



# NEWSLETTER CRIF

## Centro di Ricerca sull'Indagine Filosofica

Documento d'informazione dell'Associazione

NUMERO 1  
SETTEMBRE 2014

ANNO I

A cura del Consiglio Direttivo CRIF. Redattrice: Annalisa Decarli.

Care/i Socie/i,

**ben ritrovate/i dopo la pausa estiva!**

**Settembre è il mese della ripresa, della progettazione, dei buoni propositi: noi inauguriamo la stagione autunnale incrementando la comunicazione all'interno della nostra Associazione con una *Newsletter* mensile, nella quale troverete notizie, segnalazioni di eventi e informazioni utili alla nostra pratica e alle nostre attività.**

Come molti/e di voi sanno, da diversi anni esiste il gruppo Google chiamato "SociCRIF" al quale però nel tempo si sono iscritti soci che successivamente non hanno rinnovato la loro iscrizione. Abbiamo pensato che questo gruppo sia da intendere più come un luogo virtuale in cui si incontrano vecchi/e e nuovi/e iscritti/e al CRIF con l'obiettivo di confrontarsi sulla P4C e sulle attività ad essa inerenti. Per questo motivo, come forse qualcuno/a ha già notato, il nome del gruppo è cambiato da "SociCRIF" a "ForumCRIF". Attiveremo un nuovo gruppo, chiamato "Soci\_CRIF", che verrà utilizzato per comunicazioni operative rivolte esclusivamente a soci/e, e che verrà aggiornato di anno in anno con l'inserimento di nuovi/e soci/e e l'esclusione dei vecchi/e (che comunque potranno continuare a confrontarsi in "ForumCRIF").

## Tirocini

Come saprete, ogni percorso formativo deve essere completato con un tirocinio pratico, la cui regolamentazione è descritta dettagliatamente nella sezione "Formazione" del nostro sito. Non sarà forse inutile sottolineare l'importanza di questo momento esperienziale in una pratica come la P4C, che si impara facendola, come Lipman ha sempre sostenuto. Il tirocinio al di fuori del contesto formativo, che è

in qualche modo sempre un ambiente protetto, costituisce allora il momento in cui ciascun/a corsista può mettere alla prova le proprie competenze e abilità, individuando al contempo i propri punti di forza e le criticità, che tutti abbiamo, e sulle quali, nella fase di tirocinio, avrà l'opportunità di lavorare col sostegno del tutor. La ricerca del luogo dove realizzare concretamente l'esperienza è una tappa importante di ogni nostro progetto: sviluppare autonomamente la capacità di proporsi e di concordare un percorso con il referente dell'istituzione ospitante diventa così parte integrante della formazione individuale. Naturalmente, troverete nel sito l'elenco delle scuole dove si pratica la P4C e i contatti dei referenti territoriali del CRIF, che si rendono disponibili anche per il tutoraggio.

Intanto vi segnaliamo i membri del Consiglio Direttivo, con la suddivisione per zone geografiche:

- Per il Nord-Italia:
  - o Annalisa Decarli – email: [annalisa.decarli@alice.it](mailto:annalisa.decarli@alice.it)
  - o Alessandro Rizzacasa – email: [alessandro.rizzacasa@fastwebnet.it](mailto:alessandro.rizzacasa@fastwebnet.it)
- Per l'Italia centrale:
  - o Saveria Addotta – email: [v.s.addotta@gmail.com](mailto:v.s.addotta@gmail.com)
- Per il Meridione:
  - o Claudia Brodetti – email: [claudia.brodetti@alice.it](mailto:claudia.brodetti@alice.it)
  - o Alessandro Volpone – email: [alessandro.volpone@uniba.it](mailto:alessandro.volpone@uniba.it)
- Per la Sardegna:
  - o Fabio Mulas – email: [fabiomulas\\_p4c@yahoo.it](mailto:fabiomulas_p4c@yahoo.it)

Ulteriori informazioni saranno inserite nella sezione “Formazione” del sito CRIF.

