



NORTH AMERICAN  
ASSOCIATION FOR  
PHILOSOPHY & EDUCATION

# ANNUAL CONFERENCE

**October 29-31, 2021**

University of St. Mary of the Lake  
Mundelein, IL

“Education, enlarging as it does  
our horizon and perspective,  
is a means of multiplying our ideals,  
of bringing new ones into view.”

**William James**

# *Dear Colleagues and Friends*

Welcome to the University of Saint Mary of the Lake and to the annual conference of the *North American Association for Philosophy and Education*! We are delighted that you are joining us for this exciting occasion, an eagerly anticipated opportunity to meet in person for the first time in two years. This year's conference program features graduate students, K-12 teachers, independent scholars, and faculty of all levels. We look forward to conversations about a diverse array of topics at the intersection of education and philosophy ranging from ancient Greek moral theory to contemporary classroom management, epistemology, wellness education, social justice, and much more!

We hope you enjoy the papers, the discussions, and the whole conference experience. Please let one of us know if you

have any questions or concerns during your stay. As a part of our commitment to creating a welcoming academic environment, we encourage you to complete our online feedback form after the conference to share your opinion on the conference accommodation services and professional atmosphere. The form can be found at [naape.org/en/hospitality](http://naape.org/en/hospitality). We look forward to meeting each of you over the course of this weekend.

Sincerely,

## The Executive Committee

Drew Chambers	Avi Mintz
Franziska Felder	Julia Novakowski
Sheron Fraser-Burgess	Gonzalo Obelleiro
Kevin Gary	Shannon Robinson
Mark Jonas	Madeline Urban
Augusta-Mary Joseph	Douglas Yacek



# Program

## Friday October 29

**11:00 AM - 2:00 PM**  
GECS Workshop

**2:15 PM - 3:45 PM**  
Plenary Keynote Lecture

**Aristotle on Knowledge,  
Understanding, and the  
Goal of Learning**  
Jessica Moss

**4:00 PM - 4:45 PM**  
Champagne Reception

**5:00 PM - 6:45 PM**  
Concurrent Session I

**7:00 PM - 8:30 PM**  
Conference Dinner

**8:30 PM**  
Beer and Wine Social

## Saturday October 30

**8:00 AM - 8:45 AM**  
Breakfast

**9:00 AM - 10:45 AM**  
Concurrent Session II

**11:00 AM - 12:45 PM**  
Concurrent Session III

**1:00 PM - 2:00 PM**  
Lunch

**2:00 PM - 5:00 PM**  
Free Time

**5:00 PM - 6:30 PM**  
Plenary Keynote Lecture

**Love and Attention in  
Pedagogy: Three Models  
of the "Instructional Gaze"  
and their Moral Questions**  
Meghan Sullivan

**6:45 PM - 8:15 PM**  
Conference Dinner

**8:15 PM**  
Beer and Wine Social

## Sunday October 31

**8:00 AM - 8:45 AM**  
Breakfast

**9:00 AM - 10:30 AM**  
Plenary Keynote Lecture

**Getting in and Getting  
Through: Equity in  
Higher Education**  
Meira Levinson  
Harry Brighouse

**10:45 AM - 12:30 PM**  
Concurrent Session IV

**12:45 AM - 1:30 PM**  
Lunch

**1:45 PM - 2:30 PM**  
Closing Convocation

# Friday October 29

**11:00 AM - 2:00 PM**

**105 WORKSHOP FOR GRADUATE STUDENTS & EARLY CAREER SCHOLARS**

11:00 AM - 12:15 PM  
**Navigating the Academic and Non-Academic Job Markets**

12:15 AM - 12:45 PM  
**LUNCH & MEET-AND-GREET**

12:45 AM - 2:00 PM  
**Publishing in Philosophy, Education, and Beyond**

**2:15 PM - 3:45 PM**  
**PLENARY KEYNOTE LECTURE**

**Aristotle on Knowledge, Understanding, and the Goal of Learning**

Jessica Moss

Response by Randall Curren

Moderator: Mark Jonas

**4:00 PM - 4:45 PM**  
**DH CHAMPAGNE RECEPTION**

**5:00 PM - 6:45 PM**  
**CONCURRENT SESSION I**

**106 AUTHOR-MEETS-CRITICS**

**David Hansen, *Reimagining the Call to Teach in Our Time* (Teachers College Press)**

Mark Jonas, Julia Novakowski, Gonzalo Obelleiro, David Hansen

Moderator: Alexander Loney

**104 AUTHOR-MEETS-CRITICS**

**Douglas Yacek, *The Transformative Classroom: Philosophical Foundations and Practical Applications* (Routledge)**

Ryan Kemp, Mark Schroeder-Strong, Hannah Morgan, John Fantuzzo, Dini Metro-Roland, Douglas Yacek

