

New England Philosophy of Education Society

2018 Annual Conference
Saturday, October 20TH

hosted by

Tufts
UNIVERSITY

Jonathan M. Tisch
College of Civic Life

The Self in Relation:

Ways of Knowing, Naming, and Acting

What does it mean to consider the self in relation? How do our ways of naming, naming, and acting, inform us? In considering these questions, what is at stake? Sheri Leafgren, a former kindergarten teacher, paints what first appears to be a mundane scene: a class of kindergarten children standing in line in a hallway in school.[1] One child, Reuben, accidentally falls out of the line and lands hard. Adhering to the rule, all of the children except one, Julian, stay in line. Julian steps out of line to help Reuben up and is disciplined by the teacher for leaving the line. Leafgren ultimately argues that where everyone else saw the rules about lines and adhered to them, Julian saw the hurt. Where the teacher names Julian as disobedient, some might interpret his actions as courageous and caring.

Writing of similar questions but in a different discourse, Hannah Arendt argues that it is in the public sphere (*polis*) that we come to be known and to know others. Arendt defines the public as a space where individuals come as themselves to engage in debate and action. What might it mean for children when the shared enterprise is (literally and metaphorically) staying in-line? What might it mean when both falling and helping are forbidden elements of the collective enterprise?

More broadly, in this call, NEPEP seeks to explore how our different ways of knowing, naming, and being named, influence and are influenced by our ways of acting. In addressing this, the following set of questions is meant to spur ideas for submissions:

- ▶ What does it mean to know?
- ▶ How else can we describe how individuals perceive or understand the world?

- ▶ What do different ways of knowing look like from different cultural perspectives, disability studies, or disciplinary perspectives?
- ▶ How might our philosophical leanings and discourses influence our ways of knowing? What, for example, does it mean to know from the perspective of a phenomenologist? A Kantian? A pragmatist? An ecofeminist?
- ▶ How do expectations about action dictate and define who one is?
- ▶ How are our actions enabled and/or limited by the ways in which we are known and seek to be known?
- ▶ How might our ways of knowing, looking, and acting influence the ways we name ourselves and are named?

NEPEP seeks papers that respond to the theme as it speaks to specific or broad interpretations. Alternatively, you are welcome to submit any work that deepens our studies of philosophy and education. Finally, an unusual component of Leafgren's work is that it engages with philosophical questions qualitatively and draws on philosophy to make sense of the author's own experience as a teacher in a school. With this in mind, we welcome proposals that play with the intersections between philosophy and practice as well as papers that explore philosophy and education from a range of sub-disciplines.

[1] Sheri Leafgren, *Reuben's Fall: A Rhizomatic Analysis of Disobedience in Kindergarten (International Institute for Qualitative Methodology Series)* (Left Coast Press, Inc., 2009)



2018 Keynote: Professor Lawrence Blum

Lawrence Blum is Distinguished Professor of Liberal Arts and Education and Professor of Philosophy (Emeritus) at the University of Massachusetts Boston. He specializes in the areas of race studies, moral philosophy, philosophy of education, social and political philosophy. He has written 5 books. His 2001 *"I'm Not a Racist, But...": The Moral Quandary of Race* (Cornell UP) was selected as best social philosophy book of the year by the North American Society for Social Philosophy. Prof. Blum taught a course on race and racism at his remarkably ethnically and racially diverse local high school, on four occasions in the early '00's, and later wrote an account of this course, its students, and the dynamics of the class, in *High Schools, Race, and America's Future* (Harvard Education Press, 2012). He has done professional development for Cambridge school personnel on dealing with racial issues in schools. Prof. Blum has also taught at Teachers College, Stanford School of Education, UCLA, and Rhodes University in South Africa. Prof. Blum is completing a co-authored book on race, equality, and education for the University of Chicago's History and Philosophy of Education series, and is currently working on neoliberalism as a political philosophy and its baleful influence on "educational reform."

Proposal Guidelines

Due Date: July 15, 2018

Please submit proposals via email to: nepes2018submissions@gmail.com

Proposals may be submitted as either: 1) Paper Proposals or 2) Panel Proposals.

Papers*

A traditional feature of our conference, paper sessions provide a context in which 3-4 individual papers can be presented by authors and subsequently discussed with attendees during a question and answer period.

In proposing a Paper:

- ▶ In your email, please include: Name(s), institutional affiliation, postal address, email address, and phone number of the author(s).
- ▶ In a single Word document or PDF, please include:
 - Title of the paper
 - Description of the paper: In no more than 500 words, please describe the topic, methods, findings, and significance of the paper.

Of note: this year NEPES is partnering with the journal Democracy and Education. When submitting to NEPES, authors should indicate that they would like their submissions to be considered for inclusion to Democracy and Education. Selected papers will be sent along to the editors for expedited consideration in their journal. Full papers to be considered for inclusion will be required in October shortly after the conclusion of the 2018 conference. More details will be forthcoming soon.

Panels

A newer addition to our conference, the panel sessions provide an opportunity for a collection of scholars to discuss their thoughts on interrelated and abiding projects. This promises to be a rich space for innovative and challenging ideas.

In proposing a Panel Session:

- ▶ In your email, please include: Names, institutional affiliations, postal addresses, email addresses, and phone numbers of the panelists.
- ▶ In a single Word document or PDF, please include:
 - Title of the panel
 - Description of the panel: In no more than **1000** words, please describe the topic, perspectives, and significance of the panel. In this, please also include a description of the contributions of each panelist.

**Note: In instances of strong compatibility and fit, Paper Proposals may be accepted as and grouped within Panel Sessions at Program Committee discretion. Submitted proposals may also indicate a willingness to be so grouped.*

Please direct any remaining questions to NEPES Vice President and Program Chair,
Cara E. Furman at cara.furman@maine.edu