

Undoing Coloniality: Sculpting Anti-colonial Geographies in Philosophy of Education

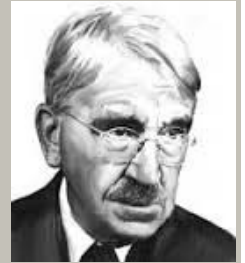
2015 Graduate Student Conference in Philosophy and Education

October 2015, McGill University, Montreal

Dewey, Colonialism and Higher Learning

GSCOPE Special Event in Collaboration with the John Dewey Society

This panel explores the ways in which Western higher education has relied upon, advanced, or otherwise influenced, forms of colonialism across the world, and discusses tools or alternatives John Dewey provided that might help the decolonization of higher learning. The panel also explores the ways in which Dewey might have perpetuated colonialism, or colonialist attitudes.



Honorary Chair:
David Waddington
Philosophy of Education
Concordia University

Scholars Participating Online:

Leonard Waks
President of the John Dewey Society
Professor Emeritus Temple University

Michael Christie
Education
Charles Darwin University

Scott Pratt
Philosophy
University of Oregon

Student Presenter:
Elizabeth Liu
Education
McGill University

**John Dewey Society
Collaboration Coordinator
Eli Kramer**
elikramer@siu.edu

For more about the John Dewey Society see:

<http://www.johndeweyociety.org/>

Conference Coordinator
Nassim Noroozi
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**October 23rd- October 25th 2015
McGill University**

Call for Papers and Proposals
<http://www.gscopeconference.org/gscope2015>

Submission Deadline May 30th



Stay Updated on the conference location by checking our website.

McGill University is situated on traditional Haudenosaunee territories.

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GSCOPE 2015 Confirmed Keynote Panel Presenters



Towards New Mistakes: Identifying Circular Dances With the Coloniality of Being

Vanessa Andreotti
Associate Professor
Canada Research Chair in Race, Inequalities and Global Change
UBC



Poetic Praxis: Decolonizing Philosophy of Education

Eduardo Duarte
Professor
Philosophy of Education
Phil of Ed. Society Conference Chair 2015
Hofstra



Shadows of Knowledge or Knowledge of Shadows: Decolonizing Plato's Parable of the Cave

Ayaz Naseem
Associate Professor
First Georg Arnhold Professor of Educating for Sustainable Peace, G. Eckert Institute, Germany
Concordia



Interruptive Practices Within Settler-Colonial Memory Formations

Lisa Taylor
Full Professor
School of Education
Bishops

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Keynote Presentation Troy Richardson Cornell University



Decolonization is a term that has circulated in scholarly and popular domains for much of the twentieth century and arguably longer. The kind of education pertinent to a decolonial project, broadly understood, varies significantly however across and within these discussions. This is most especially true given the range of thinkers enacting decolonizing in so many differing places and historical contexts around the world.

Recognizing the many differences and tensions that attend to such a situation, Professor Richardson will nonetheless outline the importance of decolonial perspectives for philosophers of education .

Troy A. Richardson (Saponi/Tuscarora) is a Philosopher of Education and American Indian Studies at Cornell University. His work has been primarily concerned with questions of ethics, relationality and coloniality especially in the contexts of the inclusion of Indigenous peoples in classroom curriculum.

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