

Why Grow Up?



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EINSTEIN
FORUM

WHY GROW UP?

Growing up has a miserable reputation in contemporary culture: maturity is the moment when we're told to abandon adventure, hope and dreams and resign ourselves to the world as it is. But how does this picture of maturity arise, and whose interests does it serve? How are childhood and maturity viewed in different cultures and eras? Is it possible to develop another model of maturity in which the adult – not Peter Pan, the eternal youth – is viewed as a subversive ideal?

SPEAKERS AND THEMES

OMRI BOEHM, NEW YORK

Thinking and Obedience

Kant's definition of enlightenment—that is, of maturity in the ethico-political sense of the term—is well known. He does not merely say “think for yourself!” but qualifies it with “argue [*räsonniert*] as much as you please, and about what you please, but obey!” Drawing on the *Critique of Judgment*, I elaborate a Kantian reinterpretation of the relation between thinking and obedience. I argue that finding the courage to obey the guidance of another is in fact necessary for radically thinking for oneself. This paradoxically-sounding Kantian redefinition of enlightenment maturity in turn illuminates Kant's paradoxical relation to the Revolution.

Omri Boehm is Assistant Professor in the Department of Philosophy at the New School for Social Research, New York. Born in Gilon, Israel, he received his doctorate at Yale University and has participated in research projects at the Ludwig-Maximilians-Universität in Munich as well as at the University of Heidelberg. His academic fields of interest are Kant, early modern philosophy, and the philosophy of religion. His book publications include *The Binding of Isaac. A Religious Model of Disobedience* (2007) and *Kant's Critique of Spinoza* (2014). He is currently writing a book on Descartes' conception of the will, *Passion, Freedom, Reason* (working title).

WOLFRAM EILENBERGER, BERLIN

Growing Up—What is the Scandal? A Cavellian Approach

In his presentation, Wolfram Eilenberger will try to work with the rather simple idea that a grown up human being, philosophically speaking, acknowledges that other human beings exist. This idea, he believes, is also at the core of Stanley Cavell's thought. Its practical implications for our lives and our culture might therefore prove to be extremely far reaching.

Wolfram Eilenberger is a writer, journalist, and philosopher. He received his MA in philosophy and literature from the University of Heidelberg and his PhD in philosophy from the University of Zurich. While completing his PhD, he began a career in journalism in Berlin, and since then his articles, essays, reviews and columns have appeared frequently in numerous national and international publications, including *Die Zeit*, *Süddeutsche Zeitung*, *Der Tagesspiegel*, *Cicero*, *Frankfurter Allgemeine Zeitung*, and *Internationale Politik*. He is also a regular contributor for German Public Radio (Deutschlandradio Kultur). From 2000 to 2002 he was philosophical columnist for *Die Zeit*, from 2003 to 2004 head of the foreign policy section of the German monthly magazine *Cicero*. Since 2011 he has been the editor-in-chief of *Philosophie Magazin*. Among his book publications are a bestselling humorous novel on life in the Finnish woods, *Finnen von Sinnen: Von einem, der auszog, eine finnische Frau zu heiraten* (2010); a book on philosophy and child education, *Kleine Menschen, große Fragen: 20 philosophische Geschichten für die Erwachsenen von morgen—und heute* (2009); and a collection of essays on philosophy and soccer, *Lob des Tores: 40 Flanken in Fußballphilosophie* (2006).

ALEXANDRA M. FREUND, ZURICH

***Growing Up with a High Life Expectancy:
The Effects of an increased Longevity on Lifespan Development***

How do the historical changes in life expectancy and longevity affect lifespan development? In this presentation, Alexandra M. Freund will argue that historical increases in life expectancy do not only impact on the later but also on the earlier parts of the life span. Increased life expectancy represents both a challenge and an opportunity for self-regulation and positive development. Assuming a compensatory relationship of social norms/expectations and self-regulation for development, the importance of the self-regulatory processes of setting, pursuing, and disengaging from personal goals in the life domains of social relations, family, work, and leisure changes across adulthood with the longer life course of the current generations.

