



CIES 2020 MIAMI

EDUCATION BEYOND THE HUMAN

March 22-26, 2020

Call for Participation

We live in a moment of epochal precarity, amidst irreversible environmental catastrophe that is impacting all life on Earth. Signaling the end of human exceptionalism, this era calls for an urgent redefinition of what it is to be human and a reconfiguration of the relationship between human and Earth. How should education respond to a world of shifting planetary boundaries, collapsing ecosystems, and emerging visions? What education policies, practices, and pedagogies can help re-situate the human within the relational flow of life where everyone and everything – both human and non-human – are deeply interconnected? How can we learn to responsibly encounter and fully engage with a more than human world?

Online proposal submission system opens: **August 15, 2019**
Submission deadline: **September 25, 2019**

Theme Statement

Education Beyond the Human: Toward Sympoiesis

"Sympoiesis is a simple word; it means "making-with." Nothing makes itself; nothing is really autopoietic or self-organizing... earthlings are never alone. That is the radical implication of sympoiesis. Sympoiesis is a word proper to complex, dynamic, responsive, situated, historical systems. It is a word for worlding-with..."

— Donna J. Haraway, "Staying with the Trouble" (2016)

We live in a moment of epochal precarity. Altering life on the entire planet, humans have become the dominant force behind irreversible ecological catastrophe: natural resource depletion, water and air pollution, human overpopulation, species extinction, and a fundamental breakdown of the ecosystems that have sustained life on Earth for millions of years. Variouslly called Anthropocene, Capitalocene, or Chthulucene, this new era signals the end of human exceptionalism and (neo)liberal individualism – the core concepts of Western philosophy and the foundations of modern political economy – as a single vision for surviving on a damaged Earth. **What is required is an urgent redefinition of what it is to be human and a radical reconfiguration of the relationship between human and Earth. The central concern of CIES 2020 is what these planetary changes – and their political, economic, social, and environmental consequences – entail for education.**

How should education respond to a world of shifting planetary boundaries, collapsing ecosystems, and emerging visions? How might we learn from this uncertain time to construct new comparative genres that extend beyond mere reruns of Western metaphysics (and Western Man)? What education policies, practices, and pedagogies can help re-situate the human within the relational flow of life where everyone and everything – both human and non-human – are deeply interconnected? How can comparative education bridge multiple worldviews – and hence worlds – to turn divides into living contrasts that illuminate our everyday entanglements? CIES 2020 invites the comparative education community and our colleagues in related fields – scholars, artists, policymakers, development aid professionals, and education practitioners alike – to step up to the planetary challenges we face and explore a broad range of questions pertaining to the adequacy of our vocabularies, theories, methods, practices, movements, and ways of being in these precarious times.

We see Miami as a fitting place to contemplate where we now stand. When the effects of a 3°C rise in global temperature become real, which is conservatively [estimated](#) to happen by 2100, Miami will be completely underwater. Even at 2°C global warming, which may happen as soon as the 2030s, [forecasts](#) show almost the entire southern third of Florida – currently home to more than 7 million people – submerged in ocean water. Forecasts are equally devastating for other major cities across the world – from the Hague to Rio de Janeiro, Osaka, and Shanghai – which are declared 'the most vulnerable major cities in the world' to flooding. While radically redrawing the map of the world, these irreversible changes will contribute to resource shortages, cause famines, and trigger mass migrations of climate refugees on a global scale, threatening the lives of the world's poorest and most vulnerable populations and ultimately disrupting life for everyone, everywhere.

From this perspective, the location of the 64th Annual Conference of CIES serves as a stark and timely reminder that our current preoccupation with global education trends – student achievement tests, competitive education league tables, global ranking exercises, and "best practices" – needs to be carefully reexamined and put into a broader, planetary and more than human perspective. Our own survival on the damaged Earth will depend on our capacity to engage with and learn from a wide range of interdisciplinary research and education practices, drawing on diverse voices, sources, methods, theories, evidence, and perspectives. While some may seek immediate solutions within current education paradigms, others will explore comparative education as a space of attuning to and engaging with multiple, more-than-human worlds – the worlds of Nature's seasons and spirits, of ecosystems and environments, of cyborgs and goddesses, of artificial intelligence and ancestors - the worlds that at present remain beyond the horizon of mainstream comparative education. CIES 2020 will feature a set of highlighted sessions related to the conference's main theme, as well as provide an opportunity for aesthetic experiences and artistic interventions to explore alternative ways for thinking about and experiencing the world we live in.

