Welcome to the Philosophy of Education 2021 Meeting!

See the video below for a short welcome message from the Program Chair!

Test Your Audio and Video Connection

Are you feeling doubts about your technological tools?

Before the rich discussions begin, feel free to stop by this synchronous session to test your audio and video connection. Make sure that you can connect well so that you don't miss a second of the synchronous sessions!

Join this session by clicking the Live Stream button below! Feel free to enter or exit at any time during the session to ask any questions you might have.

Orientation Session (facilitated by COPA and the Membership Committee)

Speakers

Sarah Stitzlein COPA, Chair (2021), University of Cincinnati

Kathy Hytten University of North Carolina, Greensboro

Terri S. Wilson Chair, Membership Committee, University of Colorado Boulder

Lauren Bialystok OISE University of Toronto
A Description of the Mentoring and Development Committee
12:00pm - 12:45pm, Mar 3

A Description of PES's Online Resources
12:00pm - 12:00pm, Mar 3

Towards Forming a Graduate Student Committee
12:00pm - 12:00pm, Mar 3

A Description of the Just Community Committee
12:00pm - 12:00pm, Mar 3

A Brief History of PES
12:00pm - 12:00pm, Mar 3

GroundWorks: An Introduction
12:00pm - 12:45pm, Mar 3

6 Subsessions

What Is the Meaning of Educational Injustice? A Case for Reconceptualizing a Heterogeneous Concept
1:00pm - 1:45pm, Mar 3

Abstract: The fight against educational injustice guides most educational endeavors in research, policymaking, and practice. However, its implicit heterogeneity as a concept renders responses to educational injustice diverse and often contradictory. The author suggests that such contradictions compel us to reject the possibility of an all-encompassing conception of educational injustice. Instead we need to conceptualize educational injustice in more limited terms that highlight the distinctly educational problems that we face as a society. The author provides such a conception and argues that it is better able than other conceptions to capture the wrongs of educational injustice.

Speaker

Alex Nikolaidis The Ohio State University
Holding Americans Accountable & Centering Students: An Ecumenical and Capability Approach to Preventing School Shootings

In this article, I leverage Thomas Pogge's ecumenical description of harm to argue that American Adults have caused harm across a wide array of ethical dimensions by failing to prioritize student well-being in our schools. I then turn to Martha Nussbaum's Capability Approach as a way of remedying this harm.

Speaker
Allison Stevens Harvard

Acrobatic Friendship: A Path to Nurture Friendship in The Midst of Political Dissonance

This paper argues that it is possible, important, and morally valuable to make an educational effort for nurturing a type of friendship which has resistance against political tension. The paper refers to this type of friendship as Acrobatic Friendship. In order to articulate the concept and educational possibility of Acrobatic Friendship, this paper looks at two ways of understanding the educational aspects of friendship, Emersonian Friendship and Political Friendship. Through critical analysis, the paper conceptualizes the idea of Acrobatic Friendship as a relationship that can hold both disagreements and intimacy alongside non-verbal communication through the mediums of art and nature.

Speaker
Kanako W. Ide Associate Professor, Soka University
Neither Harlem, nor the Harlem Branch Y: The Taught Public

Concurrent Paper Session

This paper argues that the public space of education is different from other public spaces. This is because the public space of education includes a teacher. The teacher's role makes education into what might be called a “taught public.” The work of Gert Biesta and the Psychoanalytic work of D.W. Winnicott are used to describe the teacher and the taught public.

Speaker

Charles Bingham  
Simon Fraser University

1 Subsessions

Response Paper Title

2:00pm

Feminism: Helping and Hindering Resistance (A Slow Scholarship Initiative)

Panels/Alternative Session

For the 2021 COSW panel, in light of the advances and failures of movements against injustice, we will reflect on the notion of resistance. Resisting injustice is considered a prerequisite for progress in political movements, but we are increasingly reminded of the need to be mindful of blindspots in our formulations of progress. This reflection is premised on the assumption that thinking about blindspots in theorizing for progress can be a rigorous and perennial act of progress itself.

Speaker

Shannon Sullivan  
University of North Carolina, Charlotte

2 Subsessions

The Deadspots of "Untraumatized Theorizing" of [Collective] Trauma

Response to Sullivan: Resisting Trauma

Emerging Ideas Session 1A
Join this discussion of Emerging Ideas in philosophy of education!

**Speakers**

- **Alan Prather**  Texas Tech University
- **Stephanie Almeida Nevin**  Yale University

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2 Subsessions

- **The Importance of Local History: Understanding Social Studies in the 21st Century**
  - 2:00pm - 2:45pm, Mar 3
  - ZOOM 2

- **Rousseau's Warning: The Arts, Their Dangers, and Why We Need Humanities Education**
  - 2:00pm - 2:45pm, Mar 3
  - ZOOM 2

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**Emerging Ideas Session 1B**

- 2:00pm - 2:45pm, Mar 3
- ZOOM 3

Join this discussion of Emerging Ideas in philosophy of education!

**Speakers**

- **Addyson Frattura**  University of British Columbia
- **Susan Haarman**  PhD Student & Center For Experiential Learning, Associate Director, Loyola University Chicago

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2 Subsessions

- **The Making of a Monster: Punishment and Education through Mary Shelley's Frankenstein**
  - 2:00pm - 2:45pm, Mar 3

- **Citizen Uninterrupted: Advocating for Education Programs in Prisons Through a Rawlsian Ethic**
  - 2:00pm - 2:45pm, Mar 3
Emerging Ideas Session 1C
2:00pm - 2:45pm, Mar 3
ZOOM 4

Join this discussion of Emerging Ideas in philosophy of education!

 Speakers

Heather Greenhalgh-Spencer  Texas Tech University

Timothy J. Barczak  The Ohio State University

2 Subsessions

• Scholarly Dispositions in an Online Doctoral Program  
  2:00pm - 2:45pm, Mar 3

• Education at a Distance: Questions regarding democratic education during COVID-19  
  2:00pm - 2:45pm, Mar 3

3:00pm

Making Sense of Pluralism: A Neo-Calvinist Approach
3:00pm - 4:30pm, Mar 3
ZOOM 1

Pluralism is a particular concern for philosophers of education. Yet there is rarely any clarity regarding the meaning of 'pluralism,' much less whether (and to what extent) it is a good to be sought out and protected. This paper offers an introduction to an approach to pluralism developed by the intellectual heirs of nineteenth-century Dutch Reformed Christian statesman and theologian Abraham Kuyper. By considering this neo-Calvinist approach to pluralism, philosophers of education can not only benefit from its substantive insights regarding how to make sense of pluralism but also discover surprising allies in the quest for genuine pluralism.

