Issues of Recognition in Pragmatism and American Transcendentalism

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Co-organized by: Japan Society for the Promotion of Science (Stockholm Office), Kyoto University, SPIRITS International Project “Philosophy as Translation and Understanding Other Cultures” (Kyoto University), The Centre of Excellence Reason and Religious Recognition (Academy of Finland, University of Helsinki, Faculty of Theology), Helsinki Collegium for Advanced Studies

Notes on Contributors

Yusuke Arai is Researcher at the Center for the Promotion of Interdisciplinary Education and Research (C-PIER) of Kyoto University since February 2015. Before joining the C-PIER, he worked as Research Administrator at the Humanities and Social Sciences Departments of Kyoto University. The area of his specialization is comparative politics, with a particular focus on party and electoral politics in Germany. He spent one year at the Free University of Berlin in Germany as a DAAD Scholarhipholder. He has co-authored eleven books in the field, and the latest book is Election and Democracy (Yoshida Publishing, 2013, in Japanese). He worked at Tokyo Institute of Technology as Research Associate for nine years. He also has teaching experience as a part-time lecturer at Japan Women’s University, Keio University, and Nihon University.

Kensuke Asai is a doctoral student at Graduate School of Education, Kyoto University. His research interests are in the experience of otherness and its relation to the transformation of a human being. He is primarily studying the early works of Walter Benjamin and related philosophers, such as Jacques Derrida and Giorgio Agamben, in terms of educational communication with others; his master’s thesis is on Benjamin’s idea of translation and its relation to the idea of reflection. Furthermore, he is interested in the educational aspects of interdisciplinary communication and works as a member of the Inter-Graduate School Program for Sustainable Development and Survivable Societies, Kyoto University. His recent publication is "Sensei and Gift Giving in Soseki's Kokoro: Toward an Alternative Economy of Teaching" in Record of Clinical-Philosophical Pedagogy, Vol. 13, 2015.
Nami Fujimoto is a doctoral student at Graduate School of Education and a fellow of Inter-Graduate School Program for Sustainable Development and Servivable Societies, Kyoto University. She works on citizenship education with a background in pedagogy and instruction, international education policy, and philosophy. She has a special interest in the conception of autonomy. Her recent publications in Japanese include: “Initial Thoughts on Fred Newmann’s Conception of Authentic Achievement” in Journal of the Japanese Society for Study of Educational Objectives and Evaluation (2013); “Exploration of Fred Newmann’s Conception of Higher-Order Thinking” and “Analysis of Social Studies Assignments-the cases of eight junior-high schools in Otokuni regions [co-authored]” in Exploration of Lessons and Educational Assessments Promoting “the Use of Knowledge,” a final report for a Research Project funded by the Ministry of Education, Culture, Sports, Science and Technology (2013).

Sandra Laugier is Professor of Philosophy at University Paris 1 Panthéon-Sorbonne, a Senior Fellow of the Institut Universitaire de France, and head of the Sorbonne Center for Contemporary Philosophy of the Institute for Legal and Philosophical Sciences (UMR 8103, CNRS-Paris 1) After studies at the Ecole Normale Supérieure (1980-1985) and at Harvard University (1983-1985), she received her PhD in philosophy in 1990 from the University of Paris 4 and her HDR (Habilitation) in 1997 at the University of Paris 1, and was named professor at the University of Picardie Jules Verne (1998-2010), then junior Fellow of the Institut universitaire de France (1999-2004) before becoming Professor at Université Paris 1. Her interests are mostly in ordinary language philosophy (Wittgenstein, Austin, Cavell) and ethics (ethics of care, moral perfectionism, and environmental ethics). She has translated into French most of Stanley Cavell’s work (including The Claim of Reason, Must We Mean What we Say?, Pursuits of Happiness, and all his works on Emerson). She has directed several research programs including a major ANR (National Research Agency) program on the ethics of care (2007-2010) and is now deputy director of the Institute for Human and Social Science at the French CNRS. She was an invited professor at Johns Hopkins University (2008, 2009, 2011), and an invited lecturer at many universities (in Europe, and at University of Chicago, Berkeley University, the New School for Social Research, and University of Tokyo and Doshisha University). She has published extensively (10 books, 24 edited works, many papers) on philosophy of language (Austin, Wittgenstein), North-American philosophy (Emerson, Cavell), and moral philosophy, in French, English, German, and Italian. He most recent works include: Wittgenstein, Le mythe de l’inexpressivité (Vrin, 2010),