Moderator: Seamus Mulryan

Organized by *Theory and Research in Education*

**102 AUTHOR-MEETS-CRITICS**

**Rene Arcilla, *Wim Wenders Road Movie Philosophy: Education without Learning* (Bloomsbury)**

Kevin Gary, Alexander (Sasha) Sidorkin, Matt Bridges, Rene Arcilla

Moderator: Warren von Eschenbach

**103 PAPER SESSION A**

**Why Meditation Should Be Taught In Schools**

Zachary Barber

**Improving Moral Decision-Making: A Course**

Mark Herman

**Moral Friendship Theory: Which Friendships Promote Moral Development?**

Haley Dutmer

Moderator: Emma Prendergast

**105 PAPER SESSION B**

**John Muir's Philosophies of Education and Childhood: An Historical-Literary and Philosophical Examination of *The Story of My Boyhood and Youth* (1913)**

Matthew Farrelly

**Compulsion and the Education of the Soul in Plato's Cave Allegory**

Zeyi Zhang

**Ambedkar, Dewey, and Differing Origins of the 'Social'**

Vikramaditya (Vik) Joshi

Moderator: Brett Bertucio

**202 PAPER SESSION C**

**Colorblindness, Hermeneutical Marginalization and Hermeneutical Injustice**

Josué Piñeiro

**Contextualizing Principles: Lebanon and Social Justice Perspectives on Disability Reform**

William Merrifield

**Can Open-Mindedness be Reconciled with Social Justice?**

Matt Ferkany & Lauren Bialystok

Moderator: Yoshiaki Nakazawa

**7:00 PM - 8:30 PM**  
**DH CONFERENCE DINNER**

**8:30 PM**  
**DH BEER AND WINE SOCIAL**

# Saturday October 30

**8:00 AM - 8:45 AM**  
**DH BREAKFAST**

**9:00 AM - 10:45 AM**  
**CONCURRENT SESSION II**

**202 SYMPOSIUM**

**Religion, Race, and Representation in K-12 and Higher Education: Exploring Tensions Through Normative Case Studies**

Lauren Bialystok, Nicholas Tanchuk, Caroline Tucker, Meira Levinson

Moderator: Matthew Farrelly

**106** AUTHORS-MEET-CRITICS  
**Paul Farber & Dini Metro-Roland, Why Teaching Matters: A Philosophical Guide to the Elements of Practice (Bloomsbury)**  
Kevin Gary, Seamus Mulryan, Megan Laverty, Paul Farber, Dini Metro-Roland  
Moderator: Vikramaditya (Vik) Joshi

**103** AUTHORS-MEET-CRITICS  
**Mark Jonas & Yoshiaki Nakazawa, A Platonic Theory of Moral Education (Routledge)**  
Matt Berk, Avi Mintz, Julian Rome, Mason Marshall, Mark Jonas, Yoshiaki Nakazawa  
Moderator: Ryan Kemp

**105** PAPER SESSION A  
**The False Promise of an Open Future: Examining the Relationship Between Cognitive Goods and Educational Aims**  
Drew Chambers  
**Supporting Membership Autonomy as an Educational Aim**  
Darren Corpe  
**The Influence of Parenting on College Student Success and What Universities Should Do in Light of It**  
Lindsey Schwartz  
Moderator: Shannon Brick

**102** PAPER SESSION B  
**Voluntourism and Epistemic Injustice: How Educational Institutions Benefit Credibility Excess**  
Alina Ahmed  
**Academic Freedom for Students**  
Dennis Arjo  
**Educational Institutions and Indoctrination**  
Christopher Martin  
Moderator: Gonzalo Obelleiro

**104** PAPER SESSION C  
**In Search of an Adequate Response to Pluralism: A Critical Analysis of Liberalism in Philosophy of Education**  
Emily Wenneborg  
**Recognizing Human Dignity Behind Bars: A Moral Justification for College-in-Prison Programs**  
John Fantuzzo

**Is Concerted Cultivation Good Parenting? An Educational Perspective**  
Emma Prendergast  
Moderator: Calvin Woodring

**11:00 AM - 12:45 PM**  
**CONCURRENT SESSION III**

**104** SYMPOSIUM  
**Beyond Tenure-Track: Philosophical and Practical Reflections on Alternate Possibilities for Life in the Academy**  
Gregory Morrison, Warren von Eschenbach, Jordan Rodgers, Jacob Affolter, Madeline Urban  
Moderator: Mark Jonas

