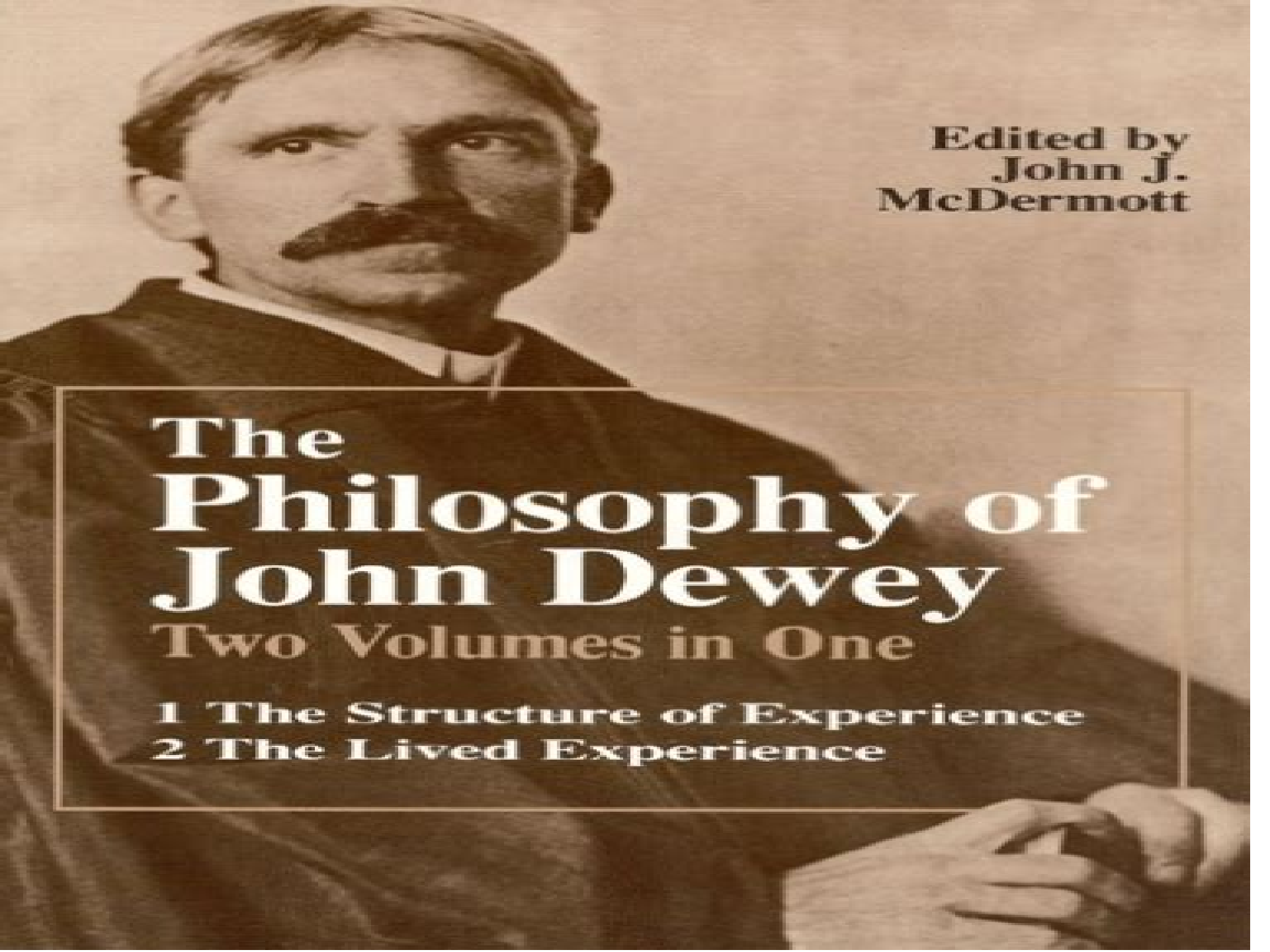


A sepia-toned portrait of John Dewey, a man with a mustache, wearing a dark suit and a white shirt with a dark tie. He is looking slightly to the right of the camera. The background is a plain, light color.

Edited by
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The Philosophy of John Dewey

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New Studies In The Philosophy Of John Dewey

Barbara Levine



New Studies In The Philosophy Of John Dewey:

