International Conference:
Jointly organised by the Leibniz
Research Center for Inclusive
Citizenship and the ECPR
Standing Group Citizenship

CINC

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INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

**29 SEPTEMBER – 1 OCTOBER 2022,
LEIBNIZ UNIVERSITY HANNOVER**

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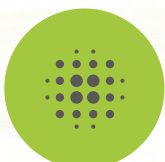# INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

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At the First International Congress of the Leibniz Research Center CINC in cooperation with the Biannual Conference of the Standing Group Citizenship of the ECPR, we will jointly examine various aspects of inclusion and citizenship as belongings, practices and acts. Its aim is to facilitate a theoretical discussion as well as a presentation of empirical findings. We will look at citizenship and inclusion as social practices from different interdisciplinary perspectives such as gender and migration, learning and education, digitalization, medicine and cultural heritage.

The normative and analytical dimensions of inclusive citizenship will be defined and the inherent antinomies of normative concepts of inclusion and the ambivalences of citizenship will be reflected. With the aim to facilitate a theoretical discussion and presentation of empirical findings, this interdisciplinary conference will consider citizenship and inclusion as social practices from a range of perspectives, such as: gender and migration, learning and education, digitalisation, medicine and cultural heritage.

We understand citizenship as a dual character of civic status and civic practice, including the tension between desired inclusion and actual co-produced exclusion. The duality of civic status and civic practice is itself always in a dichotomous state between desired or propagated inclusion and actual co-produced exclusion. Citizenship refers to both membership status and membership roles in a socialisation process. In terms of status and practice, citizenship controls specific configurations of exclusion and inclusion across different socialization processes.

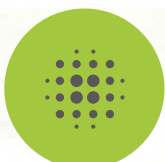# INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

INTERNATIONAL CONFERENCE: JOINTLY ORGANISED BY THE LEIBNIZ RESEARCH CENTER FOR INCLUSIVE CITIZENSHIP AND THE ECPR STANDING GROUP CITIZENSHIP

In a globalised world, the need for orientation, self-localisation and negotiation of individual group memberships as well as the requirements for the self-determined action of individuals are increasing. The analysis of these processes of socialisation from the perspective of inclusion and citizenship reveals increasing options for action and opportunities for personal and institutional learning. Moreover, this leads to unavoidable tensions between inclusion and exclusion, resulting in difficult dilemmas between competing normative claims and paradoxes in the structure of socialisation processes that block action.

The conference "Inclusive Citizenship as Belongings, Practices and Acts" has an interdisciplinary approach. We look forward to submissions for presentations and posters from educational, historical, sociological and political science, special education, and didactic perspectives.

Main-Keynotes

- **Prof. Yasemin Soysal**, WZB, Berlin Social Science Center
  "The Past and Future of Liberal Citizenship"
- **Prof. Dr. Manuela Boatcă**, University of Freiburg
  "Inclusive citizenship in relation to globality, transnationality, postcoloniality"
- **Dr. Aoileann Ní Mhurchú**, The University of Manchester
  "The Unfamiliar Act of Citizenship as a Decolonial Move: Voicing Ambiguity, Sensing Voice."

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INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

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We invite you to submit your ABSTRACT/PAPER for your presentation or poster in one of six panel sessions:

- Gender, Migration and Citizenship
- Cultural Heritage and Citizenship
- Digital Citizenship
- Inclusive Citizenship Education
- Teaching, Learning and Citizenship
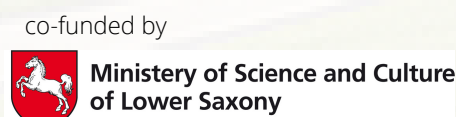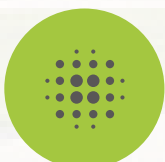- Medical Citizenship and Pandemic Preparedness

Abstract submission / How to submit:

- Abstracts should be submitted by June 1, 2022 (check Deadlines)
- Abstracts should be submitted via the pre-conference tool
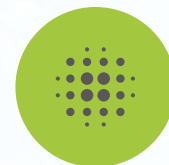- Language for abstracts and presentations is English.

