

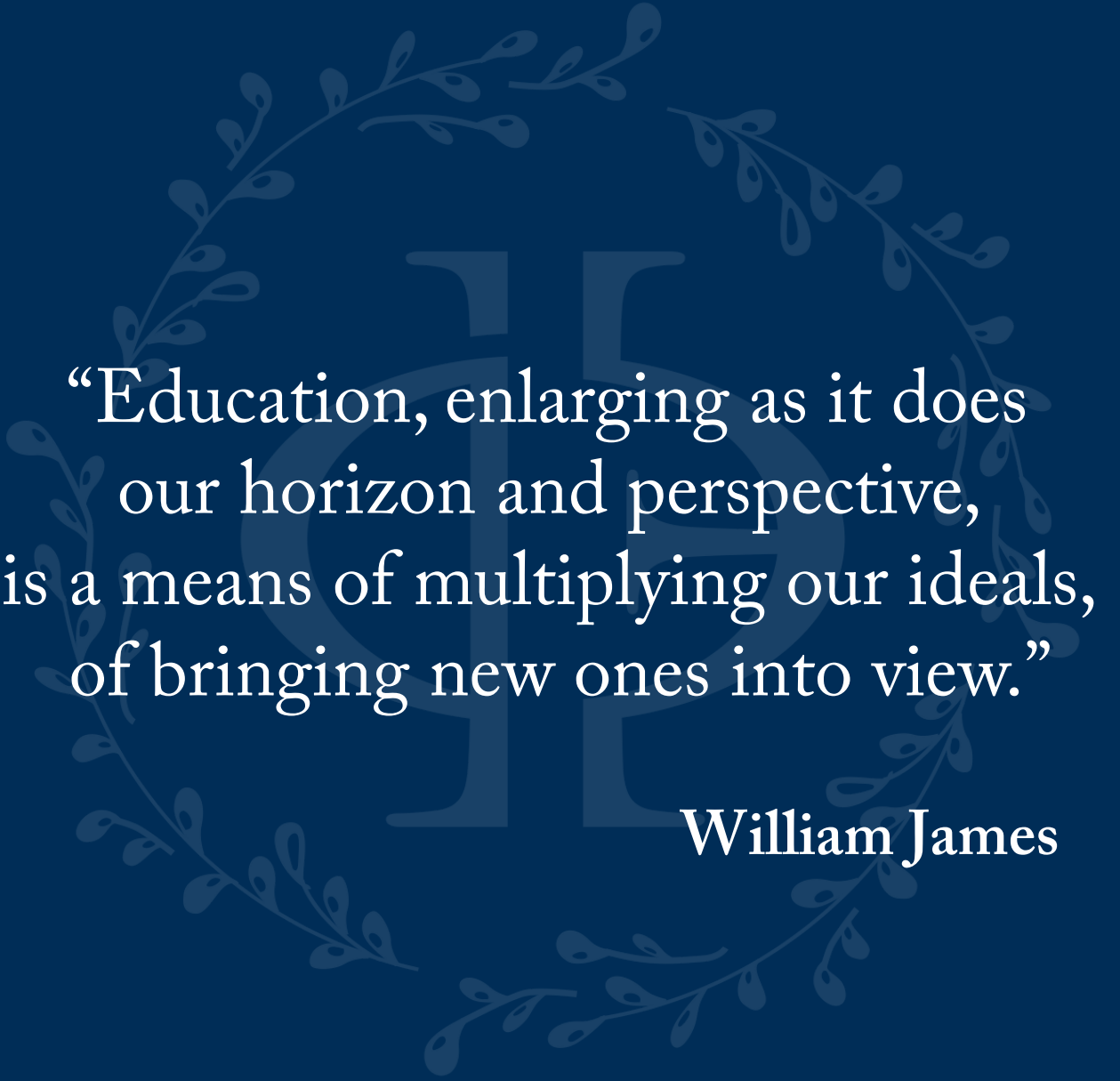


PHILOSOPHY OF
EDUCATION SOCIETY
OF NORTH AMERICA

**INAUGURAL
CONFERENCE**

October 26-28, 2018

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 inaugural annual conference of the Philosophy of Education Society of North America!