 Speaker

Emily G. Wenneborg  University of Illinois Urbana-Champaign

1 Subsessions

• Pluralism's Surprises  
  3:00pm - 4:30pm, Mar 3
  ZOOM 1
12:00pm

**Committee on Race and Ethnicity (CORE)**
12:00pm - 12:45pm, Mar 4
ZOOM 1
Committee/SIG Meeting

Speaker

Sheron Fraser-Burgess
CORE, Chair (2021), Ball State University

**Membership Committee**
12:00pm - 12:45pm, Mar 4
ZOOM 2
Committee/SIG Meeting

Speaker

Terri S. Wilson
Chair, Membership Committee, University of Colorado Boulder

**Religion and Spirituality SIG**
12:00pm - 12:45pm, Mar 4
ZOOM 3
Committee/SIG Meeting

Speaker

David Lewin
University of Strathclyde

**Education’s Autonomy SIG**
12:00pm - 12:45pm, Mar 4
ZOOM 4
Committee/SIG Meeting

**Education’s Autonomy SIG meeting**
This will be the first meeting of PES education’s autonomy SIG since its launch last year.

On the agenda:
- Report on latest news with education’s autonomy agenda
- Publications: Special issues in *Educational Theory* and *Policy Futures in Education*
Establishment of AERA SIG?
You are invited to participate and raise any issue.
You are welcome to contact me if you have any question or concern: dyosefh@lakeheadu.ca

See you soon,
Doron Yosef-Hassidim

### Speaker

Doron Yosef-Hassidim 
Lakehead University

### 1:00pm

#### Distance Education and the Pursuit of the Common at the time of COVID-19: Ontology of Separation

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**Asynchronous Only**

Due to timezone challenges, this session will not feature a synchronous discussion. Instead, please use the Q&A feature to engage with this paper's ideas, its authors, and its respondent. That asynchronous conversation begins now and will continue up to a month beyond the synchronous session dates.

In the radical changes in social systems and people's ways of living that have arisen with the coronavirus disease 2019 (COVID-19), this paper is engaged in philosophical investigations into the ways that people can attain the common, beginning with distance and separation as experienced in digital space. Specifically, we would like to draw attention to the American transcendentalism of Emerson and Thoreau because their thought is full of suggestions that can help to elaborate the idea of the common to be pursued in digital space.

**Speakers**

Naoko Saito  Graduate School of Education, Kyoto University

Tomohiro Akiyama  Kyoto University

1 Subsessions

- **Creating a Transcendent Common without Sanctioning Withdrawal**
  | 1:00pm - 1:45pm, Mar 4 |

The non-performativity of white virtue-signaling: Insights for social justice pedagogy

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ZOOM 2
**Concurrent Paper Session**

What is problematic about white virtue-signaling and what can white people learn from the being so accused? The aim of this paper is to examine the meaning of white virtue-signaling as a practice and as an accusation in order to glean insights for social justice pedagogy. I begin with a review of Justin Tosi and Brandon Warmke's recent work around the concept of moral grandstanding to elucidate some of the characteristic features of virtue-signaling. Although related in practice, I conceptually distinguish the performance of virtue-signaling and the accusation. Then, attending to the positionality of the signaler, I introduce the concept of white virtue-signaling. Through Sara Ahmed's analysis of the non-performativity of anti-racism, I demonstrate what the prevailing analyses of grandstanding and the research on virtue-signaling fail to capture. Finally, I explain why it is important for social justice educators to pay attention to white virtue-signaling and I discuss some important questions that this concept may provoke.

**Speaker**

Barbara Applebaum  Syracuse University

**1 Subsessions**

- **Signals Crossed: White Double Consciousness and the Role of the Critic**
  - 1:00pm - 1:45pm, Mar 4
  - ZOOM 2

**The St. Louis Hegelians and the Institutionalization of Democratic Education**

- 1:00pm - 1:45pm, Mar 4
- ZOOM 3

We argue for a more complete consideration of Hegel's impact on post-Civil War American educational thought. Hegelianism in America focused on the question of how to provide for the citizens' freedom in the new democracy, and by arguing that the solution to this question needs to be implemented by means of institutions, in particular public educational institutions. William Torrey-Harris and the St. Louis Hegelians created an educational system for St. Louis that would serve as a model for the whole nation, and they passed an understanding of Hegel on to John Dewey that differed substantially from the neo-theological readings that were widespread in the British academy at the time. We also make a preliminary case that Dewey's thought did not constitute as much of a radical break with his Hegelian predecessors, as is commonly claimed.

**Speakers**

- **Joe Ervin**  University of Nevada, Las Vegas
- **Dave Beisecker**  University of Nevada, Las Vegas
- **Jasmin Özel**  University of Nevada, Las Vegas
Bad Romance: Tendencies in Romanticism that hamper student learning

The central claim of my paper is that certain ways of thinking and feeling associated with Romanticism, and widely disseminated in North American culture, have a broadly negative influence on the capacity of students to learn. The Romantic tendencies I analyze are (1) the tendency to look 'inward', (2) the attachment to freedom and spontaneity, and (3) the focus on authentic feeling. Drawing primarily on Iris Murdoch's work, I argue that these individualistic tendencies can prevent students from paying close attention to objects of understanding, therefore hampering the process of learning.

Speaker

Ilya Zrudlo McGill University

2:00pm

Author Meets Critics - Wim Wenders's Road Movie Philosophy: Education without Learning by Rene V. Arcilla

This session is an "author-meets-critics" session on the title book. The book examines how the road movies of Wim Wenders disclose features of an education that is distinct from school learning. Unlike the latter, which stresses the acquisition of specialized knowledge, the central drama of these films concerns finding a sense of direction for our mortal lives. Such a concept of education echoes the Latin term edūcere (to lead out) and constitutes a narrative form for grasping our lives as a whole. It raises the question of how it may be better supported in schools.

Speaker

Rene Arcilla New York University
Author Meets Critics: Wim Wenders's Road Movie Philosophy: Education without Learning by Rene V. Arcilla

2:00pm - 2:45pm, Mar 4
ZOOM 1

Session Critic
2:00pm - 2:45pm, Mar 4
ZOOM 1

Alternative session: Is leisured education possible?
2:00pm - 2:45pm, Mar 4
ZOOM 2

Panels/Alternative Session

The panel will enter a conversation about different ways to protect educational leisure from threats such as consumerism, debt economy, rational instrumentality, and the idea of work as a vocation. In light of Covid-19, specific attention will be given to the boundaries between home and the workplace. The four panelists are aware to the fact that leisure, while unanimously praised, can still be co-opted back into the economic logic of investment, profit, debt, and consumption. Ultimately, the panelists propose critiques that have the potential to revive leisured education and bring it closer to its roots in freedom or emancipation.

Speaker

Oded Zipory Hebrew University of Jerusalem

3 Subsessions

Panelist
2:00pm - 2:45pm, Mar 4
ZOOM 2

Panelist
2:00pm - 2:45pm, Mar 4
ZOOM 2

Leisure and the Possibility for Culture and Education
2:00pm - 2:45pm, Mar 4
ZOOM 2

Examining Epistemologies of Race in the European Context: Democratizing Education in a Right Wing Populist Climate.
2:00pm - 2:45pm, Mar 4
ZOOM 3
Our international panel explores race and politics during the current political climate in the European context. The rise of far right, populist politics and legitimization of white supremacist views have normalized and made visible xenophobia, racism, and Islamophobia in contemporary politics across western countries. We address the philosophical, epistemological and pedagogical impact of these movements in our work as educators.