## Incontro di Livorno

Come deciso a Roma nel corso dell'Assemblea annuale dei Soci, la Sezione di Livorno sta organizzando il Seminario sulle prospettive teoriche del CRIF, per favorire un momento di confronto sereno fra le diverse prospettive che convivono nella nostra Associazione e capire insieme come vogliamo crescere. In quell'occasione si terrà anche l'incontro delle Sezioni e sarà convocata un'Assemblea straordinaria dei Soci.

Non appena verranno individuate le date del Seminario provvederemo a pubblicarle sul sito CRIF e a comunicarle con la *Newsletter* di ottobre, unitamente a indicazioni logistiche e organizzative.

## Call for paper su P4C

Di seguito riportiamo il CALL FOR PAPER circolato nella lista ICPIC

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Dear Colleagues

You are warmly invited to submit abstracts for The Routledge International Handbook of Philosophy for Children edited by Maughn Gregory, Joanna Haynes and Karin Murris

This Call is addressed to all P4C international and national networks, groups, centres and mailing lists – please circulate this call for contributions widely.

For nearly 50 years the theory and practice of Philosophy for Children have developed over time and in diverse contexts and global settings, while responding to, and interacting with other philosophical and educational movements. In that time Philosophy for Children has become a dynamic, complex, controversial and socially critical movement that poses deep questions about teaching, learning and schooling. It has also made profound contributions to broader debates about childhood, philosophy, education and democracy.

The Routledge International Handbook of Philosophy for Children will be part of Routledge's series of prestigious international handbooks, each a landmark publication that recognises and helps to define a particular field of academic theory, practice, and enquiry, and also indicates future directions for research and practice within that field. It is significant that the series editors at Routledge have recognised Philosophy for Children as a field that should be acknowledged through the publication of an international handbook. Though there have been previous international anthologies of scholarly essays on P4C in the past, none has attempted the kind of comprehensive overview of issues and positions or the assessment of the most important avenues of future research intended for this Handbook. This project is particularly timely with the recent deaths of leading figures Matthew Lipman, Ann Sharp and Gareth Matthews, which has led to deep reflection on their influence and given rise to new thinking.

The Handbook will offer a wide variety of critical perspectives on theories and practices of philosophy for and with children (P4C), providing new insights and identifying emerging questions regarding the key philosophical and educational

debates that have been provoked by bringing philosophy to school classrooms and other learning contexts, and bringing children's voices into moral and political arenas. The Handbook is intended to be engaging and provocative for established practitioners and scholars of P4C around the world, as well as for new students, postgraduates, researchers and critics.

## Structure and Character of the Book

Introduction (by the editors)

Section I – Genealogies and Legacies of Philosophy for Children

Section II – The Democratic Nature of Philosophy for Children

Section III – Children and Childhood in Philosophy for Children

Section IV – What is Philosophical about Philosophy for Children? Knowledge, Imagination, Questioning and Concepts

Section V – The Pedagogy of the Community of Enquiry in Action: Epistemology and Social Learning Theory

Section VI – The Aesthetics of Philosophy for Children: Bodies and Spaces.

Section VII – Philosophical Texts and Philosophy for Children

Section VIII – Philosophy as a School Subject and Philosophy across the Scholastic Disciplines

Section IX – Research Directions and Methods in Philosophy for Children

Conclusions and Emerging Questions (by the editors)

## Editorial Process

This call is for extended abstracts describing chapters in each of the thematic areas listed above. The editors will be working with a pool of peer reviewers to respond to the abstracts submitted, to guide editorial decisions and to comment on drafts of chapters. All extended abstracts will be peer reviewed by teams of reviewers to ensure high quality content and writing. The editors will then select abstracts to be developed into full chapters so as to create balance and coherence within the sections of the book. Full chapters will be reviewed and edited before final publication.

