*Educational Theory* and PES's Committee on Race and Ethnicity (CoRE)

are pleased to announce a pre-conference institute on*:

**Critical Thought, Social Justice: The Disruption of Dominant Political Discourse and the Disruption of Philosophy of Education**

March 15-16, 2017 • Crowne Plaza • Seattle, Washington

Kal Alston, Chair, CoRE (kalston@syr.edu)

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Philosophy of Education as a field/discipline/discursive space has sometimes historically struggled with its place in the world of practices. That struggle has manifested in writing about teaching practice, as well as other material practices such as race, politics, and activism. CoRE is a space in PES in which members can and have challenged the boundaries around the discourses and activities of the field of education, the discipline of philosophy, philosophy of education, and the society itself.

Members have experienced the sharp pains and dislocations attached to the contemporary iterations of the central political issue facing us in North America: the biopolitics of bare life within a racially divided state of insecurity. Some of us have tried to write our way through this pain; others have taken to the hallways/quads of our campuses; others to the streets – or some combination of all of these and other hoped-for remedies.

This institute seeks to honor both the discursive and activist strains, to understand both what Philosophy of Education has to contribute to this vital and public struggle, and what it has to learn from movements such as the Movement for Black Lives and Anti-DAPL and other indigenous stands over sovereignty and survival.

The goal of the institute is to foster community, reflection, and action around these concerns and to produce a special issue of *Educational Theory* devoted to them. The institute is thus divided into two parts:

1. Workshop (Wednesday evening and Thursday morning)
   - Special issue contributors will workshop drafts of their papers in closed sessions.
   - See below for details on submission and participation.

2. Pre-conference session (Thursday (3/16), 2-5 PM
   - This session features both poster presentations by special issue contributors and a panel in which local scholar/activists — John Hopkins (St. Martin’s U.), Megan Bang (UW), Beth West (UW)—explore how indigenous movements expose the limits of philosophy of education. The panel will be followed by facilitated discussion among all participants, with time allotted for suggestions of actions to be taken inside and outside of PES.
   - We can accommodate up to 25 participants so please RSVP to Jessica Harless (jharles2@illinois.edu) if you would like to join us.

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*PES and CoRE would like to thank *Educational Theory* for its financial support of the preconference institute, which enables the Society to include this programming.
Call for Papers

Submissions are welcome from PES members, at any career stage, working on issues related to the institute theme. While our pre-conference session panelists work specifically with indigenous politics and communities, the call is open to papers that are working through critical issues in and across philosophy of education and in and across communities of color.

Please note that you may not submit for the institute a proposal based on a paper that was accepted for the conference and Yearbook.

By submitting a proposal, you are indicating your willingness to participate in the full workshop on Wednesday evening (3/15) and Thursday morning (3/16):

• The institute opens with a dinner (at a restaurant near the Crowne Plaza TBA) at 5:30 PM. The first workshop session will be held at the Crowne Plaza that evening, from 7:15-10 PM. The workshop continues the next morning from 8 AM to noon.
• We will devote 45 minutes of discussion to each paper. In addition to contributors to the special issue, the workshop will include Kal Alston, Chris Higgins, and 2-3 invited discussants.
• *Educational Theory* will cover Wednesday dinner, Thursday breakfast, and your hotel room on Wednesday night. A limited number of travel bursaries are also available for those unable to attend the institute without further support.

To apply:

• Please send a proposal of no more than 500 words to Jessica Harless (jharles2@illinois.edu) by January 16.
• A committee of CoRE members and *Educational Theory* Associate Editors will select 6-7 papers to be workshopped at the institute toward eventual inclusion in the special issue.
• You will be notified by January 27 whether your proposal was accepted.
• Those selected must submit working papers of 4000-5000 words by March 3 to be circulated to the other members of the workshop.

We will set a summer deadline for submitting the full paper to the journal, revised in light of the workshop feedback.

Special issue contributors will also prepare a *précis* of their papers for distribution to attendees of the pre-conference session where they will offer a 5-7 minute short-take on their papers.