Áine Mahon is Lecturer in Philosophy of Education at University College Dublin. Her research spans Contemporary American Philosophy and Contemporary American Fiction, and she has published numerous articles and chapters on the philosophers Stanley Cavell, Richard Rorty, Cora Diamond and Martha Nussbaum, as well as the novelists David Foster Wallace, Jonathan Franzen, Don DeLillo and Siri Hustvedt. Áine’s first monograph, The Ironist and the Romantic: Reading Richard Rorty and Stanley Cavell was published by Bloomsbury in 2014 and she is the co-editor (with Andrew Taylor) of Stanley Cavell, Literature and Film: The Idea of America (London: Routledge, 2013). Áine completed her B.A. at Trinity College Dublin, her M.A. at Queen’s University Belfast and her Ph.D. at the University of Nottingham. She has held postdoctoral research fellowships at the University of Edinburgh and University College Dublin and in 2013, she was a Fulbright Visiting Scholar in the Department of Philosophy at The New School for Social Research. In the academic year 2014/2015, Áine was an adjunct lecturer at University College Dublin, Marino Institute of Education and University College Cork. This was the year she developed a deep-seated hatred for Irish Rail. Áine is co-secretary of SWIP-Ireland and takes particular responsibility for the society’s mentoring initiatives. She is a founding member also of Philosophy Ireland, a national network of researchers and teachers concerned with the introduction of Philosophy into the Irish primary and secondary school curriculum.

Keiko Matsui Gibson is Professor of Comparative Literature in the Department of English at Kanda University of International Studies in Chiba, Japan. She received her Ph.D. in Comparative Literature from Indiana University and taught at Knox College and Pennsylvania State University for several years before returning to Japan. Her research primarily focuses on an ethical and philosophical examination of literary works and films, and she draws upon literary and philosophical theories including American pragmatism, poststructuralism, and deconstructionism. Concerning the theme of social justice, she stands in between the modern and the postmodern, making efforts to
overcome dichotomies such as universalism vs. particularism, the empirical vs. the metaphysical (ontological), facts vs. values/norms, literature vs. science, among others. In her literary and philosophical analyses, she draws on perspectives and insights of pragmatism, poststructuralism and deconstructionism. For the last several years, she has been actively involved in a research project on human dignity. Her publications include “Can the Ethics of Care Become a Global Ethics?” (Tokyo: German Applied Ethics Studies, vol.2, 2011), “Moral Dilemma on Life and Death: Impossibility of Self-Determination as Seen in the Narrative World of My Sister's Keeper” in Liberty and Autonomy (Tokyo: Ochanomizu shobo, 2010), “The Educational Philosophy of John Dewey and the Modern Times” in Theory and Reality in History (Tokyo: Ochanomizu shobo, 2008), and “The Political and Postmodernism: Aporia between Equality and Differences in Theory of Justice” in Community and Justice (Tokyo: Ochanomizu shobo, 2004).

Junichi Mori is Vice President for International Relations and Director General of the Organization for Promotion of International Relations (“OPIR”) of Kyoto University since April 2009. Before he joined the International Center of Kyoto University in April 2004, he worked at the Bank of Tokyo-Mitsubishi and Institute for International Monetary Affairs and was engaged in the financial business and research. Professor Mori has worked for various development assistance projects for Asian countries. He currently lectures in development economics at the International Center of Kyoto University. He is very active in promoting international student exchange and was a member of the University International Strategy Council of the JSPS (Japan Society for the Promotion of Science). He has given many speeches on the internationalization of higher education in various places in the world. His most recent paper is “G30 and its implication for Japan” (Ronko, The International Center Research Bulletin vol.1, 2011).

Nobuo Kazashi is Professor of Philosophy at Kobe University. He received his doctorate from Yale University, and specializes in contemporary philosophy, modern Japanese thought, and peace studies. In 2013 he co-founded the American Philosophy Forum in Japan. Based in Hiroshima, he has been engaged in peace activities; recently he co-directed the World Nuclear Victims Forum held in Hiroshima Nov. 21-23, 2015. His publications in English include: “The Passion for Philosophy in a Post-Hiroshima Age: Rethinking Nishida’s Philosophy of History,” Frontiers of Japanese Philosophy, Vol. 6, 2009; "Bodily Logos: James, Nishida, and Merleau-Ponty," Merleau-Ponty, 1999; "The Musicality of the Other: Schutz, Merleau-Ponty, and Kimura," Prism of the

Jeremy Rappleye is an Associate Professor at the Graduate School of Education, Kyoto University. He is American, but completed his doctorate at Oxford and has worked in East Asia – China, Japan, Taiwan - for more than 10 years (including 7 years at Japan’s leading national universities). His work focuses on globalization, policy reform, and educational transfer, in particular the movement of knowledge, ideas, policy, and practice across time and space. Publications include Exploring Cross-National Attraction in Education (2007), Educational Policy Transfer in an Era of Globalization (2012), and a co-edited volume Reimagining Japanese Education (2011). Through his on-going participation in the SPIRITS project, he has gradually inched closer towards the philosophy of education. Recent papers emerging from this work include one looking at the consequences of Japan’s ‘borrowing’ of Western time in the modern era (forthcoming in Comparative Education, Spring 2016) and another examining the degree to which PISA-results can reveal differences in ontology, self, and pedagogical approach (forthcoming in Comparative Education Review, 2017).