Speaker

Shaireen Rasheed | Long Island University

3 Subsessions

- Epistemological Challenges of Teaching Pedagogy of Race and Whiteness in Germany
  - 2:00pm - 2:45pm, Mar 4
- Populism and Pedagogy
  - 2:00pm - 2:45pm, Mar 4
- Diversity in Teacher Education in a Changing World
  - 2:00pm - 2:45pm, Mar 4

Learning from Educated: Thoughts of Tara Westover’s Educational Memoir

- 2:00pm - 2:45pm, Mar 4
- ZOOM 4

In her memoir, Educated (2018), author Tara Westover describes her upbringing in rural Idaho. Her survivalist father was paranoid and domineering, rejecting all things having to do with external authority, including medicine and public education. Westover’s memoir describes how she taught herself algebra and science, graduated from Brigham Young University, and eventually completed a PhD at Cambridge. Beyond the sheer spectacle of Westover’s life, what can be learned from her account? While not written for a philosophical audience, we believe that there is much of philosophical interest in this book. In this panel presentation, we aim to explore some of the most salient topics. These topics will include gender and the educated person, liberal education, critical thinking under adverse conditions, the emotional trauma of education, and memoir as it relates to the examined life - all considered in terms of Westover’s story.

4 Subsessions

- Panelist 1
  - 2:00pm - 2:45pm, Mar 4
- Panelist 2
  - 2:00pm - 2:45pm, Mar 4
- Panelist 3
  - 2:00pm - 2:45pm, Mar 4
- Panelist 4
  - 2:00pm - 2:00pm, Mar 4

3:00pm

Safe Space and Free Speech: Preparation for Public life in the “In-Between”
One of the enduring goals for higher education involves preparing students for public life. Part of the answer has long seemed to be contingent on free speech – democratic preparation requires engaging students from different backgrounds in robust dialogue. However, the ‘safe space’ movement recently stressed the need for discursive arenas purified of the most toxic elements of public discourse. This essay draws from Hannah Arendt to parse through the tensions rife within the safe space vs. free speech debate, in the hopes that we are better able to better discern how universities can prepare all students for public life.

### Speaker

**Samantha Ha** Boston College

1 Subsessions

- **Response to Samantha Ha**
  - 3:00pm - 4:30pm, Mar 4
  - ZOOM 1

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Fri, Mar 05, 2021

### 12:00pm

**Mentoring and Development Committee**

- 12:00pm - 12:45pm, Mar 5
- ZOOM 1

#### Speaker

**Rachel Wahl** University of Virginia

### Finance Committee

- 12:00pm - 12:45pm, Mar 5
- ZOOM 2

#### Speaker

**Barbara Stengel** Vanderbilt University
Hello and welcome to the Disability SIG Membership Meeting. If you are interested in the role of Disability Studies in philosophy of education please attend this session. The SIG is at the point of dissolving. For a number of reasons the membership has drifted away, and hence a new membership drive is on the way, beginning NOW. With this meeting.

At this meeting there will be a call for a SIG Chair, and perhaps to form a research group whereby we may come together to put together a Special Issue. Perhaps make a proposal to Educational Theory for a Summer Workshop! For this to happen we need active members.

Regarding a possible theme: In *Addressing Ableism*, Jennifer Scurro (2018) references Lydia X.Z. Brown on the power of intersectionality and its limits by referring to “interstitiality,” a “betwixt” positionality between two locations. Where, say in terms of race and disability one lives a moment of “indecision” i.e., “betwixt.” Here as a research group we might pick up these threads to think intersectionality from its limits, and the possibilities that emerge from this encounter. Other themes are welcome!

In any case, your presence is needed!

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**Speaker**

Glenn Hudak
University of North Carolina, Greensboro

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**Committee on the Status of Women (COSW)**

**1:00pm**

**The Promise of Higher Education for Justice-Involved People: Humanization**

In this paper, I make the case that the aims of higher education for justice-involved people necessitate a different framing from what we might call “normal” non-carceral aims of higher education, owing directly to the two different institutional contexts. First, I draw from the literature on aims of higher education meant for non-incarcerated people and consider how they might be enacted in the carceral setting. Second, I take up humanization as aim of higher education for justice-involved people. Third, I conclude by considering the implications of what aiming at humanization might mean for non-incarcerated students in non-carceral settings.

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**Speaker**
Dale Brown  Western Michigan University

1 Subsessions

- **Response to Dale Brown: Resolving the Prison Education Paradox**
  - 1:00pm - 1:45pm, Mar 5
  - ZOOM 1

Preparing Individuals for Public Life: Facing the Challenge
- 1:00pm - 1:45pm, Mar 5
- ZOOM 2

**Concurrent Paper Session**

Responding to the PES 21 conference call, this paper reflects on the challenges education, particularly philosophers of education, face in preparing individuals for public life at a time when engaging with people across social and political differences as democratic citizens is paramount.

- **Speaker**
  - Guoping Zhao  Oklahoma State University

1 Subsessions

- **Free Speech, False Polarization, and the Paradox of Tolerance**
  - 1:00pm - 1:45pm, Mar 5
  - ZOOM 2

Is Comprehensive Liberal Social Justice Education Brainwashing?
- 1:00pm - 1:45pm, Mar 5
- ZOOM 3

**Concurrent Paper Session**

Lauren Bialystok argues that the political views taught in Social Justice Education, at least in Canada, must meet five conditions. Each condition supports a form of comprehensive liberalism that she takes to be reflected in Canadian law and to be the morally correct basis upon which to justify the political content taught in Canadian schools. Towards clearing ground for a different positive view based upon the intrinsic value of promoting learning, in this essay, we argue for a negative thesis: that Bialystok's arguments, while advancing a nuanced defense of SJE based on comprehensive liberalism, ultimately do not succeed.

- **Speakers**
  - Nicolas Tanchuk  Iowa State University
  - Tomas Rocha  University of Washington, College of Education
Educational Borderlands: Rigidities, Transparencies, and Porosities

Educational relationships are often studied as if they exist primarily within self-contained entities (or individuals). Even some relational descriptions of educational purposes often focus on individualistic student outcomes rather than on relational outcomes. On the other hand, thoroughly relation-focused theories run the risk of losing the individual in emphasizing the primacy of the relationship or system. The present essay focuses on entities and relationships as simultaneous realities that are best understood at their boundaries. An emphasis on boundaries reveals three pedagogical taxonomies—rigidity, transparency, and porosity—through which educational relationships might be recognized.

Speaker

Michael J. Richardson  Brigham Young University

Philosophers Reconsidering Technology in Education

While questions surrounding the relationship between education and technology have captured the attention of philosophers of education in recent decades, such concerns have taken on new import. As such, this panel argues that current discourses and practices surrounding educational technology jettison philosophical questions in favor of technocratic, instrumental approaches to education. By drawing clear distinctions between philosophical questions and everyday practice, this panel foregrounds philosophical and ethical concerns surrounding the role of technology in schools in order to underscore what we see as philosophical oversight with regard to the relationship between schools and technology.