New Studies in the Philosophy of John Dewey Steven M. Cahn, 1977 **Critical Theory and Classroom Talk** Robert Young, 1992 An application of Young's Habermasian critical theory of education to classroom communication problems of teachers in schools with a special focus on the question answer cycle and its educational role The book uses classroom transcripts extensively in the analysis Democracy and Education John Dewey, 1916 The following pages embody an endeavor to detect and state the ideas implied in a democratic society and to apply these ideas to the problems of the enterprise of education The discussion includes an indication of the constructive aims and methods of public education as seen from this point of view and a critical estimate of the theories of knowing and moral development which were formulated in earlier social conditions but which still operate in societies nominally democratic to hamper the adequate realization of the democratic ideal As will appear from the book itself the philosophy stated in this book connects the growth of democracy with the development of the experimental method in the sciences evolutionary ideas in the biological sciences and the industrial reorganization and is concerned to point out the changes in subject matter and method of education indicated by these developments **Experience And Education** John Dewey, 2007-11-01 Experience and Education is the best concise statement on education ever published by John Dewey the man acknowledged to be the pre eminent educational theorist of the twentieth century Written more than two decades after *Democracy and Education* Dewey's most comprehensive statement of his position in educational philosophy this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received Analyzing both traditional and progressive education Dr Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience Many pages of this volume illustrate Dr Dewey's ideas for a philosophy of experience and its relation to education He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeper and larger issues of education rather than in terms of some divisive ism about education even such an ism as progressivism His philosophy here expressed in its most essential most readable form predicates an American educational system that respects all sources of experience on that offers a true learning situation that is both historical and social both orderly and dynamic *John Dewey's Liberalism* Daniel M. Savage, 2002 John Dewey's classical pragmatism Daniel M. Savage asserts can be used to provide a self development based justification of liberal democracy that shows the current debate between liberal individualism and republican communitarianism to be based largely on a set of pseudoproblems From Dewey's classical pragmatism Savage derives a conception of individual autonomy that while meeting all of the criteria for a conception of autonomy does not as the dominant Kantian variant does require transcendence from any particular language community The Deweyan conception of autonomy that Savage derived from classical pragmatism in fact requires that the

individual be situated within a context of cultural beliefs Savage argues that this particular conception of autonomy is necessary if one wants to conceive of life as communarians do as a quest for the good life within a social context Thus Savage constructs a conception of autonomy that consists of a set of intellectual virtues each of which can be understood like Aristotle's moral virtues as a mean between two extremes or vices The virtue of critical reflection is the mean between the vices of dogmatism on the one hand and philosophical skepticism on the other The virtue of creative individuality is the mean between the opposing vices of conformity and eccentricity Finally the virtue of sociability is the mean between the extremes of docility and rebelliousness The three virtues together provide a natural method of adapting to change The method is natural because it is in accord with a continuous cycle of activity tension movement harmony that is generic to all living things Dewey's method of adapting to change requires in both the individual and in the community the synthesis of integrating and differentiating forces

Works about John Dewey, 1886-1995 Barbara Levine, 1996 Although she has devised a new format for this bibliography Barbara Levine has included most of the materials published in the two editions of the Checklist of Writings about John Dewey Material new to this volume includes recently discovered items published during the ninety years covered by the Checklist as well as items published since 1977 Because certain studies at best have only marginal value or because they can be obtained through ordinary library research tools Levine has deleted some classes of material that appeared in the 1974 and 1978 Checklist editions primary sources with only brief references to Dewey the entire section entitled Unpublished Works about Dewey which included theses dissertations and papers presented at meetings and Educational Resources Information Center ERIC documents Levine has included all of the material published about Dewey during the 108 years between 1886 and 1994 and has included many 1995 items as well She has verified all items and whenever possible obtained copies She has discovered hundreds of items omitted from the second edition of the Checklist and has augmented the current bibliography by nearly two thousand items published since 1977 The bibliography is divided into four parts The first Books and Articles about Dewey lists works alphabetically by author Replies and responses to articles immediately follow the work cited The Reviews of Dewey's Works lists titles alphabetically Reviews are grouped alphabetically by journal under the Dewey work reviewed The Author Index includes multiple authors and editors authors of replies and responses and reviewers of works both by and about Dewey The Title Key Word Index lists key words from most titles and subtitles The CD ROM version of Works about John Dewey contains both Windows and Macintosh formats and provides increased search capabilities

John Dewey's Theory of Art, Experience, and Nature Thomas M. Alexander, 1987-01-01 Thomas Alexander shows that the primary guiding concern of Dewey's philosophy is his theory of aesthetic experience He directly challenges those critics most notably Stephen Pepper and Benedetto Croce who argued that this area is the least consistent part of Dewey's thought The author demonstrates that the fundamental concept in Dewey's system is that of experience and that paradigmatic treatment of experience is to be found in Dewey's analysis of aesthetics

and art The confusions resulting from the neglect of this orientation have led to prolonged misunderstandings eventual neglect and unwarranted popularity for ideas at odds with the genuine thrust of Dewey s philosophical concerns By exposing the underlying aesthetic foundations of Dewey s philosophy Alexander aims to rectify many of these errors generating a fruitful new interest in Dewey

Works about John Dewey, 1886-2012 Barbara Levine,2013-11-05 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