We are delighted that you are joining us for this exciting occasion. Thank you for making the journey to be here with us over the next few days. We are proud that PESNA 2018 is a diverse conference on several fronts. The program this year features scholars from Belgium, Canada, Great Britain, Germany, the Netherlands, Iceland, India, Jamaica, Mexico, Norway, Spain, Switzerland, and all over the United States. It includes graduate students, K-12 teachers, independent scholars and faculty of all levels. And it represents work in areas as diverse as ethics, epistemology, history of philosophy, philosophy of science, educational research and philosophy of education. We are thankful for your contribution to the conversation at PESNA 2018.

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 at any point

during your stay. As a part of our commitment to creating a humane and welcoming conference environment, we encourage each of you to complete our online feedback form, which asks you to share your opinion on the conference accommodation services and professional atmosphere. This can be found at pesnorthamerica.org/en/inclusion

On behalf of the Philosophy of Education Society of North America we thank you again for coming. We look forward to meeting each of you.

Sincerely,

The Executive Committee

Drew Chambers

John Fantuzzo

Matthew Farrelly

Sheron Fraser-Burgess

Kevin Gary

Givanni Ildefonso

Katherine Jo

Mark Jonas

Yoshiaki Nakazawa

Gonzalo Obelleiro

Shannon Robinson

Douglas Yacek

Program

Friday October 26

11:00 AM - 11:30 AM

Graduate and
Early-Career Scholar
Meet-and-Greet

11:30 AM - 12:45 PM

Pre-conference
Panel Workshop I

12:45 PM - 2:00 PM

Pre-conference
Panel Workshop II

2:15 PM - 3:45 PM

Plenary Keynote Lecture I

Two Concepts of Civility
Anthony Laden

3:45 PM - 4:30 PM

Champagne Reception

4:45 PM - 6:30 PM

Concurrent Session I

6:30 PM - 8:30 PM

Conference Dinner

8:45 PM

Beer and Wine Social

Saturday October 27

8:00 AM - 8:45 AM

Breakfast

12:45 PM - 1:45 PM

Lunch

5:00 PM - 6:30 PM

Plenary Keynote Lecture II

6:30 PM - 8:30 PM

Conference Dinner

8:45 AM - 10:30 AM

Concurrent Session II

1:45 PM - 3:30 PM

Concurrent Session IV

**Educating Virtuous
Emotions: Aristotle and
the Alternatives**

Kristján Kristjánsson

8:45 PM

Beer and Wine Social

11:00 AM - 12:45 PM

Concurrent Session III

3:30 PM - 5:00 PM

Free Time

**Education as
"Attention" and "Call"**
Virginia Aspe

Sunday October 28

8:30 AM - 9:00 AM

Continental Breakfast

10:30 AM - 11:30 AM

Brunch

11:30 AM - 1:15 PM

Concurrent Session V

1:30 PM - 2:15 PM

Closing Convocation

9:00 AM - 10:30 AM

Plenary Keynote Lecture III

**Philosophy of Education and
the Tyranny of Practice**

Harvey Siegel

Friday October 26

11:00 AM - 11:30 AM

105 GRADUATE AND EARLY-CAREER SCHOLAR MEET-AND-GREET

11:30 AM - 12:45 PM

105 PRE-CONFERENCE PANEL WORKSHOP I

Navigating the Academic and Non-Academic Job Markets

Mark Schroeder-Strong, Anthony Laden, Bryan Warnick, Derek Attig

Lunch provided for those pre-registered