Your abstract should include:

1. Title and author's name and surname, institution, and email address
2. Your abstract (limited to 5000 character with blank) and five keywords
3. Brief information about the presenter(s)

You also have the opportunity to submit poster presentations of your research projects. These do not have to be assigned to a specific panel, but must be relevant to the conference theme. Please note, if your abstract is accepted, you will be permitted a maximum of 20 minutes for oral presentation and five minutes for poster presentation. You find all relevant information about the the conference, registration, call for papers, etc. at the conference conference website. [LINK]

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INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

INTERNATIONAL CONFERENCE: JOINTLY ORGANISED BY THE LEIBNIZ RESEARCH CENTER FOR INCLUSIVE CITIZENSHIP AND THE ECPR STANDING GROUP CITIZENSHIP

DAY 1

Thursday, 2022 September 29

12:00 – 13:00 **WELCOME AND REGISTRATION**

13:00 – 13:30 **INTRODUCTION**

Prof. Dr. Dirk Lange (Center for Inclusive Citizenship, CINC)
Dr. Nora Siklodi (ECPR Standing Group Citizenship)
Prof. Dr. Volker Epping (President, Leibniz University Hannover) (requested)

13:30 – 14:15 **MAIN-KEYNOTE**

Prof. Yasemin Soysal, Ph.D., WZB, Berlin Social Science Center
   "The Past and Future of Liberal Citizenship"

14:15 – 14:45 **COFFEE BREAK**

14:45 – 17:45 **PANEL SESSIONS**

PANEL DIGITAL CITIZENSHIP

Keynote: Prof. Joseph Kahne (University of California, Riverside)
"Understanding Citizenship in a Digital Age"

Panel Chairs: Prof. Dr. Inken Heldt (University of Kaiserslautern / University of Leipzig), Dr. Frank Reichert (The University of Hong Kong), Prof. Dr. Wolfgang Nejdl (Leibniz University Hannover)

Panel presentations: see call for papers on the conference website [LINK]

PANEL CULTURE HERITAGE & CITIZENSHIP

Keynote: Prof. Dr. Johanna Blokker (Brandenburg University of Technology Cottbus – Senftenberg)
"Building a Global Citizenship from Cultural Heritage"

Panel Chairs: Prof. Dr. Steffi Robak, Apl.-Prof. Dr. Detlef Schmiechen-Ackermann (both Leibniz University Hannover)

Panel presentations: see call for papers on the conference website [LINK]
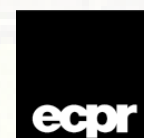
17:45 – 18:00 **SUMMARY OF THE FIRST CONFERENCE DAY**

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DAY 2

Friday, 2022 September 30

08:30 – 09:00 GOOD MORNING COFFEE

09:00 – 09:15 OPENING SECOND CONFERENCE DAY

Dr. Malte Kleinschmidt (CINC, Leibniz University Hannover)

09:15 – 10:00 MAIN-KEYNOTE

Dr. Aoileann Ní Mhurchú, The University of Manchester
"The Unfamiliar Act of Citizenship as a Decolonial Move: Voicing Ambiguity, Sensing Voice"

10:00 – 13:00 PANEL SESSIONS

PANEL GENDER, MIGRATION AND CITIZENSHIP

Keynote: Prof. Dr. Helma Lutz (Goethe University Frankfurt)
"Gender, Migration and Citizenship" (working title)

Panel Chairs: Prof. Dr. Mathias Bös (Leibniz University Hannover) & Dr. Catharina Peeck-Ho (The University of Oldenburg)

Panel presentations: see call for papers on the conference website [LINK]

PANEL INCLUSIVE CITIZENSHIP EDUCATION

Keynote: Dr. Nora Siklodi (Norwegian University of Science and Technology, Norway)
"Democracy & Citizenship in Education" (working title)

Panel Chairs: Prof. Dr. Dirk Lange (Universität Wien / Leibniz University Hannover), Dr. Malte Kleinschmidt (Leibniz University Hannover), Dr. Steve Kenner (FU Berlin)

Panel presentations: see call for papers on the conference website [LINK]

13:00 – 14:00 LUNCH

INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

INTERNATIONAL CONFERENCE: JOINTLY ORGANISED BY THE LEIBNIZ RESEARCH CENTER FOR INCLUSIVE CITIZENSHIP AND THE ECPR STANDING GROUP CITIZENSHIP

