Call for Papers

Special Section of the Comparative Education Review Journal (CER)

Ancient and Indigenous Histories and Wisdom Traditions: Comparative Studies in Curricular Representations and Classroom Practices

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I.   Background

How can some of the worldviews and teachings promoted by ancient and Indigenous cultures and wisdom traditions contribute to a more just, equitable, harmonious, peaceful, and sustainable world? What can they contribute to addressing some of humanity's most daunting challenges, such as the climate crisis? What important values and practices might we—as a human civilization—have lost over the millennia due to the (mis)representations or negation of ancient and Indigenous cultures, histories, and wisdom traditions? Further, how do such representations shape K-12 schoolteachers' and students' understandings of their own histories, as well as their approaches to other groups' cultures, wisdom traditions, contributions, and historical or current injustices and struggles? And how can comparative and international analyses of different contexts—and the various forces and discourses shaping them—help us identify ways to create more balanced and inclusive curricular representations and classroom practices vis-à-vis those cultures, histories, and traditions?

Representations of ancient history are a generally understudied topic, including when it comes to their representations in K-12 school curricula and textbooks (e.g., Zervas & Abdou, 2022).[1] However, despite it being a nascent field of inquiry, it is reassuring to see the question—of how various nations' curricula and textbooks represent their ancient and Indigenous cultures and wisdom traditions—gain more traction and interest over the past few years, including by scholars in various geographical contexts in Africa, the Americas, and Euro-Asia (e.g., Abdou & Zervas, 2024a, 2024b).[2] Yet, there clearly is a need for further investigation into this highly understudied topic, including through solid comparative studies that would help us gain further insight through comparing and contrasting such representations across more than one context.

The ultimate aim of this [Comparative Education Review (CER)](#) *Special Section* is to contribute to more balanced K-12 curricular representations and classroom practices vis-à-vis ancient and Indigenous histories, cultures, and wisdom traditions. It has two key objectives: 1) to continue to deepen our

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[1] Zervas, T. & Abdou, E. D. (2022). Modern Education and National Identity in Greece and Egypt: (Re)producing the Ancient in the School Textbook. In D. Tröhler, N. Piattoeva, & W. Pinar (Eds.), *World Yearbook in Education: Education, Schooling and the Global Universalization of Banal Nationalism* (pp. 66-83). Routledge.

[2] For more details about the definitions used, analytical approaches adopted, and contexts studied, please feel free to review the edited volumes: 1) Abdou, E. D. & Zervas, T. G. (Eds.) (2024a). *Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts: Towards More Balanced Curricular Representations and Classroom Practices.* Routledge; and, 2) Abdou, E. D. & Zervas, T. G. (Eds.) (2024b). *Ancient and Indigenous Wisdom Traditions in the Americas: Towards More Balanced Curricular Representations and Classroom Practices.* Routledge. More details about the edited volumes at: https://www.routledge.com/Studies-in-Curriculum-Theory-Series/book-series/LEASCTS

understanding of, and critical engagement with, curricular representations and classroom practices vis-à-vis ancient and Indigenous histories, cultures, and wisdom traditions in various contexts; and, 2) to gain additional insight that would emerge through adopting comparative approaches between various contexts.

More specifically, this *CER Special Section* will attempt to explore and elucidate some of the following key questions across various contexts:

1) *How do national school textbooks and curricula portray the nation's ancient history, culture, and wisdom traditions? Relatedly, how do these curricula represent the nation's existing Indigenous cultures and wisdom traditions, in contexts where those still exist and are being practiced?*
2) *What commonalities and differences emerge when we compare such representations in two or more contexts?*
3) *How do these textual constructions and representations shape teachers' and students' worldviews and attitudes (in contexts where this question might have been explored)?*

II.   Contributions Sought

We invite paper submissions that attempt to address any or all of the aforementioned questions. All papers will be expected to adopt a comparative approach, comparing **at least two different national contexts** through conducting textual analyses of some of the contexts' relevant school textbooks and/or curricular guidelines. The contexts compared do not necessarily have to be from the same geographical region or continent. We encourage contributions from emerging and established scholars, as well as graduate students, studying these questions in any context where they might be relevant. While this *CER Special Section* is grounded in curriculum studies as well as comparative and international education, we also welcome contributions grounded in other disciplines. Full papers would be expected to not exceed 8,000 words, including references (and annexes, where applicable). Authors of accepted abstracts will be expected to follow CER's manuscript submission guidelines and peer review process.

III.   Submission Procedures

1) **Abstracts:** Interested authors are invited to submit abstracts of approximately **500 to 700 words.** The abstract should include: 1) a tentative title of the paper; 2) the paper's key argument(s); 3) the two or more geographical contexts that will be compared in the paper; 4) theoretical and conceptual grounding of the paper; and, 5) methodology, including some details about the school textbooks and/or curricular guidelines being analyzed.
2) **Authors' Details:** Along with the abstracts, please submit: 1) the names of the proposed paper author(s); 2) a few sentences briefly outlining each of the authors' past and/or current experiences in the context(s) under study (including a list of relevant publications, if applicable); 3) full institutional affiliations of author(s); and 4) email addresses of all contributing authors.
3) **Important Guidelines:**
   a) All abstract submissions are expected to follow the CER style guide and Chicago Citation Style (5th Edition). For more details, please feel free to visit the instructions for authors page on the CER website: https://www.journals.uchicago.edu/journals/cer/instruct
   b) All abstract and author details submissions and inquiries should be sent via email to CER_SpecialSection@luc.edu with the subject line "Special Section CER 2026".
   c) The deadline for submitting abstracts is **Sunday September 1st, 2024.**

IV.   Timeline & Key Milestones

September 1, 2024	Deadline to submit abstracts.
November, 2024	Authors of accepted and rejected abstracts to be notified of the reviewers' decision. *All abstracts will be closely reviewed by the three guest editors. The CER co-editors will also be consulted throughout the selection process.*
April, 2025	Authors of accepted abstracts expected to submit their full articles for review, no later than April 2025.
Spring, 2026	Special Section of the Comparative Education Review Journal published *(tentatively to be published during first half of 2026).*