

INTERNATIONAL CONFERENCE

CALL FOR PAPERS

📍 UFR LLSH, Orléans

📅 June 9, 2026

Co-organized by:
the University of Poitiers
the University of Orléans
the MIMMOC research laboratory
the REMELICE research laboratory
the LLL research laboratory

(Working languages: French, German, English, Spanish, Italian, and Portuguese)

ENGLISH

Democracy at University: Voicing Choices

In France, as abroad, questions of democracy span multiple social fields. The University appears as a privileged place for observation and reflection. As a space for academic and civic education, for the transmission of knowledge and collective experimentation, it also constitutes a laboratory for democratic practices.

With the support of RÉMELICE (Reception and Mediation of Foreign and Comparative Literatures and Cultures, “Cultures and Citizenship” axis, University of Orléans), LLL (Loire Valley Laboratory of Linguistics, University of Orléans), and MIMMOC (Memories, Identities, Marginalities in the Contemporary Western World, University of Poitiers), and of the FE2C (Federation for the Study of Contemporary Civilisations), and placed under the patronage of the IRES (Institute for Research in Economic and Social Studies) and the CHA (Henri Aigue Perse Centre), this conference, which will take place at Université d’Orléans on 9 June 2026, aims to explore the place and evolution of democratic practices and values at university, which contribute to shaping the citizens of today and tomorrow.

Possible areas for exploration include, but are not limited to:

- representations and methods of engagement within higher education communities (associations, collectives, unions, student initiatives, university mobilisations...);
- the places and media of engagement (traditional channels, new technologies, debates, general assemblies, councils, activist or institutional speeches, leaflets, etc.);
- the analysis of oral and written discourse (collective or minority speech, activist or institutional statements, speeches, slogans, manifestos, press releases...);

- the analysis of verbal and non-verbal interactions (discursive strategies, gestures, expressions of emotion in contexts of exchanges, conflicts, consensus, negotiations, debates, general assemblies, councils...).

Researchers (linguists, specialists in civilisation studies, historians, sociologists, jurists, managers, etc.) will bring, through the methodological specificities of their disciplinary fields, elements capable of enriching the debate on the questions and challenges of democracy at university in France and abroad, in a contrastive perspective (France/abroad).

Submissions (title, abstract 300 words max., institutional affiliation, short biography and contact details) should be sent before March 13, 2026 to editionsVPM@gmail.com

Acceptance notifications will be sent from April 10, 2026.

The accepted working languages are French, English, German, Italian, Portuguese and Spanish.

Format: In-person and online.

The participation fee is €25 for participants.

Key dates:

13 March 2026 : Submissions deadline
 10 April 2026 : Acceptance notifications
 30 May 2026 : Registration deadline

Bibliography:

Auer, P. (2009). On-line syntax: Thoughts on the Temporality of Spoken Language. *Language Sciences*, 31, pp. 1-13.

Azzolina, L., Biagiotti, A., & Guarascio, C. (2024). *Does the Equal Opportunities Committee make democracy work (better) in academia?* *Studi Organizzativi*, 2023(2), 137–161. <https://doi.org/10.3280/SO2023-002006>

Bacot, P., & Desmarchelier, D. (Coord.). (2025). *L'adresse en politique. Appartenances et oppositions* [Dossier]. *Mots. Les langages du politique*, 137(1), 144 p. Paris : ENS Éditions.

Beaud, O. (2021). *Le savoir en danger*. Presses Universitaires de France.

Cain, T. R. (2012). Conclusion. In *Establishing academic freedom. Higher education and society*. Palgrave Macmillan. https://doi.org/10.1057/9781137009548_8

Casa-Nova, M. J. (2019). Universities 'inside' the world: Multiscale engagement levels. In *Higher education and the future of radical pedagogy* (pp. 25–38). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-25041-6_2

Chevalier, Y. (2008). *Système d'information et gouvernance : Technicité et démocratie à l'université* (Préface de S. Bonnafous). E.M.E.

Claassen, R., & Düwell, M. (2015). The triple democratic deficit in university governance. *Krisis: Journal for Contemporary Philosophy*, 43(2). https://www.academia.edu/15367495/The_Triple_Democratic_Deficit_in_University_Governance

Cornelius-Bell, A. (2021). *Student activism in higher education: The politics of students' role in hegemonic university change* [Doctoral dissertation, Flinders University]. Flinders University. <https://doi.org/10.31237/osf.io/veq5a>

De Groof, J., Neave, G., & Švec, J. (Eds.). (1998). *Democracy and governance in higher education*. Kluwer Law International.

Dienes, Z. (2023). The credibility crisis and democratic governance: How to reform university governance to be compatible with the nature of science. *Royal Society Open Science*, 10(2), 220808. <https://doi.org/10.1098/rsos.220808>

Dupuy, P.-O. et Marchand P. (2009) « Débat de l'entre-deux-tours 2007. La conquête de l'espace lexical », *Mots. Les langages du politique*, 89 <http://journals.openedition.org/mots/18853> ; DOI : <https://doi.org/10.4000/mots.18853>

Fernandes, C. (2022, 11 janvier). Jusqu'où peut-on invoquer la liberté académique ? *The Conversation*. <https://theconversation.com/jusquou-peut-on-invoquer-la-liberte-academique-174623>

Freeman, R. (2023, 1^{er} juin). University freedom of speech champion says 'democracy at stake'. *The Independent*. <https://www.independent.co.uk/news/uk/university-government-oxford-union-universities-cambridge-b2349339.html>

Hernández Ortiz, J. (2017). Hacia un nuevo perfil del docente universitario con base en los derechos humanos. *Revista Latinoamericana de Derechos Humanos*, 8(14). <https://doi.org/10.32870/dse.v0i14.211>

Hertting, N., & Klijn, E.-H. (2018). Institutionalization of local participatory governance in France, the Netherlands, and Sweden: Three arguments reconsidered. In *Local participatory governance and representative democracy* (1st ed., pp. 27–47). Routledge. <https://doi.org/10.4324/9781315471174-7>

Lassarre, D. (2010). Développement durable et recherche action participative. In K. Weiss & F. Girandola (Eds.), *Psychologie et développement durable* (pp. 199–219). INPRESS.