**102** EDITORS-MEET-CRITICS  
**Megan Laverty & David Hansen (eds.), A History of Western Philosophy of Education (Bloomsbury)**  
Adam Wood, Robbie McClintock, Stefano Oliverio, Nicholas Burbules, Megan Laverty, David Hansen  
Moderator: Christopher Martin

**106** PANEL  
**Classical Education Against its Critics and Supporters**  
Kirsten Welch, Emily Wenneborg, Brett Bertucio, Eileen Reuter  
Moderator: Lauren Bialystok

**101** PANEL  
**Ethical Teaching at the University: A Case Study Discussion on Pedagogy and Inclusivity**  
Rosette Cirillo, Harry Brighthouse, Matthew Farrelly, Anna Katherine Nelson, Ria Dhingra  
Moderator: Julian Rome

**103** PAPER SESSION A  
**Rawls's Kantian Account of Moral Development in A Theory of Justice**  
Olga Lenczewska  
**Sexism in Justifications for Teacher Strikes**  
Sara Hardman

**Cosmopolitan Education, Impermanence, and Interconnectedness from a Buddhist Perspective**  
Gonzalo Obelleiro  
Moderator: Mason Marshall

**105** PAPER SESSION B  
**Analyzing Teacher-Student Relationships in the Works of John Dewey**  
Julia Novakowski  
**Managing Expectations: The Project Method and Ends in Aesthetic Experience**  
Calvin Woodring

**A Case for Craft as Liberal Learning**  
Tom Martin  
Moderator: Matt Ferkany

**202** PAPER SESSION C  
**Children of the Broken Heartlands: Rural Isolation and the Geography of Opportunity**  
Randall Curren  
**Narrowing the Philosophy Gender Gap by Building Skills and Community**  
Rena Goldstein & Darby Vickers  
**The Social Costs of a College Education**  
Tony Laden  
Moderator: Yoshiaki Nakazawa



# Sunday October 31

**DH** 1:00 PM - 2:00 PM  
LUNCH

2:00 PM - 5:00 PM  
FREE TIME

**SR** ROUNDTABLE SESSIONS  
(Works-in-Progress)

**Using Yoga to Teach Philosophy**  
Leigh Duffy  
Discussant: Gonzalo Obelleiro

**Sin and the Authoritative  
Discourse in Education**  
Alexander (Sasha) Sidorkin  
Discussant: Rene Arcilla

**J. R. R. Tolkien, C. S. Lewis,  
Imagination, and Spiritual  
Formation in *On Fairy Stories***  
Matthew Dominguez  
Discussant: Matthew Farrelly

**Educational Goals in the  
Socratic Great Books Method**  
Alexander Wolfram  
Discussant: Brett Bertucio

**202** 5:00 PM - 6:30 PM  
PLENARY KEYNOTE LECTURE

**Love and Attention  
in Pedagogy:  
Three Models of the  
"Instructional Gaze"  
and their Moral  
Questions**

Meghan Sullivan

Response by David Bakhurst

Moderator: Sheron Fraser-Burgess

**DH** 6:45 PM - 8:15 PM  
CONFERENCE DINNER

**DH** 8:15 PM  
BEER AND WINE SOCIAL

**DH** 8:00 AM - 8:45 AM  
BREAKFAST

**202** 9:00 AM - 10:30 AM  
PLENARY KEYNOTE LECTURE

**Getting in and Getting  
Through: Equity in  
Higher Education**

**Merit, Wealth, and the  
Ethics of Highly Selective  
College Admissions in an  
Era of Hyper-Inequality**  
Meira Levinson

**Instructional Quality  
Is the Most Important  
and Most Neglected  
Equity Issue on Campus**  
Harry Brighouse

Moderator: Kevin Gary

10:45 AM - 12:30 PM  
CONCURRENT SESSION IV

**105** AUTHOR-MEETS-CRITICS

**Mason Marshall, *Reading Plato's  
Dialogues to Enhance Learning  
and Inquiry: Exploring Socrates'  
Use of Protreptic for Student  
Engagement* (Routledge)**

Yoshiaki Nakazawa, Drew Chambers,  
Mark Jonas, Alexander Loney,  
Mason Marshall

Moderator: Mark Jonas

**106** EDITORS-MEET-CRITICS

**Maughn Gregory and Megan  
Laverty (eds.), *Gareth B. Matthews,  
The Child's Philosopher* (Routledge)**

Sheron Fraser-Burgess, David Bakhurst,  
Harry Brighouse, Maughn Gregory,  
Megan Laverty