Conference participants are invited, but not required, to address any of the following themes:

Education and Planetary Challenges

- Empirical elaborations of the relationships among education, environment, and planetary changes
- Critiques of the 'business-as-usual' approaches to post-2015 educational governance, including attention (or lack thereof) to environment issues in the Sustainable Development Goals (SDGs) and the aid to education initiatives that support them
- Potentials and limitations of Education for Sustainable Development (ESD), including programming that goes beyond the focus on cognitive skills and knowledge and rejects methodological individualism, nationalism, and populism
- Earth-friendly research initiatives, including technological and social alternatives to the current high-carbon research practices that would lead to a cultural change

Education and (Post)Human Futures

- Reevaluation of human rights and humanism - their traditional roles, objectives, and constructions – in the context of climate change and the human/environment interface
- Approaches in comparative education that engage with ontological alterity, including education policy framings, pedagogies, practices, and spaces that decenter the human
- The role of Artificial Intelligence and emerging technologies in reimagining - and remaking - processes of governance, research, and learning, including creative alternatives opened by posthuman futures

Education as Symptosis

- Multiple knowledges and worlds, political dynamics, and power relations in the educational production of epistemologies and ontologies, including non-Western, indigenous, feminist, and marginalized 'Others'
- Educational engagements with more-than-human-worlds, both in terms of the kinds of imagination necessary to conceive them (science-fiction, speculative fabulation, string figures, speculative feminism, science fact) as well as formal and nonformal educational practices of crossing (to interact with artificial intelligence, multispecies, spirit worlds).

Extreme times call for extreme measures – and opening of spaces for new ideas and practices. Comparative educators are encouraged to **use the conference space to traverse epistemological and ontological boundaries** that have kept the field largely insulated from discussion of the catastrophe that is unwinding us, and begin to reimagine life – and education – on a damaged Earth.

Visit the conference website to find full theme statements available in English and Spanish, as well as theme statements by CIES Special Interest Groups (SIGs) and Standing Committees.

General Information

CIES 2020 Miami will accept proposals for contributions in several session formats. Proposals in certain formats will undergo double-blind peer review via the All Academic online submission system, while those in other formats will need to be submitted by email for review by the CIES 2020 Program Committee. The CIES 2020 All Academic online submission system will open on **August 15, 2019** and close on **September 25, 2019** via the official conference website, cies2020.org.

The CIES 2020 Program Committee — in its **commitment to foster a climate of inclusion, diversity, and interdisciplinarity** — encourages group submissions that include presenters who represent diversity in gender, race, institutional affiliation, theoretical perspectives, methodologies, etc. Homogenous panels such as those in which the presenters represent the same institution, theoretical orientation, methodology, or consist of all cis-gendered males (“manels”) are actively discouraged.

In order to promote wide participation, prospective presenters may **submit only one proposal through the All Academic system** for either an individual presentation (formal paper, round-table paper, or poster) or for group presentation (formal panel or round-table session). Submissions in other formats do not count toward this limit, and participants may be listed more than once as a co-author (non-presenter), chair, or discussant. Decision letters will be distributed in mid-November 2019. Presenters of accepted proposals must both **register to attend the CIES 2020 conference** and **be a CIES member for the 2020 calendar year**.

Virtual Conference Participation

CIES 2020 will pilot a virtual extension of the conference in addition to its physical location in Miami, Florida to reduce the [environmental costs of attending a conference](#) (i.e., carbon footprint associated with air travel), as well as alleviate other barriers that hinder participation of CIES members in the annual conference. The goal is to make the conference more accessible and increase the diversity and equity in research among the CIES conference participants. We realize that a virtual conference participation will not provide the same experience as an in-person conference, but we expect that this will nevertheless lead to new connections and a lively interaction between the participants. For more information about different forms of virtual participation (e.g., online or hybrid), please click [here](#).