Alexandra M. Freund is Professor of Psychology at the University of Zurich. She studied psychology at the University of Heidelberg and at the Free University in Berlin, where she was awarded her doctorate. She was post-doctoral fellow at Stanford University before returning to Germany to co-direct a project on successful aging and developmental regulation with Paul C. Baltes at the Max Planck Institute for Human Development in Berlin. Before being appointed as chair for Applied Psychology: Life Management at the University of Zurich in 2005, she was assistant and associate professor at Northwestern University in Evanston, IL. Her work focuses on motivation, on the processes of developmental regulation and on self-related cognitions and emotions across the life span and it has been published in many learned journals such as *Psychology & Health*; *Human Development* and *Psychology and Aging*.

KONSTANTY GEBERT, WARSAW

Sharing the Nightmare: Growing Up Together

Liberal theoreticians of education usually concentrate on the individual experience of growing up, and analyze it as a psychological process. But socialization is a key element of growing up, and it is by definition a social process. Much of growing up is about togetherness: the peer experience of discovering the horror of the world, and the unique bonding resulting in sharing that experience. The social potential of growing up together was –and sometimes still is—used by totalitarian and dictatorial systems to create a bonded peer group which will be the spearhead of the movement. From Hitlerjugend through Komsomol to the youth of ISIS, this remains a uniquely powerful instrument of simultaneous liberation and subjugation.

Konstanty Gebert is an international reporter and columnist at *Gazeta Wyborcza*, Poland's biggest daily. He was a democratic opposition activist in the 1970s, when he was also an organizer of the Jewish Flying University, and an underground journalist in the 1980s under martial law. He is the founder of the Polish Jewish intellectual monthly *Midrasz*, and a board member of the Taube Centre for the Renewal of Jewish Life in Poland. He has taught in Poland, Israel, and the US and has authored ten books, e.g. on the Polish democratic transformation and on French policy toward Poland, the Yugoslav wars and the wars of Israel, Torah commentary and post-war Polish Jewry. His essays have appeared in two dozen collective works in Poland and abroad, and his articles in newspapers around the world.

STEPHEN HOLMES, NEW YORK

Cycling through Time

The life cycle is imagined and experienced differently by different generations. Fifty years ago, young Americans went onto the streets hoping not to live lives of complacent satisfaction like their parents. Today, young Americans fear that they will not be able to live lives of complacent satisfaction like their parents. The sixties generation strongly felt they had more open possibilities than their elders. Today, the children of successful professionals, at least, suspect that their parents have more live options than do they. There is perhaps no point in rebelling against the status quo today because the world is changing too fast to keep up with, much less to try to change. Could not the desire to grow up too fast (to become instantly rich and retire at 32) be a greater problem today than the desire not to grow up? Might not today's cult of youth be more closely associated with the longevity fantasies of the aging than with the revolutionary fervor of the biologically young? Isn't the premature fatalism of the young a greater problem than their refusal to grow up or the "60 is the new 40" fantasies of their parents? And isn't the contrary experience of the life cycle a major obstacle to communication among generations today?

Stephen Holmes is Walter E. Meyer Professor of Law at the New York University School of Law. He received a MA, MPhil and in 1976 a PhD, all from Yale University. From 1989 to 1997 he was Professor of Political Science and Law at the University of Chicago Law School, and Professor of Politics at Princeton University in 1997. Since 1997 he is Professor of Law at the New York University. In 1991/92 and in 2000/01 he was fellow at the Wissenschaftskolleg zu Berlin and he was named a Carnegie Scholar in 2003-2005 for his work on Russian legal reform. His publications include *Passions and Constraint: On the Theory of Liberal Democracy* (1995); *The Cost of Rights: Why Liberty Depends on Taxes* (with Cass R. Sunstein, 1998) and *The Matador's Cape: America's Reckless Response to Terror* (2007).

