Manifesto for a Post-Critical Pedagogy
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Introduction

Naomi Hodgson, Joris Vlieghe, and Piotr Zamojski

The Manifesto for a Post-Critical Pedagogy was written in September 2016 and first presented at Liverpool Hope University on October 17, 2016. At that launch event, we heard a keynote response from Tyson Lewis and further invited responses from Geert Thyssen and Olga Ververi. From the outset, having made the manifesto available online in open access, we were encouraged by the enthusiastic response and the genuine interest shown by colleagues internationally. We therefore chose to invite further responses, to broaden the conversation, but did so specifically from early- to mid-career scholars. Hence, we also include here responses from Oren Ergas, Norm Friesen, and Stefan Ramaekers.

When seeking a way to publish the manifesto and the responses to it, we looked purposefully beyond the usual avenues taken in our field, for a publisher in keeping with the ethos of the manifesto itself. We thank punctum books and Eileen Joy and Vincent W.J. van Gerven Oei in particular for the confidence and enthusiasm they have shown in this project.

The strong commitment to open access publishing by punctum books is part of a shifting environment for academic publishing in which the demands of visibility and metrics compete with, and compromise, the public dimension of publication in academia. We are grateful to Liverpool Hope University for the Higher Education Impact Funding we
received to support the cost not only of publication but also of maintaining the book in open access in perpetuity.

We would also like to thank the Centre for Higher Education and Policy Analysis (CEPA) at Liverpool Hope University and the Philosophy of Education Society of Great Britain (PESGB) for their support in hosting and funding the launch seminar.

We provide no commentary here on the manifesto itself, or the responses that follow it in this book, other than to say that, as a manifesto it is intended to be short and to contain no references. The responses are more academic in style but still adopt a more conversational tone than a regular text, and they vary in length. The conversation form is taken up more fully in the final chapter in which we seek to address some of the questions they raise in ways that, we hope, provide further provocation and keep the conversation open.