæs, 2021).

This special issue, *Education and Affect*, invites contributions that explore the role of affect in both the history and practice of education and pedagogy – ranging from intimate classroom encounters to large-scale institutional reforms. We welcome submissions from all disciplines, as well as from researchers and practitioners with a broader interest in the history of education, including the histories of childhood, professions etc.

While we particularly encourage historically oriented contributions, we also welcome analyses based on contemporary empirical material provided they include clear historical contextualization.

Possible themes include (but are not limited to):

- Understandings, regulations, and practices of the bodily and emotional life in educational contexts
- The role of affect in shaping gendered imaginaries, national identity, and ideals of the “good student” or the “good teacher”
- The creation of affective communities, for instance, through rituals, everyday practices, or pedagogical forms
- The role of emotions and affect in pedagogical reforms, school experiments, and institutional transformations
- Methodological and theoretical reflections on affect as an analytical category in educational-historical research

The special issue aims to provide an interdisciplinary forum for reflecting on how affective dimensions shape educational practices, knowledge production, and historical narratives.

Practical Information

- Abstracts (max. 300 words) should be submitted by **8 January 2026** to: jhl@ikl.aau.dk; pesv@edu.au.dk; vertelyte@ikl.aau.dk
- The decisions on submitted abstracts will be provided by **28 January 2026**
- Contributions may be written in a Scandinavian language or in English
- Authors of accepted abstracts will be invited to submit a full article (36,000–43,000 characters including spaces, notes, and references) for the special issue of *History of Schooling and Education, 2026*
- Deadline for full article submission (for peer review): **1 July 2026**

Editors:

Jin Hui Li (Aalborg University)

Pernille Svare Nygaard (Aarhus University)

Mante Vertelyte (Aalborg University)

References

- Åberg, M., & Hedlin, M. (2015). Happy objects, happy men? Affect and materiality in vocational training. *Gender and Education*, 27(5), 523–538.
- Ahmed, S. (2004). Affective Economies. *Social Text*, 22(2_79), 117–139.
- Ahmed, S. (2014). *The Cultural Politics of Emotions*. Edinburgh University Press.
- Barclay, K. (2021). *Academic emotions: Feeling the institution*. Cambridge University Press.
- Boler, M. (1999). *Feeling power : emotions and education*. Routledge.
- Brown, R. (2017). *Klasset lyst : skolens organiseringsformer læst som værdikampe og affektiv økonomi : Ph.d.-afhandling*. [Dissertation]. Danmarks Institut for Pædagogik og Uddannelse, Aarhus Universitet.
- Clough, P. T. (2008). The Affective Turn. *Theory, Culture & Society*, 25(1), 1–22. <https://doi.org/10.1177/0263276407085156>
- Dixon, T. (2012). “Emotion”: The History of a Keyword in Crisis. *Emotion Review*, 4(4), 338–344. <https://doi.org/10.1177/1754073912445814>
- Frevert, U. (2011). *Emotions in History – Lost and Found* (NED-New edition, 1, Vol. 4). Central European University Press. <http://www.jstor.org/stable/10.7829/j.ctt1281z9>
- Gilliam, L. (2017). The Decent Citizens: Lessons on moral superiority and the immorality of wealth in a class of privileged youth. In L. Gilliam & E. Gulløv (Eds.), *Children of the Welfare State: Civilising practices in schools, childcare and families* (pp. 165–193). Pluto Press.
- Gleadle, K. (2018). Silence, Dissent, and Affective Relations in the Juvenile Diaries of Eva Knatchbull-Hugessen (1861–1895). *19: Interdisciplinary Studies in the Long Nineteenth Century*, 2018(27). <https://doi.org/10.16995/ntn.808>
- Jore, M. K. (2022). *Konstruksjoner av norskhet og vestlighet i samfunnsfaget i ungdomsskolen: En postkolonial studie av muligheter for identifikasjon i samfunnsfagundervisning*. Høgskulen på Vestlandet.
- Khawaja, I., & Jaffe-Walter, R. (2025). ‘The tipping point’—interrogating racialized nationalist affects in Danish high schools. *Race Ethnicity and Education*, 28(6), 1002–1021. <https://doi.org/10.1080/13613324.2024.2427598>
- Kofoed, J. (2017). Temporal ephemerality, persistent affectivity: Circulation of intimacies on Snapchat. In *Mediated Intimacies* (pp. 117–129). Routledge.
- Landahl, J. (2015). Emotions, power and the advent of mass schooling. *Paedagogica Historica*, 51(1–2), 104–116. <https://doi.org/10.1080/00309230.2014.997750>
- Li, J. H. (2022). How am I supposed to feel? Female students’ emotional reasoning about academic becoming in a transnational higher educational context. *Gender & Education*, 34(5), 561–576. <https://doi.org/10.1080/09540253.2022.2057929>
- Li, J. H., & Buchardt, M. (2022). “Feeling strange” – oral histories of newly arrived migrant children’s experiences of schooling in Denmark from the 1970s. *Paedagogica Historica*, 1–19. <https://doi.org/10.1080/00309230.2022.2065641>

