

# Access Free Reconstructing Democracy Recontextualizing Dewey Pragmatism And Interactive Constructivism In The Twenty First Century Pdf Free Copy

Reconstructing Democracy, Recontextualizing Dewey Reconstructing Democracy, Recontextualizing Dewey John Dewey's Philosophy of Education John Dewey's Philosophy of Education John Dewey's Philosophy of Education Pragmatism and Diversity Pragmatism, Politics, and Perversity The Bloomsbury Companion to Pragmatism Pragmatist Feminism and the Work of Charlene Haddock Seigfried John Dewey's Democracy and Education in an Era of Globalization Works about John Dewey, 1886-2012 Democracy and Education Reconsidered The Public and Its Problems John Dewey Between Pragmatism and Constructivism Dewey, Education, and the Mediterranean Practice, Judgment, and the Challenge of Moral and Political Disagreement Educational Foundations Neuroscience and Education New Studies in Deweyan Education Pragmatist and American Philosophical Perspectives on Resilience The Oxford Handbook of Higher Education Systems and University Management International Student Education in Tertiary Settings Philosophy and the Reconstruction of Culture Feminist Interpretations of William James Teaching Communication and Media Studies Pragmatism and Social Hope Second International Handbook of Lifelong Learning The Character of Curriculum Studies Dangerous Counterstories in The Corporate Academy John Dewey and Continental Philosophy Questions of Practice in Philosophy and Social Theory Pragmatic Modernism Practices of Surprise in American Literature after Emerson Pragmatic Modernism Dewey, Pragmatism and Economic Methodology Handbook of Mixed Methods in Social & Behavioral Research Democracy as Culture Discovering John Dewey in the Twenty-First Century The Chicago Pragmatists and American Progressivism Pragmatism and Human Genetic Engineering

John Dewey Between Pragmatism and Constructivism Jan 09 2022 Many contemporary constructivists are particularly attuned to Dewey's penetrating criticism of traditional epistemology, which offers rich alternatives for understanding processes of learning and education, knowledge and truth, and experience and culture. This book, the result of cooperation between the Center for Dewey Studies at Southern Illinois University Carbondale, and the Dewey Center at the University of Cologne, provides an excellent example of the international character of pragmatist studies against the backdrop of constructivist concerns. As a part of their exploration of the many points of contact between classical pragmatism and contemporary constructivism, its contributors turn their attention to theories of interaction and transaction, communication and culture, learning and education, community and democracy, theory and practice, and inquiry and methods. Part One is a basic survey of Dewey's pragmatism and its implications for contemporary constructivism. Part Two examines the implications of the connections between Deweyan pragmatism and contemporary constructivism. Part Three presents a lively exchange among the contributors, as they challenge one another and defend their positions and perspectives. As they seek common ground, they articulate concepts such as power, truth, relativism, inquiry, and democracy from pragmatist and interactive constructivist vantage points in ways that are designed to render the preceding essays even more accessible. This concluding discussion demonstrates both the enduring relevance of classical pragmatism and the challenge of its reconstruction from the perspective of the Cologne program of interactive constructivism.

The Oxford Handbook of Higher Education Systems and University Management Jun 02 2021 The world's systems of higher education (HE) are caught up in the fourth industrial revolution of the twenty-first century. Driven by increased globalization, demographic expansion in demand for education, new information and communications technology, and changing cost structures influencing societal expectations and control, higher education systems across the globe are adapting to the pressures of this new industrial environment. To make sense of the complex changes in the practices and structures of higher education, this Handbook sets out a theoretical framework to explain what higher education systems are, how they may be compared over time, and why comparisons are important in terms of societal progress in an increasingly interconnected world. Drawing on insights from over 40 leading international scholars and practitioners, the chapters examine the main challenges facing institutions of higher education, how they should be managed in changing conditions, and the societal implications of different approaches to change. Structured around the premise that higher education plays a significant role in ensuring that a society achieves the capacity to adjust itself to change, while at the same time remaining cohesive as a social system, this Handbook explores how current internal and external forces disturb this balance, and how institutions of higher education could, and might, respond.

