

CALL FOR PROPOSALS

2025 Annual Meeting – Ohio Valley Philosophy of Education Society

September 18-20, 2025, Nashville, Indiana

The President and Program Committee of the Ohio Valley Philosophy of Education Society (OVPES) invite proposals that broadly interpret the theme—**inheritance and originality**—for its annual meeting to be held at the Seasons Lodge in Nashville, Indiana, Thursday through Saturday, September 18-20, 2025. Conference leadership welcomes proposals that make connections between philosophy and education, both related and unrelated to the conference theme. OVPES remains a site for experimental thinking with educational and philosophical ideas in a collegial and friendly environment.

Inheritance and originality name two fundamental aspects of educational aspirations. No matter what concrete aims we hope to pursue in educational endeavors, we always locate these aims, or the values animated by our aims, in a certain kind of social or political or religious tradition—one that we understand ourselves to belong to, and one that we wish to pass on. And no matter what concrete aims we hope to pursue in educational endeavors, we (almost) always articulate those in novel ways, according to the contextual demands that have emerged in the present and that we foresee emerging in the future.

As Stanley Cavell sometimes said, “knowing how to go on” can be both knowing how to go on doing things with others in a certain way and also going on *from* doing things with others in a certain way, and is often both at once. In short, *inheriting* ways of doing, speaking, knowing, attending, and socializing, and carrying them onward—selectively, always selectively—into new contexts ourselves, in our own voices and with our own commitments, *originally*, to some irreducible extent.

Taking *inheritance and originality* as a conference theme asks us to reflect on how, exactly, these impulses or aspects of educational endeavors fit together and how, exactly, they can come apart.

We might reflect, for example, on any number of hot-button educational issues that have been stampeding across the headlines in recent years—issues that have captured the popular imagination.

- Clashes over the *1619 Project* and the “1776 Commission” are once again prominent in educational circles. What does the argument *mean*, and what are the stakes in attending to our inheritances?
- As I write this, the executive branch of the federal government is swiftly repudiating and nullifying both the spirit and the letter of mid-century civil rights legislation and the New Deal, implicitly claiming that these were the *wrong way* to inherit the lessons of our past, and we need to retrace our steps and take a different path.

- AI processes are now embedded in the software we use every day, and those processes—machine learning, probabilistic reasoning, and so on—are *very particular* ways of producing something “new” out of an examination of the past.
- If inheritance and originality *are* matters of “knowing how to go on,” how do we understand diversity, equity, and inclusion initiatives – and their prohibitions – to embody questions of “knowing how to go on” *with* others?
- The Department of Education is—again, as of this writing—chipping away at the protections and funding for students with disabilities, especially those provided under Section 504, which reignites questions of what we are obligated to bear on one another’s behalf and what kinds of claims we are obligated to respect.
- An ascendent universal-voucher movement is pitting two very different ideas of public responsibility for education against one another—one that involves collective decision-making, public reporting, and multi-level governmental funding; and one that stresses into state-issued coupons, parental choice, and broad deregulation of sector. What educational ideas is each of these attempting to inherit?

We might also decline to take up any of these hot-button issues and instead address perennial questions in the field under a rubric of inheritance and originality, as well. How do these impulses or aspects inform the way we articulate and modify educational aims in the first place? How do “classical” and “innovative” educational practices play up one side of the inheritance/originality divide and disavow the involvement of the other? How do inheritance/originality dynamics interact with *absolute* or constant conceptions educational goals? How, for that matter, do inheritance/originality dynamics describe, or fail to describe, *philosophical* practices and/or absolute conceptions of philosophical goals?

And of course, in an annual reminder, it is important to note that proposals *need not respond to the conference theme at all*. It is there as an invitation, not a requirement.

AUTHOR SUBMISSION GUIDELINES

PRESENTATION FORMAT, DEADLINE, AND NOTIFICATION. Proposals for individual papers, alternative sessions, and panels or symposia involving multiple speakers on a single topic are welcomed. All proposals will be peer-reviewed by at least two members of the program committee. The deadline for submissions is **May 15, 2025**, and authors will be notified of the decision by July 15, 2025.

CONFERENCE PROPOSAL GUIDELINES. Proposals should be submitted to Dr. Erin Scussel, Program Chair, at ohiovalleypes@gmail.com on or before **May 15, 2025**. The subject line of the email should read “OVPES 2025 Proposal,” and proposals should be attached as Word documents (.doc or .docx format; no PDF’s please). Author identifying information should be removed from all proposals prior to submission. In addition:

PART 1: In the body of your email message, please include:

1. Proposal title
2. Presentation format (e.g., paper session, panel, or alternate session)
3. Your name, title, and institutional affiliation (as you prefer to be listed/spelled on the program; this should be the main contact person)
4. Your email
5. The name(s) of co-presenter(s), if applicable (as preferred to be listed/spelled on the program)
6. An abstract of up to 150 words

PART 2: Please attach a Word document that includes the following information:

1. The proposal title and presentation format
2. A summary of up to 500 words, describing how you will address your topic and/or its line of argument, explain its significance, and indicate several major references you will draw upon to make your argument and to place it into scholarly conversation. Please make the connection to philosophy of education clear, and, if applicable, explain how your proposal relates to the conference theme.
3. Remove all author-identifying markers, including references to your prior work.

ADDITIONAL INFORMATION. You will receive an email acknowledging receipt of your submission within 48 hours. If you do not, please email the Program Chair at ohiovalleypes@gmail.com. Please note that OVPES will not provide technology or technological assistance at the 2025 conference. Authors who wish to use technology must bring and operate their own. Graduate students whose individual paper session proposals are accepted for presentation and who wish to be considered for the OVPES 2025 Graduate Student Paper Award will be asked to submit their full papers (see full-length conference paper guidelines below).

PSIE JOURNAL CONSIDERATION: Full-length papers presented at the conference should be no longer than 4500 words, including footnotes, following the Chicago Manual of Style. Papers presented at the conference and meeting all the editorial requirements will be considered for publication in *Philosophical Studies in Education*, the refereed journal of OVPES, following a separate, peer review process. A separate call for submissions will follow the conference (see manuscript requirements at ovpes.org/journal).