## Guidelines for Full Chapters

Authors are encouraged to engage with both early and seminal texts and with critics of P4C, in producing chapters that contribute to a critical overview of a particular section of the Handbook. Full chapters should reflect a familiarity with the range and depth of scholarship that has already been done, and important developments of

practice within the specific thematic areas identified above. They should address the rich diversity in those areas, including genuine theoretical conflicts, in order to provide new perspectives, questions and openings for dialogue within P4C and between P4C and other fields.

Chapters should reflect an understanding of fields of scholarship that have informed and been informed by P4C, such as pragmatism, critical theory, post-structuralism, post-humanism and contemporary childhood studies. They should address relevant trends and movements in education such as global citizenship, children's literature, argument literacy, emotional literacy, inclusive education, distance learning, critical pedagogy and democratic schools. Chapters may address specific school subjects such as science, maths, English, literacy, religious studies, social studies, environmental education, gifted education and special education, and in any educational context, including formal and informal education, community, preschool, youth, adult or higher education. Chapters may include perspectives of communities with whom authors have been working, whether children, young people, university students or adults.

Final chapters for the book will all be around 4000 words in length. All contributions must be original works and must not have been published elsewhere. The editors cannot provide translation or proof reading. If necessary, authors should employ a professional to assist with use of English and proof reading. Abstracts or chapters that fail to meet a good standard of academic English will not be considered.

Authors are encouraged to work collaboratively, in pairs or teams with others who bring different disciplinary perspectives and/or expertise with different kinds of practice to the chapter. Our intention is to recruit authors to a reflexive project that explicitly and deliberately works with the tensions and diversity in the field to make academic progress and strengthen thinking. Preference will be given to those who co-author in the ways suggested above. In addition, the editors are committed to inclusivity and will make editorial decisions on the basis of ensuring diversity of discipline, geographical region, origination and reference to differences such as race, gender, social class, age as well as intersectionality.

There will not be any royalties for contributing authors. The editors will donate 50% of any profits to the International Council of Philosophical Inquiry with Children (ICPIC).

#### Guidelines for Extended Abstracts

Abstracts should be approximately 750-1000 words in length and provide a strong sense of the structure, nature, content and style of the proposed chapter. They should include a suggested title, an indication of how the proposed chapter would

contribute to a particular section of the Handbook, an indication of key sources that will help to shape its argument, analysis and discussion, and a bibliography. Given the scale of the project the editors will be sticking to a firm timeline:

- Please send extended abstract as Word file attachment to [philosophyforchildrenhandbook@plymouth.ac.uk](mailto:philosophyforchildrenhandbook@plymouth.ac.uk) by **31<sup>st</sup> October 2014**.
- Feedback and acceptance/rejection of abstracts by **23<sup>rd</sup> January, 2015**.
- First drafts of chapters will be required by **1<sup>st</sup> May, 2015**.
- Final drafts will be required by **1<sup>st</sup> September 2015**.
- Publication **2016**.

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È stato pubblicato il CFP per la XVII International ICPIIC Conference che si svolgerà dal **25 al 27 giugno 2015** alla University of British Columbia, Vancouver (Canada), in collaborazione con il Vancouver Institute of Philosophy for Children. Il tema della conferenza è *Identity and Philosophical Inquiry in an Age of Diversity* e di seguito si trascrive il testo del CFP (reperibile anche su <http://icpic2015.educ.ubc.ca/call-for-papers/>).

L'ICPIC è l'organizzazione internazionale che raccoglie i centri – nei cinque continenti – che sviluppano la ricerca e la pratica della *Philosophy for Children*, un curriculum con profonde radici pragmatiste ideato da Matthew Lipman negli anni '70 del XX secolo.

I partecipanti all'ICPIC Conference sono invitati a prendere parte anche alla III PLATO (Philosophy Learning And Teaching Organization) Conference, che si terrà il **29 e 30 giugno 2015** alla University of Washington a Seattle e sarà dedicata a *Equity and Inquiry*. Per ulteriori informazioni sulla PLATO Conference è possibile consultare <http://plato-philosophy.org/third-biennial-plato-conference-june-2015-call-for-papers/>.

