

CfP: „Geteilte Werte im Wandel: Schulische Wertebildung in Deutschland und Korea“

Call for Papers

Deadline: Mai 7th, 2023

Abstract (300 W.) and CV to: [gabriel.lux\[at\]koreaverband.de](mailto:gabriel.lux[at]koreaverband.de)

The Korea Verband invites scholars and teachers to submit proposals for a planned edited volume on "Geteilte Werte im Wandel – Schulische Wertebildung in Deutschland und Korea" [Shared Values in Transition: Values education in Germany and Korea]. In addition, four authors will be given the opportunity to present their contributions at an online conference on the same topic on October 14-15, 2023.

What role do shared values play in the process of unification? Despite decades of spatial and ideological division, people who have spent time in North Korea report astonishing similarities in social behavior, traditions and emotional expressions with the South Korean side. Traditional festivities such as Seollal (New Year) and Chuseok (Thanksgiving) are celebrated as public holidays in both the North and the South and represent concretized forms of shared (Confucian-influenced) values. The school subject of Dodeok (virtues) plays a significant role in the curriculum of both countries.

Despite the successful unification, the economic and socio-political consequences of unification and the discourse on 'innere Einheit' (inner unification) are the focus of political and academic interest in Germany. In West Germany (FRG) an accelerated change from values of obligation (Pflichtwerte) and acceptance (Akzeptanzwerte) to values of self-development (Selbstentfaltungswerte) took place during the period of division. To a limited extent and shortly before unification, this change could also be observed among the youth of the GDR. This raises the question of the extent to which shared values can be a positive force for unification and 'innere Einheit', and what role continuity or change in the formation of shared values such as democracy, equality, acceptance, participation, effort, family, love, individuality, collectivity, etc., and traditional festivities have played or can play for the unification process. From the state of knowledge on the interrelation of values and inner unification in Germany, important insights can be gained for the rapprochement and reunification process of the two Koreas. On the other hand, the comparative view of Korea allows new perspectives on the German division and thus new approaches for the inner unification of the German society.

We welcome proposals for papers on the following questions, among others:

- A) Continuity and Change of Values Education in Divided Germany and Korea
- What influence did the experiences from the time before and during National Socialism have on the development of values-forming measures in divided Germany?
 - Which common values were conducive to the process of German unification and which different value orientations continue to represent an obstacle to inner unity?
 - What influence did the experience of the period before and during colonialism have on the development of values-forming measures in divided Korea?
 - What values were derived in what way for behavioral guidelines, state holidays, etc. in values education, and how was this maneuvered between the desired goal states of national unity and bloc integration?

- What common and different interactions can be observed between the political ideologies Juche and Yushin and values formation in North and South Korea in terms of tradition, conformity, and power?
- B) Potentials and Limitations in the Values Education for Korean Reunification and Inner Unification in Germany and Korea
- What are the significance, potentials and limitations of values education for Korean reunification and peaceful coexistence
 - What are the common and different values orientations between the South Korean population and North Korean refugees and how can they be overcome?
 - What can Korea (not) learn from the inner unification process in Germany?
 - What challenges does German society face today in terms of inner unification?
 - Is the current political polarization of South Korean and German society a reflection of a conflict of values?
 - What is the importance of shared traditions and role models?
 - What is the role of school-based values education beyond national unification for social coexistence in a postmigrant society?
- C) Values education in school in practice
- How should values be taught in school?
 - What is the role of schools and teachers in building values for inner unification?
 - What other educational platforms can promote values education outside of school?
 - What role can values education play in the curriculum of a globalized and multicultural society in which younger people have no experience of division or show a declining interest in reunification? And how can students and teachers be convinced of its importance?

Please send an abstract (approx. 300 words) and a short CV by May 7th, 2023 to:
gabriel.lux[at]koreaverband.de

After an internal selection process, we will inform you about the acceptance of your contribution. An invitation for the online conference will be sent out separately.

If you have any questions, please contact Nataly Jung-hwa Han (han[at]koreaverband.de) and Gabriel Dae-In Lux (Gabriel.lux[at]koreaverband.de)

Gefördert durch:

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