12:45 PM - 2:00 PM

105 PRE-CONFERENCE PANEL WORKSHOP II

Publishing in Philosophy, Education, and Beyond

David Aldridge

Journal of Philosophy of Education

Kristján Kristjánsson

Journal of Moral Education

Johannes Drerup

on_education

Robert Kehoe

The Point

2:15 PM - 3:45 PM

202 PLENARY KEYNOTE LECTURE I

Two Concepts of Civility

Anthony Laden

Response by Kyla Ebels-Duggan

3:45 PM - 4:30 PM

101 CHAMPAGNE RECEPTION

**4:45 PM - 6:30 PM
CONCURRENT SESSION I**

105 SYMPOSIUM

Defining and Defending Liberal Education: The Battle for Students' Hearts and Minds

Ryan Korstange, Eric Bain-Selbo, and Katherine Jo

Moderator: Jane Gatley

106 SYMPOSIUM

Facets of Contemporary Indian Work in the Philosophy of Education

Indrani Bhattacharjee, Varadarajan Narayanan, Abhijeet Bardapurkar, Rohit Dhankar, and Ajita Raghavendra

Moderator: John Fantuzzo

202 PANEL

Retrieving Nietzsche's Educational Legacy

Douglas Yacek, Jordan Rodgers, Mark Ingham, and Henrietta Joosten

Moderator: Shannon Robinson

104 PAPER SESSION A

Kant in the Culture Factory: On Design, Study, and Technology in Education

Robbie McClintock

An Analysis of the Suffering Teacher: Horkheimer, Adorno and the Human Being as a Suffering Entity

Marie-Hélène Masse-Lamarche and Arianne Robichaud

Personhood and Cognitive Impairment

Augusta-Mary Joseph

Moderator: Mordechai Gordon

102 PAPER SESSION B

Mousikē as the Link between Habitative and Philosophical Education in Plato's Republic

Peter Moore

The Relationship Between Virtue and Knowledge in Plato's Early Dialogues

Mark E. Jonas and Yoshiaki Nakazawa

Getting 'the Feel': Being-in-the-World of Wooden Boat Building

Tom Martin

Moderator: Matthew Farrelly

103 PAPER SESSION C

Kierkegaard on Assistant Professors: My Life as an Obsequious Pencil Pusher

Ryan Kemp

Duties of Professors in Elite Colleges and Universities in the US

Harry Brighouse

Is Knowledge Insertion Desirable?

John Tillson

Moderator: David Aldridge

6:30 PM - 8:30 PM

DH CONFERENCE DINNER

8:45 PM

SR BEER AND WINE SOCIAL

Saturday October 27

8:00 AM - 8:45 AM

R BREAKFAST

8:45 AM - 10:30 AM

CONCURRENT SESSION II

105 SYMPOSIUM

Rethinking Teacher Education: Ideas from the Current Reform Movement in Germany

Joachim von Meien, Julia Gillen, Sascha Schanze, and Bettina Lindmeier

Moderator: Douglas Yacek

202 SYMPOSIUM

Philosophy of Education in the Caribbean Context

Canute Thompson and Sheron Fraser-Burgess

Moderator: Jacob Affolter

101 Room 101

105 Room 105

102 Room 102

106 Room 106

103 Room 103

202 Room 202

104 Room 104

R Refectory

SR South Residence Living Room

106 AUTHOR-MEETS-CRITICS

**Randall Curren & Charles Dorn,
*Patriotic Education
in a Global Age***

Randall Curren, Candace Vogler,
Harry Brighouse, and Natalia Rogach
Moderator: Kristján Kristjánsson

102 PANEL

**Cultivating a Culture of
Connection: Liberal Education
and Campus Suicide Prevention
as Remedies for the "Sick Soul"**

Christopher Drapeau, Joe Meinhart,
and Alven Neiman
Moderator: Warren von Eschenbach

