All meetings run on Wednesdays from 5.30-7.15 pm, unless otherwise indicated. Sessions are followed by a drink and further discussion in the Students’ Union for those who wish to attend. All are welcome.

**9 October: Emile Bojesen (Winchester University)**  
*Nunn Hall*  
Contradictions in Educational Thought and Practice  
In his text, ‘The Antinomies of the Philosophical Discipline: Letter Preface’ ([https://spiritual-minds.com/philosophy/assorted/Jacques%20Derrida%20-%20Eyes%20Of%20The%20University%20-%20Right%20To%20Philosophy%202.pdf](https://spiritual-minds.com/philosophy/assorted/Jacques%20Derrida%20-%20Eyes%20Of%20The%20University%20-%20Right%20To%20Philosophy%202.pdf)), Jacques Derrida presents seven antinomies which provide a matrix for utterances producible today on the subject of “School and Philosophy.” These antimonies are presented as ‘seven contradictory commandments’, specifically related to the relationship between philosophy and education, and provide a matrix for reflection on educational questions generally, as well as the philosophical aspects of education, more broadly conceived. This presentation draws out some of the elements of this text in terms of their potential applicability and relevance to educational thought and practice today.  
*Emile Bojesen* is Reader in Education and Head of Research and Knowledge Exchange for the Faculty of Education at the University of Winchester. He has published widely in the field of educational thought and his book, *Forms of Education: Rethinking Educational Experience Against and Outside the Humanist Legacy*, is forthcoming with Routledge in 2020.

**16 October: Rowena Palacios (Ateneo de Manila University and UCL)**  
*Room 828*  
Hannah Arendt: the social, the political, and schools  
Arendt has been criticised for the sharp distinction she drew between the social and political realms, and her application of this distinction to schools. In this paper, I demonstrate that this distinction can be interpreted as a heuristic that Arendt developed to address a tension she had come across in her attempt to understand childhood. She understood schools to be spaces that could prepare children for citizenship. However, she also recognised that attempts to prepare children for citizenship threatened two characteristics of childhood: their vulnerability and their natality. Arendt's heuristic can be fruitful for addressing dilemmas in multicultural citizenship education.  
*Rowena Azada-Palacios* is a PhD student at UCL Institute of Education, and she is also on leave from her post as Assistant Professor of Philosophy at Ateneo de Manila University (Philippines).
23 October: Joanna Moncrieff (UCL) 

Room 828

It was the brain tumour that done it! Insights from Szasz and Wittgenstein on the distinction between disease and behaviour

Wittgenstein and Szasz expressed similar views about the nature of ‘mind’, arguing that mental states and processes are not independent entities that can be described by natural science, but capacities of human beings, manifested in, and recognised through, forms of public behaviour. Their ideas highlight the distinction between behaviour that is the product of a biological disease and self-initiated behaviour, and both questioned the view that mental disorders are rightly thought of as disease or illness. The current talk will explore implications for the nature and treatment of mental disorder.

Joanna Moncrieff is a Professor of Critical and Social Psychiatry at University College London, and works as a consultant in community psychiatry at the North East London Foundation Trust. Her research takes a critical view of psychiatric drug treatment and the history, politics and philosophy of psychiatry. She is the co-chair person of the Critical Psychiatry Network. She is author of numerous papers and several books including *The Bitterest Pills: The Troubling Story of Antipsychotic Drugs; The Myth of the Chemical Cure* (Palgrave Macmillan); *A Straight Talking Introduction to Psychiatric Drugs* (PCCS publishers).


Room 828

This session will launch Neil Hopkins’ recent book published by Springer as part of their ‘SpringerBriefs in Education’ series. The session will discuss aspects of pedagogy, curriculum and educational governance in relation to key socialist thinkers discussed within the book (Chantal Mouffe, Axel Honneth and Norberto Bobbio). Neil Hopkins will discuss the book as part of a panel with Oliver Belas and Patricia White.

Neil Hopkins is a Senior Lecturer in Education at the University of Bedfordshire. Oliver Belas is a Lecturer in Education at the University of Bedfordshire. Patricia White is Honorary Senior Research Associate at the Institute of Education, University College London.

6 November: Alexis Gibbs (University of Winchester)

Room 675

Speaking of Education

This paper returns to the nature of education, but in terms of how we speak of it. Our concept of education invariably finds its footing in semantic definition, criteria by which it can be recognised, theoretical frameworks to which it can accord, or aims/purposes towards which it is oriented. I argue instead that there are all sorts of things being done with the term education within these formulations that necessarily overlook the multitude ways in which it features in our more everyday language. An attentiveness to the latter contributes to a broader appreciation for education’s meaningfulness.