## Call for paper della XVII ICPIIC conference

One of the most central ideas in ethical education has been the ideal of the autonomous, self-sufficient, rational subject; a subject that finds its own identity in opposition to others (Georg Wilhelm Friedrich Hegel). However, the ideals of democratic citizenship, global sensitivity, and multiculturalism call for a **dialogic and empathetic ideal of the self**; a self that is dynamic and continuously constructing identity in relation to its diverse environments. A dialogic self does not constitute its

own identity in its separation from others, but rather in communicating across differences and establishing deep connections with others.

The topic for the 2015 ICPIIC conference focuses on general questions around **identity, inquiry, and diversity** including questions like: how inquiry-based teaching, for example, the inquiry central to the *Philosophy for Children (P4C)* movement, influences identity construction from the point of view of such theoretical disciplines as developmental and educational psychology, philosophy, sociology, political science, and the philosophy of education. We welcome conceptual and empirical research, as well as pedagogical analyses. The purpose is to foster a dialogue that brings together insights on how to transform children's vulnerability and engagement in increasingly multicultural, diverse, changing, and ever more fragile environments so that they may learn to cultivate both compassion and agency.

We see P4C's community of inquiry (COI) as the most powerful pedagogy at hand to facilitate such processes around a dialogue-based inquiry. Consequently, the conference focuses on ways that the COI can promote such a change of perspective on identity development from a global perspective. However, there will also be space for new development, approaches and projects initiated by those interested in, and utilizing, P4C and COI methods.

Foci for papers and sessions, for example, might explore:

- Theorizing identity through inquiry as a key concept for the development of global awareness
- Indigenous inquiries
- Indigeneity, identity and dialogical inquiry
- Multiculturalism, identity and inquiry
- Identity development and children "at risk"/resiliency
- Global identity, cultural identities, individual identities
- Practices of cultivating dialogue across differences
- Cultural differences in facilitating philosophical inquiry
- Securing identity in an ever changing, more fragile environment
- Identity through dialogue

## **Session Guidelines**

All sessions will last 50 minutes and will include two types of formats:

### **1. Research session**

A theory, research or practically oriented presentation inspired by the theme of the conference or on philosophical inquiry practices; the overview presentation will last

25 minutes (or less) and the question-and-answer period will last 25 minutes (or more).

## **2. Exhibition poster or Kiosk**

A poster or kiosk display inspired by the theme or new philosophical inquiry practices. The full poster or kiosk display must be set up on the first day of the conference, prior to the first session. The exhibition will remain in place throughout the conference for participant viewing and sharing.

To ensure all participants get their allotted time, chairs will be appointed as time-keepers for each session. Papers must be in English.

## **Paper Submission for Research Session or Exhibition Poster**

In order to be considered for the program, individual paper proposals must be received no later than November 31, 2014. They should include the following information:

1. Name of presenter, institutional affiliation, address and email.
2. Title of individual paper
3. 750-word executive summary of paper
4. Half a page CV
5. Please state what, if any, audio-visual technology will be required for your paper.

Single paper proposals and all parts of the poster proposals should be gathered into one PDF document and uploaded through the link below. The Program Committee will finalize decisions no later than February 1st, 2015.

Papers will be considered by a committee made up of international ICPIK members.

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**Concludiamo questo primo appuntamento invitando tutti/e i/le Soci/e a segnalarci notizie, iniziative o eventi che possano essere inseriti nelle prossime *Newsletter*, all'indirizzo [crif@filosofare.org](mailto:crif@filosofare.org).**

**Augurando a tutte/i una buona ripresa delle attività, vi diamo appuntamento alla *Newsletter* di ottobre, con la speranza di incontrarci numerosi al Seminario di Livorno!**