



DEADLINE FOR SUBMISSION EXTENDED: NOVEMBER 30, 2022

You are invited to participate in our free and in-person event, where we will explore the intersections between education, bodies, and aesthetics, and investigate the new and changing directions across a Latin American landscape in conversation with the United States.

This event will also provide an opportunity to reflect on the educational social movements that have had a resurgence in Latin America in the last few decades. We will explore topics such as what it means to be educated and what role education plays in racist, classist, and patriarchal regimes, where we will seek to question our own roles within our contexts.

With these goals in mind, we will leave behind traditional paper presentations in favor of collective, interactive, and interdisciplinary conversations between academics, educators, artists, and social activists.

How to participate

This event will involve 10 roundtable discussions, where each conversation will be guided by, but not limited to, discussing a specific theme and a set of open-ended questions provided by the table leader. In order to participate in a roundtable discussion, those interested should select one of the tables from the list below, and submit a brief reflection to the provided questions in no more than 500 words (excluding references). Given that the format of this event will itself seek to encourage conversation, it is important that all of the table participants

be able to understand both Spanish and English, although proposals can be submitted in any of the languages designated by each table leader. Each table leader will select 5 participants for their table.

The application deadline for proposals is November 15, 2022. Participants will be notified of their acceptance by the beginning of December 2022. All of the roundtable discussions will take place on Monday, May 22, 2023 at Teachers College in the City of New York.

Table Topics

Table 1: Affect theory and theories of emotion in the educational field: Challenges, contributions, and controversies

Table leader: Ana Abramowski

Languages: Spanish, English, and Portuguese

Questions:

- What concepts stemming from affect theory and theories of emotion are useful in problematizing the educational field?
- What methodological challenges arise as a result of taking up these theories in educational research?
- In what ways do affect theory and theories of emotion contribute to knowledge and understanding in education, in relation to daily teaching tasks, teaching, learning, curriculum, institutional dynamics, teacher education, educational policy, etc?

Table 2: Aesthetics, Bodies, and Education

Table Leader: Dora Marin

Languages: Spanish and Portuguese

Questions:

- What bodily experiences are mobilized through practices that are considered educational in our present-day context?
 - What are some of the key characteristics of the aesthetic relationships promoted in these practices?
 - How do practices that are currently regarded as educational take up bodily practices and aesthetic experiences with processes of subjectivization?
-

Table 3: Aesthetics and educational strategies: Resistance, liberation, and anti-racism

Table Leader: Gioconda Coello

Languages: Spanish, English, and Portuguese

Questions:

- What aesthetics constitute the "aesthetics" that reach schools and what dynamics do they interrupt, continue, or renew within them?
- In what ways have Indigenous, Afro-indigenous and Afro-descendant people of the region used aesthetic forms as a means of resistance and resurgence of their knowledge in formal and non-formal, official, and non-official educational spaces?
- How have everyday literacies (riddles, rhymes, *amorfinos*, games, stories, poems, etc.) been used within anti-racist education in the region?

Mesa 4: The silent ways of educating: architecture, adornments, and artifacts in schooling

Table leader: Maria de Carmen Martins

Languages: Portuguese and Spanish

Questions:

- What are the different aesthetic experiences in use within schools that make them into educational spaces?
- What knowledge and educational practices have schools taken on in their approach to educational materiality?
- Which artifacts and objects are targeted and debated between different groups within educational disputes?

Table 5: Aesthetic dimensions of schooling

Table leader: Pablo Pineau

Languages: Spanish, English, and Portuguese

Questions:

- How are we to understand the aesthetic dimensions of schooling, looking beyond the explicit teaching of “artistic content”?
- How is pedagogical knowledge formed within the realm of aesthetic dimensions of schooling?
- How is pedagogical knowledge articulated, circulated, received, and appropriated by traditional pedagogical ideas and practices?

Mesa 6: Sensibilities and education

Table leader: Pablo Toro-Blanco

Language: Spanish, English and Portuguese

Questions:

- What sources and methods have been fundamental to building a historical understanding of sensibilities in schools?
- What role have discourses promoted by the state played in the creation and perpetuation of a nationalizing educational aesthetic?
- How are perceptions about school sensibilities projected to the rest of society?

Table 7: Racialized bodies, aesthetics, and subjectivities in school

Table Leader: Anny Ocoró Loango

Language: Spanish and Portuguese

Questions:

- What images and aesthetics about racialized subjects are proposed and dominate school curriculum?
- What continuities and ruptures appear in pedagogical discourses about the bodies and aesthetics of racialized groups?
- How do social movements contribute to the subverting of hegemonic aesthetics and narratives about racialized bodies in school spaces?

Table 8: Images, bodies, and spaces in schools

Table Leader: Inés Dussel

Languages: Spanish, English, Portuguese

Questions:

- How do images operate in school spaces?
- What are the connections between bodies and image in schools?
- What tensions and struggles can be seen in school iconography and visibility?

Table 9: Thinking about the role of archives in education

Table Leader: Nicolás Arata

Languages: Spanish, English, Portuguese

Questions:

- What is novel about our problems with archives and why is it essential to discuss historical conceptualizations of archives?
- What policies around archives have prevailed within Latin American education, and how do these policies manifest?
- How can we rethink and nurture our reflections about archives in education by engaging in conversation with other theoretical perspectives?

Table 10: Pop culture, school aesthetics, and imagination

Table Leader: Daniel Friedrich

Languages: Spanish and English

Questions:

- What kinds of school aesthetics are to be found in Pop Culture through TV, film, music, etc?
- Is there anything specifically Latin American in school pop aesthetics?
- How can we mobilize pop culture aesthetics in order to imagine schooling otherwise?

For more information, please visit the conference website: www.edustetica.com

Contact: Dorsa Fahami, dif2121@tc.columbia.edu