**Pragmatism and Human Genetic Engineering** Oct 14 2019 William James and John Dewey insisted that pragmatic philosophy finds meaning in its struggle to deal with emergent social problems. Ironically, few have attempted to use pragmatism to articulate methods for ameliorating social difficulties. This dissertation attempts to do just that by putting James' and Dewey's philosophy to work on the moral and scientific problems associated with genetic engineering and the Human Genome Project. The intention is to demonstrate the usefulness of a pragmatic approach to applied ethics and philosophy of biology. The work of proponents and critics of genetic engineering is examined, including LeRoy Hood, Hans Jonas, Leon Kass, Robert Nozick, Jeremy Rifkin, Robyn Rowland, and Paul Ramsey. It is concluded that excessive optimism and pessimism about genetic engineering rests primarily on two errors. The first, basic to the Genome Project, is that organisms are essentially determined by their genes, and that the expression of genes is identical across human populations. I draw both on Richard Lewontin and on Dewey's Logic: The Theory of Inquiry to argue that the formation of human natures is instead the result of a fluid and interpenetrative relationship between hereditary information and varying environmental conditions. Organisms express DNA in different ways under different circumstances, and DNA itself is modified by exposure to mutagens. The second error prevalent in the literature is the belief that genetic engineering is uniquely problematic, requiring a new kind of ethics. To counter the received view, I detail numerous cases in the history of biology and philosophy in which humans have faced moral choices similar to those present in the new genetics. In addition, I resituate new reproductive decisions in the context of everyday problems faced

by parents in society, arguing that the hopes and choices of parents provide a matrix within which genetic decisions can be made. I caution against the expansion of genetic diagnosis, and detail some of the greatest real dangers present in positive genetic engineering. Finally, I suggest pragmatic alternatives to positive genetic engineering, including education and health care reform. *New Studies in Deweyan Education* Aug 04 2021 *New Studies in Deweyan Education* examines in detail some of John Dewey's most influential writings by connecting them with contemporary issues, perspectives, controversies, and debates. By bringing together scholars from the United States and Germany, this volume offers an international perspective on current implications, challenges, and risks of democracy and education in the contemporary world. This book elaborates on the continuing relevance, resourcefulness, and richness of the Deweyan tradition as a frame of thought and action in the sphere of education. It is divided into three main parts: Education, Schooling, and Democracy; Education and the Reconstruction of Philosophy; and Education, Economy, and the Changing Forms of Capitalism. The chapters in this volume build on each other as they provide a multifaceted picture of Deweyan education's role in societal reconstruction. Written for students and scholars in the fields of education and philosophy, *New Studies in Deweyan Education* represents a new, unique, and innovative way of approaching the problems and opportunities of democracy and education then and now.

*Teaching Communication and Media Studies* Jan 29 2021 Designed for communication/media educators and graduate students, *Teaching Communication and Media Studies* is a practical and conceptual guide to teaching university courses in communication and media studies. Relying on her extensive experience instructing graduate students on the ins and outs of teaching, Jan Fernback discusses theoretical and applied topics central to contemporary mediated communication instruction, offering instructors at all levels strategies they can use to create a successful classroom experience. Fernback also considers the logic, design and delivery of courses in communication and media studies, while encouraging readers to reflect on their own strategic pedagogical decisions. Supplemented with interviews of successful communication instructors and sample exercises, this book is a must-have resource for all those teaching communication and media studies courses, regardless of level of experience.

