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. 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

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
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
CHAMPAGNE RECEPTION

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

11:00 AM - 3:00 PM
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

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

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

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

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

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Saturday October 30

8:00 AM - 8:45 AM
BREAKFAST

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

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
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

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: Calvin Woodring

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

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

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: Mason Marshall

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

EDITORS-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

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

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

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

Harry Brighouse
Moderator: Kevin Gary

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

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

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

12:45 PM - 1:30 PM
LUNCH

1:45 PM - 2:30 PM
CLOSING CONVOCATION
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 *epistêmê* ("scientific knowledge") and *phronêsís* ("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.

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.
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.

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

Program Committee

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Matt Berk
Brett Bertucio
Megan Bogia
Shannon Brick
Nicholas Burbules
Craig Cunningham
Johan Dahlbeck
Johannes Drerup
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