EVA ILLOUZ, JERUSALEM

Give In or Grow Up? The Cultural Contradictions of Late Capitalism
A discussion with Susan Neiman

Eva Illouz is Rose Isaac Professor of Sociology at Hebrew University of Jerusalem and a member of the Center for the Study of Rationality. She studied sociology, communications and literature in Paris, Jerusalem and Philadelphia. She has served as a visiting professor at Northwestern University, Princeton University, at the École des hautes études en sciences sociales and as a fellow at the Wissenschaftskolleg zu Berlin. In 2004 she delivered the Adorno-Lectures in Frankfurt; in 2013, she was awarded the Anneliese-Maier-Research Prize of the Alexander von Humboldt-Foundation. In her research, Illouz looks at the influence of capitalism and mass media on emotions and relationships in modern society. Among her numerous book publications: *Consuming the Romantic Utopia: Love and the Cultural Contradictions of Capitalism* (1997); *The Culture of Capitalism* (2002, Hebrew); *Oprah Winfrey and the Glamour of Misery* (2003); *Cold Intimacies* (2007); *Saving the Modern Soul: Therapy, Emotions, and the Culture of Self-Help* (2008); *Why Love Hurts* (2012) and *Hard-Core Romance: „Fifty Shades of Grey“, Best-Sellers, and Society* (2014). Additionally, Illouz writes for *Haaretz*, *Die Zeit* and *Philosophie Magazin*.

WINFRIED JUNGE AND BARBARA JUNGE, BERLIN

Die Kinder von Golzow

*Filmscreening and Reading in Cooperation with the Filmmuseum
Potsdam*

Winfried and Barbara Junge's long-term observation of the *Children of Golzow* presents a series of 18 individual biographies in which pupils of the East German village are featured, both in observation and with their own comments. In a longitudinal observation lasting almost five decades, the *Children of Golzow* has followed these children who started school in August 1961, thereby creating a unique perspective on growing-up in the German Democratic Republic, on adulthood and daily life, as well as on the impact of reunification on the biographical trajectories of its protagonists. The series encompasses nineteen films made between 1961 and 2007. Worldwide, the *Children of Golzow* project is only rivaled in length by the British *UP* series (1964-2012, directed by Paul Almond, Michael Apted); together, these are the longest-running chronicles in the history of international documentary.



Winfried Junge was born in Berlin in 1935. He enrolled in the German Literature program at the Humboldt University in 1953, then transferred to the newly-founded German Film Academy in Potsdam-Babelsberg a year later to study dramaturgy. After graduating in 1958, he began his work as a dramaturg at the DEFA Studio for Popular Science Films, and later worked primarily as an assistant director to Karl Gass. Both directors joined the DEFA Studio for Documentary Films in 1961. Aside from the Golzow Project, Junge has made some fifty documentaries for both cinema and television, including productions filmed in Syria, Somalia, Libya, Great Britain, and the Ukraine. His oeuvre also includes one feature film for children, *Der tapfere Schulschwänzer*.

Barbara Junge was born in 1943 in Neunhofen and graduated from Karl-Marx-University in Leipzig as an English and Russian translator. From 1969 she worked at the DEFA Studio for Documentary Film in charge of foreign language versions. Since 1978 she has been the archivist of the Golzow Project, has edited all of Winfried Junge's films since 1983 and since 1993 has also co-directed.

MONIKA KELLER, BERLIN

***How and Why We Grow Up:
The Importance of Friendship across Development***

Friendship is the most important voluntary relationship in the process of growing up. Various authors have pointed out that the structure of equality in friendship fosters cognitive and affective development such as the ability to coordinate perspectives, empathy and care as well as the sense of self. In particular adolescence can be seen as a crucial achievement in the development of the understanding of the intricate connection between the sense of self and responsibilities in relationship. Monika Keller will exemplify how the meaning of (same sex) close friendship changes in the transition from adolescence relationship connectedness (age 15 years) to late adolescence or early adulthood relationship individuation (age 18/19 years). She will take a cross-cultural view on this process by comparing persons from a Western and an Asian cultural context as well as documenting with longitudinal data that the understanding of close friendship in childhood and adolescence predicts perceived friendship intimacy at age 22 years which functions itself as a predictor of (heterosexual) relationship satisfaction at age of 38 years. The interplay of internal and external factors in this developmental process may also shed light on the question why we grow up.

