



AALBORG UNIVERSITY
DENMARK

***Education Politics and Hidden Cold War Schemes.
The past in the present educational directions international
and nationally.***

**WEDNESDAY SEPTEMBER 29 2021: 13.30-17.30 FOLLOWED
BY RECEPTION 17:30-19:30**

***International seminar hosted by the Policy Futures-research,
DPU, Aarhus University and Centre for Education Policy
Research, Aalborg University***

Location: Aalborg University, A. C. Meyer's Vænge 15, 2450 Copenhagen SV,
Ground floor (1), room 1.001a + 1.001b (the conference hall)

13.30-13.45: Opening

Professor **Mette Buchardt**, Head of Centre for Education Policy Research, Aalborg University
Director of the *Policy Futures-research* program, DPU Assoc. Professor **Katja Brøgger**,
Aarhus University

13.45-15.00: Keynote inkl. Short Q&A:

Professor **Thomas S. Popkewitz**, University of Wisconsin, Madison:
*How Contemporary Educational Sciences Became Reasonable: The Transnational Sciences
Related in Education In The Post War World Two Years*

15.00-15.20: Break

15.20-17.20: Shorter presentations (20 minutes each followed by 10 minutes Q & A):

- Research Associate, **Viktorija Boretska**, Luxembourg Centre for Contemporary and Digital
History (C²DH), University of Luxembourg:
The imperative of scientificity in education during the times of the Soviet state reconstructions

- Director of the *Policy Futures-research* program, DPU Assoc. Professor **Katja Brøgger**,
Aarhus University:
*Post-Cold-War governance arrangements in Europe: Bypassing or asserting the nation in
higher education policy?*

- Professor MSO **John Krejsler**, Policy Futures, DPU, Aarhus University:
*Transnational European Mobilization as a Producer of Global Effects: Exploring the outbound
performative effects of European education policy*

- Professor **Mette Buchardt**, Centre for Education Policy Research, Aalborg University:
*The Education Politics of 'Real Life' and the Quest for Social Usefulness. Cold War Reform
Processes in the Nordic Welfare-Nation-States in past and present*

17.20-17.30: Summing up

Education Politics and Hidden Cold War Schemes.

The past in the present educational directions international and nationally.

17.30-19.30: Reception with drinks and a light meal (celebrating the guests as well as Mette Buchardt 25 years anniversary as a civil servant in the Danish state)

Arranged by:

Director and Assoc. Professor Katja Brøgger, the *Policy Futures*-research program, Danish School of Education - DPU, Aarhus University <https://dpu.au.dk/en/research/research-programmes/policy-futures/> and <https://dpu.au.dk/en/>

Professor Mette Buchardt, Centre for Education Policy Research, Department of Culture and Learning, Aalborg University, <https://www.cfu.learning.aau.dk/> and <https://www.kultur.aau.dk/>

Sign up for no later than September 14, 2021:

For the seminar: by contacting: Research Assistant Nanna Ramsing Enemark nre@hum.aau.dk

Sign up for the reception through this link: <https://www.surveyxact.dk/LinkCollector?key=X27JJFCAL59P>

ABSTRACTS:

Keynote:

Thomas S. Popkewitz, University of Wisconsin-Madison

How Contemporary Educational Sciences Became Reasonable: The Transnational Sciences Related in Education In The Post War World Two Years

The history of the social and psychological sciences is interesting, not only as the past but in their intersections in the present. Given shape in the cosmopolitanism of American and European Enlightenments, the objects of the reasoning of science are refashioned in the 19th century North American and European Social Question. The sciences were comparative internally, concerned with governing of the urban poor and “deviant” populations in industrialization, immigration, and unrestrained capitalism. They were mobile, folds that traveled and (re)visioned in a globalization of the arts of governing in care of people- today thought of as modern welfare states.

The lecture focuses on the transnational infrastructures related to the sciences of educational in the post war Two decades. It examines the systems of reason that codified and calculated experience in which society and population were viewed as “data” of experimental laboratories (R&D). Mass observations through interviews, sample surveys and ethnographies produced new spaces for action. These included studies of classrooms, families, childhood, community, and “political cultures”. The knowledge was affective; anticipatory of a future to be activated. It was comparative, embodying double gestures: hopes that simultaneously inscribed fears of dangerous populations. The comparativeness was internal and external in creating Others, the latter often signified epochally as The Cold War.

Drawn from *The Post-World War Two International Educational Sciences: Quantification, Visualization and Making Kinds of People* (Routledge, in press- hopefully!), the entanglement of different historical lines and spaces of the post war infrastructure are naturalized today in grids of contemporary educational research concerned with change.

Education Politics and Hidden Cold War Schemes.

The past in the present educational directions international and nationally.

Presentations:

Viktoria Boretska

The imperative of scientificity in education during the times of the Soviet state reconstructions

Be it the post-Stalin era of the rebuilding of the Soviet Union (1953-1964) or the post-Soviet rebuilding of Russia, the periods of regime change and reconstruction were inextricably linked to the search for certainties and the somehow always newly found panacea of science. The ever rising promotion of science, scientific method and scientific fact was to seemingly compensate for the shaky foundations of political and social orders. In this presentation, I will explore how the holy grail of science and scientific method has become an imperative for the field of education throughout those periods of change - education, responsible for producing new kinds of educated subjects. Along with this, it will be discussed that these processes of scientification, despite the assumed universality of the meaning, were neither monolithic nor ahistorical.

John Benedicto Krejsler

Transnational European Mobilization as a Producer of Global Effects: Exploring the outbound performative effects of European education policy

This presentation maps the genealogy of how a transnational truth regime is produced in a Northern region that produces global impact, and is, simultaneously, a projection of 'Western soft power' in a Cold War and post-Cold War context. With references to the OECD, EU, the Bologna Process and IEA, it is common to observe the transnational turn in European education policy with an inward-looking perspective that emphasizes effects on European nation states and European integration. This presentation highlights the often forgotten effects of these processes in producing formats that travel globally.

Katja Brøgger

Post-Cold-War governance arrangements in Europe: Bypassing or asserting the nation in higher education policy?

This presentation explores how the current virulent calls for a return to the homogenous Nation may be turning the tables with regards to the prospects and promises of European integration through education. In many ways, the post-Cold War EU-driven efforts to create a joint European Higher Education Area constitutes an era of unprecedented internationalization of higher education. Through soft governance mechanisms the EU aimed to forge a European identity. Meanwhile, currently we are witnessing how the rise of neo-nationalism has started to erode the harmonization of European higher education systems, which reveals a profound conflict between European federal harmonization and nation-building.

Mette Buchardt

The Education Politics of 'Real Life' and the Quest for Social Usefulness. Cold War Reform Processes in the Nordic Welfare-Nation-States in past and present

In Danish education-political debate at present, *dannelse* – a concept deriving from the German *Bildung* but with its own contextual connotations and histories – seems to be mobilized as a symbol recalling Nordic cultural democratic and Folk-Protestant traditions and Nordic educational progressivism. The social history of “dannelse” as an applied concept in the Danish education system is, however, complicated. The presentation elucidates this history, focusing on how national Protestantism became part of social engineering efforts in the Cold War education reform processes during the 1950s-1960s, aiming at replacing “dannelse” with a focus on “real life” in the crafting of welfare-state education policies. Here the “treat” and inspiration from of other states in the East- as well as the West block and the allegedly changed conditions in “the atomic and hydrogen world” was a key feature and argument for change.