104 PAPER SESSION A

**Education, Epistemic Virtues,
and the Power of Toleration**

Johannes Drerup

**Justice in Education and
Educating Justly: How to
Educate with Neutrality in
the Liberal Democratic State**

Darren Corpe

Moderator: Yoshiaki Nakazawa

103 PAPER SESSION B

**William Hamilton and
Philosophy with Children**

John Marcotte

**Anarchism and Compulsory
Schooling**

Emma Moormann

**Revisiting Pluralism and
Multiculturalism in the Works
of William James and W.E.B.
Du Bois for Guidance in
Education Today**

Julia Novakowski

Moderator: Deidre Nelms

**10:30 AM - 11:00 AM
COFFEE BREAK**

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

105 SYMPOSIUM

Disability and Diversity

Franziska Felder, Carina Fourie,
Paul Tubig, Jamie Ahlberg,
and Adam Cureton
Moderator: Sheron Fraser-Burgess

106 SYMPOSIUM

**Character Education
in the University**

Michael Lamb, Edward Brooks,
and Candace Vogler
Moderator: Robbie McClintock

202 AUTHOR-MEETS-CRITICS

**Avi Mintz, *Plato: Images, Aims,
and Practices of Education***

Avi Mintz, Yoshiaki Nakazawa,
Mark Ingham, and Alexander Loney
Moderator: Mark Jonas

104 PAPER SESSION A

**Education as Transformation:
Formalism, Moralism and the
Substantivist Alternative**

Kailum Ijaz and Douglas Yacek

**Being Virtuous: A Study of
Educational Insights in
Nicomachean Ethics
Books I, II and III**

Abhijeet Bardapurkar

Moderator: Jon Fennell

102 PAPER SESSION B

**Learning Existential Rest:
A Pieperian Approach
to Leisure in Education**

Katherine Jo

**Where is my Mind?
Consumerism vs. the Practice
of Liberal Education**

Kevin Gary

**How Moral Education Can
Improve Character and Virtue
in the United States Army**

Scott Parsons

Moderator: Drew Chambers

103 PAPER SESSION C

Testimony as Joint Activity

Nicolas Nicola

**An Underlying Aim, an
Underlying Problem:
The Commitment to
Epistemic Uniformity**

Rena Goldstein

**The Teaching Excellence
Framework, Epistemic
Insensibility, and
the Question of Purpose**

Joshua Forstenzer

Moderator: Christopher Martin

SR ROUNDTABLE SESSION

**Overcoming Inexpressiveness:
Poetry and Thought**

Sojin Lee

**Education for Realistic
Autonomy**

Jacob Affolter

Discussants: John Tillson and Tone
Kvernbekk

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

**1:45 PM - 3:30 PM
CONCURRENT SESSION IV**

105 SYMPOSIUM

Civic Education after Trump

Johannes Drerup, Harry Brighouse,
Prakash Iyer, Charlotte Spellenberg,
Elizabeth Edenberg, and Sophie Künstler
Moderator: Kevin Gary

202 PANEL

**Poetic Education: Space,
Pedagogy, and Perception**

Drew Chambers, Madeline Hazel,
and Matthew Farrelly
Moderator: Mark Ingham

106 PAPER SESSION A

**Can Children Be
Epistemically Wronged?**

Deidre Nelms

**Lying in Politics: Fake News,
Alternative Facts and the
Challenges for Deliberative
Civics Education**

Mordechai Gordon

What is School Justice?