Alexis Gibbs is Senior Lecturer in Education Studies at the University of Winchester, UK. He also leads the University’s MA programme in Philosophy of Education. His principal research interests sit at the intersection of ethics, aesthetics and language in educational thought.
13 November: Penny Enslin and Nicki Hedge (University of Glasgow)

**Room 828**

Trust and Institutional Values in Higher Education

It is no longer adequate for universities to describe their *mission* as producing knowledge, through both teaching and research, for the social good. Hence the requirement to follow the corporate world and its neoliberal imperatives in supplementing mission and vision statements by both displaying core institutional *values* and asking academics to evidence their enactment of those values. Not only does such required compliance suggest that academics cannot be trusted to reflect on their own values and their congruence. It can also foster values that undermine the traditional values of higher education and cultivate the worst of those encouraged by neoliberalism.

**Penny Enslin** is Professor of Education in the School of Education at the University of Glasgow. Her research interests include citizenship and democracy education, higher education, global justice, comparative philosophy of education, and liberal feminism. **Nicki Hedge** is Professor of Educational Theory and Research in the School of Education at the University of Glasgow. Her research interests centre on social justice with particular respect to internationalization and inclusion, higher education, gender and identity, the Capabilities Approach, and philosophy as research.

20 November: Désirée Weber (College of Wooster, United States)

**Room 802**

Wittgenstein’s On Certainty and the Learning Process

Ludwig Wittgenstein’s *On Certainty* raises a number of puzzles about how to understand certainty, doubt, and the practices that shore up meaning. It is also a work suffused with references to learning, teaching, and students. A careful textual analysis reveals that learning itself plays a role in Wittgenstein’s attempt to parse out these difficult philosophical issues. Learning is the process through which we negotiate not just meaning (learning meaning, amending meaning etc.), but it is also the process via which we negotiate between certainty and doubt. This tarrying between certainty and doubt is thus integral to the learning process.

**Désirée Weber** is an assistant professor in the Department of Political Science at the College of Wooster. She researches and writes about political theory and the impact of language on politics with a special focus on Ludwig Wittgenstein. She is working on a forthcoming book about the role of teaching and learning in Wittgenstein’s biography and later work – and the implications for understanding our capacity to make meaning and judgments about meaning.

27 November: Amanda Greene and Sally Riordan (UCL)

**Room 802**

Managerialism in Education

In this paper, we analyse traditional critiques of managerialism and explore how they apply in an educational setting. We examine Goodhart’s law and use it to explain why managerialism is fundamentally different when applied to the public sector. We argue that managerialism diminishes practical judgement and consider the implications of this, including the possibilities that governmental actions appear unintelligible and that the legitimacy of government is threatened.
Amanda Greene is a Lecturer in the Department of Philosophy at UCL. Her research interests include legitimacy, democracy, human rights, and Plato's political philosophy. Before entering academia, she worked as a consultant in the private and non-profit sectors in the United States, India, and Australia. Sally Riordan is a Senior Research Fellow in Education at the University of Wolverhampton. Her interests include measurement and social justice in education. She is currently leading a project investigating the progress of young people from lower-income households on behalf of the Social Mobility Commission.

4 December: To be confirmed

11 December: Book Session: American Philosophy in Translation, by Naoko Saito (Kyoto University). Discussants: to be confirmed

In response to the contemporary crisis of democracy as a way of life (2019), American Philosophy in Translation explores the contemporary significance of American philosophy (the pragmatism and the transcendentalism of Emerson and Thoreau) and tries to present new ways of cultivating political emotions and political citizens. To this end, the book introduces Stanley Cavell’s idea of philosophy as translation – a broader sense of translation as being internal to the nature of language, and hence to the condition of human being as linguistic being and, hence, as political being. Naoko Saito is Associate Professor at the Graduate School of Education, University of Kyoto. She is the author of The Gleam of Light: Moral Perfectionism and Education in Dewey and Emerson (2005) and co-editor (with Paul Standish) of the collections Education and the Kyoto School of Philosophy (2012), Stanley Cavell and the Education of Grownups (2012), and “The Truth is Translated”: Stanley Cavell and Philosophy as Translation (to be published in 2017). She is the translator of The Senses of Walden by Stanley Cavell (2005).