Speaker
5 Subsessions

- "What It Means to Think Philosophically About Technology in Education"
  - 2:00pm - 2:45pm, Mar 5
  - Zoom 1

- "Of Tension and Temptation: Perils (And Promises?) of Technology in Education"
  - 2:00pm - 2:45pm, Mar 5
  - Zoom 1

- "When Teaching Ethics On-Line Doesn't Seem to Be Ethical"
  - 2:00pm - 2:45pm, Mar 5

- "What Does it Mean to Think Philosophically About Education?", Nicholas C. Burbules
  - 2:00pm - 2:45pm, Mar 5
  - Zoom 1

- "Anti-pedagogy and the Technology Fetish"
  - 2:00pm - 2:45pm, Mar 5
  - Zoom 1

Bridging 'Two Cities' and 'Two Publics': The Catholic Intellectual Tradition and Secular Education

- 2:00pm - 2:45pm, Mar 5
- Zoom 2

Panels/Alternative Session

For many political theorists, religious communities and the democratic state constitute separate spheres of life, and their inhabitants form two publics. In the realm of education, these publics are thought to embrace disparate epistemologies, forbidding the possibility of mutual exchange. This panel seeks to take up this exchange by offering a conversation between secular educational ideas and concepts native to the Catholic intellectual tradition. The three presenters and the discussant will address the concepts of conscience, praxis, intelligence, equality, and authority while emphasizing the richness of the concepts when examined through the double perspective of the religious and the secular.

Chair/Moderator

- Cristina Cammarano
  - Salisbury University
The Ethics of Community-Campus Partnerships in Higher Education

Panels/Alternative Session

Philosophers of education have a long history of exploring ethical dilemmas through narrative case studies that provide a shared grounding from which to examine questions of competing values, interests, and goals that emerge in educational policy and practice. This session will center one case from a forthcoming volume of ethics cases and commentaries—Equity, Freedom, and Inclusion in Higher Education: Cases and Commentaries in Educational Ethics (edited by Rebecca Taylor & Ashley Floyd Kuntz). The discussion will focus on questions of ethics and justice that arise in community-campus partnerships. The session includes the case authors and several of the commentators who contributed analyses of the case for the edited volume.

Speakers

Rebecca Taylor University of Illinois at Urbana-Champaign

Ashley Kuntz Florida International University

Subsessions

1. Campus-Community Relationships and the Public Good
   - 2:00pm - 2:45pm, Mar 5
   - ZOOM 3

2. Defining and Supporting Service Learning
   - 2:00pm - 2:45pm, Mar 5
   - ZOOM 3

3. Moral Courage and the Ethics of Time and Place in Campus-Community Partnerships
   - 2:00pm - 2:45pm, Mar 5
   - ZOOM 3

4. Centering a New Economic Vision to Bridge Divides Case Response
   - 2:00pm - 2:45pm, Mar 5
   - ZOOM 3

Book Panel: David Hansen and The Call to Teach: Renewing the Work that Teachers Do

Panels/Alternative Session

This alternative session will feature five panelists who will discuss the recently published edited volume, David Hansen and The Call to Teach: Renewing the Work that Teachers Do (New York: Teachers College Press, 2020). The proposed book panel will address three important themes. First, the impact that Hansen's work on vocation in teaching has had on educational theory and practice. Second, the concept of vocation as a lens through which we can better understand and confront the challenges that teachers face today.
Third, the reengagement of Hansen’s ideas with new interlocutors from philosophy of education and other intellectual traditions.

Speaker

Darryl De Marzio University of Scranton

5 Subsessions

- Panelist
  - 2:00pm - 2:45pm, Mar 5
  - ZOOM 4

- Panelist
  - 2:00pm - 2:45pm, Mar 5
  - ZOOM 4

- Panelist
  - 2:00pm - 2:45pm, Mar 5
  - ZOOM 4

- Book Panel on *David Hansen and the call to Teach: Renewing the work that Teachers Do* (Panelist)
  - 2:00pm - 2:45pm, Mar 5
  - ZOOM 4

- Panelist
  - 2:00pm - 2:45pm, Mar 5
  - ZOOM 4

3:00pm

Reasoning one’s way to Justice? Rationality and Understanding in Political Dialogue

Speaker

Rachel Wahl University of Virginia

1 Subsession

- Three pictures of reasoning: A comment on Rachel Wahl
  - 3:00pm - 4:30pm, Mar 5
12:00pm

Exploratory Graduate Student Committee

This session is open to all graduate student members of PES. In this meeting, we will introduce the proposed PES graduate student committee. This committee has been developed through the organizing efforts of eight graduate student members of PES across six different institutions over the course of this past year. As a committee, one of our goals would be to foster community and networking opportunities among graduate students of PES across institutions.

As such, at this event we will facilitate a community-building and networking conversation aimed to put students from different institutions in dialogue with one another. We will also seek your input on the future possibilities for the committee. Please join us!

If you have questions about this event, please submit a question on this platform or reach out to Sara Hardman via email at seh2196@tc.columbia.edu

Speaker

Sara Hardman Teachers College, Columbia University

Phenomenology SIG

Speaker

Piotr Zamojski

Decolonial Studies SIG

We will celebrate the release of the Journal of School and Society’s Special Edition: “What does Decolonization Look Like in Education and Beyond?”

Speaker
Commission on Professional Affairs (COPA)

1:00pm - 1:45pm, Mar 6
ZOOM 4
Committee/SIG Meeting

Speaker

Sarah Stitzlein COPA, Chair (2021), University of Cincinnati

1:00pm

Author Meets Practitioner: Engaging the Public by Situating GroundWorks

1:00pm - 1:45pm, Mar 6
ZOOM 1
Panels/Alternative Session

PES's public facing journal, *GroundWorks*, was established with the hope of sharing a philosophical approach with practitioners. Enacting a commitment to collaboration, this year's *GroundWorks* panel will bring together philosophers of education and practitioners as peers. Per the call for papers attached to the annual meeting, papers were selected from this year's PES submissions for interested authors to reshape for a public audience and published in *GroundWorks*. For this panel, drafts of the papers will then be shared with experienced practitioners with interest and expertise in the topic of the paper. After the *GroundWorks* authors give a short overview of their papers, the practitioners will each respond by speaking to the authors about how the papers might inform their practice and also offering suggestions. We will then turn to the audience for questions and comments that address the themes of the papers and the process.

Practitioner Respondent

Vanessa Keller

Stephane Barile New Haven Unified School District, Union City, California

Kristen Bullard University of Maine at Farmington

Speaker
3 Subsessions

- **Mourning-with Others: The Reorienting Practice of Grief**
  - 1:00pm - 1:45pm, Mar 6
  - ZOOM 1

- **Should Teachers Advance Justice or Reduce Polarization?**
  - 1:00pm - 1:45pm, Mar 6
  - ZOOM 1

- **Going Remote: Ecofeminist Education for the Reluctantly Contained**
  - 1:00pm - 1:45pm, Mar 6
  - ZOOM 1

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**Safeguarding the Epistemic Agency of Intellectually Disabled Learners**

- 1:00pm - 1:45pm, Mar 6
- ZOOM 2

**Concurrent Paper Session**

This paper shows that the epistemic exclusion of intellectually disabled students is educationally and ethically misguided. We first identify a normative condition of education—the presumption of students' epistemic potential. Second, we show that this condition is asymmetrically applied to able-minded and intellectually disabled students. We argue that this asymmetry is grounded in an ethically arbitrary double standard, which supports unjust and discriminatory educational practices. Third, we propose an ethical principle whose primary purpose is to rectify the problem of epistemic exclusion and to promote epistemic inclusion of intellectually disabled students.