Monika Keller is researcher at the Center for Adaptive Behavior and Cognition of the Max Planck Institute for Human Development and Associate Professor of Psychology at the Free University Berlin. She was awarded a DPhil in Psychology from the University of Heidelberg and obtained her Habilitation at the Free University Berlin. Her research is focused on relationships, moral development, and moral emotions in a cultural context, on the connection between moral psychology and behavioral game theory as well as on social and moral competence in education. She is the author of *Kognitive Entwicklung und soziale Kompetenz* (1976) and *Moralische Sensibilität: Entwicklung in Freundschaft und Familie* (1996).

PETER D. KRAMER, PROVIDENCE

Mature Work

In a conflicted career, what is it to make a grown-up choice? Must we labor at what we are good at and rewarded for, or shall we kick over the traces and pursue a passion? Peter D. Kramer will think about decisions in the workplace, in hopes of clarifying forces that shape or distort contemporary notions of maturity.

Peter D. Kramer is a practicing psychiatrist, Marshall Scholar and Clinical Professor of Psychiatry and Human Behavior at Brown Medical School. Specializing in the area of depression, he is author of the best-selling *Listening to Prozac* (1993); *Should You Leave?* (1997); *Spectacular Happiness* (2001); *Against Depression* (2005) and of *Freud. Inventor of the Modern Mind* (2006). Kramer has served as principal host of the public radio program *The Infinite Mind*. His essays and book reviews have appeared in *Slate*, *Washington Post*, *New York Times Book Review*, and in the *Times Literary Supplement*. Peter D. Kramer is also a member of the National Book Critics Circle.

SUSAN NEIMAN, POTSDAM

Why Grow Up? Director's Cut

Does writing—and talking—about growing up actually contribute to it? *Why Grow Up?* was written to call attention to the many contradictions in our attitudes towards adulthood: while children generally want nothing more than to grow up, grownups idealize the stage of life between 18-28, a period few honest people would care to repeat. What is the function, then, of describing what are usually the hardest years of one's life as the best ones? I've argued that the point is to prepare young people to demand very little from the world, and expect even less. The reactions to the book in different countries have revealed differences in assumptions about adulthood, and I've probably learned more about growing up since its publication than while writing it. This lecture will therefore reflect on what should be added to the original book.

Susan Neiman is director of the Einstein Forum. Born in Atlanta, Georgia, Neiman studied philosophy at Harvard and the Free University of Berlin. She was professor of philosophy at Yale University and Tel Aviv University before coming to the Einstein Forum in 2000. Her works include *Slow Fire: Jewish Notes from Berlin* (1992); *The Unity of Reason: Rereading Kant* (1994); *Evil in Modern Thought* (2002); *Fremde sehen anders—Zur Lage der Bundesrepublik* (2005); *Moral Clarity: A Guide for Grown-up Idealists* (2008), and *Why Grow Up?* (2014).

DIANA PINTO, PARIS

Growing Up under Different Skies

How does one grow up with conflicting national and cultural identities? When parents incarnate different values and when there is another home elsewhere that offers a different existential narrative? In our world of post-immigration blues and light-weight globalization, how does one anchor the self? And is it important to do so in order to grow up?

Diana Pinto is an intellectual historian and writer, educated in the United States (Harvard) and now living in Paris. As senior fellow at the Institute for Jewish Policy Research she has worked on the pan-European project “Voices for the Res Publica. The Common Good in Europe”. She also worked as a Consultant to the Political Directorate of the Strasbourg-based Council of Europe for its civil society programmes in Eastern Europe and the former Soviet Union. Pinto has been a Fulbright Fellow, and has received research grants from the American Council of Learned Societies and the Collegium Budapest. She has written widely on transatlantic issues and on Jewish life in contemporary Europe. Her autobiography *Entre deux mondes* (1991) is about her experiences living in Europe and the United States. Other book publications include: *Contemporary Italian Sociology* (1981) and most recently *Israel Has Moved* (2013).

