

Annual Conference 2008
of the
Ohio Valley Philosophy of Education Society
(OVPES)

Call for Proposals

The Ohio Valley Philosophy of Education Society (OVPES) invites proposals for the 2008 annual meeting to be held at the Bergamo Conference Center in Dayton, Ohio, Thursday through Saturday, September 25-27, 2008.

Conference Theme

Intellectual Courage: Souls of Love and Tongues of Fire for the Sake of Humanity

Walt Whitman argues that rules and laws only go so far, and that poetry (the narrative imagination) is needed for vibrant collectives of individuals to function. Whitman claims that poets need to have a “soul of love and tongue of fire!” For educators and educational theorists, having intellectual courage demands no less.

In this conference call, we ask you to develop papers related to humanity that have a critical edge to them. This coming year marks the 60th anniversary of the United Nations’ Universal Declaration of Human Rights; the document commences with these words: “Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,...” and then continues to enumerate the thirty articles related to the rights of all humans. Reading this declaration raises the question of how our work as academics validates the dignity of human beings and promotes freedom and human rights. It seems that educators are faced with moments when courage must come to the fore, when our voices and our actions come together with our ethical commitments and our professional obligations. Hence our title: intellectual courage and a focus on the critical roles we play in enacting intellectual courage in all aspects of our work. Proposals positing new ways to locate connections and to promote the dignity of humankind through our vocation are encouraged.

Questions that may initiate your thinking include the following: Are educators responsible for ideas only, or do we also have an obligation to use other modes of knowing, such as the emotions, imagination, intuition, and so forth in our work with students? What is our responsibility in helping to nourish the human spirit and in encouraging the development of ethical and moral human beings? In our vocation, what is the nature of our community responsibilities? Should service learning be a requirement?

Additionally, the roles and work of collegiate faculty are complicated further by cultural changes that affect the perspectives of students who now enter universities. Many cultural analysts agree

that current cultural conditions are most favorable to consumerism and corporate America, voyeurism through mass media, and individualism that promotes the accumulation of private wealth. Such a climate skews the expectations of many college students who perhaps see their degree as a ticket to a good job and more consuming. Many seem to have a sense of entitlement. Questions to consider regarding student perspectives include: To what extent do P-12 schooling experiences, with the current emphasis upon testing, prevent the development of the type of intellectual and social consciousness-raising that many college professors claim to be engaging in? Are students who have been overly identified by their test scores, grades, and resumes of personal activities able to participate in the type of education that we college professors imagine that we are providing? Are many of the historical, ethical, social, and community-centered purposes given for being an educated person being left out of university curriculums and individual classes? How do students perceive our efforts?

This conference theme, then, offers educators at all levels, but especially educational philosophers, the opportunity to question the purposes given for education and their professorial roles within those stated rationales—to scrutinize our conversations about professing as it relates to humanity. Perhaps it is a moment for reexamining what it is that we think we and schools are doing in the existential and Socratic sense of deep reflection. This call also offers an opportunity to continue, connect, and extend the rich conversations related to race and racism that were fostered during the 2007 conference. Paper proposals relating to the theme may take many directions, including questioning the cultural context of which schools are a part. Papers examining knowledge itself and ways of knowing are also a possibility. Civic responsibilities, such as service learning, could also be examined. Let thoughtfulness and imagination be your guide as you think about how teaching and schooling discourses affect humanity.

PRESENTATION FORMAT, DEADLINE AND NOTIFICATION:

Proposals for individual papers, panels, or symposia involving two or three speakers on a single topic are welcome. All proposals will be blind and peer reviewed. (See Proposal guidelines at end of this document.) As always, topics not related to the conference theme will be considered for acceptance.

DEADLINE FOR SUBMISSION: Submit your proposal via email with an attachment as a Word document. All proposals should be received **on or before Friday, May 9, 2008**. Submit to: Dr. Michael Gunzenhauser, Program Chair at mgunzen@education.pitt.edu. Proposals accepted for presentation at the conference will be notified by June 30, 2008.

Full-length conference papers should be no longer than 15 double-spaced pages, following the Chicago Manual of Style. Papers meeting all the editorial requirements will be considered for publication in *Philosophical Studies in Education* the refereed journal of OVPEs. (See manuscript requirements at www.ovpes.org)

CONFERENCE PROPSAL GUIDELINES:

Part 1 (submit in the body of your email message)

1. Title of your proposal.

2. Format of your presentation (i.e, paper session, panel or symposium)
3. Your name, title, institutional affiliation (should be the contact person)
4. Your address, phone, email, fax number.
5. The name(s) of other panel or symposium members, if applicable.
6. An abstract of up to 100 words.

PART 2 (in a Word document with all identifying information removed for “blind” review)

1. Title of your paper or panel or symposium
2. Provide a brief summary of your topic in two pages, up to 500 words.
Provide a brief descriptive summary of how your topic will be developed and/or its line of argument. Explain the significance of your topic. List several major references upon which you will draw in developing the topic in order to “place” the scholarly conversation.
3. Provide two or three terms of reference for your papers. This will guide the program committee in grouping presentations.

SUBMISSION GUIDELINES:

1. The proposal should be sent as an attachment in Microsoft WORD document format.
2. The subject of your message should read “OVPES-2008 Proposal.”
3. If any special formatting, presentation, or special characters are essential to the proposal, please submit a paper copy.
4. The Program Committee reserves the right to request you to resubmit electronic proposals, to submit them in the body of an email message or to submit a paper copy within a reasonable time frame in case of any technical problems with the electronic submission.
5. Receipt of email submissions will be notified via email.

All submissions and inquiries should be directed to Dr. Michael Gunzenhauser.