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**Speakers**

- **Kevin McDonough** McGill University
- **Ashley Taylor (she/her)** Colgate University

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1 Subsessions

- **Reconceiving Epistemic Agency for Educational Inclusion**
  - 1:00pm - 1:45pm, Mar 6
  - ZOOM 2

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**Sex Education and the De-Polarization of Public Values**

- 1:00pm - 1:45pm, Mar 6
- ZOOM 3

**Concurrent Paper Session**

Sex education is among the most frequently and hotly contested aspects of school curriculum. This paper shows how the disagreement has been inflated or misapprehended because of faulty reasoning and ideological framing. There is significant agreement at the level of higher-order values and the broad aims of sex education, which becomes eclipsed by more granular value disagreements and approaches to implementation. A philosophical analysis of the sex education controversies can help to clarify the actual fault lines of public disagreement and suggest what should and should not be controversial about how we
Sex Education and the Culture Wars: Response to Bialystok
1:00pm - 1:45pm, Mar 6
ZOOM 2

The Making of a Pan(en)demic: Educational Theory as Key to Effective COVID Communication
1:00pm - 1:45pm, Mar 6
ZOOM 4

A theory of educational energy development is used to explain a case of successful COVID-19 public health education (Vietnam) and a case of unsuccessful COVID-19 public health education (United States). Differences emerge in the way the two cases addressed variables of curriculum coherence, both internal and external, correspondence between narrative structure of the health education curriculum and level of imaginative development in the population, and level of trust in the source of the curriculum. Public health education may be vastly improved by conscious attention to educational theory in the construction and delivery of health education curriculum.

2:00pm

What is the Thing in Thing-Centered Pedagogy?
2:00pm - 2:45pm, Mar 6
ZOOM 1

In appreciation of Joris Vlieghe and Piotr Zamojski's Towards an Ontology of Teaching: Thing-centered Pedagogy, Affirmation and Love for the World, I argue for a stronger account of thing-centered pedagogy. In limiting thingness to subject matter(s), I contend that Vlieghe and Zamojski limit the educative value of thing-centered pedagogy and put conditions on the teacher's love for the world. Troubling their insistence...
on a singular world and their reading of Jacques Rancière, I propose that Vlieghe and Zamojski's position can be strengthened by considering Tyson Lewis and Karen Barad's respective analyses of speculative and agential realism.

Speaker

Jessica Davis  Notre Dame of Maryland University

1 Subsessions

- Approaching thing-centeredness ecologically
  - 2:00pm - 2:45pm, Mar 6
  - ZOOM 1

Navigating Graduate Student Life and Beyond During Covid-19

- 2:00pm - 2:45pm, Mar 6
- ZOOM 2

The Mentorship and Development Committee proposes a panel that will offer graduate students a space to explore their options, seek guidance, and share their experiences related to pursuing graduate studies, dissertations, and the job market during this unprecedented time. The panel consists of six scholars who occupy different positions within a diverse set of academic institutions. The panelists include junior scholars, both at the graduate student and assistant professor level; mid-career scholars at the associate level, and a full professor, all of whom will provide unique perspectives about challenges, resources, and potential means of navigating graduate student work and life.

Speaker

Rachel Wahl  University of Virginia

5 Subsessions

- Mentorship
  - 2:00pm - 2:45pm, Mar 6
  - ZOOM 2

- Panelist
  - 2:00pm - 2:45pm, Mar 6
  - ZOOM 2

- Panelist
  - 2:00pm - 2:45pm, Mar 6
  - ZOOM 2

- Panelist
  - 2:00pm - 2:45pm, Mar 6
  - ZOOM 2

- Panelist
  - 2:00pm - 2:45pm, Mar 6
  - ZOOM 2
Post-truth, Populism, and Public Knowledge

2:00pm - 2:45pm, Mar 6

Panels/Alternative Session

The last decade has signaled epistemic challenges that can be associated with two distinct but related trends: Post-truth and populism. The notion of post-truth refers to the infringement of facts, and the construction of public knowledge based on opinions, political emotions, and personal beliefs (Peters, 2017). The proliferation of post-truth practices in recent years has restructured the nature of knowledge in general and the nature of public life in particular. This panel aims to consider different ways in which educators can respond to the degradation of public knowledge, and for reshaping the public discourse, for the public.

4 Subsessions

- Modern Theory and Post-Truth
  2:00pm - 2:45pm, Mar 6
  ZOOM 3

- Truth in Post-truth Pedagogy: Climate Change, SCOTUS, and Narrative Identity
  2:00pm - 2:45pm, Mar 6
  ZOOM 3

- Presentation 3
  2:00pm - 2:45pm, Mar 6
  ZOOM 3

- The Formation of the Digital Citizen in Post-truth Era
  2:00pm - 2:45pm, Mar 6
  ZOOM 3

Case-Based Ethics: Theorizing Justice from Unjust Contexts

2:00pm - 2:45pm, Mar 6

Panels/Alternative Session

In this symposium, a number of philosophers and philosophers of education reflect on the potential value of theorizing from specific cases, as well as the methodological implications of this approach. Here, we build on recent work) to advance the use of normative case studies: complex, empirically-researched examples of dilemmas that arise in educational practice and policy. Such cases are designed to explore how justice can be implemented under unjust conditions or in unjust contexts. Cases, we pose, are not just useful illustrations of—or vehicles for—theory; in contrast, such detailed cases might generate novel and distinctive theoretical insights.

Speakers

Terri S. Wilson Chair, Membership Committee, University of Colorado Boulder

Jake Fay Postdoctoral Fellow, Edmond J. Safra Center for Ethics at Harvard University, Harvard University

9 Subsessions
The Ethics of World-Building in Normative Case Studies

Dj Forster The methodology of case-based ethics: applying ethics of belief to educational cases

The Interdependency of Cases and Principles

Participant 4

Cases as Collaborative Theorizing: Conceptualizing the Professional Teacher

Case Studies and Speaking for Others

Decolonial Rigour and Case Studies

Participant 8

Contextual, not Canonical Cases

3:00pm

Reflecting Philosophy of Education: Can I Be an “Appropriate Subject of Philosophy”?

This paper is the outcome of an incursion through discussions among a half a dozen Black women in philosophy. They pose a set of questions about what philosophy can possibly be and what can they possibly be in philosophy – as Black women. Those conversations are alternatively with themselves, each other, Black men in philosophy, their students, and their (white) colleagues and teachers. I seek to join my fortunes to theirs but find dead ends, holes, and follies at the same time I recognize myself in their pain, joy, and strategies for survival.

