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Saint Xavier University
College of Liberal Arts and Education | Education Division
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EDUCATION

- 2015 Ph.D., **Indiana University**, Philosophy of Education (minor: Political Science)
- 2014 M.S.Ed., **Indiana University**, History and Philosophy of Education
- 2005 M.A., **Fairfield University**, Curriculum and Instruction
- 2001 B.A., **Fairfield University**, English (minors: Philosophy and Art History)

ACADEMIC POSITIONS

- 2026-Present Saint Xavier University, Chicago, IL
Director, Education Division, College of Liberal Arts & Education
- 2026-Present Saint Xavier University, Chicago, IL
Associate Professor, Education Division, College of Liberal Arts & Education
- 2025-2026 Saint Xavier University, Chicago, IL
Interim Director, Education Division, College of Liberal Arts & Education
- 2023-2026 Saint Xavier University, Chicago, IL
Assistant Professor, Education Division, College of Liberal Arts & Education
- 2019-2023 DePaul University, Chicago, IL
Instructional Assistant Professor, Department of Leadership, Language & Curriculum, College of Education
- 2015-2019 St. Louis University, St. Louis, MO
Assistant Professor, Department of Educational Studies, School of Education

RESEARCH AND TEACHING INTERESTS

Democratic Education
Philosophy of Education
Philosophy of Childhood

Capability Approach
Education Policy and Politics
Teacher Education

PUBLICATIONS

Peer-Reviewed Articles

- DeCesare, T. (2024). The adults are not alright: Theorizing adult democratic education from the Capabilities Approach. *Educational Theory*, 74(5), 735-758. <https://doi.org/10.1111/edth.12664>
- DeCesare, T. (2024). Children's rights and agency: Promoting participative capabilities through self-directed education. *On the Horizon: The International Journal of Learning Futures*, 32(2/3), 60-67. <https://doi.org/10.1108/OTH-04-2024-0021>
- DeCesare, T. (2022). The future is now: Rethinking the role for children in democracy. *Philosophy of Education*, 78(3), 111-125.
- DeCesare, T. (2022). Catholic social thought and the Capability Approach: Toward a more democratic form of global democracy promotion. *Journal of Catholic Social Thought*, 19(2), 205-229. <https://doi.org/10.5840/jcathsoc202219216>
- DeCesare, T. (2020). Centered Democratic Education: Public Schools as Civic Centers. *Philosophical Studies in Education*, 51, 33-43.
- DeCesare, T. (2017). Working toward transpositional objectivity: The promotion of democratic capability for an age of post-truth politics. *The Good Society: A Journal for Civic Studies*, 26(2-3), 218-233. <https://doi.org/10.5325/goodsociety.26.2-3.0218>
- DeCesare, T. (2017). Capability and the obligation of effective power: The global promotion of democratic education for all. *Philosophy of Education*, 73, 225-239.
- DeCesare, T. (2017). Re-thinking the conceptual and normative implications of the 'capability to be educated': Children, youth, and the pursuit of educational equality. *Philosophical Studies in Education*, 48, 1-11.
- DeCesare, T. (2016). Still leaving citizens behind: Re-conceiving the civic empowerment gap as a democratic capability gap. *Journal of Philosophy & History of Education*, 66(1), 13-26.
- DeCesare, T. (2016). A capabilities-based critique of Gutmann's democratic interpretation of equal educational opportunity. *Philosophical Studies in Education*, 47, 129-139.
- DeCesare, T. (2014). Theorizing democratic education from a Senian perspective. *Studies in Philosophy and Education*, 33(2), 149-170. <https://doi.org/10.1007/s11217-013-9381-4>
- DeCesare, T. (2012). On the potential contributions of high school philosophy to ethical and democratic education. *Teaching Ethics*, 13(1), 1-16.

DeCesare, T. (2012). The Lippmann-Dewey debate revisited: The problem of knowledge and the role of experts in modern democratic theory. *Philosophical Studies in Education*, 43, 106-116.

DeCesare, T. (2011). Two versions of the capability approach and their respective implications for democratic education. *Philosophy of Education*, 67, 226-234.

Book Chapters

DeCesare, T. (2026). Reframing the problem of knowledge and promoting democratic capability: A Deweyan and Senian approach to preparing democracy. In R. Karaba (Ed.), *Sen, Dewey, and education*. Bloomsbury.

Editor-Reviewed Articles

DeCesare, T. (2025). Let's be less schoolish: Toward a more holistic educational approach to reviving democracy. *Philosophical Studies in Education*, 56, 22-29.