**Pragmatist and American Philosophical Perspectives on Resilience** Jul 03 2021 The essays in *Pragmatist and American Philosophical Perspectives on Resilience* offer a survey of the ways that "resilience" is becoming a key concept for understanding our world, as well as providing deeper insight about its specific actual and proposed applications. As a concept with multiple theoretical and practical meanings, "resilience" promises considerable explanatory power. At the same time, current uses of the concept can be diverse and at times inconsistent. The American philosophical tradition provides tools uniquely suited for clarifying, extending, and applying emerging concepts in more effective and suggestive ways. This collection explores the usefulness of theoretical work in American philosophy and pragmatism to practices in ecology, community, rurality, and psychology.

**Handbook of Mixed Methods in Social & Behavioral Research** Feb 16 2020 The *Handbook* contains a gold mine of articles by leading scholars on what has come to be known as the third methodological movement in social research. Aimed at surveying the differing viewpoints and disciplinary approaches of mixed methods, this breakthrough book examines mixed methods from the research enterprise to paradigmatic issues to application. The book also discusses the strengths and weaknesses of mixed methods designs, and provides an array of specific examples in a variety of disciplines, from psychology to nursing. The book closes with a brief section on how to teach and perform collaborative research using a mixed methods research design. Written so that it can be used either as a pedagogical tool or as a reference for researchers, the book is rich in examples and includes a glossary, easy-to-follow diagrams, and tables to help readers become more familiar with the language and controversies in this evolving area.

**The Character of Curriculum Studies** Oct 26 2020 Assembles essays addressing the recurring question of the 'subject,' understood both as human person and school subject, thereby elaborating the subjective and disciplinary character of curriculum studies.

**John Dewey's Philosophy of Education** Nov 19 2022 John Dewey is considered not only as one of the founders of pragmatism, but also as an educational classic whose approaches to education and learning still exercise great influence on current discourses and practices internationally. In this book, the authors first provide an introduction to Dewey's educational theories that is founded on a broad and comprehensive reading of his philosophy as a whole. They discuss Dewey's path-breaking contributions by focusing on three important paradigm shifts – namely, the cultural, constructive, and communicative turns in twentieth-century educational thinking. Secondly, the authors recontextualize Dewey for a new generation who has come of age in a very different world than that in which Dewey lived and wrote by connecting his philosophy with six recent and influential discourses (Bauman, Foucault, Bourdieu, Derrida, Levinas, Rorty). These serve as models for other recontextualizations that readers might wish to carry out for themselves.

*Philosophy and the Reconstruction of Culture* Mar 31 2021 A collection of 16 essays that expand and develop American pragmatism as expounded by John Dewey (1859-1952), based on the assertion that philosophy does have an impact on ordinary people. Among the titles are democracy as cooperative inquiry, validating women's experiences pragmatically, and liberal irony and social reform. Paper edition (unseen), \$19.95. Annotation copyright by Book News, Inc., Portland, OR

**Pragmatist Feminism and the Work of Charlene Haddock Seigfried** Jun 14 2022 A contemporary appraisal of the breadth, significance, and legacy of the work of Charlene Haddock Seigfried, this book brings together writings focused on pragmatist feminism/feminist pragmatism, contemporary pragmatism, William James and the reconstruction of philosophy, education and American philosophy in the 21st century. Charlene Haddock Seigfried is a looming figure in American thought and feminist theory who coined the phrase 'pragmatist feminist' which has become an increasingly important concept in contemporary philosophy. Seigfried argues that pragmatism and its rich history is a natural ally for feminism and that the creative combination of these two traditions can pave the way for a genuinely emancipatory feminist practice. *Pragmatist Feminism and the Work of Charlene Haddock Seigfried* explores and pushes this theory and brings it into conversation with some of the most vibrant strands of current philosophy.

*Pragmatic Modernism* Apr 19 2020 *Pragmatic Modernism* traces an alternative strain of modernism influenced by pragmatist philosophy and characterized by its commitment to gradualism, continuity, and habit rather than spectacular events and radical rupture. Through original readings of Gertrude Stein, Henry James, Marcel Proust, and Oliver Wendell Holmes, Jr., this study rediscovers an overlooked cultural and social matrix and suggests an expanded range of responses to modernity.