Moderator: Meira Levinson

**103** PAPER SESSION A  
**Show, Don't Tell: A Gricean Account**  
Shannon Brick

**"Even as We Grieved, We Grew:"  
Toward Posttraumatic Growth via  
Trauma-Informed Mentorship**  
Kaley White-Ciluffo

**Philosophical Roleplaying: A Study  
of High School Debate Pedagogy  
with Deleuze's Spinoza**  
Grant Brown

Moderator: Matthew Farrelly

**202** PAPER SESSION B  
**A Model for a Living, Global  
Virtue Ethics Curriculum**  
Evan Dutmer

**Educating Gratitude "For:"  
Understanding Gratitude  
in Terms of Fittingness**  
Kirsten Welch

**What We Talk About  
When We Talk About  
Punishments and Consequences**  
Avi Mintz

Moderator: Mark Herman

**CC** 12:45 PM - 1:30 PM  
LUNCH

**202** 1:45 PM - 2:30 PM  
CLOSING CONVOCATION

**101** Room 101

**105** Room 105

**102** Room 102

**106** Room 106

**103** Room 103

**202** Room 202

**104** Room 104

**DH** Dining Hall

**CC** Conference Center

**SR** South Residence Living Room

# Keynote Speakers

*Aristotle on Knowledge, Understanding,  
and the Goal of Learning*



**Jessica Moss**

New York University

Some contemporary philosophers argue that the goal of learning is not knowledge, but something deeper and more systematic: understanding. There is a parallel debate in Aristotle scholarship: some argue that the mental conditions which Aristotle identifies as the goal of learning—that is, the intellectual virtues, including *epistēmē* (“scientific knowledge”) and *phronēsis* (“practical wisdom”) – are more like understanding than like knowledge. So does Aristotle think that understanding, *rather* than knowledge, is the goal of learning? I argue that, given Aristotle’s theory of knowledge and his theory of reality, the question rests on a false dichotomy. Aristotle thinks what we value is knowledge, but he also thinks that our desire for knowledge can be satisfied to a greater or lesser degree. What satisfies it most is *knowing the most knowable things well*—that is, being well-acquainted with the fundamental structure of reality. And this means that the best kind of knowledge is tantamount to understanding.

*Love and Attention in Pedagogy:  
Three Models of the “Instructional Gaze”  
and their Moral Questions*



**Meghan Sullivan**

University of Notre Dame

Plato devotes multiple dialogues to the question of how a teacher of philosophy ought to contemplate their relationship to students. It is an issue that has dominated recent debates about the aims of higher education, fraternization policies between students and faculty, and novel ways in which technology and bureaucracy mediate teaching relationships. These debates also have important implications for how teachers of philosophy conceptualize their “way of life” and the moral significance of what they do. In this talk, I will develop and compare three paradigms for understanding the “instructional gaze” and its philosophical implications. I will connect these models to these current debates and defend one paradigm over the others.



*Merit, Wealth, and the Ethics  
of Highly Selective College Admissions  
in an Era of Hyper-Inequality*



**Meira Levinson**

Harvard University

In 2019, news broke that dozens of fabulously wealthy parents had secured admission for their children at prestigious universities through bribery and fraud. It was easy to condemn these “Varsity Blues” perpetrators. But what was harder was to develop a coherent account of what an ethical approach to highly selective college admissions could be in an era of economic hyper-inequality. Why were payments to corrupt middlemen considered ethically disqualifying while direct donations—or even just the likelihood of future philanthropy—are treated as ethically defensible considerations in an applicant’s favor? More generally, what ethical responsibility should highly selective colleges assume for the fact that money buys “merit”? I argue that since US colleges already allocate at least 6-8% of their seats to students whose sole “merit” is family income and/or athletic prowess, they should adopt two admissions reforms. First, directly sell a limited number of admissions slots every year to the highest bidders. Second, allocate earnings from this auction to increase outreach, recruitment, need-based financial aid, and on-campus academic, social, and related supports for low- and middle-income students.

*Instructional Quality Is the Most  
Important and Most Neglected  
Equity Issue on Campus*



**Harry Brighouse**

University of Wisconsin, Madison

Colleges and universities—especially research universities in which nearly all tenure-line faculty are trained—treat teaching and learning with something like disdain. Future faculty are not trained as teachers and face strong disincentives to invest in improving their pedagogy or making effective relationships with students. Faculty are hired, and later promoted (or not), without regard to their effectiveness as teachers and like graduate students face strong disincentives to invest in improvement. Most disciplines lack an infrastructure through which teaching can be improved in a systematic way.

