

## ***International Journal of Qualitative Studies in Education***

### **Call for Papers**

#### **Special edition on Health Surveillance, The Body and Schooling**

Guest Editors: Dr Emma Rich and Lisa Perhamus. Regional Editor: Dr Deborah Youdell

Although health concerns within school contexts are not new, evidence suggests that the targeting of young people's health through work on the body is a ubiquitous and relentless feature of education in recent years. Seen as intervention sites, schools are increasingly pressed to deliver health strategies addressing physical and emotional aspects of young people's lives, from physical activity and weight, to sexual activity. This has seen a concomitant proliferation of information gathering techniques, state/Government policy and more local (e.g., school based) interventions which are being implemented as mechanisms through which to 'protect' young people from risks both to themselves and others. Whilst ostensibly working to improve young people's health, these contemporary visions of health tend to be driven by a neoliberal discourse that locates responsibility for health with the individual, pressing school children to engage in practices of self-assessment and self-monitoring to guard themselves against perceived health risks.

As health has increasingly become the centre of government and political interest, in many countries this has been accompanied by an assemblage of school based health campaigns which actively seek to control the health of populations. In these contexts, young people are increasingly subject to modes of subjectification in which they undertake disciplinary work on their body, in the name of a collective life or health. Recent research indicates that school health curricular and practice have become more interventionist, with young people subjected to practices of surveillance, measurement and regulation, with a view to altering their bodies and lifestyles.

Given this culture, this special issue of ***International Qualitative Studies in Education*** further considers the question '*is health education good for us*' (Gastaldo, 1997). Papers are welcomed offering historical, sociological, anthropological or ethical analyses of how particular health discourses are established and localised in schools in this climate of surveillance. Examining the construction of health, and associated interventions in schools, the special edition will consider the interplay between the modes of subjectification produced, and young people's gender, class, ethnic, sexed and embodied identities. In doing so, the intention is to offer empirically and theoretically informed critiques of the deployment of health strategies within contemporary cultures of schooling.

In particular, contributions are invited in, but are not limited to, the following areas:

- Health education initiatives
- Subjectivity and the governance of young peoples bodies
- Teachers interpretations of health curricular
- Normalising effects of health
- Children's understanding of health in school contexts

### **Submission Process**

In the first instance, authors are invited to contact the Guest Editor Dr Emma Rich with their topic and abstract in advance of submitting papers (email: [E.J.Rich@lboro.ac.uk](mailto:E.J.Rich@lboro.ac.uk)).

Authors should submit their paper to a maximum of **6000 words**, together with an abstract on a separate sheet by **31st December 2008**. All papers will be subject to a process of rigorous review and there is no guarantee of acceptance or publication in the special edition.

Please submit your paper online via manuscript central ensuring that you indicate that the submission is for consideration for the special edition, and to be reviewed by UK editors. Details of submission process are available here [www.tandf.co.uk/journals/tqse](http://www.tandf.co.uk/journals/tqse).