DeCesare, T. (2021). Philosophy of education in unprecedented times: Seizing opportunity in calamity. *Philosophical Studies in Education*, 52, 1-8.

DeCesare, T. (2016). Rediscovering the educating forest through the prefacing trees: Drawing lessons from Barber's *Strong Democracy*." *Philosophy of Education*, 72, 128-131.

DeCesare, T. (2016). Children and the realization of justice. *Talking Points*, 27(2), 28-29.

Book Reviews and Review Essays

DeCesare, T. (2024). *The Cambridge Handbook of Democratic Education* by Julian Culp, Johannes Drerup, and Douglas Yacek (eds.). *Theory and Research in Education*. <https://doi.org/10.1177/14778785241279257>

DeCesare, T. (2020). *Jefferson's Revolutionary Theory and the Reconstruction of Educational Purpose* by Kerry T. Burch. *Journal of Educational Controversy*, 14(1), 1-4. <https://cedar.wvu.edu/jec/vol14/iss1/5>

DeCesare, T. and Cowles, L. (2018). *American Public Education and the Responsibility of Its Citizens* by Sarah M. Stitzlein. *American Journal of Education*, 124(4), 516-520. <https://www.jstor.org/stable/26544559>

DeCesare, T. (2016). "What Kind of Teacher for Our Citizens? A Review of *What Kind of Citizen? Educating Our Children for the Common Good*." *Democracy and Education*, 24(2), 1-3. <https://democracyeducationjournal.org/home/vol24/iss2/18>

Other Publications

DeCesare, T. and Cowles, L. (2018, March 6). Unlock the schools. *St. Louis Post-Dispatch*. http://www.stltoday.com/opinion/columnists/unlock-the-schools/article_9826f0dc-bb1f-5965-a477-cb0183d4e9fd.html

DeCesare, T. and Cowles, L. (2018, March 1). Throw the doors open. *Education Week*.
<https://www.edweek.org/ew/articles/2018/03/07/after-parkland-where-do-we-go-from.html>

SCHOLARLY WORK IN PROGRESS

DeCesare, T. (in preparation). Let first graders vote: Justifying children's voting rights by their attachment to social institutions.

DeCesare, T. (book manuscript—in preparation). *Democratic education and the capabilities approach: Pursuing global equity in education*.

CONFERENCE AND WORKSHOP PRESENTATIONS

Conference Presentations (Peer Reviewed)

DeCesare, T. (October 2025). Bringing High School Philosophy (back) to the Curriculum: The Anti-Authoritarian Potential of an Anti-Communist Idea. *American Educational Studies Association*. Albuquerque, NM.

DeCesare, T. (April 2025). Preparing democracy for children: A defense of voting rights for first graders. *American Educational Research Association*, Denver, CO.

DeCesare, T. (April 2025). Philosophy goes to high school: Expanding the History of Cold War Era Curricular Reform. *Saint Xavier University All University Research Expo*, Chicago, IL.

DeCesare, T., Bradford, M. & Noel, T. (November 2024). Applying a childist ethic to schooling: Towards an authentic democratization of schools. *American Educational Studies Association*, Greenville, SC.

DeCesare, T. (November 2024). Children's rights and agency: Promoting participative capabilities through self-directed education. *American Educational Studies Association*, Greenville, SC.

DeCesare, T. (May 2024). Voting is child's play: Defending the extension of the franchise to first graders. *Saint Xavier University Faculty and Staff Scholarship Symposium*, Chicago, IL.

DeCesare, T. (February 2024). On the ethics of child (dis)enfranchisement. *Association for Practical and Professional Ethics*, Cincinnati, OH.

DeCesare, T. (November 2023). Voting is child's play: Defending the extension of the franchise to first graders. *Critical Questions in Education*, Chicago, IL.

DeCesare, T. (October 2023). Justifying children's voting rights by their attachment to social institutions. *Ohio Valley Philosophy of Education Society*, Brown County, IN.