*Reconstructing Democracy, Recontextualizing Dewey* Feb 22 2023 Leading scholars challenge and reinvigorate the pragmatic method of John Dewey.

**The Public and Its Problems** Feb 10 2022 More than six decades after John Dewey's death, his political philosophy is undergoing a revival. With renewed interest in pragmatism and its implications for democracy in an age of mass communication, bureaucracy, and ever-increasing social complexities, Dewey's *The Public and Its Problems*, first published in 1927, remains vital to any discussion of today's political issues. This edition of *The Public and Its Problems*, meticulously annotated and interpreted with fresh insight by Melvin L. Rogers, radically updates the previous version published by Swallow Press. Rogers's introduction locates Dewey's work within its philosophical and historical context and explains its key ideas for a contemporary readership. Biographical information and a detailed bibliography round out this definitive edition, which will be essential to students and scholars both.

Pragmatic Modernism Jun 21 2020 'Pragmatic Modernism' traces an alternative strain of modernism influenced by pragmatist philosophy and characterized by its commitment to gradualism, continuity, and habit rather than spectacular events and radical rupture.

Neuroscience and Education Sep 05 2021 This volume makes a philosophical contribution to the application of neuroscience in education. It frames neuroscience research in novel ways around educational conceptualizing and practices, while also taking a critical look at conceptual problems in neuroeducation and at the economic reasons driving the mind-brain education movement. It offers alternative approaches for situating neuroscience in educational research and practice, including non-reductionist models drawing from Dewey and phenomenological philosophers such as Martin Heidegger and Merleau-Ponty. The volume gathers together an international bevy of leading philosophers of education who are in a unique position to contribute conceptually rich and theoretically framed insight on these new developments. The essays form an emerging dialogue to be used within philosophy of education as well as neuroeducation, educational psychology, teacher education and curriculum studies.

**International Student Education in Tertiary Settings** May 01 2021 *International Student Education in Tertiary Settings* addresses key issues in international student education programme design and implementation. It maps contemporary theories and practices in international students' transcultural learning and engagement and showcases successful tertiary education programmes for international students in Australia, China, Japan, the USA and the UK. The book highlights the opportunities for engaging international students that are built into the various programmes, international students' strategies for coping with various challenges of engagement with their educational programmes, and a range of factors that confound their engagement in academic and intercultural learning. The broad coverage of international education programmes in a variety of geographical, sociocultural and pedagogical settings enables the discussion about the complexity of contemporary international student education, shared challenges and productive ways of engaging international students in transcultural learning and the prospect of sustainable engagement. The principles and insights into programme design and implementation to engage international students will be useful for researchers and practitioners in international student education, academics tasked with teaching international students in their class, and administrators responsible for managing and providing services to international students.

Educational Foundations Oct 06 2021 This book offers a comprehensive look at the philosophy and history of education, going beyond traditional educational foundations books.

Reconstructing Democracy, Recontextualizing Dewey Jan 21 2023 Leading scholars challenge and reinvigorate the pragmatic method of John Dewey.

*Practice, Judgment, and the Challenge of Moral and Political Disagreement* Nov 07 2021 *Practice, Judgment, and the Challenge of Moral and Political Disagreement: A Pragmatist Account* offers an account of moral and political disagreement, explaining its nature and showing how we should deal with it. In so doing it strikes a middle path between troublesome dualisms such as those of realism and relativism, rationality and imagination, power and justification. To do so, the book draws on the resources of the pragmatist tradition, claiming that this tradition offers solutions that have for the most part been neglected by the contemporary debate. To prove this claim, the book provides a large account of debates within this tradition and engages its best solutions with contemporary philosophical theories such as perfectionism, critical theory, moral realism, and liberalism. The question of the nature of disagreement is addressed both at the general theoretical level and more specifically with reference to moral and political forms of disagreement. At the more general level, the book proposes a theory of practical rationality based upon the notion of rationality as inquiry. At the second, more specific, level, it aims to show that this conception can solve timely problems that relates to the nature of moral and political reasoning.