Spanish Language Presentations / Presentaciones en Español

Because CIES values linguistic diversity, the CIES 2020 Program Committee will consider proposals submitted in Spanish, a language that represents the largest non-English linguistic community of Miami. Dedicated session slots will be available for round-table sessions, formal panel sessions, poster presentations, as well as new submissions formats (visual and performance art sessions) conducted in Spanish or bilingually. Proposals for virtual/online group sessions and posters in Spanish can also be submitted. **Individual roundtable or paper proposals will not be considered.** All Spanish-language proposals should follow the submission guidelines outlined below and include a brief abstract of up to 100 words in English. Please note that translation services will not be provided.

Dado que CIES valora la diversidad lingüística, el Comité Organizador de CIES considerará propuestas presentadas en español, idioma que representa la comunidad lingüística no inglesa más grande de Miami. El programa abrirá espacios para mesas redondas, paneles formales, posters, y formatos nuevos (presentaciones visuales y de performance artística), en español o bilingües. También pueden ser presentadas propuestas de paneles o sesiones de posters virtuales/online. **Contribuciones individuales para paneles o mesas redondas no serán consideradas.** Todas las propuestas en español deberán seguir los lineamientos descritos en este documento e incluir un breve abstract de no más de 100 palabras en inglés. Por favor tener en consideración que no se proveerán servicios de traducción.

Proposal Formats for All Academic Submission (Blind Peer Review)

The following types of conference presentation proposals may be submitted for blind peer-review via the All Academic online submission system. These submissions should not contain any information that would identify the authors. At the time of submission, you will be asked to indicate which session format best fits your proposal. Please read the following information before you decide which format you will propose.

Formal Paper Presentation (Individual Submission)

Proposals for formal paper presentations are submitted by individuals, then reviewed and formed into a panel by conference organizers (either through a CIES Special Interest Group, CIES Standing Committee, or the CIES 2020 Program Committee). In these 90-minute sessions, presenters discuss their research briefly, followed by audience discussion. A maximum of 4 presenters will be assigned to each panel, and each presenter will have 12-15 minutes to present. In the case of multi-authored studies, more than one person may present within these 12-15 minutes. Each session of paper presentations is assigned a chair who moderates and monitors time; a discussant may also be assigned by conference organizers to offer commentary and critique and to elicit discussion following the individual presentations. Submissions for formal paper presentations include an **abstract of up to 1000 words**.

** Available as onsite or online presentation*

Formal Panel Session (Group Submission)

Formal panel sessions provide an opportunity for coordinated interaction and exchange among presenters working on a common set of themes, questions or problems related to either research or practice. Proposals for these 90-minute sessions are submitted by a group of presenters (at least 3) who also designate their own chair and discussants (who must also register for the conference). Panel sessions follow a conventional format of individual paper presentations followed by discussant comments and audience discussion (see above). Submissions for formal panel sessions should include an **abstract of up to 1000 words**, as well as **abstracts of up to 500 words** for each of the individual formal papers included. ** Available as onsite, online, or hybrid presentation; English or Spanish languages*

Poster Presentation (Individual Submission)

Poster sessions combine a visual summary of the findings of a paper/study with the opportunity for individualized, informal discussion of the presenter's work. Individual poster presenters set up displays representing their papers/studies in a large area with other presenters. Posters will be set up in a prominent space throughout the day, while dedicated 90-minute poster sessions will facilitate interaction between poster presenters and interested conference participants. Audio-visual equipment is not provided for poster sessions, but presenters may choose to distribute handouts. Boards and pins will be provided for poster display. Submissions for poster sessions should include an **abstract of up to 500 words**.

** Available as onsite or online presentation; English or Spanish languages*

Refereed Round-Table Presentation (Individual Submission)

Round-table sessions allow for enhanced research collaboration and substantive discussion among participants. Proposals for round-table contributions are submitted by individual authors and then formed into a round-table discussion by conference organizers (either through a CIES SIG, CIES Standing Committee, or the CIES 2020 Program Committee) based on their discussion of common themes or shared research interests. These 90-minute sessions feature 3 or 4 presenters as well as conference attendees seated around large round-tables. After each presenter gives a short presentation on their study, collective discussion by presenters and attendees follows, providing an interactive setting for those who seek to engage in discussion about their work. Audio-visual equipment is not provided for round-table sessions. Submissions for individual round-table presentations should include an **abstract of up to 500 words**.