Lewin, K. (1947). Group decision and social change. In M. Newcomb & E. L. Hartley (Eds.), *Readings in social psychology* (pp. 197–211). Holt, Rinehart & Winston.

Lieberwitz, R. L. (2014). Higher education and social policy: The case of the United States. In T. Dereli, Y. Soykut-Sarica, & A. Şen-Taşbaşı (Eds.), *Labor and employment relations in a globalized world* (pp. 57–75). Springer. https://doi.org/10.1007/978-3-319-04349-4_5

Maingueneau, D. (2012). *Les phrases sans texte*. Paris: Armand Colin, coll. U Linguistique.

Maingueneau, D. (2021). *Analyser les textes de communication*, 4^e édition. Paris : Armand Colin.

Maingueneau, D. (2023). "Slogans et candidats à l'affiche". *Nordic Journal of Francophone Studies/ Revue Nordique Des Études Francophones* 6(1), 45–55. DOI: <https://doi.org/10.16993/rnef.104>

Missé, B. (2021). A matter of academic freedom. In K. R. Roth & Z. S. Ritter (Eds.), *Whiteness, power, and resisting change in US higher education* (pp. 113–129). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-57292-1_7

Moraru, L. (2012). Academic internal stakeholder condition: A comparative approach. *Procedia - Social and Behavioral Sciences*, 69, 54–72. <https://doi.org/10.1016/j.sbspro.2012.11.383>

Morder, R. (2020). Un quart de siècle de mouvements étudiants. *Agora débats/Jeunesse*, 3(86), 127–141. <https://doi.org/10.3917/agora.086.0127>

Mugo, S., & Puplampu, K. P. (2022). Beyond tokenism and objectivity: Theoretical reflections on a transformative equity, diversity, and inclusion agenda for higher education in Canada. *SN Social Sciences*, 2, 209. <https://doi.org/10.1007/s43545-022-00509-2>

Musselin, C. (2014). Empowerment of French universities by funding and evaluation agencies. In R. Whitley & J. Gläser (Eds.), *Organizational transformation and scientific change: The impact of institutional restructuring on universities and intellectual innovation* (pp. 57–74). Emerald Group Publishing. <https://doi.org/10.1108/S0733-558X20140000042002>

Papanikolaou, V., Roussakis, I., & Tzionas, P. (2019). Dimensions of democracy within the modern university. In *Proceedings of the International Conference on Innovative Research in Education*. <https://doi.org/10.33422/ireconf.2019.07.436>

Point, C. (2023). *Université et démocratie : La pensée éducative de John Dewey*. Presses de l'Université Laval. <https://doi.org/10.2307/j.ctv2xv2r3g>

Reason, P., & Bradbury, H. (Eds.). (2007). *The Sage handbook of action research: Participative inquiry and practice*. Sage.

Roohi, T., Qureshi, N., & Butt, I. H. (2023). A study on university students' perceptions regarding democratic classroom environment. *Gomal University Journal of Research*, 39(2), 12–25. <https://doi.org/10.51380/gujr-38-03-06>

Stuppia, P., & Haute, T. (2021). La "démocratie de l'abstention" à l'université. *Agora débats/Jeunesse*, 1(88), 7–25. <https://doi.org/10.3917/agora.088.0007>

Urbanek, P. (2020). The evolution of institutional logic in Poland's higher education system under reform. *Gospodarka Narodowa. The Polish Journal of Economics*, 302(2), 95–122. <https://doi.org/10.33119/GN/120625>

Wagener, A. (2012). Le système interactionnel: connexions sémantiques et contextuelle relationnelle. *Nouvelles perspectives en sciences sociales*, 7 (2), 67-104. [hal-02104115](https://hal.archives-ouvertes.fr/hal-02104115)

Wagener, A., (2019). *Systémique des interactions. Communication, conversations et relations humaines*, L'Harmattan, 308 p.

Organizing Committee:

Claire Decobert (University of Orléans)
Sylvie Fournié-Chaboche (University of Orléans)
Elodie Gallet (University of Orléans)
Rodolphe Pauvert (University of Poitiers)

Scientific Committee:

Gabriel Bergounioux (University of Orléans)
Enrica Bracchi (University of Nantes)
Claire Decobert (University of Orléans)
José Luis Dader (Complutense University of Madrid) – dader@ccinf.ucm.es
Karin Fischer (University of Orléans)
Sylvie Fournié Chaboche (University of Orléans)
Élodie Gallet (University of Orléans)
Augustin Habran (University of Orléans)
Benoît Kermoal (Henri Aigueperse Center – UNSA Education; PhD candidate, CESPRA–EHESS)
Christèle Le Bihan-Colleran (University of Poitiers)
Dominique Lassare (Honorary Professor of Social Psychology, University of Nîmes)
Jonathan-Olivier Merlo (University for Foreigners of Siena)
Rodolphe Pauvert (University of Poitiers)
Katja Ploog (University of Orléans)
Martine Raibaud (University of La Rochelle)
Karine Rivière de Franco (University of Orléans)
Virginie Saint-James (University of Limoges)
Sebastian Türk (University of Orléans)
Biagio Ursi (University of Orléans)
David Waterman (University of La Rochelle)