John Dewey and Continental Philosophy Aug 24 2020 "These essays build a valuable, if virtual, bridge between the thought of John Dewey and that of a host of modern European philosophers. They invite us to entertain a set of imagined conversations among the mighty dead that no doubt would have intrigued Dewey and each of the interlocutors gathered here."—Robert Westbrook, author of *John Dewey and American Democracy* and/or *Democratic Hope: Pragmatism and the Politics of Truth*. *John Dewey and Continental Philosophy* provides a rich sampling of exchanges that could have taken place long ago between the traditions of American pragmatism and continental philosophy had the lines of communication been more open between Dewey and his European contemporaries. Since they were not, Paul Fairfield and thirteen of his colleagues seek to remedy the situation by bringing the philosophy of Dewey into conversation with several currents in continental philosophical thought, from post-Kantian idealism and the work of Friedrich Nietzsche to twentieth-century phenomenology, hermeneutics, and poststructuralism. *John Dewey and Continental Philosophy* demonstrates some of the many connections and opportunities for cross-traditional thinking that have long existed between Dewey and continental thought, but have been under-explored. The intersection presented here between Dewey's pragmatism and the European traditions makes a significant contribution to continental and American philosophy and will spur new and important developments in the American philosophical debate.

*John Dewey's Philosophy of Education* Oct 18 2022 John Dewey is considered not only as one of the founders of pragmatism, but also as an educational classic whose approaches to education and learning still exercise great influence on current discourses and practices internationally. In this book, the authors first provide an introduction to Dewey's educational theories that is founded on a broad and comprehensive reading of his philosophy as a whole. They discuss Dewey's path-breaking contributions by focusing on three important paradigm shifts – namely, the cultural, constructive, and communicative turns in twentieth-century educational thinking. Secondly, the authors recontextualize Dewey for a new generation who has come of age in a very different world than that in which Dewey lived and wrote by connecting his philosophy with six recent and influential discourses (Bauman, Foucault, Bourdieu, Derrida, Levinas, Rorty). These serve as models for other recontextualizations that readers might wish to carry out for themselves.

*Pragmatism and Social Hope* Dec 28 2020 Since 9/11, citizens of all nations have been searching for a democratic public philosophy that provides practical and inspiring answers to the problems of the twenty-first century. Drawing on the wisdom of past and present pragmatist thinkers, Judith M. Green maps a contemporary form of citizenship that emphasizes participation and

cooperation and reclaims the critical role of social movements and nongovernmental organizations. Starting with empowering processes of storytelling, truth and reconciliation, and collaborative vision-questing that allow individuals to give voice and new meaning to their loss, anxiety, and hope, Green frames cooperative inquiries to guide transformative actions. From this "second strand" of the democratic experience, leaders and participating citizens can help to shape a more desirable democratic future. In dialogue with Richard Rorty, Judith Butler, James Baldwin, Martin Luther King Jr., Elie Wiesel, Viktor Frankl, Cornel West, and other contemporary thinkers, Green defines the need for deeper understanding and fulfillment of the potentials of the democratic ideal. Drawing insights from Thomas Jefferson, Walt Whitman, William James, John Dewey, Jane Adams, and other earlier thinkers, Green frames a pragmatist understanding of emerging realities and possibilities, growing wells of shared truths, multifaceted histories, and mutually transformative experiences of citizenship. Employing examples from America's complex history and from recent world events, Green locates four sites for effective citizen activism: government at all levels, nonprofit organizations, issue-focused campaigns and social movements, and daily urban living. Green shows how citizens can revive social hope and deepen the democratic experience by drawing on their own knowledge and developing their capabilities through inclusive civic participation.