Minako Saigo is a graduate student of Kyoto University and JSPS researcher. Her interest is in the philosophy of education, especially that of John Dewey. While studying his theory of “aesthetic experience” and “democracy as a way of life”, she investigates in art textbook “Kodomono-Bijyutsu (Children’s Art)”, which was published in Japan from 1980 to 1995. Thesis: How “Children’s Art (Kodomono-Bijyutsu)” was Edited and Blocked in its Adoption: The Challenge of Publishing Textbooks not for Profit, Forum on History of Education No.6, May 2014.

Naoko Saito is Associate Professor at the Graduate School of Education, University of Kyoto. Her area of research is American philosophy and pragmatism and its implications for education. She has been working as a mediator in cross-cultural settings, especially between Japan and Anglo-American cultures, and more recently European cultures. Her main publications include The Gleam of Light: Moral Perfectionism and Education in Dewey and Emerson (New York: Fordham University Press, 2005), and Uchinaru Hikari to Kyoiku: Pragmatism no Sai-Kochiku (“The Gleam of Light: Reconstruction in Pragmatism” (2009), a Japanese adaptation of The Gleam of Light and the Japanese translation of Stanley Cavell’s The Senses of Walden (Tokyo: Hosei
University Press, 2005) and of Paul Standish’s *Beyond the Self: Wittgenstein, Heidegger, Levinas and the Limits of Language* (Tokyo: Hosei University Press, 2012). From her cross-cultural experiences, she has acquired the conviction that education is lifelong, transcending borders and generations, and that philosophy is a process of mutual learning, deepened by translation between different cultures.


**Kazuma Sogabe** is a graduate student at the Graduate School of Education, Kyoto University. His research addresses issues surrounding social minorities in the contemporary world, based on the theories of 19th-century American philosopher, Ralph Waldo Emerson (1803-1882) and other related modern thinkers. In his master’s thesis, he attempts to explore what the “strength” and the “character” for minorities are in the light of their “sense of the tragic.” Through the SPIRITS project, he intends to obtain international-interdisciplinary and theoretical-practical suggestions on the issue of minorities. He is also a member of the Inter-Graduate School Program for Sustainable Development and Survivable Societies at Kyoto University (GSS). As a part of the above projects, he has made presentations at the “American Philosophy Forum,” a Japanese conference (presentation title: “Human Growth as the Increase of One’s Own Words: Based on Emerson’s ‘Strong Self’ (Japanese)” [July 6, 2014]), and at “Critique, Critical Thinking, and Human Transformation: Dialogue between Finnish and Japanese Philosophers of Education,” an international colloquium held at Helsinki University (presentation title: “The Human ‘Strength’ for Finding One’s Voice: R. W. Emerson, S. Cavell and Reengagement with One’s Words” [November 27, 2014]). He has also conducted field research on minorities, education, and philosophy at several schools in Finland and London in the fall of 2014.
**Sigridur Thorgeirsdottir** is a professor of philosophy at the University of Iceland and was 2014-2015 Erkko Professor at Helsinki Collegium for Advanced Studies. She studied philosophy in Boston and Berlin. She has published books on the philosophies of Nietzsche and Arendt, feminist philosophy, philosophy of embodiment, women in the history of philosophy, and on transnational education. She is member of the board of FISP (International Federation of Philosophical Societies) and chair of its gender committee, and she is one of the founders and first chair of board of the United Nations University GEST Programme, a transnational studies and training program in gender equality.

**Ye Zhu** is a Ph.D. student in the Department of Clinical Pedagogy at Kyoto University. He was born in China and came to Japan fifteen years ago. With his background of living and thinking between two languages and cultures, his main scholarly interest is in Jacque Derrida’s linguistic philosophy, with a particular focus on an inseparable relationship between language, knowledge, and human being. His recent paper Justice as Transcendence (in Japanese) will be published in the edited collection, Social Justice in Translation (eds. Yasuo Imai, Naoko Saito, and Paul Standish) (University of Tokyo Press, 2014). In this article, he discusses the issue of justice from the perspective of language, translation, and otherness.