DAY 2

Friday, 2022 September 30

14:00 – 17:00   PANEL SESSIONS

PANEL
MEDICAL CITIZENSHIP & PANDEMIC PREPAREDNESS

Keynote: Prof. Nikolas Rose (Australian National University / King's College London)
"Vital citizenship and the limits of pandemic preparedness"

Panel Chairs: Dr. Wiebke Lisner, Apl. Prof. Dr. Heiko Stoff (both Medizinische Hochschule Hannover), PD Dr. Jonathan Voges (Leibniz University Hannover)

Panel presentations: see call for papers on the conference website [LINK]

PANEL
TEACHING, LEARNING AND CITIZENSHIP

Keynote: Prof. Jesper Sjöström (Malmö University)
"Teaching and Learning for Sustainability as a Challenge" (working title)

Panel Chairs: Prof. Dr. Bettina Lindmeier, Prof. Dr. Andreas Nehring (both Leibniz University Hannover)

Panel presentations: see call for papers on the conference website [LINK]

17:00 – 17:30   SUMMARY OF THE SECOND CONFERENCE DAY

18:00   CONFERENCE DINNER (OPTIONAL)

INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

INTERNATIONAL CONFERENCE: JOINTLY ORGANISED BY THE LEIBNIZ RESEARCH CENTER FOR INCLUSIVE CITIZENSHIP AND THE ECPR STANDING GROUP CITIZENSHIP

DAY 3

Saturday, 2022 October 01

08:30 - 09:00 **GOOD MORNING COFFEE**

09:00 - 09:15 **OPENING THIRD CONFERENCE DAY**

Dr. Steve Kenner (CINC and FU Berlin)

09:15 - 10:00 **MAIN-KEYNOTE**

Prof. Dr. Manuela Boatcă, Albert-Ludwigs-Universität Freiburg
"Inclusive citizenship in relation to globality, transnationality, postcoloniality"

10:00 - 12:00 **POSTER SESSIONS AND NETWORKING**

POSTER-PRESENTATIONS, NETWORKING,
INTERDISCIPLINARY EXCHANGE
AND BOOK PRESENTATION: "GENDER, RACE
AND INCLUSIVE CITIZENSHIP"

12:00 - 13:00 **LUNCH**

13:00 - 14:30 **CONFERENCE OBSERVER AND PODIUM**

- Prof. Dr. Manuela Boatcă, University of Freiburg
- Prof. Dr. Andrea Szukala (University of Münster; ECPR-Standing Group Citizenship)
- Kjetil Selvik, Ph.D., Research Professor (Norwegian Institute of International Affairs, ECPR-Standing Group Citizenship)
- Prof. Dr. Dirk Lange (University of Vienna / CINC, Leibniz University Hannover)

14:30 - 15:00 **CONFERENCE CLOSING**

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INTERNATIONAL CONFERENCE: JOINTLY ORGANISED BY THE LEIBNIZ RESEARCH CENTER FOR INCLUSIVE CITIZENSHIP AND THE ECPR STANDING GROUP CITIZENSHIP

CfP Panel: Gender, Migration and Citizenship

Keynote: Prof. Dr. Helma Lutz (Goethe University Frankfurt)
"Gender, Migration and Citizenship"

Panel Chair: Prof. Dr. Mathias Bös (Leibniz University Hannover)
Dr. Catharina Peeck-Ho (The University of Oldenburg)

Two perspectives build up the starting points for debate within the panel: on the one hand, Engin Isin's concept of "acts of citizenship", i.e. performative acts that aim to fundamentally change the conditions of citizenship and which therefore play a major role in the context of migration and social diversity. On the other hand, contributions from the field of intersectionality research, which have shown the extent to which citizenship is linked to social inequalities and how access to rights also reveals specific constellations of inequality. Based on this assumption, scholars have investigated different and interacting modes of production of inequalities in respect to race, class, gender and other categories, like e.g. sexuality and ability, in recent years. In these processes, new forms of subjectivation arise and show the struggle to form "coherent-fragmented" selves expressed in new forms of hyperconnected performativity. The Black Lives Matter protests of 2020, for example, prominently drew attention to the fact that race, class and gender are not only specifically linked to each other in a given situation, but also play a significant role when it comes to being able to claim rights e.g. on social media platforms.