**Democracy and Education Reconsidered** Mar 11 2022 Democracy and Education Reconsidered highlights the continued relevance of John Dewey's Democracy and Education while also examining the need to reconstruct and re-contextualize Dewey's educational philosophy for our time. The authors propose ways of revising Dewey's thought in light of the challenges facing contemporary education and society, and address other themes not touched upon heavily in Dewey's work, such as racism, feminism, post-industrial capitalism, and liquid modernity. As a final component, the authors integrate Dewey's philosophy with more recent trends in scholarship, including pragmatism, post-structuralism, and the works of other key philosophers and scholars.

*Dewey, Pragmatism and Economic Methodology* Mar 19 2020 This book brings together, for the first time, philosophers of pragmatism and economists interested in methodological questions. The main theoretical thrust of Dewey is to unite inquiry with behavior and this book's contributions assess this insight in the light of developments in modern American philosophy, social and legal theories, and the theoretical orientation of economics. This unique book contains impressive contributions from a range of different perspectives and its unique nature will make it required reading for academics involved with philosophy and economics.

*Second International Handbook of Lifelong Learning* Nov 26 2020 The second edition of the International Handbook of Lifelong Learning is extensive, innovative, and international in scope, remit and vision, inviting its readers to engage in a critical re-appraisal of the theme of "lifelong learning". It is a thorough-going, rigorous and scholarly work, with profound and wide-ranging implications for the future of educating institutions and agencies of all kinds in the conception, planning and delivery of lifelong learning initiatives. Lifelong learning requires a wholly new philosophy of learning, education and training, one that aims to facilitate a coherent set of links and pathways between work, school and education, and recognises the necessity for government to give incentives to industry and their employees so they can truly "invest" in lifelong learning. It is also a concept that is premised on the understanding of a learning society in which everyone, independent of race, creed or gender, is entitled to quality learning that is truly excellent. This book recognises the need for profound changes in education and for goals that are critically important to education, economic advancement, and social involvement. To those concerned about the future of our society, our economy and educational provision, this book provides a richly illuminating basis for powerful debate. Drawing extensively on policy analyses, conceptual thinking and examples of informed and world-standard practice in lifelong learning endeavours in the field, both editors and authors seek to focus readers' attention on the many issues and decisions that must be addressed if lifelong learning is to become a reality for us all.

**Works about John Dewey, 1886-2012** Apr 12 2022 Works of John Dewey, 1886–2012 is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher, psychologist, and educational reformer. Dewey (1859–1952), an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education, was hailed by Life magazine in 1990 as one of the one hundred most important Americans of the twentieth century. This rich and continually expanding compendium of historical and more recent essays, research, and references is a testament to the growing interest in Dewey's intellectual work and his measurable impact in the United States and throughout the world. In Works of John Dewey, 1886–2012, some four thousand new entries are presented in ebook format, in addition to those from earlier print and electronic editions dating back to 1995. Copies of most of the works have been obtained and are stored at the Center for Dewey Studies. For the first time, users can access all items from all editions in one user-friendly format. Jump links to alphabetical sections facilitate movement through the vast collection of entries. Users can search by keyword and author.

**The Chicago Pragmatists and American Progressivism** Nov 14 2019 Founded in 1894 at a peak of social and industrial turmoil, the Chicago school of pragmatist philosophy is emblematic of the progressive spirit of early twentieth-century America. The Chicago pragmatists under the leadership of John Dewey pursued a close critique of the modern workplace, school, and neighborhood which provided a theoretical base for the progressive reform agenda. Andrew Feffer here provides a richly textured group portrait of Dewey and his colleagues George Herbert Mead and James Hayden Tufts against the backdrop of Chicago's social history. In this nuanced intellectual biography of the Chicago pragmatists, Feffer retraces the story of their personal involvement in reform movements and examines how they revised contemporary political rhetoric and social theory in order to reestablish the foundations of democracy in productive and rewarding work. Drawing on liberal Christian reformist as well as philosophical idealist traditions, the pragmatists advanced a radically humanistic social theory that attacked the regimentation of factory life and demanded the democratization of industry and education. Feffer also gives an account of certain elitist and anti-democratic assumptions of pragmatist theory; he shows, in particular, how progressive reformers inherited the pragmatists' mistrust of the political impulses of the industrial workers they championed.