PIERRE-HENRI TAVOILLOT, PARIS

Have We Lost all Sense of Age? The Reconfiguration of Adulthood

Is our time marked by the end of ages or instead by an age struggle? Both scenarios appear plausible, but not simultaneously. Yet, their apparent radical opposition hides the fact that they share one basic assumption: that there is a crisis of adulthood. This, the yardstick age, the superior age, which once guaranteed the solidity of the existential scale and facilitated intergenerational arbitration, this age is said to have faded, opening the door to age wars or to the disappearance of age altogether. By contrast, this paper will suggest that there is no such crisis and that what we are currently witnessing should rather be viewed as a reconfiguration of adulthood. Experience, responsibility, authenticity – these are the three pillars of the “new” adulthood, perhaps stronger than ever.

Pierre-Henri Tavoillot is associate professor (*maître de conférences*) of philosophy at Paris-Sorbonne University (Paris IV) and the current director of the *Collège de philosophie*, founded in 1974, which organises public lectures on ethics and applied philosophy. He was a member of the French prime minister’s Council for the Analysis of Society between 2004 and 2013, and has engaged in numerous interdisciplinary endeavours. His numerous book publications include *Le Crépuscule des Lumières* (The Twilight of the Enlightenment, 1995), *Qui doit gouverner ? Une brève histoire de l'autorité* (Who Should Govern? A Brief History of Authority, 2011); *Les femmes sont des adultes comme les autres* (Women Are Adults Like Everyone Else, 2011), and *Petit almanach du sens de la vie* (A Little Almanach on the Meaning of Life, 2013). His book *Philosophie des âges de la vie* (Philosophy of the Ages of Life, 2007), co-written with Eric Deschavanne, won the François Furet Prize.

JAMES WOOD, CAMBRIDGE, MASS.

The Case against Growing Up

There are traditional religious and moral arguments for the importance of growing up, for “putting away childish things,” as St. Paul phrases it. Interestingly, in the nineteenth century particularly, this religious argument was co-opted by secularism, so that education *out* of religion and into atheism or secular enlightenment was also seen as putting away childish things (in this case, the childish thing being religion itself – see notably Freud’s “The Future of an Illusion.”) But James Wood wants to make a case for the importance of remaining childlike, of not losing touch with the details and felt realities of childhood; and will argue that childhood is the true secularism of the human spirit.

James Wood has been a staff writer and book critic at *The New Yorker* since 2007 and is Professor of the Practice of Literary Criticism at Harvard University. He was the chief literary critic at the *Guardian*, in London, from 1992 to 1995, and a senior editor at *The New Republic* from 1995 to 2007. His critical essays have been collected in three volumes, *The Broken Estate: Essays on Literature and Belief* (1999); *The Irresponsible Self: On Laughter and the Novel* (2004), which was a finalist for the National Book Critics Circle Award and *The Fun Stuff: And Other Essays* (2012). He is also the author of a novel, *The Book Against God* (2003), and a study of technique in the novel, *How Fiction Works* (2008), translated into German as *Die Kunst des Erzählens* (2011).

PROGRAM
Thursday, June 11

19:00

Opening Lecture

Susan Neiman

Why Grow Up? Director's Cut

Friday, June 12

10:30

Omri Boehm

Thinking and Obedience

11:30

Wolfram Eilenberger

*Growing Up - What is the Scandal?
A Cavellian Approach*

12:30

Peter D. Kramer

Mature Work

15:00

Konstanty Gebert

*Sharing the Nightmare:
Growing Up Together*

16:00

Pierre-Henri Tavoillot

*Have We Lost all Sense of Age?
The Reconfiguration of Adulthood*

19.00

Winfried Junge und Barbara Junge

Die Kinder von Golzow

Filmscreening and Reading in Cooper-
ation with the Filmmuseum Potsdam

Saturday, June 13

10:30

Monika Keller

*How and Why We Grow Up:
The Importance of Friendship across
Development*

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Alexandra M. Freund

*Growing Up with a High Life Expec-
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Longevity on Lifespan Development*

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Stephen Holmes

Cycling through Time

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James Wood

The Case against Growing Up

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Diana Pinto

Growing Up under Different Skies

17:00

Eva Illouz

*Give In or Grow Up? The Cultural Con-
tradictions of Late Capitalism*
Discussion with Susan Neiman