

Call for Papers – Special Issue
The History of Philosophy and its Significance for Educational Practice

Deadline for contributions: November 1st, 2024

What role should historical texts and authors play in philosophy classes? At first glance, one might think that the educational value of the philosophical tradition can hardly be overstated. After all, reading historical texts seems indispensable for sharpening students' hermeneutical abilities. What's more, the great philosophers of the past can plausibly serve as philosophical role models: by emulating their work, students can improve their own philosophical thinking. Given this, it is no surprise that the history of philosophy figures prominently in many educational contexts.

However, upon closer inspection, it seems that there are also some considerations that directly speak against the educational significance of the philosophical tradition. For example, some authors have argued that studying the history of philosophy is philosophically insignificant, e.g. because there has been sufficient philosophical progress to render the work of historical authors obsolete. Conversely, other authors have argued that such an optimistic picture of philosophy is itself historically contingent, while the study of the history of philosophy is essential to determining what philosophy really is. These and related meta-philosophical debates should have profound implications for educational contexts, which are notoriously underexplored in the didactical literature.

In addition, there are genuinely pedagogical considerations that question the educational significance of historical texts. For at least with respect to some specific educational contexts, it is widely accepted that philosophical education should aim at the development of philosophical skills, rather than the acquisition of philosophical knowledge. And while it seems plausible that engagement with historical authors can in principle foster the development of specific philosophical skills, it is at least an open question whether this could be done more efficiently without delving too deeply into primary sources. This special issue solicits articles that engage with the educational significance of the history of philosophy from either theoretical or practical perspectives. More specifically, we are interested in questions that include, but are not limited to, the following:

- How can engagement with the history of philosophy contribute to successful philosophical education?
- What are potential risks and downsides of teaching historical authors in philosophy classes?
- Which specific historical texts or authors are of value in educational contexts, and which ones can – or even should – be left out?
- How should texts from philosophical tradition and history be taught in philosophy classes?

The special issue is edited by JProf. Dr. Dominik Balg (Univ. Mainz) and JProf. Dr. Manuel Lorenz (Univ. Cologne). Please get in touch if you have any questions.

The senior editors kindly ask to follow the **submission guidelines** and hand in **papers for double-blind peer review** via the following website: <https://ojs.ub.rub.de/index.php/JDPPh/about/submissions>

About

The **Journal of Didactics of Philosophy (JDPPh)** is a peer-reviewed academic journal devoted to research on the teaching and learning of philosophy edited by Jonas Pfister and Philipp Richter. Articles may be about any level of education. However, the main focus is on high school philosophy. We welcome work with a philosophical or normative approach as well as reports of results from empirical qualitative and quantitative research. The journal also publishes reviews of books, textbooks and other educational material of international interest as well as country reports about similarities and differences in teaching philosophy in different countries. It is an aim of the journal to promote the dialogue among researchers and practicing teachers across the world. <https://ojs.ub.rub.de/index.php/JDPPh/index>