Refereed Round-Table Session (Group Submission)

This is similar to an individual submission for a round-table presentation, but in this case one organizer submits three or four summaries of individual round-table contributions. The individual presenters' contributions should be united by a common topic or theme. In this 90-minute session, each presenter gives a short presentation, followed by collective discussion with other conference attendees. Round-table session proposals should also designate a chair whose role is to facilitate interaction and participation. Audio-visual equipment is not provided for round-table sessions. Submissions for group round-table paper sessions should include an **abstract of 1000 words** describing the overall theme and objectives of the discussion, as well as **abstracts of up to 500 words** for each of the individual presentations.

**English or Spanish languages*

Proposal Formats for Email Submission (Open Peer Review)

While prospective presenters may submit only 1 proposal through the All Academic system (see above descriptions), emailed proposals for several alternative presentation formats do not count toward this limit. These kinds of submissions should contain information to identify the authors and their institutions, as the CIES 2020 Program Committee will conduct open peer review to curate inclusion of diverse perspectives for the overall conference program. Please read the following information before you decide which format you will propose.

Pre-conference Workshop

CIES 2020 will feature a series of pre-conference workshops on Sunday, March 22, 2020. Workshops are designed to offer a space for attendees to engage with experts on issues and questions related to research, policy, and practice in the field of comparative and international education. The vision for the workshops is to provide an interactive learning space through which attendees can enhance their skills, knowledge, and understanding of distinctive topics and their application to practice, training in curricular and pedagogical approaches, research methods, and data analysis. Workshop registration will be made available to conference attendees as part of the regular registration process for a flat rate.

The CIES 2020 program committee invites proposals for pre-conference workshops of three hours or six hours in duration. All workshop proposals must include (1) the title of the proposed workshop; (2) workshop duration; (3) maximum number of participants; (4) a **500-word description** that explains the purpose of the workshop, identifies learning objectives, and includes a delivery plan to reach expected outcomes; and (5) names, institutional affiliations, email addresses, and short professional bios for of all workshop presenters.

Decisions on accepted workshops will be made in October 2019; the CIES 2020 Program Committee anticipates constructing a program of 15-30 workshops, depending on the breadth of topics submitted and space availability. If accepted, workshop organizers will be asked to indicate preferred room setup and needs for audiovisual equipment. Only basic AV setup can be provided by conference organizers; other equipment (e.g., flip charts with markers) must be provided by workshops organizers or may be ordered through the conference AV provider at an additional cost.

Proposals for pre-conference workshops should be submitted to cies2020@cies.us in a Microsoft Word document (.docx or .doc) by **Wednesday, September 25, 2019**. Please include "WORKSHOP PROPOSAL: <Title>" in the subject line of your email.

**English or Spanish languages*

Book Launch

Authors of books published between March 2019 and March 2020 are invited to submit proposals for book launches, which provide an opportunity for members of our field to present recently-published monographs and edited volumes in an interactive setting. All book launch proposals should include (1) the book title, publisher, and date of publication; (2) a **500-word description** of the book; (3) the table of contents; (4) a list of contributors' names, affiliations, and email addresses; and (5) an HQ book cover image (in JPG, PNG, or PDF format). For a multi-authored work, please be sure to identify all the contributing authors who will be present for the book launch at CIES 2020. Limited to one submission only. Proposals for book launches should be submitted to cies2020@cies.us in a Microsoft Word document (.docx or .doc) by **Wednesday, September 25, 2019**. Please include "BOOK LAUNCH PROPOSAL: <Title>" in the subject line of your email.

**English or Spanish languages*

Performance Art Session — *NEW FOR CIES 2020!*

The CIES 2020 Program Committee encourages the submission of creative artistic performances in response to the conference theme. We invite initiatives to share research and practice beyond traditional conference presentations. Performances selected for the CIES 2020 program may incorporate multi-species, multi-mattered engagements and draw upon a diverse world of the senses. Performance art sessions may include multiple forms of artistic expression beyond the spoken word, including story-telling, dance, music, theater performance, recital, PechaKucha presentation, or another alternative creative form of intellectual expression. Proposals may be submitted by an individual or group. All performance art session proposals must include (1) the performance title; (2) anticipated performance duration (in minutes); (3) a list of contributors' names, emails, and affiliations; (4) a **500-word description** of the story or performance; and (5) any special requests for audiovisual equipment or room set-up. Only basic AV setup can be provided by conference organizers; other equipment must be provided by session organizers or may be ordered through the conference AV provider at an additional cost.