Coming from this, the panel aims to discuss current dynamics of the interplay of migration, gender and citizenship, among them bordering, social pluralisation in the context of migration and struggles for belonging, as well as membership constellations and associated processes of inclusion and exclusion. Scholarly perspectives on migration and citizenship tend to see it as formed by a global cast-system that corresponds to increasing brutality and rigidness on the regime level. This relates to new forms of subjectivization in migration processes that emphasize personal dignity and entitlements, e.g. in debates on the relationship between human rights and citizenship rights and in social movement contexts.

The Panel Gender, Migration and Citizenship wants to discuss different dynamics of these processes. The corresponding questions might be:

- How does the global cast-like citizenship regime control intersectional patterns of inequality in different spheres of global mobility like work, tourism, science or education?
- What kinds of unfamiliar acts of citizenship articulate intersectional configurations emerging in a hyperconnected global public sphere?
- In which way does citizenship control the intersectional constellations between gender and migration in the transnational matrixes of power?

You find all relevant information about the the conference, registration, call for papers, etc. at the conference conference website. [LINK]

INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

CfP Panel: Cultural Heritage and Citizenship

Keynote: Prof. Dr. Johanna Blokker, Brandenburg University of Technology Cottbus – Senftenberg
"Building a Global Citizenship from Cultural Heritage"

Panel Chair: Prof. Dr. Steffi Robak & Apl.–Prof. Dr. Detlef Schmiechen–Ackermann
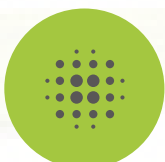(both Leibniz University Hannover)

Conflicts concerning participation, diversity and tradition forming are an important strategy for gaining discursive legitimacy. Cultural heritage refers to the construction of traditions to determine membership in various groups. Parts of this "heritage production" are officially supported by national and global political organizations and thus directly linked to citizenship, often as a legally codified status configuration. Other forms of cultural heritage are developed as civic practice in relation to subject positions that seek to position themselves in the conflict field of social identity assertions.

Cultural heritage has developed into a concept with a wide range of interpretations and its significance for citizenship should not be underestimated. In this panel we would like to invite you to take the breadth of interpretations of cultural heritage and the tension between tangible and intangible cultural heritage as an opportunity to illuminate and discuss their meanings for citizenship, especially with regard to belonging and inclusion. Of interest here are both official forms, such as artefacts, memorials, museums, traditions, urban, regional and tourist exploitations, etc., as well as the unofficial forms that are often reflected in social, cultural and also educational practices as modes of action and forms of participation that shape belonging. These are, often unrecognized, part of social change processes and also initiate them. As unofficial forms of cultural heritage, they convey both historicized and habitualized experiences, emotions and interpretations that are very significant for individuals and their references to belonging, including group references, but often trigger tensions in immigration societies. The formation of belonging is a sensitive process that challenges one to understand contradictions from multiple perspectives, to deal with them and to deconstruct exclusion practices. Furthermore, it opens and illuminates spaces and processes for the formation of belonging, for example through educational processes.

In this panel, material and immaterial cultural heritage will be discussed in an interdisciplinary manner from a critical and deconstructive perspective.

We invite you to discuss theoretical concepts and empirical findings referring to this call for paper.

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INTERNATIONAL CONFERENCE: JOINTLY ORGANISED BY THE LEIBNIZ RESEARCH CENTER FOR INCLUSIVE CITIZENSHIP AND THE ECPR STANDING GROUP CITIZENSHIP

CfP Panel: Inclusive Citizenship Education

Keynote: Dr. Nora Siklodi, Norwegian University of Science and Technology
"Democracy and Citizenship in Education"

Panel Chair: Prof. Dr. Dirk Lange (University of Vienna / Leibniz University of Hannover)
Dr. Malte Kleinschmidt (Leibniz University Hannover)
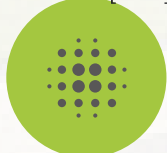Dr. Steve Kenner (FU Berlin)

Inspired by the discussions in Citizenship Studies, we developed the concept of Inclusive Citizenship Education. All learners possess concepts that enable them to orient themselves in the contexts of societal relations. With their subjective mental models of citizenship, all learners move through contested fields in which questions of belonging, so called identity, participation and subjectification are negotiated in their daily lives. All learners inevitably have working concepts about societies that they use every day. Those concepts should not be applied as mere starting points for citizenship education but as its very subject.