- DeCesare, T. (April 2023). Theorizing adult democratic education through the capability approach. *American Educational Research Association*, Chicago, IL
- DeCesare, T., Bradford, M. & Noel, T. (April 2023). Children as contributive citizens: Dialogue between scholars and students of self-directed education. *American Association for the Advancement of Curriculum Studies*, Chicago, IL.
- DeCesare, T. (March 2023). The grown-ups are not alright: Theorizing adult democratic education. *Philosophy of Education Society*, Pre-Conference Workshop on Civic Education, Chicago, IL.
- DeCesare, T. (September 2022). Let kids vote: Children's political rights as a frontier of justice. *Teach-In on Global Justice Issues*, DePaul University, Chicago, IL.
- DeCesare, T. (March 2022). The future is now: Rethinking the role for children in democracy. *Philosophy of Education Society*, San Jose, CA.
- DeCesare, T. (September 2021). What about ‘current’ citizens? Challenging the future- and school-orientation of democratic education. *Ohio Valley Philosophy of Education Society*, Brown County, IN.
- DeCesare, T. (September 2021). On the educative potential of Jefferson’s ward republics. *Ohio Valley Philosophy of Education Society*, Brown County, IN.
- DeCesare, T. (November 2019). High school philosophy during the Cold War: A curricular reform to combat communism. *History of Education Society*, Columbus, OH.
- DeCesare, T. and Booher, K. (November 2019). ‘Maybe it’s time we let the kids lead’: Children as (voting) citizens. *American Educational Studies Association*, Baltimore, MD.
- DeCesare, T. (September 2019). (Re)Centering democratic education: Public schools as civic centers. *Ohio Valley Philosophy of Education Society*, Brown County, IN.
- DeCesare, T. and Cowles, L. (November 2018). Schools as civic centers: A partial cure for what ails democracy. *American Educational Studies Association*, Greenville, South Carolina.
- DeCesare, T. (September 2018). Democracy (and epistemic justice) now! In defense of children’s political participation. *Ohio Valley Philosophy of Education Society*, Brown County, IN.
- DeCesare, T. (March 2018). Functionally public schools as ‘civic centers.’ *Philosophy of Education Society*, Chicago, IL.

- DeCesare, T. and Cowles, L. (October 2017). In order to form a more perfect democracy: Re-envisioning democratic education in an(other) era of bullshit. *Ohio Valley Philosophy of Education Society*, University of St. Mary of the Lake Conference Center, Mundelein, IL.
- DeCesare, T. (May 2017). The Praxis of Amartya Sen and the promotion of democratic capability. *Special Conference on Facts, Values, and Strategies in Citizen Politics*, Tufts University, Tisch College of Civic Life, Boston, MA.
- DeCesare, T. (March 2017). Capability and the obligation of effective power: The global promotion of democratic education for all. *Philosophy of Education Society*, Seattle, WA.
- DeCesare, T. (September 2016). Re-thinking the conceptual and normative implications of the ‘capability to be educated’ for the pursuit of educational equality. *Ohio Valley Philosophy of Education Society*, Bergamo Conference Center, OH.
- DeCesare, T. (March 2016). Rediscovering the educating forest through the prefacing trees: Drawing lessons from Barber’s *Strong Democracy*. *Philosophy of Education Society*, Toronto, Canada.
- DeCesare, T. (September 2015). Democratic education beyond schooling: The promotion of democratic capability. *Society of Philosophy and History of Education*, St. Louis, MO.
- DeCesare, T. (September 2015). Closing the democratic capability gap: Sen and democratic education. *Human Development and Capabilities Association*, Washington, DC.
- DeCesare, T. (September 2015). Equality of what in democratic education? A capabilities alternative to Gutmann’s democratic interpretation of educational equality. *Ohio Valley Philosophy of Education Society*, Bergamo Conference Center, OH.
- DeCesare, T. (September 2014). A new language for a *Present*-oriented democratic education. *Ohio Valley Philosophy of Education Society*, Bergamo Conference Center, OH.
- DeCesare, T. (September 2013). Toward a S model of (democratic) democracy promotion. *Human Development and Capabilities Association*, Managua, Nicaragua.
- DeCesare, T. and Buzzelli, C. (March 2013). The capabilities approach: Implications for democratic education and early childhood education. *Curriculum and Instruction Research and Creative Activity Symposium*, Bloomington, IN.
- DeCesare, T. (March 2013). Conceptualizing capabilities: Amartya Sen and deliberative democratic education. *Philosophy of Education Society*, Portland, OR.
- DeCesare, T. (March 2012). On the potential contributions of high school philosophy to ethical and democratic education. *Association for Practical and Professional Ethics*, Cincinnati, OH.

DeCesare, T. (September 2011). John Dewey on the usefulness of high school philosophy. *Conference on Curriculum Theory and Practice*, Bergamo Conference Center, OH.

DeCesare, T. (September 2011). The Lippmann-Dewey debate revisited: On the role of experts in democracy and the possibility of social knowledge. *Ohio Valley Philosophy of Education Society*, Bergamo Conference Center, OH.

DeCesare, T. (March 2011). To list or not to list: Two versions of the capability approach and their respective implications for democratic education. *Philosophy of Education Society*, St. Louis, MO.

