



Call for Papers

Social Inequality and Trans- national Capital



Conference of the research section “Social inequality and socio-structural analysis” of the German Sociological Association in cooperation with the DFG funded research project “Transnational educational capital and social inequality”,
Freie Universität Berlin

Freie Universität or Wissenschaftszentrum Berlin, November, 16-17, 2012

Since the 1970s at the latest, Western societies, organised around the principle of national territoriality, have undergone a profound transformation process which has been phrased by many authors as “globalisation” or “transnationalisation”. This change of contextual conditions is linked to new demands on, and opportunities for, people. Job profiles and the necessary qualifications related to them have changed over time, for example. “Transnational capital” – i. e. *education abroad, international experience, multilingualism* – seems to have become a feature of qualification that is increasingly in demand.

The conference focuses on the *analysis of the socio-structural prerequisites for the development of transnationally usable skills and credentials* (which in turn might contribute to the emergence of a transnational elite), as well as on the question of the potentially unequal opportunities for utilising transnational capital. On the one hand, the familial and institutional conditions for the formation of transnational educational capital and transnational elites are of key interest here. On the other, further clarification is needed as to under which conditions and within which contexts transnational capital impacts on the further educational and occupational trajectory, and how far existing social inequalities are thereby reproduced or modified.

- 1) At the individual level, contributions should focus on the following issues: To what extent is the disposal over transnational educational capital (resemblant to other (human capital) resources) unevenly socially distributed, thus allowing some to respond to changed job profiles more easily than others? More specifically: Which students spend a year abroad, go to international elite schools, attend bilingual schools? Which parents send their children to international kindergartens, hoping to procure them an advantage early on? Which motives and justifications do parents base their investment decisions on? How is transnational capital also transmitted within the family? How does transnational educational capital, acquired at an early age, impact on the pupils' further educational trajectory and their career entry? Do such investments indeed yield the anticipated returns? Is it possible to identify differences in the "value" of transnational capital?
- 2) At the meso- and macro-level, the following issues are of interest: Which infrastructure of providers, specialising on the education of transnational elites or the transmission of transnational capital (private schools, boarding schools, specialist agencies), has developed over the years on the educational market? How far do these providers themselves influence the further educational trajectory of pupils? To what extent is access to these institutions dependent on resources which are in turn unevenly socially distributed? Which scripts and ideologies of the necessity of transnationalisation are generated by these institutions? How is transnational capital distributed in the population along specific socio-structural dimensions? Which role does transnational capital play for the (re-)production of class relations?

It is likely that travel and accommodation expenses for speakers will be reimbursed in part.

Please submit your *abstract (1 page length maximum)* by

April 30, 2012

via email to:

transnat2012@zedat.fu-berlin.de

(Prof. Dr. Jürgen Gerhards, Dr. Silke Hans,

Dipl.-Sozw. Sören Carlson – Freie Universität Berlin)

Jointly responsible for the conference on behalf of the section "Social inequality and socio-structural analysis" is Prof. Dr. Steffen Mau (Universität Bremen).