The encounter with one’s chosen lifework when in the skin and bones of the inappropriate body sets the context for examining the possibilities of philosophy of education and what it possibly has to say to the racial disaster of American education. In this paper I address specific Black children and turn inside out James Baldwin’s famous “Talks to Teachers” in which he addresses white teachers. This paper is a specific accounting of the Black philosopher of education to several Black children who may well have cause to rebuke me (and my fellows).

Can they (and I) find joy and hope – in the face of history?
Invited Response to the 2021 Presidential Address

3:00pm - 4:30pm, Mar 6

ZOOM 1

Sun, Mar 07, 2021

12:00pm

Just Community Committee (JCC)

12:00pm - 12:45pm, Mar 7

ZOOM 1

Committee/SIG Meeting

Speaker

Doris Santoro Bowdoin College

Ethics SIG

12:00pm - 12:45pm, Mar 7

ZOOM 2

Committee/SIG Meeting

Speaker

Matt Ferkany Michigan State University

Conference Management Committee

12:00pm - 12:45pm, Mar 7

ZOOM 3

Committee/SIG Meeting

Speaker

Deron Boyles Georgia State University
What’s Wrong With Manipulation in Education?

A teacher controls the release of materials in attempt to get students to appreciate the appeal of a popular yet wrongheaded argument before exposing them to its shortcomings. An instructor uses body language, tone of voice, and images in a Power-Point presentation that appeal to non-deliberative mechanisms in order to influence the students to pay more attention, maintain their focus, or to remember the content better. How do we draw the line between such innocuous educational practices and problematic manipulation, such as deterring students from questioning certain views by instilling fear or shame? I help answering this question by illuminating one significant danger, which hasn't been accurately identified in the relevant literature: the danger that manipulations in education—even when they're non-deceptive and aim for the good of the students—will hinder the development or fulfillment of the students’ deliberative projects.

***Note: I uploaded two versions of the paper, please download the one ending with V2***

Speaker

Ron Aboodi University of Toronto

1 Subsessions

RESPECT, CONCERN AND MANIPULATION

Critical Democratic Discourses, Post-Truth and Philosophy of Education

This paper analyzes both the promises and limitations of some critical discourses on power and democratic pluralism in a post-truth era marked by fake news, alternative facts, and misinformation. I first explore the significance of Foucault's and Mouffe's discourses on power and democratic pluralism while explaining how each advances our understanding of truth in politics. Next, I focus on how the current phenomenon of post-truth serves to illuminate a major weakness of Foucault's and Mouffe's discourses—their failure to anticipate or adequately address a world in which there is a diminishing space of truth and facts. Finally, I turn to an analysis of how philosophy of education might advance the debate on ways to negotiate the crisis of truth plaguing our democracies.

Speaker

Mordechai Gordon Quinnipiac University

1 Subsessions

Epistemic and Political Goals for Education in a Troubled World
Reimagining "Learning For Its Own Sake" in Liberal Education

1:00pm - 1:45pm, Mar 7
ZOOM 3

"Learning for its own sake" is an enduring but underdetermined refrain of liberal education. I aim to reimagine it as a valuing activity, undertaken by an agent who appreciates an object of value, and in turn enacts her own valuational progress. This student-centered conception demands more of traditional appeals to the intrinsic value of knowledge: Rather than emphasizing that knowledge is a good worth pursuing, independent of student judgement or interest, I account for what motivates students to engage meaningfully with their subjects—what makes it worthwhile for them. The ideal is thus reimagined as "learning for the learner's sake."

Speaker

Caitlin Brust Stanford University

1 Subsessions

- Response to Brust: Liberal Education of the Learner’s Benefit
  1:00pm - 1:45pm, Mar 7
  ZOOM 3

Relearning the World: Grief, Loss, and Mourning-with

1:00pm - 1:45pm, Mar 7
ZOOM 4

In this paper I consider the notion of “mourning-with” as a practicing of relearning the world; I propose that within the process of grief we not only relearn our relationship with those who have died, we must also become reoriented to the world that is left behind. The concept of mourning-with others draws inspiration from Donna Haraway's concept of becoming-with. I draw upon work by Freud, Sara Ahmed and philosopher of education James Stillwaggon to consider the “work of mourning” and the melancholia's complicated relationship with identity and language.

Speaker

Jessica Lussier The University of British Columbia

1 Subsessions

- In Between Mourning-with and Mourning-without: A Response to "Relearning the World: Grief, Loss, and Mourning-with" by Jessica Lussier
  1:00pm - 1:45pm, Mar 7
  ZOOM 4

2:00pm

Educational Ethics During a Global Pandemic
The COVID-19 Pandemic is fundamentally reshaping schooling across the globe, keeping students out of school buildings, forcing teachers to reformat their curriculum for a digital environment, and destabilizing the democratic, unity-building function that schools play across the globe. COVID-19 has been especially difficult for marginalized groups, and its effects on education are similarly unjust for marginalized children. Teachers, meanwhile, juggle safety, job security, and privacy concerns as they teach at schools, in their homes, or in a hybrid model. Our panel brings together scholars from across the globe who have been collaborating to understand the common dilemmas, hardships, and unexpected benefits arising from educating during COVID-19.

7 Subsessions

- **Situation Educational Ethics in a Global Pandemic**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

- **Panelist 2**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

- **Panelist 3**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

- **Images of role morality and teacher professionality in the study**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

- **Panelist**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

- **Panelist**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

- **Panelist**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 1

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**A Space to Write for Mother-Philosophers in 2020**

- 2:00pm - 2:45pm, Mar 7
- ZOOM 2

We invite you to attend this alternative session in the following ways:

1. A) Join some of our panelists in a live discussion, a witnessing of mothering and philosophy. We will ask our audience to participate in this through chat and discussion.
2. B) Join a breakout room (or two) and use this time to write together with this community.
3. C) Visit and add to a visual slideshow of our ‘mother-philosopher’ spaces.
4. D) Review a growing body of references (popular and scholarly press) on mother’s experience during the pandemic.

In this year of crisis, we find an opening to re-claim a conference space for those who find themselves always having to carve out time, carve out space, carve away and out the guilt of never being or having enough. What might happen if we build writing and thinking together into academic conferences, intentionally? And what happens if we use the spaces many of us were thrust into as a provocation (to use that Reggio Emilia pedagogical reminder) to think, to talk, to write together.

We invite all into this space. We invite you with infants in arms, on breasts and bottles, or still enveloped in wombs. We invite those of you who have chosen to care for other children than your own, those who cannot have children, those who choose not to, and those who have not yet made this choice. We invite grandmothers and those who are learning to
Panelist 1: To Build Our Forts Together
2:00pm - 2:45pm, Mar 7
ZOOM 2

Panelist 2: Weaving in the Midst: An Ethos of Maternal Interruption
2:00pm - 2:45pm, Mar 7
ZOOM 2

Panelist 3: Zoom Ate My Homework
2:00pm - 2:45pm, Mar 7
ZOOM 2

Panelist 4: Drawing Strength from Unexpected Sources
2:00pm - 2:45pm, Mar 7
ZOOM 2

Panelist 5: Freedom and invisibility
2:00pm - 2:45pm, Mar 7
ZOOM 2

We invite those who are mothers but must ask to be named as such because of outdated gender norms. We invite BIPOC mothers who confront and shield their children from racism as it manifests in our educational and justice systems. We invite you with toddlers in play or you who have kindergartners crashing madly through “zooms.” We invite those with teenagers who ask you challenging questions and those with teenagers who challenge you with stony silence. And we invite you all to enter as you are able.