Philip Cook

Moderator: Ryan Kemp

104 PAPER SESSION B

How to Have Reasons for Your Values

Kyla Ebels-Duggan

Educating for Intellectual Virtues

Monika Platz

Educational Aims and Liberal Justice in Adulthood

Christopher Martin

Moderator: Gonzalo Obelleiro

102 PAPER SESSION C

Troubles with Caring in the Classroom: Moving from Natural Inclination to Teacher Citizenry

Sheron Fraser-Burgess

Putnam in the Lab: An Externalist Analysis of Constructivism in Science Education

Pedro J. Sánchez Gómez

Financialization and Colonization of the Teacher's Lifeworld: A Habermasian Perspective on New Public Management (NPM) in Education

Maxime Gauthier-Lacasse, Arianne Robichaud, Camille Raunet, and Pascale Bourgeois

Moderator: Katherine Jo

103 PAPER SESSION D

A Polanyian Rescue of The Abolition of Man

Jon Fennell

Active Social Participation: A Framework for Assessing Post-Migration Education

Jenn Dum

Children, Self-knowledge, and Cultural Reproduction

Eldar Sarajlic

Moderator: Emma Moormann

**3:30 PM - 5:00 PM
FREE TIME**

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

Educating Virtuous Emotions: Aristotle and the Alternatives

Kristján Kristjánsson

Education as "Attention" and "Call"

Virginia Aspe

R **6:30 PM - 8:30 PM
CONFERENCE DINNER**

SR **8:45 PM
BEER AND WINE SOCIAL**

Sunday October 28

R **8:30 AM - 9:00 AM
CONTINENTAL BREAKFAST**

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

Philosophy of Education and the Tyranny of Practice

Harvey Siegel

Response by David Waddington

R **10:30 AM - 11:30 AM
BRUNCH**

**11:30 AM - 1:15 PM
CONCURRENT SESSION V**

105 SYMPOSIUM

Educating Character and the Icelandic Sagas

Ólafur Páll Jónsson, Róbert Jack, and Þóra Björg Sigurðardóttir

Moderator: Julia Novakowski

106 SYMPOSIUM

Soka Education: Value Creation, Dialogue, Global Citizenship, and the Greater Self

Melissa Bradford, Jason Goulah, Nozomi Inukai, Gonzalo Obelleiro, and Michio Okamura

Moderator: Mark Schroeder-Strong

202 PANEL

Evidence-based Practice (EBP): Dimensions of Reproducibility

Tone Kvernbekk, Mikkel Holding Vembye, and Kathryn Joyce

Moderator: Jason Gehrke

104 PAPER SESSION A

Bildung as Conceptual Self-Transformation in Hegel's Philosophy

Krassimir Stojanov

Trust as a Public Virtue

Warren von Eschenbach

Reading, Engagement and Higher Education

David Aldridge

Moderator: Tom Martin

103 PAPER SESSION B

Nudging the Opportunity Structure: A Modest and Grand Aim for Educational Foundations Courses

John Fantuzzo

Is Freire Incoherent? Reconciling Directiveness and Dialogue in Freirean Pedagogy

Drew Chambers

Philosophy for Children and Public Philosophy: The Educational Value of Public Philosophy

Jane Gately

Moderator: John Tillson

SR ROUNDTABLE SESSION

Moral Obligation in the Learning Space

Ini Perodi

Ideology and Individuality: The Formation of Self in The Graveyard Book and The Jungle Book

Julian Rome

Discussants: Robbie McClintock and Christopher Martin

202 **1:30 PM - 2:15 PM
CLOSING CONVOCATION**

Keynote Speakers

Two Concepts of Civility

Anthony Laden

University of Illinois, Chicago, USA

Whether and how much civility matters in a democratic society depends on what we take civility to be. In this paper, I do some preparatory work towards thinking about the importance of civility by mapping two distinct concepts of civility. Civility as politeness takes civility to be a set of manners: civility involves not insulting those with whom you disagree, subjecting them to ad hominem arguments, or otherwise treating them rudely. Civility as responsiveness takes civility to be a form of engagement in a shared political activity characterized by a certain kind of openness and a disposition to cooperate. I argue that each concept of civility has a particular affinity with a different approach to thinking about action. Civility as politeness finds a comfortable home alongside a view of action as the outcome of choice, an approach most often found in quantitative social science. Civility as responsiveness is easier to appreciate within a view of action as the exercise of skill, an approach to action more often found in political philosophy and theory. That each is rooted in a different approach to action helps to explain why those who work with one concept of civility may have trouble appreciating the other. I end by suggesting the importance of each concept of civility for the health of a democracy.