DeCesare, T. and Holland, K. (April 2010). Plato's *Theaetetus*: Pointing to an epistemological focus for philosophy of education. *Philosophy of Education Society*, San Francisco, CA.

DeCesare, T. (December 2009). On the ethics of education as a form of aid between nations. *Philosophy of Education Society of Australasia*, Honolulu, HI.

DeCesare, T. (November 2009). Conceiving and implementing education as a form international assistance. *Society for the Philosophical Study of Education*, Chicago, IL.

Workshop Presentations (Invited)

DeCesare, T. (September 2017). On the (potential) epistemic and democratic contributions of children—reflections from a capabilities approach perspective. *Workshop on the Catholic Social Tradition and the Capability Approach*, University of Notre Dame, Kellogg Institute and the Center for Social Concerns, South Bend, IN.

DeCesare, T., Johnson, A, & Embry, E. (January 2017). Handling politically sensitive topics and discussions in the classroom. *Thinking Critically, Thinking Creatively about Teaching*, St. Louis University, Reinert Center for Transformative Teaching and Learning (Winter Institute), Saint Louis, MO.

INVITED LECTURES, TALKS, AND INTERVIEWS

DeCesare, T. (May 29, 2025). Philosophical inquiry in education research. *DePaul University, College of Education* (Doctoral Course), Chicago, IL.

DeCesare, T. (September 20, 2024). Let's be less schoolish: Toward a more holistic educational approach to reviving democracy. Response to the Presidential Address, *Ohio Valley Philosophy of Education Society*, Brown County, IN.

DeCesare, T. (March 6, 2024). The capabilities approach and (adult) democratic education. *Indiana University, School of Education* (Doctoral Seminar), Bloomington, IN.

DeCesare, T. (February 16, 2022). The capabilities approach and education. *Indiana University, School of Education*, Bloomington, IN.

- DeCesare, T. (December 14, 2021). Centered democratic education [Interview]. *Faculti*.
<https://faculti.net/centered-democratic-education/>
- DeCesare, T. (May 5, 2021). Doctoral dialogues: The practice of conference submissions. *DePaul University, College of Education, Education Doctoral Student Association*, Chicago, IL.
- DeCesare, T. (February 3, 2017). The conception of the human Person in the capabilities approach: From entitlements to the duties of global justice. *University of Notre Dame, Kellogg Institute and the Center for Social Concerns*, South Bend, IN.
- DeCesare, T. (February 8, 2016). Children's capabilities: Aspirations, rights, and special needs. *Indiana University, School of Education*, Bloomington, IN.
- DeCesare, T. (October 29, 2015). Promoting children's agency: A capabilities approach perspective. *Indiana University*, Bloomington, IN.
- DeCesare, T. (February 19, 2013). The capabilities approach and K-12 education. *Indiana University, School of Education*, Bloomington, IN.

UNIVERSITY TEACHING

Saint Xavier University

Graduate Courses

- Capstone Research Seminar (Masters)
- Supporting College and Career Readiness (Masters)

Undergraduate Courses

- History Senior Seminar
- Historical and Social Trends in American Education
- Introduction to the Profession of Teaching
- Seminar in Teaching and Learning

DePaul University

Graduate Courses

- Philosophy of Education (Doctoral)
- History of Curriculum Discourses and Perspectives over Time (Doctoral)
- Curriculum for Human and Community Development (Doctoral)
- Culture, Power, and Education (Doctoral)
- Youth Development, Ideology, Culture & Society (Doctoral)
- Frameworks of Inquiry in Educational Research I (Doctoral)
- Ideology, Power, and Politics (Masters)
- Teachers as Leaders (Masters)

Undergraduate Courses

- Seminar on Race, Power, and Resistance

Saint Louis University

Graduate Courses

- Studies in Philosophy of Education (Doctoral)
- Philosophical Perspectives on Equality of Educational Opportunity (Doctoral)
- History of American Education (Doctoral)

Undergraduate Courses

- Foundations of Education
- Professional Ethics
- Quantitative and Qualitative Research Methods
- Just Schooling? (In)equity and Education in the United States (Honors Program)

Indiana University

Undergraduate Courses

- Introduction to Educational Thought
- The Study of Education and the Practice of Teaching

UNIVERSITY SERVICE AND LEADERSHIP

Saint Xavier University

University

- Higher Learning Commission, Criterion 2 (Integrity) Work Group, 2025-Present
- Climate Survey Workgroup, 2025
- Assessment Steering Committee, 2024-2025
- Institutional Review Board, 2023-2025

College of Liberal Arts and Education

- Teacher Education Council, Chair, 2025-Present
- Assessment Committee, 2025-Present
- Curriculum Committee, 2024-2025
- Faculty Search Committee, Tenure-Track Professor of History, 2025