**Questions of Practice in Philosophy and Social Theory** Jul 23 2020 Humanistic theory for more than the past 100 years is marked by extensive attention to practice and practices. Two prominent streams of thought sharing this focus are pragmatism and theories of practice. This volume brings together internationally prominent theorists to explore key dimensions of practice and practices on the background of parallels and points of contact between these two traditions. The contributors all are steeped in one or both of these streams and well-known for their work on practice. The collected essays explore three important themes: what practice and practices are, normativity, and transformation. The volume deepens understanding of these three practice themes while strengthening appreciation of the parallels between and complementarity of pragmatism and practice theory.

**Practices of Surprise in American Literature after Emerson** May 21 2020 This book establishes surprise as a key Emersonian affect, and demonstrates its significance for transatlantic

modernism and the philosophy of pragmatism.

Democracy as Culture Jan 17 2020 Explores the significance of Dewey's thought on democracy for the contemporary world.

Pragmatism and Diversity Sep 17 2022 Diversity is an unavoidable aspect of twenty-first century living. The authors in this volume engage in cross-difference conversations with other thinkers from earlier periods and other philosophical traditions in order to reconstruct pragmatism and cosmopolitanism in ways that are more attuned to our lived experience of diversity.

**Feminist Interpretations of William James** Feb 27 2021 Widely regarded as the father of American psychology, William James is by any measure a mammoth presence on the stage of pragmatist philosophy. But despite his indisputable influence on philosophical thinkers of all genders, men remain the movers and shakers in the Jamesian universe—while women exist primarily to support their endeavors and serve their needs. How could the philosophy of William James, a man devoted to Victorian ideals, be used to support feminism? *Feminist Interpretations of William James* lays out the elements of James's philosophy that are particularly problematic for feminism, offers a novel feminist approach to James's ethical philosophy, and takes up epistemic contestations in and with James's pragmatism. The results are surprising. In short, James's philosophy can prove useful for feminist efforts to challenge sexism and male privilege, in spite of James himself. In this latest installment of the *Re-Reading the Canon* series, contributors appeal to William James's controversial texts not simply as an exercise in feminist critique but in the service of feminism. Along with the editors, the contributors are Jeremy Carrette, Lorraine Code, Megan Craig, Susan Dieleman, Jacob L. Goodson, Maurice Hamington, Erin McKenna, José Medina, and Charlene Haddock Seigfried.

**Dewey, Education, and the Mediterranean** Dec 08 2021 This edited collection examines the impact that John Dewey had on educational thought across the Mediterranean region. It considers the manner in which Dewey and other progressive educators were actively received, adopted, adapted, and at times resisted in a range of Mediterranean countries, most of which emerging from autocratic regimes and colonial histories.

**John Dewey's Philosophy of Education** Dec 20 2022 John Dewey is considered not only as one of the founders of pragmatism, but also as an educational classic whose approaches to education and learning still exercise great influence on current discourses and practices internationally. In this book, the authors first provide an introduction to Dewey's educational theories that is founded on a broad and comprehensive reading of his philosophy as a whole. They discuss Dewey's path-breaking contributions by focusing on three important paradigm shifts – namely, the cultural, constructive, and communicative turns in twentieth-century educational thinking. Secondly, the authors recontextualize Dewey for a new generation who has come of age in a very different world than that in which Dewey lived and wrote by connecting his philosophy with six recent and influential discourses (Bauman, Foucault, Bourdieu, Derrida, Levinas, Rorty). These serve as models for other recontextualizations that readers might wish to carry out for themselves.

