

Call for papers *Educational Studies in Japan* Vol. 13, 2019

Special Issue: ‘Democracy and Political Education’

Submission deadline: September 15, 2018

Educational Studies in Japan (ESJ), the English-language journal of the Japanese Educational Research Association, invites submissions for its forthcoming special issue, “Democracy and Political Education.”

In the face of the tragedies brought about by terrorism, in the light of religious and ethnic tensions, and with the advent of both Brexit and the new inward-looking policy stance in the U. S. A., the politics of exclusion has become a pressing issue. Behind such phenomena are political emotions, especially such negative emotions as fear, anxiety, and hatred. Moreover, this is not just a matter of front-page news: for many people around the world, the problems permeate their daily lives. Hence, the political is inseparable from the psychological and the existential: politics cannot simply be a matter of deliberative procedure, of justice, of sovereign right, and of solving problems; it must also raise questions about how we are to live with one another and, indeed, about who we are. In this humanistic sense, politics is inseparable from education and, hence, inseparable from what John Dewey once called “democracy as a way of life.” In light of this, what kind of *political* education and what kind of human transformation are called for today?

Too often politics and education have been kept apart from one another. In political education, the question of how we should live tends to be avoided, and the political does not deal with the human being *per se*. A proper acknowledgement of political emotions must be a part of the education of the human. With the voting age in Japan now reduced to eighteen, political education cannot simply be a matter of acquiring knowledge of political systems while retaining a neutral stance on the substance of political issues. It must provide the occasion for asking what being a good citizen might amount to, where this question is inseparable from thinking critically about democracy. The pathos lies in the need to destabilize the ground on which we stand and, that is, to feel the weight of political emotions of positive and of negative kinds.

This special issue will address the necessary relationship between democracy, politics, and education. We welcome innovative papers from diverse aspects of educational research, including those that challenge prevailing concepts of political education and offer new vistas and new ways of thinking. We especially welcome papers that contribute to the creation of dialogue between different disciplines of education in order to address the common theme of democracy and education. Possible topics for inclusion are:

- Comparative approaches to democracy and political education
- Issues of exclusion and inclusion in democracy
- Social justice and political education
- Alternative possibilities of political education regarding the private and the public
- Political education and language education (native and foreign)

- Democracy, political education and understanding other cultures
- Political education and cosmopolitanism
- Curriculum and teaching method for political education in the high school
- Democracy and education for critical thinking
- Interdisciplinary approaches to political education
- Psychological approaches to political emotions
- Aesthetic education and the cultivation of political emotions

Contact: edit-jsse@etude.ocn.ne.jp (Staff of JERA)