“You Choose” Leadership Award Application for 2015 Competition

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Latin American Philosophies of Education Symposium

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Abstract

There exits within Latin America a rich tradition of philosophies of education for the most part unknown and unexamined in the United States. This two-day symposium will bring four speakers from Latin America and the U.S. in order to examine how Latin American philosophies of education might help us imagine education beyond the current borders and constraints of the field. We will strive to answer the following questions: To what degree have Latin American theories penetrated philosophies of education in the United States and elsewhere, and how much have they helped (or not) form teachers and students? How can we use Latin American philosophies of education to think about new, innovative ways of teaching and learning? By introducing Latin American philosophies of education to scholars, teachers, and students, this symposium aims to expand our ways of theorizing education as well as develop techniques for improving educational practices in the United States.

Activity Goals

This two day symposium is organized in collaboration with LAPES (Latin American Philosophies of Education Society), a research group associated with the Center for the Study of Ethnicity and Race (CSER) at Columbia University in New York. The central aim of LAPES is to introduce to the English speaking world innovative education theory coming from Latin America which can transform educational philosophy and practice. Each academic year LAPES holds a symposium which gathers education scholars, k-12 teachers, and university students. This year, for the first time, the University of Miami, department of Modern Languages and Literatures will host the annual LAPES symposium.

This year’s speakers include: Argentine-Mexican philosopher Enrique Dussel, Brazilian philosopher of education Walter Kohan, Bolivian feminist writer and activist Julieta Paredes and UM Professor Tracy Devine-Guzman. All four speakers are very influential in the fields of pedagogy, education philosophy and social justice, yet their work remains largely unknown in the United States. All four speakers have been contacted and have enthusiastically agreed to participate in the event.

Over the course of two days we hope to cultivate diverse communities of inquiry made up of university professors, students, k-12 teachers and administrators, activists, and the general public interested in Latin American Philosophy of Education. Connections have already been established with teachers in North Miami Beach, North Miami and Coral Gables, as well as organizations that work on educational issues, such as the PowerU Center for Social Change, in order to assure that these different groups will participate in the discussion.

In order to further serve the wider community, the symposium will also include a ‘reading lab’ for high-school students from Liberty City, introducing marginalized youth to a variety of pedagogical models. During this reading lab students and teachers will examine and discuss, in collaborative fashion, philosophy of education texts from Latin America. LAPES has hosted a variety of ‘reading labs’ over the past three years in the New York City metropolitan area with great success.
With the aim of making Latin American philosophies of education available to an English-speaking audience, each calendar year LAPES translates one major work from Latin America into English. In 2015 LAPES has, for the first time, translated into English, Enrique Dussel’s prominent book *La pedagogica LatinoAmericana*. Dussel’s lecture, which will open the symposium, will also serve as a book launch for the English version of his book. In addition, each year LAPES publishes its symposium proceedings in its journal *Lápiz*. The four talks from the University of Miami symposium will be published and made available for free, in both print and online, in the Fall of 2016. The symposium would also serve as the inauguration of a long-term LAPES-UM collaboration. LAPES is interested in organizing a yearly pedagogical workshop for the UM community and wider Miami public, as well as having the launch of the *Lápiz* Volume 3 at UM in the Fall of 2016.

**Professional Goals**

In March 2015, I was invited to offer a lecture at the LAPES symposium entitled “Caribbean philosophies and the challenge to neoliberal imagination.” The talk served as the basis for an article that LAPES is publishing this Fall. The article calls for a new educational paradigm, one founded on utopian, rather than critical thinking. I hope to extend this argument into a book manuscript, which would include examples of utopian thinking from the French and Spanish speaking worlds. This symposium would allow me to establish relations with some of the most renowned thinkers in the fields of education, philosophy and social justice and further refine my ideas for the book project.

Furthermore, as this year’s Civic Engagement Fellow, I am currently designing civic engagement courses for my department. This symposium would be incredibly useful to me as I try to develop my own civic engagement pedagogy. The presence of community organizations at the conference would also open up the possibility for future civic engagement partnerships.

I am also currently serving as the job placement officer for our graduate students. My responsibilities include mentoring students through the application process and preparing them for interviews and campus visits. I see this symposium as part of the mentoring process since it will give graduate students a background in philosophies of education, thus helping them develop as future pedagogues.