We challenge our conference conveners and our audience to recognize that finding and carving out the space to be a philosopher and a mother is not only a #Pandemic 2020 issue but is a long-standing issue that merits philosophical questions and responses.

This panel aims to present work on this topic and to create a space that supports philosopher-mothers in publication projects that stem from our conversation and dialogue.

Here we outline three major lines of inquiry:

1. Conferencing as ‘other’
2. Scholarship, production, and the work of care.
3. The (in)visibility of children in the academy.

*Description of Live Discussion Below:

Panelists share ways pandemic 2020 has disrupted and illuminated the experience of being a philosopher-mother. The session pivots into a writing workshop, where participants explore the intersections among mothering, philosophy, and pandemic 2020. Current conversations about the chaos and difficulty of pandemic parenting mirror the ordinary experiences that philosopher-mothers have been articulating for far too long.

南宁市

Moderator

Liz Jackson The Education University of Hong Kong

Speaker

Stephanie Burdick-Shepherd Lawrence University

5 Subsessions

- Panelist 1: To Build Our Forts Together
  • 2:00pm - 2:45pm, Mar 7
  • ZOOM 2

- Panelist 2: Weaving in the Midst: An Ethos of Maternal Interruption
  • 2:00pm - 2:45pm, Mar 7
  • ZOOM 2

- Panelist 3: Zoom Ate My Homework
  • 2:00pm - 2:45pm, Mar 7
  • ZOOM 2

- Panelist 4: Drawing Strength from Unexpected Sources
  • 2:00pm - 2:45pm, Mar 7
  • ZOOM 2

- Panelist 5: Freedom and invisibility
  • 2:00pm - 2:45pm, Mar 7
  • ZOOM 2
Panel/Alternative Session

Note: Rather than individual video presentations, this session features one video presentation consisting of multiple participants.

The PES Standing Committee on Race and Ethnicity in Education sponsors a scholar panel interview that continues the conversation of the 2020 pre-conference, which resulted in an in-press Educational Theory volume. Taking seriously philosophy of education's task of “troubling of sweeping, common-sense assumptions tied to colonizing projects and tools in education,” the scholars interrogate the role of democracy, race, and identity therein. A very visible thread is a perspective that is rooted in the experiences of scholars of color in which theorizing from one's pain enables imagining different possible futures. This session aims to further explore the meaning of inclusion and equity in education now.

Speakers

Sheron Fraser-Burgess  CORE, Chair (2021), Ball State University

Audrey Thompson  Professor, University of Utah

Kathy Hytten  University of North Carolina, Greensboro

5 Subsessions

- **The color of democracy: Reckoning with democratic theory's evasion of race**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 3

- **White racial literacy & racial dexterity**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 3

- **'Race is a fiction; Racism is not'? Historical understandings of race in anti-racist discussions among social justice educators**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 3

- **Where are the open selves on campus? Unmasking the fragility of trigger warnings, safe spaces, and code-Switching**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 3

- **Rethinking the achievement gap as educational debt with pre-service teachers**
  - 2:00pm - 2:45pm, Mar 7
  - ZOOM 3
In this panel, through an integrated conversation as well as some independent thoughts on our own situations, we will reflect on the perennial and concomitant precarity along public philosophical engagement in general, and the challenges for doing public intellectual work posed by the current moment in particular. Our aim is to challenge the notion of “precarity being a side-event of philosophical public engagements” through a phenomenological analysis. We reflect on whether looking at precarity as an inevitable aspect of public engagement can contribute to changing our perspectives towards the consequential distresses and developing pre-emptive strategies against the very precarity.

3 Subsessions

- **The Phenomenology of Amorphous Threats**
  - **2:00pm - 2:45pm, Mar 7**
  - **ZOOM 4**

- **Engaging with the Logic of War**
  - **2:00pm - 2:45pm, Mar 7**
  - **ZOOM 4**

- **Discussant**
  - **2:00pm - 2:45pm, Mar 7**
  - **ZOOM 4**

3:00pm

**Reproducing Social Hierarchy (or NOT)**
- **3:00pm - 4:30pm, Mar 7**
- **ZOOM 1**

**Emerging Ideas Session**

Philosophy curricula, programs, and texts have been used in American (pre-college) schools at various times, for various purposes, dating back to colonial times when most of what counted as knowledge of the...
world (natural philosophy) and the human mind (mental philosophy) were ideas that are only in currency today in academic philosophy. The monograph in progress analyzes the history of philosophy in American schools and how that history reflects deep and conflicting cultural assumptions about the nature of philosophy, childhood and education.

Speaker

Maughn Gregory Montclair State University

1 Subsessions

- Philosophy in American Schools
  - 12:00pm - 12:45pm, Mar 8
  - ZOOM 1

Emerging Ideas Session 2B

- 12:00pm - 12:45pm, Mar 8
- ZOOM 2

Emerging Ideas Session

Join this discussion of Emerging Ideas in philosophy of education!

Speakers

- Aline Nardo ETH Zurich
- Steven Zhao Simon Fraser University

2 Subsessions

- Education Between ‘Present’ and ‘Future’ – Uniting Educational Process and Purpose
  - 12:00pm - 12:45pm, Mar 8
  - ZOOM 2

- The Necessary Struggle of Serendipity: Proposing Education Against a Convenient Future
  - 12:00pm - 12:45pm, Mar 8
  - ZOOM 2

Dubious Engagements: Binding Levinas’ Ethics to Decolonial Education

- 12:00pm - 12:45pm, Mar 8
- ZOOM 3
Hi everyone,
If anyone is interested in the paper please contact me and I will send it to you via email.
Thanks!
(NNoroozi@gmail.com)

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**Speakers**

Lochlann Atack  United World College Atlantic

Nassim Noroozi  Concordia University

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**2 Subsessions**

- **Millenial Development Goals**: An epistemic argument for integrating the 2030 Agenda into second-level education
  - 12:00pm - 12:45pm, Mar 8
  - ZOOM 3

- **Dubious Engagements**: Binding Levinas' Ethics to Decolonial Education
  - 12:00pm - 12:45pm, Mar 8
  - ZOOM 3

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**1:00pm**

**Una revisión de la relación escuela-comunidad: Augusto Salazar Bondy y la Nuclearización / A Review of the School-Community Relation: Augusto Salazar Bondy and Nuclearization**

- 1:00pm - 1:45pm, Mar 8
- ZOOM 1

**Concurrent Paper Session**  **Multilingual Session**

El siguiente artículo es una revisión de la relación comunidad-escuela a partir de la experiencia de la reforma educativa peruana de 1972. Los cambios estructurales a la propuesta educativa buscaba modificar el lugar de la escuela dentro de la comunidad. El contexto particular del Perú requería que la escuela participe de las necesidades de la comunidad y no al revés. La reforma agraria, que buscaba reformas laborales, muestra la necesidad de otra educación que tenga como logro formar ciudadanos y no solamente trabajadores.