By taking the perspective of inclusive citizenship, we unite two distinct discourses: citizenship studies and the debate over inclusion. Citizenship is a fuzzy, context-dependent term used in different ways in research depending on the discipline, the political orientation of the researchers and the discursive context. We argue that citizenship is a concept which encompasses the potential to build up spaces for equality and inclusion. Often, citizenship is reduced to the idea of citizenship in a legal sense. In contrast, the perspective of inclusive citizenship focuses on two other, interrelated dimensions of the term, such that the meaning of citizenship oscillates between the attribution of status and act.

To capture the contested regime of citizenship in terms of struggle, Engin Isin coined the term acts of citizenship. In such acts, the actor is not understood as an entity and does not precede the act but is constituted by the act itself. Isin thus understands citizenship as performative, meaning that the dynamics of citizenship play out in acts of domination and emancipation. The logic of rupture does imply that speaking of acts of citizenship does not mean to focus on acts and forget about the regime of citizenship but, instead, to focus on both in its relations and tensions. In that light, according to Engin Isin, acts of citizenship are defined as acts that transform modes and forms of being citizens. This leads us to an understanding of the political – like the one from Jacques Rancière – which differs radically from the common sense in the debates in citizenship education.

We aim to constantly discuss, adapt, and revise the concept of citizenship and citizenship education. That is what we aim to do in this panel. Thus, we are looking for contributions which aim to discuss, criticize and rework the concept of inclusive citizenship education. What are the potentials and limits of the approach?

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CfP Panel: Teaching, Learning and Citizenship

Keynote: Prof. Jesper Sjöström, Malmö University
"Teaching and Learning for Sustainability as a Challenge"
Panel Chair: Prof. Dr. Bettina Lindmeier& Prof. Dr. Andreas Nehring (Leibniz University of Hannover)

In the light of inclusionary and exclusionary processes in schools, the research cluster "Teaching, Learning & Citizenship" focuses on the conception and research of teaching-learning processes in inclusive teaching and democratic school development. To this end, proposals for inclusion-related content requirements for teacher training are derived and reflected while taking inclusionary and exclusion processes into account.

The heterogeneous discourses on the COVID-19 pandemic as well as on the climate crisis point out the significance of acquiring and independently evaluating claims and information. In the context of social and political participation, different facets of content knowledge, beliefs, and motivations are helpful for designing inclusive citizenship and reducing exclusion. Therefore, citizenship is an essential teaching and learning goal. It can be achieved by addressing different aspects of literacy (such as scientific literacy or information literacy) in learning and teaching processes. This is also supported by aligning literacies and the concept of capability.

Formal learning and teaching processes primary, secondary and tertiary education are important building blocks for citizenship. In the light of the scale of societal change, however, life-long learning and informal learning and teaching have to be taken into account as well.
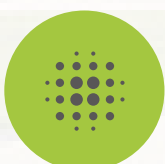
The contribution aims to define citizenship literacy with the help of a capabilities approach and asks what people need to participate fully inclusive and efficiently. Focusing on lifelong learning, the contribution traces the needs of children, students and adults.

This panel therefore addresses the following questions:
- Which facets and components of literacies can support inclusive citizenship?
- Which teaching-learning processes are involved? How can these teaching-learning processes be designed inclusively in formal and informal settings?
- What effects do the resulting manifestations of literacy have on societies?

We invite you to discuss theoretical concepts and empirical findings referring to this call for paper.

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CfP Panel: Digital Citizenship (Education)

Keynote: Prof. Joseph Kahne (University of California, Riverside)
"Understanding Citizenship in a Digital Age"

Panel Chair: Prof. Dr. Inken Heldt (Universität Kaiserslautern / Universität Leipzig)
Dr. Frank Reichert (The University of Hong Kong)
Prof. Dr. Wolfgang Nejdl (Leibniz Universität Hannover)

Citizenship has traditionally been defined by membership of geopolitical entities such as nation states, and with rights and responsibilities as the common denominator. This status is associated with rights and privileges such as the right to vote and symbols such as one's passport. However, the rapid digital transformation is challenging the reduction of citizenship to a mere national status. In recent discourses, influenced by developments such as globalization trends and migration movements, the concept of citizenship is increasingly understood as a civic act, struggle, or practice, detached from status. Digitalization reinforces this effect with its lasting impact on cross-border economies and social coexistence. For example, digital technologies have the potential to empower members of communities (e.g., gathering political information from various sources, forming political groups, mobilizing citizens).