**Budget:**

$7000 to be allocated as follows:

- $4,500 for airfare and accommodations for three invited speaker from South America
- $1000 for publication of *Lápiz*, the journal of LAPES. This cost covers design and production of 200 hard copies to be distributed across the country for free.
- $1000 travel stipend to be divided equally amongst LAPES members for travel to Miami.
- $500 for refreshments. This should cover small breakfast type food, coffee, tea, and wine for a reception.
The symposium is co-sponsored by the Department of Modern Languages and Literatures department. $4500 would come from the MLL budget and $2500 from the SEEDS grant.
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ACADEMIC EMPLOYMENT
University of Miami, Coral Gables, FL
Assistant Professor, Department of Modern Languages and Literatures, August 2014-

EDUCATION
Columbia University, New York, NY
Ph.D. in French and Comparative Literature, May 2014
Dissertation: “Contesting Globalization: Ethics, Politics and Aesthetics in the Atlantic World Economy”
Dissertation Committee: Madeleine Dobie (Chair), Souleymane Bachir Diagne, Graciela Montaldo

FELLOWSHIPS AND DISTINCTIONS
University of Miami Civic Engagement Fellowship Award, 2105-2106
American Society of the French Legion of Honor Dissertation Fellowship, Spring 2013
Graduate School of Arts and Sciences Summer Fellowship, 2012
Jeanne V. Pleasants Award for Excellence in Teaching, 2009
Institute for Comparative Literature and Society Graduate Fellowship, 2007-2011
Columbia University Faculty Fellowship, 2007-2012

PUBLICATIONS


Lotringer Sylvère and Perisic Alexandra, ed. Lectures by Félix Guattari. Semiotexte(s). In Progress.

"Beyond Discontent: National and Diasporic Imaginings in Contemporary Afro-Brazilian Women’s Writing." Comparative Literature Studies 49.2 (2012): 265-282
TEACHING

Assistant Professor, Department of Modern Languages and Literatures, University of Miami
Bodies in Motion: Rethinking Gender in the Francophone World (graduate course), Fall 2015
The French Empire and Its Other, Fall 2015
Atlantic Crossings: Literature and Immigration in the age of Globalization (graduate course), Spring 2015
Interpreting Literary and Cultural Texts in French, Spring 2015
Cultures of Resistance in the Francophone Caribbean, Fall 2014

Instructor, Department of French and Romance Philology, Columbia University
Major Literary Works since 1700, Fall 2013
Introduction to French and Francophone Studies I, Fall 2011
Intermediate French Conversation, Spring 2010
Intermediate French I and II, Fall 2009, Spring 2010, Fall 2010 (course coordinator)
Elementary French I and II, Fall 2008, Spring 2009

CONFERENCES

“Scaling Globalization in Edouard Glissant’s Tout-Monde,” European Society for Literature, Arts and Sciences Symposium, Malta, June 2015


"Unrepresenting the Immigrant in Leila Sebbar’s Shérazade, 17 ans, brune, frisée, les yeux verts.,” RMMLA, annual conference, Vancouver, Washington, October 2013

"Fatou Diome’s The Belly of the Atlantic and the Remapping of the Triangle,” ACLA annual conference, University of Toronto, Canada, April 2013

"Comment Présenter l’Afrique Francophone à Travers le Thème du Voyage,” American Association of Teachers of French Conference, Columbia University, February 2012

"De René Maran à Calixthe Beyala, une Trajectoire de Négociations,” The International Centre for Research on Slaveries (CIRESC) International Conference, Paris, December 2010

"Politique de l’Opacité dans l’Oeuvre de Marie NDiaye,” Graduate Student Conference, New York University, February 2010
TEACHING AND RESEARCH INTERESTS

PROFESSIONAL SERVICE

Job Placement Officer, University of Miami, 2014-

Graduate Studies Committee, University of Miami, 2014-

Breadth Examination Committee (Adrian Bagarry, Amin Zidouh, Salim Ayoub, Fely Catan), University of Miami, 2014-

Qualifying Examination Committee (Adrien Bagarry, Nada Naami, Elizabeth Langley), University of Miami, 2014-

Dissertation Prospectus Committee (Hisham Mazouz), University of Miami, 2014-2015

President, French Graduate Student Association, Columbia University, 2010-2011

Graduate Student Co-Organizer, “Thinking the Postcolonial in French,” Conference Organized by Madeleine Dobie and Emmanuelle Saada, Columbia University, March 2010

Co-organizer, “Circulation: Networks, Knowledge and the Literary,” French Graduate Student Association Conference, Columbia University, March 2009

Co-organizer, Modern Salon (faculty-student reading group in modern French literature), Department of French and Romance Philology, Columbia University, 2009

LANGUAGES

Serbian, native fluency
French, English, Spanish, near-native fluency
Portuguese, high proficiency
Haitian Creole, proficiency
Italian, basic reading knowledge