Proposals for a performance art session should be submitted to cies2020@cies.us in a Microsoft Word document (.docx or .doc) by **Wednesday, September 25, 2019**. Please include "PERFORMANCE ART PROPOSAL: <Title>" in the subject line of your email.

**English or Spanish languages*

Visual Art Installation — *NEW FOR CIES 2020!*

The CIES 2020 Program Committee seeks the contribution of visual artwork for display that addresses the conference theme. Visual art installations may include environmental art, post-anthropocentric visual art, and/or any other artistic expressions that push the boundaries of status-quo model of education to see beyond the human (e.g., painting, drawing, printmaking, sculpture, photography, design, crafts, etc.). All visual art installation proposals must include (1) the title of the piece/exhibition; (2) approximate size of the piece; (3) display instructions such as length of time the piece should remain on display (i.e. one session, one day, conference duration); (4) a list of artists' names and affiliations; and (5) a **500-word description** of the exhibition. Only basic AV setup can be provided by conference organizers; other equipment or material needs must be provided by artists. Proposals may include solo or group exhibitions. Decisions on accepted art exhibition sessions will be made in October 2019.

Proposals for a visual art installment should be submitted to cies2020@cies.us in a Microsoft Word document (.docx or .doc) by **Wednesday, September 25, 2019**. Please include "VISUAL ART PROPOSAL: <Title>" in the subject line of your email.

**English or Spanish languages*

**Artists agree to transport, install, and display art at their own risk and expense. CIES will not be held responsible for any damage or loss.*

Fishbowl Session — *NEW FOR CIES 2020!*

Fishbowl sessions will be added as an alternative to round-table discussions. Fishbowl sessions provide opportunities to ask targeted questions and offer formative feedback to paper authors. In a fishbowl session, each presenter will have 30-45 minutes to sit in the inner circle with 1-2 discussants and 1-2 open chairs next to them. Once in the inner circle, the presenter will offer a brief summary of their work followed by a specific question or challenge that the group could help to address. The discussants will have a chance to respond, and then the audience members from the outer circles are encouraged to rotate in and out of the open chair in the inner circle to engage with the author. These 90-minute sessions feature 2-3 presenters, 1-2 expert discussant(s), a note-taker, and a chair/facilitator as well as conference attendees seated around in two concentric circles. Please limit the group session to three presenters. In addition, you can include a confirmed chair or facilitator and 1-2 discussants. More information on the facilitation and uses of the Fishbowl technique is available [here](#). Audio-visual equipment is not provided for fishbowl sessions.

Submissions for group fishbowl presentations should include an **abstract of up to 1000 words** describing the overall theme and objectives of the discussion, as well as **abstracts of up to 500 words** for each of the individual presentations. Please also include the paper titles, authors' names, emails, and affiliations as well as names and affiliations of the confirmed chair/facilitator and discussant(s).

Proposals for a fishbowl session should be submitted to cies2020@cies.us in a Microsoft Word document (.docx or .doc) by **Wednesday, September 25, 2019**. Please include "FISHBOWL PROPOSAL: <Title>" in the subject line of your email.

**English or Spanish languages*

Off-Site Visit — *NEW FOR CIES 2020!*

These off-site supplementary sessions offer opportunities to engage with education beyond the human as it is happening at a grassroots level in Miami. The CIES 2020 Program Committee invites proposals for off-site visits of three hours to six hours in duration. All proposals must include (1) the title of the proposed off-site visit; (2) visit location and duration; (3) short professional bios for the visit leader(s) and/or host(s); (4) a **500-word summary** that explains the purpose of the off-site visit, identifies learning objectives, and includes a logistics plan; (5) anticipated group size and cost per participant; and (6) any transportation requirements. Decisions on accepted off-site visits will be made in October 2019; the program committee anticipates constructing a program of 3-5 events to be held between March 22-26, 2020 depending on their potential contributions to the conference.

Proposals for off-site visits should be submitted to cies2020@cies.us in a Microsoft Word document (.docx or .doc) by **Wednesday, September 25, 2019**. Please include "OFF-SITE PROPOSAL: <Title>" in the subject line of your email.

**English or Spanish languages*