

Lived body – Corporeality – Embodiment

Pedagogical Perspectives of a Phenomenology of the Lived body

4th Symposium on Phenomenological Educational Science
at Humboldt University Berlin

September 18th – 20th, 2017

Festsaal der Humboldt-Universität zu Berlin, Luisenstrasse 56, 10115 Berlin

The lived body is present and palpable – as a public, displayed, symbolic, shaped and enticed body it is encountered everywhere. It is object of medial, biotechnical and cultural practices – from *enhancement* and *well being* to *athletic training* and *spiritual meditation*. Furthermore, it has been given attention to the body in the social sciences in the course of the *body turn*. Recently, the lived body is recognised within gender studies and post-feminism as well as the cognitive and medical sciences. In philosophy, bodily images assuming the submission of the body to reason can be found from Plato to Christianity, Descartes and Kant. The instrumentalization of the lived body within science and culture is succeeding Descartes' geometricalisation of nature in modern times. Within pedagogy, the commissioning of the lived body commences in manifold theories, practices and institutions. It becomes manifest in the neglect of perspectives of the lived body within pedagogy and for a long time represented the marginalisation, disciplining and normalisation of the lived body. Contrary to this notion of the body, Phenomenology developed a precise understanding of the term *lived body (Leib)* in the early 20th century by redefining the relation of lived body and thinking with a non-dualistic theory. In Phenomenology, diverse applications of the lived body are accounted for – from Husserl to Merleau-Ponty, Heidegger, Fink, Plessner, Levinas, Waldenfels and Nancy. Within the phenomenological educational sciences, a lived body oriented pedagogy has been developed (Fink, Meyer-Drawe, van Manen, Brinkmann).

The discourse concerning lived body and body has expanded in the last years. Interesting in this context is not only how phenomenological lived body approaches have differentiated theoretically and empirical. It is also interesting in what ways these approaches can be positioned and adjusted with regard to other approaches. In the context of this recent development and the international discourse concerning lived body and body, the symposium focusses on the following key questions:

1. How can we describe the relation of a phenomenological pedagogy of the lived body to
 - discourse analytical and performative approaches which focus on body and power (Foucault, Butler)
 - practice oriented approaches which explore societal and social body practices (Schatzki, Bourdieu)
 - cognitive theoretical approaches which emphasise the relation of body, lived body and cognition along the paradigm of embodiment (Varela, Gallagher) and

2. Which questions, problems, chances and theoretical as well as empirical uses arise from these explorations for a phenomenological educational science?

Following these concepts and ideas, further approaches of a pedagogical phenomenology of the lived body are to be developed in this symposium.

The contributions are expected to:

- explore the relation of lived body and pedagogy from a phenomenological perspective in a systematic, historical or empirical way,
- shed a light on corporeality and/or embodiment as concepts of pedagogical thinking and acting,
- take up international and inter-disciplinary discourses concerning the lived body and
- make them fruitful for phenomenological perspectives and pedagogical relations.

You are very welcome to join the symposium. We are looking forward to interesting proposals for a contribution.

Please send an exposé/abstract of not more than 3.500 characters until **February 28, 2017** to:

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The contributors will be informed of their accepted papers until **May 15, 2017**.