**Dangerous Counterstories in The Corporate Academy** Sep 24 2020 Although the social reality is stark for progressive scholars who engage in scholarly activities or are committed to guiding their students to develop a social-just praxis in the circles of higher education, some scholars have found fissures amid the alienating, often hostile academic world to learn, grow, and create transformative communities. Up to this date, however, their stories have not been captured. Therefore, the purpose of this volume is to highlight alternative narratives generated by transformative scholars who have maintained their oppositional identity to the structures that oppress the vast majority of citizens. By bringing together these narratives, we focus on those who have joined with likeminded colleagues to teach, engage in activism, and conduct emancipatory forms of research, learning to negotiate and survive academic and corporate realities in spite of restrictive climates. Not only are these stories vital for helping students, academics, and the wider community understand how commercialized forces are impacting the professional lives of critical scholars in the academy, they have the power to help current and future critical pedagogues define (and redefine) themselves in a social world which is continually "promoting a narrow and intellectually stifling agenda for the role of education and turning the public against the very idea of a critical education" (McLaren, 2006). As stated by Bruner (1986) stories give "a map of possible roles and possible worlds in which action, thought, and self-definition are possible (or desirable)" (p. 2, cited in Collins & Cooper, 2005). These possibilities for definition and redefinition are what we seek to present, explore and understand.

Pragmatism, Politics, and Perversity Aug 16 2022 A philosophical yet detailed history of the American party battle explaining why partisan debate is so perverse and how it could be made less so. Building upon the heritage of American pragmatism, from Peirce to Rorty and the new pragmatists, as well as the work of historian C...

The Bloomsbury Companion to Pragmatism Jul 15 2022 Pragmatism provides not just a theoretical perspective on science and inquiry, but ways of being in the world, of knowing the reality we inhabit. Approaching this philosophical tradition as a diverse set of philosophies that it is, *The Bloomsbury Companion to Pragmatism* introduces many of the ideas and debates at the centre of the field today. Focusing on issues in 12 different subject areas, this up-to-date companion covers current research in aesthetics, economics, education, ethics, history, law, metaphysics, politics, race, religion, science and technology, language, and social theory. Supported by an introduction to research methods and problems, as well as a guide to past and future directions in the field, the chapters are also enhanced by a glossary, research guide and an annotated bibliography. For anyone working in contemporary pragmatism or modern American philosophy more generally, this companion provides a practical means of navigating what can sometimes feel like a disparate field. Showing where important work continues to be done, the tensions that exist, and, most valuably, the exciting new directions the field is taking, *The Bloomsbury Companion to Pragmatism* expands our understanding of the role of pragmatism in 21st century philosophy.

John Dewey's Democracy and Education in an Era of Globalization May 13 2022 2016 marked the hundred-year anniversary of John Dewey's seminal work *Democracy and Education*. This centennial presented philosophers and educators with an opportunity to reexamine and evaluate its impact on various aspects of education in democratic societies. This volume brings together some of the leading scholars on John Dewey and education from around the world in order to reflect on the legacy of *Democracy and Education*, and, more generally, to consider the influence of Dewey's ideas on education in the twenty-first century. *John Dewey's Democracy and Education in an Era of Globalization* is unique in that it explores some important tensions and relationships among Dewey's ideas on democracy, education, and human flourishing in an era of globalization. The contributors make sense of how Dewey would have interpreted and responded to the phenomenon of globalization. This book was originally published as a special issue of *Educational Philosophy and Theory*.

**Discovering John Dewey in the Twenty-First Century** Dec 16 2019 This book features a unique collection of dialogues with fourteen notable scholars on their opinions and observations about

John Dewey, a renowned educational philosopher of the twentieth century. The book explores varying views about John Dewey, his philosophy, and his educational theory. In revealing positive, sometimes negative, occasionally surprising, and consistently insightful viewpoints, the author seeks to enable the reader to reflect on the primary question: does John Dewey's consequential educational philosophy have an important role in twenty-first century education and in nurturing and sustaining democratic ideals?

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