

ユルゲン・シュリーヴァー氏講演会のお知らせ

ユルゲン・シュリーヴァー氏講演会を開催いたしますので、多数ご来聴ください。

日時：3月21日（水）午後2時～4時半

場所：一橋大学第三研究館 3F 研究会議室

<http://www.hit-u.ac.jp/guide/campus/campus/index.html>

*参加自由、事前申し込み不要、通訳無し（予定）

Comparative Enquiry in Educational and Social Sciences: Characteristic Problems and Changing Problem Solutions

The lecture will trace some of the fundamental problems the comparative social sciences had to cope with since their emergence and gradual consolidation, in the course of the nineteenth century. To this end, the lecture adopts a historical line of analysis, which is meant to throw into relief the very succession of constitutive problems, alternative problem solutions, resultant follow-up problems and corresponding present-day debates.

Two lines of problem developments are highlighted in greater detail. These include, on the one hand, the issue of how to analytically break down a socio-historical information basis that may be expanded to virtually global dimensions so as to yield systematic knowledge, i.e. knowledge pertinent to theory building and explanation, as is generally expected from the comparative approach. On the other hand, the analysis focuses on the research-framing issue of whether the units of analysis to be studied — national societies, political systems, legal families, or religio-cultural settings — are to be conceptualised in terms of mutually independent, quasi autarkic, and to that extent comparable entities, or in terms of intertwined elements of relations of trans-societal, and ultimately world-historical, interconnection.

日時：3月22日（木）午前10時～12時

場所：一橋大学第三研究館 3F 研究会議室

*参加自由、事前申し込み不要、通訳無し（予定）

Ceremonial Education in Revolutionary Societies

There are exceptional situations in the history of peoples and nations in which programmes for the radical re-ordering of state and society are not just proclaimed in the form of abstract ideas, but become the subject of graphic symbolisation, public visualisation and ceremonial staging. Such forms of a so-called "ceremonial pedagogy" typically occur within the context of far-reaching socio-revolutionary upheaval, but also in processes deliberately triggered by political elites with a view to radically modernising essentially agrarian societies (i.e., "revolutions from above" according to Theda Skocpol). The French Revolution of 1789 once provided the first and, at the same time, most conspicuous example of the institutionalisation and symbolisation, through extensive staging for the masses, of a radically new socio-political order and its underlying conception. Subsequent history has provided similar scenarios of revolutionary upheaval and "ceremonial pedagogy", leading to systems of government that have also been characterised as "inculcating states". Japan in the wake of the Meiji Revolution of 1868, the Soviet Union following its inception as well as revolutionary Mexico churned up by successive upheavals and rival factions from 1910 onwards represent such scenarios. They therefore serve as fruitful cases for broader comparative studies which seek to describe particular manifestations of "ceremonial pedagogy" in various socio-political contexts. The lecture is meant to provide some insight into the design and some preliminary findings of those studies.

ユルゲン・シュリーヴァー氏 (ベルリン・フンボルト大学教授、哲学博士)

- 「比較の方法と外化の必要性—方法論的諸基準と社会学的諸概念」(今井重孝訳) シュリーヴァー編『比較教育学の理論と方法』(馬越徹/今井重孝監訳) 東信堂、2000年
- 「社会間関係と準拠社会の構築/近代化プロセスと外在化—比較教育学の批判的再定義のために」(神谷純子/荒木和華子/太田美幸訳) 『<教育と社会>研究』第13号、2003年
- 「民主主義・国民国家・教育」(鈴木慎一訳) 田中智志編著『教育の共生体へ—ボデイ・エデュケーショナルの思想圏』東信堂、2004年
- 『『知のヨーロッパ』という新しい神話: ボローニャ・プロセスを考察する』(木下江美訳) 関啓子・太田美幸編『ヨーロッパ近代教育の葛藤—地球社会の求める教育システムへ』東信堂 2009年

一橋大学第三研究館 *****

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