It is therefore unsurprising that the notion of "digital citizenship" has burgeoned in recent years, often referring to or integrating aspects such as online civic engagement or media literacy. However, the term "digital citizenship" requires precision, and the implications for different areas of society (e.g., for political decision-making processes, the links between online and offline civic action, social cohesion, or civic education and the impact of online sources of political information for society and individual political action), are still to be understood. This panel aims to bring together researchers interested in both digital citizenship and digital citizenship education. Papers may examine questions such as:

- What are the potentials and challenges of digitization for democratic institutions and democratization? How can these potentials be strengthened, and how can the challenges be addressed?
- What characterizes citizenship in a digitalized world?
- What is digital citizenship, theoretically or conceptually or from citizens' perspectives (e.g., politicians, students, teachers)?
- Which skills do digital citizens need? How can these skills be fostered?
- What is the role of education and socialization processes in the development of digital citizenship?
- How is digital citizenship related to (critical) media education?
- What does it take for people to engage in civic practices in a digitized and globalized community?
- And how can people be prepared and supported for the changed learning and living environments?

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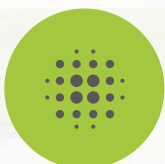
CfP Panel: Medical Citizenship & Pandemic Preparedness

Keynote: Prof. Nikolas Rose, Australian National University & King's College London
    "Vital citizenship and the limits of pandemic preparedness"
Panel Chair: Dr. Wiebke Lisner & Apl. Prof. Dr. Heiko Stoff (Hannover Medical School)
    PD Dr. Jonathan Voges (Leibniz University Hannover)

The socio-historical concept of medical citizenship, which in pluralistic and democratic societies is based on the right of groups and individuals to participate in medical treatment and medical progress, is centered on these categories of difference. In response to SARS since 2005, above all in view of possible influenza pandemics, research on public health ethics and the ethics of medicine have discussed the moral problems of the distribution of scarce resources such as healthcare (triage) as well as the allocation, rationing, and distribution of vaccines. Contagion control measures, such as school closures or social distancing, were also reflected on from ethical as well as legal points of view. Pandemic prevention and control must also be understood in terms of citizenship projects as well.

In the 1960s, contagions and infectious diseases in Western industrial countries were common experiences and claimed fatalities every year. In the following decades, the continuous improvement and expansion of vaccination and prevention programs increasingly eliminated contagions from everyday life, at least in the global North, to ultimately result in the (ideal) image of an "immune society" (Malte Thießen). It was not until the 1980s, when HIV/AIDS appeared and spread in pandemic proportions, that trust in medicine began to unravel in Western societies. New infectious diseases that have since appeared in rapid succession, such as BSE or the Creutzfeldt-Jakob disease in the early 1990s, the avian influenza H5N1 since 1997, SARS in 2002/03, MERS in 2012, and Ebola since 2014 and SARS-CoV-2 since 2019, confirmed and heightened the sense of danger. Pandemic preparedness was increasingly associated with issues of social and economic, national and international security as well as medical risk. At the same time, pandemic planning also has to be taken into account as a central issue of risk research: The heightened perception of risk generates measures for the "taming of the future" without there being valid knowledge about future viruses. What then remains are probabilities, prognoses, and scenarios. And under conditions of ignorance knowledge conflicts become value conflicts. Therefore, medico-, cultico-, and sociohistorical issues are being increasingly connected in historical studies. Contagion events are being investigated in order to track down the communication processes, expectations, and fears of complex societies. Especially, inclusion and exclusion caused by prevention strategies must be further examined.

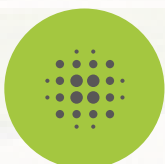# INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS

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CfP Panel: Medical Citizenship & Pandemic Preparedness

The central questions therefore are:

- Which measures of prevention seem to be adequate in the anticipation of future pandemics?
- Which costs are societies willing to take if only certain groups are affected by a pandemic (like age became one of the central factors in the discourses about the corona pandemic)?
- Who is included in pandemic preparedness and who is maybe left out?
- Whose voices are heard in the planning process and who is merely regarded either as a factor of contagion and therefore as a risk for the whole society or as an object of governmental actions?
- Could contagion prevention and control be understood as citizenship projects within plural and increasingly globalized societies and described as social practices?

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