

Educazione Interculturale. Teorie, Ricerche, Pratiche
Dipartimento di Scienze Dell'Educazione «Giovanni Maria Bertin»
Alma Mater Studiorum – Università di Bologna
<https://educazione-interculturale.unibo.it/>

Call for Papers Vol. 22 N. 1/2024

Anti-racism and intercultural education

Dossier coordinated by

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The term "race" takes various and peculiar meanings according to different cultural contexts. In Italy, several researchers, referring to the scientific discoveries produced by studies on population genetics and the article III of the UNESCO Declaration on Race and Racial Prejudice (1967), emphasize that not only racial doctrines have no scientific basis but also reject the use of the word "race" still burdened with hostile and disdainful content (See: Lorenzini, 2017; Ben Jelloun, 2005). Amongst others, population genetics scholars such as Luigi Luca Cavalli Sforza (2013) and Guido Barbujani (2006), dismantle the concept of race, illustrating how it does not correspond to any scientifically recognizable entity and is ineffective to comprehend the basis of humanity's biological and cultural differences, whose existence is recognized among human groups. On the contrary, the term "race" is still widely used in anglophone contexts, as well as in the field of Brazilian academia, to which the editors of this monographic issue belong.

Throughout history, racial differences have been used to justify social hierarchy and legitimize relationships of dominance in Brazil and many other local, regional, national, and international contexts. Racism and ethnic-based, somatic, and cultural discrimination have often manifested as active phenomena, capable of determining economic factors and regulating social relations (Mellino, 2016). In societies with a high index of racism, ways of life and processes of subjectivation are consolidated and become predominant elements in the establishment of social relations. Many everyday practices that are apparently innocuous teach and reinforce privileges and imperatives of whiteness and blackness, often disqualifying and dehumanizing some groups, such as black people, Roma, Sinti, nomadic and indigenous people, including children. There is therefore a need for an ongoing reflection on how to think and organize the educational contexts to promote actions capable of combating racism, stereotypes, preconceived notions, and the culture of discrimination. In that sense, this issue intends to contribute to the ongoing debate in the field of intercultural education, to help comprehend and oppose racial hierarchization in its various dimensions, considering the different subjects involved.

Abstract by 15 September 2023;

Interested researchers are invited to submit an abstract to the editors by September 15, 2023. The abstract, with 300 to 350 words, must contain: (i) a brief presentation of the topic supported by an international bibliography; (ii) the nature of the text (research, studies and essays etc); (iii) a quick, properly motivated, description of the matter supported by an international bibliography; (iv) the methodology (in the case of research); and (v) concise conclusions.

Acceptance or rejection abstract by 25 September 2023;

Full contribution by 15 December 2023.

The abstract, the article in Word file format, and the metadata must be **uploaded within the journal platform** using the submission procedure instructed in the section “Make a submission” which can be found in the first page of the journal <https://educazione-interculturale.unibo.it/index>. **and sent to the email addresses of the Dossier coordinators:**

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Submissions that successfully pass the double-blind peer-review will be published in Vol. 22, No. 1 (May, 2024) of the journal *Educazione Interculturale. Teorie, Ricerche, Pratiche*.