Education Division

- Faculty Search Committee, Chair, 2026
- Policies and Procedures Committee, 2025-Present
- Culturally Responsive Teaching and Leading Work Group, Chair, 2024-2025
- Curriculum Committee, 2024-2025
- Faculty Search Committee, Chair, 2025
- Search Committee, Director of the Education Division, 2024

DePaul University

University

- Committee on Contingent Faculty, 2020-2023

Saint Louis University

University

- Faculty Senate Academic Affairs Committee, 2016-2019 (Co-Chair, 2016-2018)
- Honors Faculty Council, 2017-2019
- Faculty Mentor, Reinert Center Certificate in University Teaching Skills Program, 2017-2019
- Grant Proposal Reviewer, Investigative Learning Experience (ILEX) Grants, 2017-2019
- Presidential Scholarship Interviewer, 2016
- Grant Proposal Reviewer, President's Research Fund (PRF) Grants, 2016

School of Education

- Search Committee, Assistant Professor in Education Policy and Equity, 2018
- Foundations of Education Program Review Committee (Chair), 2016-2018
- Policies and Procedures Committee (Chair), 2016-2017
- Academic Program Review Committee (Provost Appointed), 2016-2017
- Faculty Research Symposium Series (Organizer), 2016-2017
- Undergraduate Curriculum Committee, 2015-2017

PROFESSIONAL SERVICE AND LEADERSHIP

Philosophy of Education Society

- Conference Management Committee, 2022-2024

Ohio Valley Philosophy of Education Society

- Conference Program Committee, 2023; 2018-2021
- Chair, Conference Program Committee, 2020

Human Development and Capabilities Association

- United States Coordinator, North American Regional Network, 2018-2022

John Dewey Society

- Chair, Nominating Committee, Annual Achievement Awards, 2021

American Educational Studies Association

- Proposal Review Team Co-Leader ("Educational Policy and Politics" submissions), 2016
- Proposal Reviewer, 2016

Editorial Service

- *Philosophical Studies in Education*
 - Contributing Editor, 2021
 - Chair, Editorial Review Board, 2020-2021
 - Editorial Review Board, 2023-2024, 2019-2020
- Ad hoc Reviewer: Harvard University Press; *Educational Theory*, *Journal of Philosophy of Education*, *Critical Questions in Education*; *Democracy and Education*, *Peace & Change: A Journal of Peace Research*

HONORS AND AWARDS

- 2021 **Nominated for “Excellence in Teaching” Award**, DePaul University
- 2019 **Faculty Member of the Year**, Saint Louis University, Honors Program
- 2018 **Nominated for “Outstanding Scholarly Work” Award**, Saint Louis University
- 2017 **Outstanding Contributions to Saint Louis University**, St. Louis University, Cura Program
- 2016 **Professor who Inspires Excellence in the Classroom**, St. Louis University, Department of Athletics
- 2012 **Best Formal Paper on Precollege Ethics**, Association for Practical and Professional Ethics (APPE) and The Squire Family Foundation
- 2012 **Outstanding Associate Instructor Award**, Indiana University, School of Education
- 2011 **Outstanding Graduate Student Paper Award Finalist**, Ohio Valley Philosophy of Education Society (OVPES)

GRANTS

Summer Research Award in Humanities (2019), Saint Louis University, Office of the Vice President for Research, \$3985.00. Not Funded.

Research Growth Fund (2018), Saint Louis University, Office of the Vice President for Research, \$16055.70. Not funded.

Active Learning Grant (2010), Campus Instructional Consulting, Office of the Vice Provost for Undergraduate Education, Indiana University, \$1500. Funded.

Writing-Teaching Grant (2010), Office of the Vice Provost for Undergraduate Education, Indiana University, \$1500. Funded.

OTHER PROFESSIONAL EXPERIENCE

Research Assistant, *Office of the Associate Dean for Teacher Education*, Indiana University School of Education (2012-2015)

Associate Instructor, *Department of Educational Leadership and Policy Studies*, Indiana University School of Education (2009-2014)

Student Teaching Supervisor, *Indiana University Community of Teachers (CoT)* (2011-2012)

English Teacher, *Xaverian Brothers High School*, Westwood, MA (2005-2008)

English and Social Studies Teacher, *The Woodhall School*, Bethlehem, CT (2001-2002)

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

American Educational Studies Association (AESA)

Philosophy of Education Society (PES)

Ohio Valley Philosophy of Education Society (OVPES)

Association for Practical and Professional Ethics (APPE)

Human Development and Capability Association (HDCA)