Education as “Attention” and “Appeal”

Virginia Aspe

Universidad Panamericana, Mexico

The text brings the new contributions of analytical philosophy to light of the Buddhist thinking in the field of attention. Later, it indicates there are Aristotelian contributions in the field of attention which have been bypassed. The text reviews the senses of attention in the West, exposing that in the Christian thought it was considered in an extrinsic way. Lastly, it exposes an intrinsic interpretation of attention as an appeal to an individual's interior in Aristotle.



Educating Virtuous Emotions: Aristotle and the Alternatives

Kristján Kristjánsson

University of Birmingham, UK

Aristotelian character education, in its early stages at least, is more than anything a process of sensitisation to proper emotions; Aristotle himself does not distinguish between 'emotional' and 'ethical' development. Ideally, from an Aristotelian perspective, an exploration of the moral justification of any emotional trait should culminate in educational advice on how it can be cultivated. There is obviously no dearth of interest in Aristotelian character education in today's climate, and most of the writers driving that bandwagon propose to move beyond Aristotle's somewhat parsimonious remarks about the cultivation of emotion to something more subtle and sophisticated.

This paper rehearses Aristotle's somewhat unsystematic remarks about emotion education. Moreover, the paper subjects to critical scrutiny six different discourses on emotion education in addition to Aristotle's: Care ethics; Social and emotional learning; Positive psychology; Emotion-regulation discourse; Academic-emotions discourse; and Social intuitionism. Four differential criteria are used to analyse the content of the discourses: valence of emotions to be educated; value ontology; general aims of emotion education; and self-related goals. Possible criticisms of all the discourses are presented. Subsequently, seven strategies of emotion education (behavioural strategies; ethos modification and emotion contagion; cognitive reframing; service learning/habituation; direct teaching; role modelling; and the arts) are introduced to explore how the seven discourses avail themselves of each strategy. It is argued that there is considerably more convergence in the practical strategies than there is in the theoretical underpinnings of the seven discourses.

While a case is made for the advantages of Aristotelian emotion education, its shortcomings are also explored.

Philosophy of Education and the Tyranny of Practice

Harvey Siegel

University of Miami, USA

In this paper I (1) briefly characterize philosophy of education (PoE) as Janus-faced, looking both inward to philosophy and outward to educational practice; (2) argue that theory and practice are best seen not as two ends of a continuum but rather different sorts of activities with different criteria of success; and (3) discuss the current relationship between PoE and general philosophy, bemoaning the latter's discouraging ignorance and neglect of the former. I explain the state of that relationship in terms of PoE's undue focus on educational practice and its felt need to be 'practical', i.e., relevant to that practice. That is, PoE's neglect is at least partly explained by the restriction, imposed by some PoEers on themselves and their work, to matters of practical educational moment: while general philosophy takes as its subject matter questions of enduring philosophical significance concerning such things as the nature and possibility of knowledge, the fundamental constituents and features of existence, the character of the good, the true and the right, and so on, PoE must concern itself (according to this self-imposed restriction) with matters of practical educational moment. I distil an argument to 'go practical' from the writings of several of its advocates, criticize that argument, and argue that the health of PoE is best secured by its pursuit of philosophical understanding rather than practical effect.

George Kabango Memorial Fellows

PESNA would like congratulate our George Kabango Memorial Fellowship winners this year: Rena Goldstein, Ini Periodi and Natalia Rogach! 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 PESNA annual conference. Successful fellowship applicants receive full financial support for conference attendance. Please read about our 2018 Kabango Fellows below.

