

1. Record Nr.	UNISA996492067203316
Titolo	Participatory Knowledge // edited by Charlotte A. Lerg [and two others]
Pubbl/distr/stampa	Berlin ; ; Boston : , : De Gruyter Oldenbourg, , 2022
ISBN	3-11-074881-9
Descrizione fisica	1 online resource (v, 253 pages) : illustrations
Collana	History of intellectual culture ; ; Volume 1
Disciplina	100
Soggetti	Religion and science Knowledge, Theory of (Religion) Art and religion
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Frontmatter -- Table of Contents -- Introducing the Yearbook History of Intellectual Culture -- Section I: Individual Articles -- Citation and Mediation: The Evolution of MLA Style -- The Man in the Mirror: Jacques Lacan's American Reception -- Object Photography, Illustrated Price Catalogues, and the Circulation of Knowledge -- Section II: Participatory Knowledge -- Participatory Knowledge: Conceptual Thoughts -- Empirical Research as a Form of Participatory Knowledge? The Sociological Projects of the Frankfurt School as Democratic Practice -- Amateur Eugenics: The "Great-Mother in Dalecarlia" Genealogy Project and the Collaboration Between the Swedish Institute for Race Biology and the General Public, 1930-1935 -- Folklore, Teachers, and Collective Knowledge in Argentina in the Early Twentieth Century -- Critical Tendencies and the Production of Knowledge: Contention, Coalition, and Antagonism in the Digital Public Sphere -- Section III: Engaging the Field -- Positive Discourse Analysis: A Method for the History of Knowledge? -- Documenting COVID-19 for Future Historians? -- Contributors
Sommario/riassunto	With concepts of participation discussed in multiple disciplines from media studies to anthropology, from political sciences to sociology, the first issue of the new yearbook History of Intellectual Culture (HIC) dedicates a thematic section to the way knowledge can and arguably must be conceptualized as "participatory". Introducing and exploring

"participatory knowledge", the volume aims to draw attention to the potential of looking at knowledge formation and circulation through a new lens and to open a dialogue about how and what concepts and theories of participation can contribute to the history of knowledge. By asking who gets to participate in defining what counts as knowledge and in deciding whose knowledge is circulated, modes of participation enter into the examination of knowledge on various levels and within multiple cultural contexts. The articles in this volume attest to the great variety of approaches, contexts, and interpretations of "participatory knowledge", from the sociological projects of the Frankfurt School to the Uppsala-based Institute for Race Biology, from the Argentinian National Folklore Survey to current hashtag activism and Covid-19-archive projects. HIC sees knowledge as rooted in social and political structures, determined by modes of transfer and produced in collaborative processes. The notion of "participatory knowledge" highlights in a compelling way how knowledge is rooted in cultural practices and social configurations.

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