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
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

Dear Colleagues and Friends

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

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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

8:45 AM - 10:30 AM  
Concurrent Session II

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

12:45 PM - 1:45 PM  
Lunch

1:45 PM - 3:30 PM  
Concurrent Session IV

3:30 PM - 5:00 PM  
Free Time

5:00 PM - 6:30 PM  
Plenary Keynote Lecture II  
Educating Virtuous Emotions: Aristotle and the Alternatives  
Kristján Kristjánsson

6:30 PM - 8:30 PM  
Conference Dinner

8:45 PM  
Beer and Wine Social

Sunday October 28

8:30 AM - 9:00 AM  
Continental Breakfast

9:00 AM - 10:30 AM  
Plenary Keynote Lecture III  
Philosophy of Education and the Tyranny of Practice  
Harvey Siegel

10:30 AM - 11:30 AM  
Brunch

11:30 AM - 1:15 PM  
Concurrent Session V

1:30 PM - 2:15 PM  
Closing Convocation
**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**
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**
**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**
**PLENARY KEYNOTE LECTURE I**
Two Concepts of Civility
Anthony Laden
Response by Kyla Ebels-Duggan

**3:45 PM - 4:30 PM**
**CHAMPAGNE RECEPTION**

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**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, Abhijet 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 Habitual 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

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

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

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**Saturday October 27**

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

**102**
**SYMPOSIUM**
Philosophy of Education in the Caribbean Context
Canute Thompson and Sheron Fraser-Burgess
Moderator: Jacob Affolter
11:00 AM - 12:45 PM
CONCURRENT SESSION III

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

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

104
PAPER SESSION A
Education as Transformation: Formalism, Moralism and the Substantivist Alternative
Kailum Ijaz and Douglas Yacek

106
PAPER SESSION A
Can Children Be Epistemically Wronged?
Deidre Nelms

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

102
PANEL
Poetic Education: Space, Pedagogy, and Perception
Drew Chambers, Madeline Hazel, and Matthew Farrelly
Moderator: Mark Ingham

104
PAPER SESSION B
Learning Existential Rest: A Pieperian Approach to Leisure in Education
Katherine Jo

106
PAPER SESSION A
Lying in Politics: Fake News, Alternative Facts and the Challenges for Deliberative Civics Education
Mordechai Gordon

106
PAPER SESSION A
What is School Justice?
Philip Cook
Moderator: Ryan Kemp

102
PAPER SESSION B
Where is my Mind? Consumerism vs. the Practice of Liberal Education
Kevin Gary

102
PAPER SESSION B
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

105
Symposium
An Underlying Aim, an Underlying Problem: The Commitment to Epistemic Uniformity
Rena Goldstein

102
AUTHOR-MEETS-CRITICS
Avi Mintz, Yoshiaki Nakazawa, Mark Ingham, and Alexander Loney
Moderator: Mark Jonas

104
PAPER SESSION A
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

103
PAPER SESSION B
Anarchism and Compulsory Schooling
Emma Moormann

104
PAPER SESSION A
Education, Epistemic Virtues, and the Power of Toleration
Johannes Drerup

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PAPER SESSION A
Lying in Politics: Fake News, Alternative Facts and the Challenges for Deliberative Civics Education
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PAPER SESSION A
What is School Justice?
Philip Cook
Moderator: Ryan Kemp

102
AUTHOR-MEETS-CRITICS
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

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PAPER SESSION A
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Johannes Drerup

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

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Philip Cook
Moderator: Ryan Kemp
Sunday October 28

5:00 PM - 6:30 PM
PLENARY KEYNOTE LECTURE II
Educating Virtuous Emotions: Aristotle and the Alternatives
Kristján Kristjánsson

6:30 PM - 8:30 PM
CONFERENCE DINNER

8:45 PM
BEER AND WINE SOCIAL

8:30 AM - 9:00 AM
CONTINENTAL BREAKFAST

9:00 AM - 10:30 AM
PLENARY KEYNOTE LECTURE III
Philosophy of Education and the Tyranny of Practice
Harvey Siegel
Response by David Waddington

10:30 AM - 11:30 AM
BRUNCH

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

3:30 PM - 5:00 PM
FREE TIME

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

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

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

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

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

PANEL
Evidence-based Practice (EBP): Dimensions of Reproducibility
Tone Kvernbeck, Mikkel Helding Vembye, and Kathryn Joyce
Moderator: Jason Gehrke

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Moderator: Mark Schroeder-Strong
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.
PESNA would like to 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.
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 Laverty | 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  
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Marina Schwimmer | Université du Québec à Montréal  
Krassimir Stojanov | Catholic University Eichstädt-Ingolstadt  
Bianca Thoilliez | Universidad Autónoma de Madrid  
Winston Thompson | Ohio State University  
John Tillson | Liverpool Hope University  
Bryan Warnick | Ohio State University