Educational Theory and The Committee on the Status of Women (COSW) are pleased to announce the 2018 pre-conference institute

**Gendered Harassment as Concept and Experience in Educational Spaces**  
Wednesday evening, March 21–Thursday afternoon, March 22  
Loyola University, Water Tower Campus, Chicago, IL

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Chris Higgins, Editor, Educational Theory

Educational Theory is partnering with the Philosophy of Education Society (PES) to hold an annual pre-conference institute leading to publication of a symposium in the journal. The institute features collaborative workshop sessions with invited critical friends and a concluding colloquium with presentations of the articles in progress. Each year, Educational Theory will partner with a different PES committee which selects the Institute Director(s)/Guest Editor(s) who craft the year’s theme, design the colloquium, and oversee the selection and development of the papers. For 2018, the journal is partnering with the Committee on the Status of Women (COSW). Educational Theory provides food and pre-conference accommodations; limited travel bursaries are also available for those unable to attend the institute without further funding.

**Call for Papers:**

Recent cases of high profile gendered, sexual, and racial harassment have laid bare myths of progress towards gender, sexual, and racial equality. Even as individuals’ experiences of harassment are in no way new, the rupture of such myths of progress has leaked into the scholarly communities, including within Philosophy of Education, in new and uncomfortable ways.

The Philosophy of Education Society is one community affected by this climate. In response to reported incidents of gendered, racialized, and sexual harassment at its recent conference gatherings, the Philosophy of Education Society’s executive board introduced an anti-harassment policy statement at the 2017 gathering of the Society in Seattle, WA. The conversations that emerged as a result of this policy statement reveal the necessity of theorizing harassment as a concept, an experience, an action, an event, or, indeed, as a form of epistemic, political, and social violence. In particular, questions were raised about the multiple meanings and forms of harassment, about the locus of harassment, about the utility of harassment as a discursive or linguistic framing, and about appropriate and due process responses to and penalties for harassment. These questions reveal not only the importance of theorizing harassment, but equally the importance of theorizing harassment from different theoretical and epistemological modes of inquiry within educational philosophy.
This institute seeks to cultivate emergent definitions of gender harassment and harassment that is gendered, where gender is understood as both a fluid intersectional attribution and a political identity. Papers that explore harassment within a wide range of educational contexts, including within scholarly professional communities, colleges and universities, K-12 schools, and online educational spaces, are welcomed. We call for papers that:

- Theorize, name, and produce new meanings of harassment, harassing behavior, or the experience of harassment.
- Attend to the ways that context informs harassment. For example, does the meaning and structure of harassment change if it takes place on-campus; off-campus; in classrooms; at conferences; online?
- Address power and knowledge structures that inform understandings of harassment. For example, can an action be harassment in one context and not be harassment in a different context?
- Explore how our philosophical and educational commitments shape how we understand and respond to harassment. For example, does philosophical lineage or mode of inquiry – e.g. liberal, radical, postmodern, conservative, pragmatist, hermeneutical, poststructural – change how we conceptualize and respond to harassment?
- Discuss whether and how gendered or sexual harassment take on a different valence or meaning when race, ability, and social class markers are also brought to the fore.
- Consider what are our ethical and political responsibilities vis a vis gendered harassment and harassment that is gendered. For example, is there a social responsibility to name harassment when we see it, and what is the source of this responsibility? How do we respect the due process rights of those who are accused of harassment without deterring reporting or undermining the validity of those who report harassment?
- Take up other questions or lines of inquiry that might lead to a fuller understanding of gender harassment and harassment that is gendered.

Details and important dates:
For consideration, authors should submit short working papers (1000 words) to edtheoryinstitute2018@gmail.com by October 27, 2017.

- Please note that authors may not submit a paper for the institute that is also being submitted as a paper submission for consideration to the PES conference; this does not include alternative panel submissions to the PES conference.
- Papers will undergo anonymous review.
- Notification of decisions, with feedback on developing the papers, by November 30, 2017.
- Those invited to participate must submit full drafts (5000-6000 words) by February 28, 2018 for circulation to members of the workshop.
- Final papers, revised in light of the workshop feedback, will be due in summer 2018.

Questions can be directed to Ashley Taylor (ataylor1@colgate.edu) or Heather Greenhalgh-Spencer (heather.greenhalgh-spencer@ttu.edu).