

28 July-1 August 2024

Surabaya, Indonesia

## 5. Transmitting Knowledges: Institutions, Objects and Practices

*The goal of ICAS 13 is to facilitate global transdisciplinary conversations and to link such conversations with local realities. The broader scope and description of this theme can be found under the 'thematic cluster' header which provides ideas and examples of proposal topics that can be submitted under this theme. If you think your proposal fits in multiple themes, please choose the one that you believe suits best.*

*ICAS 13 would like to introduce the local realities in these transdisciplinary conversations, the explanation of the theme starts off with a note on 'local context' intended to highlight connections between heterogeneous Asian Studies research and the particular perspective from Surabaya, Indonesia.*

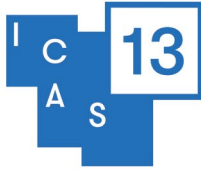
*This theme welcomes proposals with a broader disciplinary and geographical perspective as well as proposals that connect these perspectives to the Indonesian context.*

### The local context

Surabaya is recognized as having several of the oldest and most respected pesantren, a type of Islamic learning institution, that still exist today. Historically, pesantren functioned as centres of knowledge production prior to modern institutions such as schools, universities and colleges partly replacing them during the colonial period. In the earlier time, when East Java was known as the centre of Javanese civilization during the Majapahit kingdom, important achievements were captured in various media, ranging from material objects to written texts (epigraphy and manuscripts) and oral tradition. These days, Surabaya and East Java feature an intellectual landscape in which 'traditional' or 'alternative' modes of knowledge creation, transmission, and circulation – such as pesantrens – coexist with established, institutionalized knowledge embodied by Western-inspired universities, museums, libraries, and NGOs. Amidst this multiplicity of types of knowledge and systems of knowledge production, the circulation of knowledge depends on various mediators, including artist collectives that employ alternative approaches to co-production and sharing, professional and amateur social media users, and independent media. In an age where democratic recession is felt in most countries, the roles of such mediators are increasingly important to counter instances of hegemonic state rule and abuse of power. Throughout Southeast Asia, independent news outlets are emerging in response to democratic decline and despair, and calls for human rights and freedom of expression. Examples include Rappler (Philippines), Prachatai (Thailand), and Project Multatuli (Indonesia).

### This thematic cluster

This cluster provides an inspiring environment for participants to critically approach different modes of knowledge production, transmission and circulation in a post-colonial, multi-centred, neoliberal – tending towards authoritarianism – age. Discussions may include the role of university in society, the 'commodified' university versus its original civic role, as an important agent of social cohesion and change. It also encompasses alternative channels of knowledge creation and circulation, curriculum (co-)creation, 'embodied' knowledge(s), pedagogical models. Beyond schools and universities, there are other educational knowledge structures, some 'formal', some 'informal' like museums, libraries, pesantrens, and archives and their changing roles. In addition, there are vernacular, inter-generational



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and non-formal sites of learning and knowledge production. Critical appreciations of different forms of media like radio, television, mobile phone and others as knowledge creators and disseminators are also welcome. The role of digital research, educational and informational formats and that of the future of the book along with other formats of knowledge dissemination, including sensorial, that of the arts, their civic and contestation role, and their commodification, should also be explored.

These topics can be explored through various formats of engagement, including papers, panels, roundtables, posters, audio-visuals and other media, to ensure a broad forum of academic and civic exchanges. We also welcome you to share other formats and ideas; to propose activities, workshops and exhibitions to enrich the exchange of knowledge and experiences.