The following article is a review of the school-Community relation from the experience of the peruvian education reform of 1972. The structural changes of this new educational proposal aimed to change the role school had inside the community. The Peruvian context needed the school to respond to the needs of the community and not the other way around. The aggricultural reform, that wanted labour reform, showed the need of another kind of education that had as its goal the upbringing of citizens and not just workers.

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**Speakers**

Sebastian Aragon Castellanos  Pontificia Universidad Católica del Perú
The Exhaustion of Education and Its Educators: A Phenomenological Inquiry into Ontology, Anti-Black Racism & the “Perversity” of Philosophic Creation

This phenomenological inquiry brings together forms of insurgent black life as portrayed by Fanon and Moten, and the “exhaustion” (and creation) of education via the work of Brazilian Peter Pal Pelbart. Here we uncover how education becomes decisively divorces from the public realm via the event of Little Rock. Here also Arendt’s “Reflections on Little Rock” and “A Reply to Critics,” serve to illustrate how anti-black racism both “exhausts” her thinking education as well as opens a space for philosophic creation of concepts.

Topics for discussion:
1. Regarding education becoming decisively-divorced from the public realm, what is the distinction between this “divorce” coming from the outside, an external source and becoming divorced from the public realm as an immanent, emergent line of action from within the event within which it is situated? In the latter case, is this like the Phoenix arising from the ashes?
2. Further, given the current reality of anti-black racism in America and the crisis in ontology, is this a “defining” moment in the “evolution” of philosophy of education? (Where philosophy is understood here as the creation of concepts in relation to educational problems.) Here concepts aren’t viewed as representational, but instead as emergent actions. So, what does the conceptualization of education as becoming decisively-divorced from the public realm “do”? What new possibilities are opened up by this concept to aid in our efforts to confront anti-black racism?
3. How does one deal with the “rub” of creation? I.e., the rub being the “perversity” of philosophic creation?
completely get rid of ‘education’, a call that reflects distrust in the foundational formative and transformative power of schooling. Together, these phenomena threaten the vitality of education. Instead of an important and respected notion that signifies depth, richness, and complexity, as well as dilemmas and paradoxes, it increasingly becomes diminished, shallow and empty.

**Speaker**

Doron Yosef-Hassidim, Lakehead University

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### 2:00pm

**Authors-Meet-Critics: In Community of Inquiry with Ann Margaret Sharp**

- **Panelists**
  - Maughn Gregory, Montclair State University
  - Megan Laverty, Teachers College, Columbia University

Ann Margaret Sharp developed a unique and influential perspective on the interdependence of education, philosophy, personhood and community. Following a brief introduction to the book by its co-editors, one critic will challenge Sharp’s Nietzschean conception of liberation through education. Another will critique Sharp’s notion that philosophical dialogue cultivates a capacity for social criticism. A third will argue that Sharp’s preoccupations with caring thinking and education of the emotions are political rather than psychological. A fourth will argue that recent scholarship in social epistemology challenges Sharp’s account of the community of inquiry as a democratic practice.

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### 4 Subsessions

- **Critical Response 1**
  - **Time**: 2:00pm - 2:45pm, Mar 8
  - **Location**: ZOOM 1

- **“Ann Margaret Sharp on Feminism, Women, Children and the Community of Inquiry.”**
  - **Time**: 2:00pm - 2:45pm, Mar 8
  - **Location**: ZOOM 1

- **Critical Response 3 Community of Inquiry: more than a pedagogy**
  - **Time**: 2:00pm - 2:45pm, Mar 8
  - **Location**: ZOOM 1
Centering Power, Knowledge and Racialized Bodies in the Academy

This panel uses critical race theory and decolonial epistemological frameworks to center racialized bodies, their knowledge and pedagogical practices in the classroom and in the university more broadly. The three papers advance a critical approach to postracial and postmodern politics in society, outlining also the possibilities for resistance.

Speaker

Uzma Jamil  
McGill University

3 Subsessions

- Panelist 1: The Aesthetics of Racialization and Its Implication for the Call to Solidarity
  - 2:00pm - 2:45pm, Mar 8
  - ZOOM 2

- Panelist 2: Decolonizing Whiteness: Thinking Through and in Racist Spaces
  - 2:00pm - 2:45pm, Mar 8
  - ZOOM 2

- Panelist 3: Postracial Whiteness and Academic Freedom in the University
  - 2:00pm - 2:45pm, Mar 8
  - ZOOM 2

Book Symposium – Author Meets Critics: Guoping Zhao's Subjectivity and Infinity: Time and Existence (Palgrave McMillan, 2020)

We are proposing a book symposium on Guoping Zhao's recent book, Subjectivity and Infinity: Time and Existence (Palgrave McMillan, 2020). The book will be of interest to PES members, for it deals with several topics that philosophers of education have explored in recent years, such as time, difference, presence, and subjectivity.

Speaker

Guoping Zhao  
Oklahoma State University

3 Subsessions
Panels/Alternative Session

Stanley Cavell uses Hollywood screwball comedies to argue that “consenting” can never be merely a matter of saying yes or no to some explicit proposal. It is never enough to have chosen once to live together; as the partners in the union change (via mutual education), consent becomes ongoing consenting. In our current moment of political division, #MeToo, and racial reckoning in the United States, Cavell's take on consent as a continuous conversation has fresh appeal. Can citizens come to love a country that depends upon, even as it disavows, them? If so, what kind of love results?

Speaker

Amy Shuffelton  Professor, Loyola University Chicago

3 Subsessions

- Childbirth is Painful: The Silencing of Diotima in Plato's Symposium
  - 2:00pm - 2:45pm, Mar 8
  - ZOOM 4

- Screwball Tragedy
  - 2:00pm - 2:45pm, Mar 8
  - ZOOM 4

- What Would “Manifest Consent” Require?
  - 2:00pm - 2:45pm, Mar 8
  - ZOOM 4

3:00pm

Business Meeting

- 3:00pm - 4:30pm, Mar 8
- Zoom 1

All members are invited and warmly welcomed to attend this business meeting of the Philosophy of Education Society. Please see consult the agenda below for more details and this link for all documents.

Philosophy of Education Society
Business Meeting Agenda
March 8, 2021
Whova/Online

Call to Order
Approval of Agenda
Approval of 2020 minutes

Reports
President's Report
Executive Director's Report (see document on Whova)
Program Chair's Report
Editor-in-Chief's Report, *Philosophy of Education*
Communication Director's Report

Reports from Committees – all materials sent by committee chairs is available online in advance of the meeting (see document on Whova). There will be time at the meeting for questions to committee representatives from the following committees:
- Commission on Professional Affairs (COPA)
- Committee on the Status of Women (COSW)
- Committee on Race and Ethnicity (CORE)
- Membership Committee
- Mentorship Committee
- Just Community Committee
- Finance Committee

New Business

1. Proposal to form a Graduate Student Committee

Report from Elections Committee
Resolutions Committee

Passing of the gavel from to Kal Alston to Ron Glass, virtually.

 Speakers

Kal Alston Syracuse University School of Education

Amy Shuffelton Professor, Loyola University Chicago

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