- Niccolini, A. D., McCall, S. D., Lesko, N., & Dernikos, B. P. (2020). Mapping the affective turn in education : theory, research, and pedagogies . In *Mapping the affective turn in education : theory, research, and pedagogies*. Routledge.
<https://doi.org/10.4324/9781003004219>
- Olsen, S. (2017). The History of Childhood and the Emotional Turn. *History Compass*, 15(11), n/a. <https://doi.org/10.1111/hic3.12410>
- Procter, L. (2013). Emotions, power and schooling: the socialisation of “angry boys” [Article]. *Journal of Political Power*, 6(3), 495–510.
<https://doi.org/10.1080/2158379X.2013.849370>
- Rosenwein, B. H. (2006). *Emotional communities in the early Middle Ages* . Cornell University Press.
- Schmidt, L. S. K., & Li, J. H. (2025). Temporal order and emotional rules – Danish children’s navigations in transition from early childhood education and care to primary school. *Pedagogy, Culture & Society*, 1–17.
<https://doi.org/10.1080/14681366.2025.2490942>
- Soares, C. (2023). Emotions, senses, experience and the history of education. *History of Education*, 52(2–3), 516–538. <https://doi.org/10.1080/0046760X.2022.2127005>
- Sobe, N. W. (2012). Researching emotion and affect in the history of education. *History of Education (Tavistock)*, 41(5), 689–695. <https://doi.org/10.1080/0046760X.2012.696150>
- Staunæs, D., & Vertelyte, M. (2024). Hopeful Things as Minor Interventions in Educational Atmospheres: A Diffractive Translation of Sara Ahmed’s ‘Happy Objects’ to Nordic Diversity Work. *Reconceptualizing Educational Research Methodology*, 15(1).
<https://doi.org/10.7577/rerm.5865>
- Svendsen, S. H. B. (2014). Learning racism in the absence of ‘race.’ *The European Journal of Women’s Studies*, 21(1), 9–24. <https://doi.org/10.1177/1350506813507717>
- Vallgård, K. (2022). Family, Childhood and Emotions. In *The Routledge History of Emotions in the Modern World* (pp. 267–280). Routledge.
- Vertelyte, M., & Staunæs, D. (2021). From Tolerance Work to Pedagogies of Unease: Affective Investments in Danish Antiracist Education. *Nordic Journal of Educational Policy*.
- Willaa, K. W. (2023). “Vi vil kun have glade børn med” : Et emotionssociologisk studie af børns oplevelser og håndteringer af følelsesmæssige krav i overgangen fra børnehave til SFO og skole (K. W. Willaa (ed.)) [Dissertation]. Institut for Mennesker og Teknologi, Roskilde Universitet.
- Zembylas, M. (2002). “ Structures of feeling” in curriculum and teaching: Theorizing the emotional rules. *Educational Theory*, 52(2), 187–208.
- Zembylas, M. (2011). Investigating the emotional geographies of exclusion at a multicultural school. *Emotion, Space and Society*, 4(3), 151–159.
- Østergaard Andersen, P. (2020). *Skam, pædagogik og sociokulturelle differentieringer i det affektive samfund*.