This situation imposes considerable costs on both students and the public, compared with feasible alternatives. But the costs on students are not borne equally: students from disadvantaged backgrounds bear greater costs than students from advantaged backgrounds. The unseriousness with which campus leaderships, departments and most individual faculty members approach instruction is a central, and neglected, equity issue on campus.

# George Kabango Memorial Fellows

*NAAPE would like to congratulate this year's recipients of the NAAPE George Kabango Memorial Fellowship: Kaley White-Ciluffo and Evan Dutmer! The George Kabango Memorial Fellowship is a competitive conference scholarship intended to encourage the participation of current graduate students in philosophy and education as well as K-12 educators at the NAAPE annual conference. Successful fellowship applicants receive full financial support for conference attendance. Please read about our 2021 Kabango Fellows below.*

## **Kaley White-Ciluffo**

### **University of Pennsylvania**

Kaley earned her BA/MA in Political Science from Villanova University in 2020. Currently, she is an M.S.Ed student, at the University of Pennsylvania in pursuit of a Ph.D. At Villanova, Kaley was an All-American runner and earned a full ride scholarship to run Division I Track and Cross Country.

At the University of Pennsylvania, Kaley is an active presence on campus—juggling numerous service, leadership, research, and academic responsibilities. Her research sits at the nexus of human development and healing-centered engagement for vulnerable students navigating higher education. She explores questions of what is the social purpose of education and what do institutions owe those who have experienced trauma? As a first-generation college student with PTSD, Kaley seeks to replicate the ways mentors in her life helped move her toward posttraumatic growth within institutions of higher education. Currently, she works alongside UPenn faculty on a coauthored edited volume that introduces a seminal mentorship framework she proposed in her graduate thesis. In addition, Kaley holds an appointment in a mixed-methods Psychology Lab with Dr. Morgan Shields at Penn's Perelman School of Medicine. There, she explores the quality of inpatient care for children and adults experiencing mental illness by centering patient experiences. She also is a contributor for SAGE Method Space and Assistant Editor for Penn's Perspectives on Urban Education Journal.

Kaley brings a breadth of interdisciplinary knowledge and applied life experiences to her research. She merges theory and practice to elevate and create intentional spaces of growth in an ever-changing world.

## **Evan Dutmer**

### **Culver Academies**

Evan Dutmer is Instructor in Latin, Ancient Mediterranean Cultures, and Ethics at the Culver Academies, a boarding school in Northern Indiana. His main teaching interests in philosophy and education lie in ancient philosophy, virtue ethics, political philosophy, the philosophy of well-being, and character education. He received his PhD in Ancient Philosophy from Northwestern University in 2019. His academic work has been accepted for publication in the New England Classical Journal, Journal of Ancient Philosophy, Teaching Classical Languages, The Journal of Classics Teaching, and Bryn Mawr Classical Review. He has also published several public-facing pieces for the APA Blog, Journal of History of Ideas Blog, Ad Aequiora, Quinquennium, the University of Notre Dame Philosophy as a Way of Life Project Blog, and Ad Familiares. He is the 2020 Indiana Classical Conference Teacher of the Year, Rising Star. He was shortlisted for the Cambridge University Press Dedicated Teacher Awards (top 60 dossiers out of 13,000 global nominations).

# Program Committee

*NAAPE would like to thank its program committee for their diligent work reviewing conference submissions.*

Abhijeet Bardapukar  
Matt Berk  
Brett Bertucio  
Megan Bogia  
Shannon Brick  
Nicholas Burbules  
Craig Cunningham  
Johan Dahlbeck  
Johannes Drerup  
John Fantuzzo  
Jon Fennell  
Matt Ferkany  
Sheron Fraser-Burgess  
Kevin Gary  
Jane Gately  
Tal Gilead  
Larry Green

David Hansen  
Sara Hardman  
Robert Jack  
Olafur Jonsson  
Ryan Kemp  
Annie Larivee  
Stephanie Mackler  
Mason Marshall  
Christopher Martin  
Tom Martin  
Robbie McClintock  
Dini Metro-Roland  
Michael Morgan  
Seamus Mulryan  
Yoshiaki Nakazawa  
Nicholas Nicola  
Trevor Norris

Gonzalo Obelleiro  
Shannon Robinson  
Julian Rome  
Jinx Roosevelt  
Jennifer Rothschild  
Henning Schluss  
Mark Schroeder-Strong  
Ilya Shodajee-Zrudlo  
Thora Sigurdardottir  
Krassimir Stojanov  
John Tillson  
Madeline Urban  
Kevin Volrath  
Warren Von Eschenbach  
Bryan Warnick  
Dustin Webster

PHILOSOPHY  
SCHOLARSHIP  
DIALOGUE