Rena Beatrice Goldstein Department of Philosophy, University of California, Irvine

I am a second-year graduate student in the department of philosophy at the University of California, Irvine. Prior to doctoral studies, I attended California State University, Los Angeles. While at Cal State LA, I diligently completed two masters degrees, one in education (2015) and the other in philosophy (2016), and was awarded the Charter College of Education Endowed Fellowship for high honors in 2015 and 2016. After graduation I taught courses in writing, introduction to philosophy, and critical thinking at such schools as The Robert F. Kennedy High School in Koreatown, and various state schools around the Los Angeles area. Now returning to graduate work, I explore content in the field of education with the rigor of philosophical methodology. My research interests lie at the intersection of two fields: virtue epistemology and the philosophy of education, specifically how virtue and vice affect our ability to see the world (and each other) in a fair epistemic light, and whether the aim of education ought to develop virtuous citizens. I enjoy graduate work while continuing to bring philosophy to K-12 schools. I participate in Th!nk, a program that teaches philosophy to 5th grade elementary school students in Southern California.

Ini Periodi The Creative School, Bangalore, India

I grew up in a beautiful village on the west coast of India with rich folk forms of storytelling and an array of different cultures. This, I like to believe triggered a long lasting passion and enthusiasm for life in me. I then studied in an alternative school that was situated in the outskirts of one of the biggest cities of India, Bangalore. Here the very principle of the school ensured that learning took place in a loving, free and fearless environment. We learnt for the joy of learning and were always made aware of the space that we had to question authority. As I graduated out of school, I was convinced that , sooner or later, I would enter the field of Education. And I did, for my Masters. It was then that I became interested in both Philosophy and Sociology of Education.

I now teach Sociology to 11th graders, in a school in Bangalore. I immensely enjoy the school space because it allows me to be constantly engaged in questions at both micro and macro levels. I also share a passion for children's literature, dissemination of them and library as a learning space, with infinite possibilities.

Natalia Rogach Department of Philosophy, Columbia University

I am starting my fourth year as a Philosophy PhD student at Columbia University, where I am writing a thesis on Dewey's "Democracy and Education" (current thesis title: "Educating the Democratic Character: John Dewey's 'Democracy and Education'"). My research interests include philosophy of education, political philosophy, ethics and history of philosophy. At this stage, I am also looking for ways to broaden my research beyond Dewey. My goal is to work across disciplinary lines and make my research relevant to contemporary issues. I also hold an MPhil in Politics from Oxford University and a BA in Philosophy from Yale.

Program Committee

PESNA would like to thank its program committee for their diligent work reviewing conference submissions. Thank you to:

Dave Backer | West Chester University

Abhijeet Bardapurkar | Azim Premji University

Brett Bertucio | University of Wisconsin, Madison

Lauren Bialystok | University of Toronto

David Carr | University of Edinburgh

Rohit Dhankar | Azim Premji University

John Fantuzzo | Valparaiso University

Jon Fennell | Hillsdale College

Sheron Fraser-Burgess | Ball State University

Kevin Gary | Valparaiso University

Nicholas Haeck | University of Quebec in Montreal

Kanako Ide | Soka University

Givanni Ildefonso | LaGuardia Community College

Katherine Jo | University of Illinois

Augusta-Mary Joseph | University of London

Polina Kukar | University of Toronto

Megan Lavery | Columbia University

David Lewin | University of Strathclyde

Stephanie Mackler | Ursinus College

Dini Metro-Roland | Valparaiso University

Seamus Mulryan | Ursinus College

Yoshiaki Nakazawa | Valparaiso University

Gonzalo Obelleiro | DePaul University

Shannon Robinson | Ohio State University

Severin Sales Rödel | Humboldt University Berlin

Marina Schwimmer | Université du Québec à Montréal

Krassimir Stojanov | Catholic University Eichstätt-Ingolstadt

Bianca Thoilliez | Universidad Autónoma de Madrid

Winston Thompson | Ohio State University

John Tillson | Liverpool Hope University

Bryan Warnick | Ohio State University



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