[John Dewey: Political theory and social practice](#) J. E. Tiles,1992

[Feminist Interpretations of John Dewey](#) Charlene Haddock Seigfried,2010-11-01 This is the first collection of essays to evaluate John Dewey s pragmatist philosophy from a feminist perspective The variety of feminist interpretations offered here ranges from Jane Addams s praise for his collegial efforts to resolve the problems of the inner city to contemporary comparisons of his approach with Addams s own critique of capitalism as patriarchal In between are essays assessing Dewey s contributions to feminist theory and practice both in his lifetime and in regard to contemporary feminist approaches to education subjectivity objectivity and truth and social and political philosophy At a time when feminists are questioning and developing alternatives to the scientistic value free inquiry advocated by logical positivism the myth of detached observation informing the epistemological turn rationalistic ethics and the model of an unattached nonrelational subject this book reminds us of Dewey s early and passionate opposition to the same assumptions and his reconstruction of philosophy as a method of moral and political diagnoses and prognosis It has often been remarked that Dewey s pragmatism provides a genuine alternative to the usual masculinist biases of Western philosophy and the various essays in this book develop this claim more extensively Contributors besides the editor are Jane Addams Ana M Mart nez Alem n Paula Droege Marilyn Fischer Eugenie Gatens Robinson Judith M Green Lisa Heldke Ellen Condliffe Lagemann Erin McKenna Marjorie C Miller Elizabeth Kamarck Minnich and Shannon Sullivan

The Gracing of Human Experience Donald L. Gelpi,2008-04-01 This study ponders different ways Christian thinkers understood humanity in its relationship to divine grace

It names fallacies that have in the past skewed theological understanding of that relationship. It argues that the philosophy of Charles Sanders Peirce avoided those same fallacies and provides a novel frame of reference for rethinking the theology of grace. The author shows how the insights of other American philosophers flesh out undeveloped aspects of Peirce's thought. He formulates a metaphysics of experience derived from his philosophical analysis. Finally, he develops an understanding of supernatural grace as the transmutation and transvaluation of human experience.

Dewey's Critical Pragmatism Alison Kadlec, 2007-01-01 Dewey's Critical Pragmatism centers on the idea that Dewey is a more radical thinker than he has previously been credited as. His critical pragmatism has a great deal to offer contemporary deliberative democracy theory and practice.

Pragmatism and Political Theory Matthew Festenstein, 1997-12-22 Pragmatism has enjoyed a considerable revival in the latter part of the twentieth century, but what precisely constitutes pragmatism remains a matter of dispute. In reconstructing the pragmatic tradition in political philosophy, Matthew Festenstein rejects the idea that it is a single cohesive doctrine. His incisive analysis brings out the commonalities and shared concerns among contemporary pragmatists while making clear their differences in how they would resolve those concerns. His study begins with the work of John Dewey and the moral and psychological conceptions that shaped his philosophy. Here Festenstein lays out the major philosophic issues with which first Dewey and then his heirs would grapple. The book's second part traces how Dewey's approach has been differently developed, especially in the work of three contemporary pragmatic thinkers: Richard Rorty, Jürgen Habermas, and Hilary Putnam. This first full-length critical study of the relationship between the pragmatist tradition and political philosophy fills a significant gap in contemporary thought.

The Community Reconstructs James Campbell, 1992 Explores the Pragmatists' contributions to American social thought, drawing upon the writings of William James, John Dewey, George Herbert Mead, James Hayden Tufts, and their various critics. This work also explores the Pragmatic analysis of society's potential for ongoing intelligent inquiry and cooperative evaluation to address social ills.

Pragmatism and the Reflective Life Stuart Rosenbaum, 2009-07-16 Pragmatism and the Reflective Life explains the moral perspective embedded in the American pragmatist tradition and offers pragmatist moral thought as an alternative to analytic moral theory. Following the lead of John Dewey, Rosenbaum explores what it means to make the ideal of the reflective life implicit in pragmatism central to an understanding of morality. The discussion illuminates how this ideal of the reflective life captures the value of both individual autonomy and communal ideals and encourages commitment to a radically idealistic and ecumenical hope in the power of inclusive democracy and global egalitarianism.

A History of Philosophy: Bentham to Russell Frederick Charles Copleston, 1966 The utilitarianism of the nineteenth century, the idealist movement, the pragmatist movement, modern realism, Bertrand Russell, and more recent trends in British philosophy.

Dewey, Heidegger, and the Future of Education Vasco d'Agnese, 2019-05-21 Drawing on insights into the philosophies of Dewey and Heidegger, this book moves forward the greater philosophical discourse surrounding education. It illuminates deep affinities between the corresponding traditions of

Dewey and Heidegger broadly labeled hermeneutics and pragmatism and in doing so reveals the potential of the Dewey Heidegger comparison for the future of education To accomplish this task Vasco d Agnese explores the Deweyan and Heideggerian understanding of existence and experience Both thinkers believed that humans are vulnerable from the very beginning delivered to an uncanny and uncertain condition On the other hand such an uncanniness and dependency rather than flowing in nihilistic defeat of educational purposes puts radical responsibility on the side of the subject It is then educationally promising The book explains that for both Dewey and Heidegger being a subject means being with others while transcending and advancing one s boundaries thus challenging the managerial framework of education that currently dominates educational institutions throughout the world *The 20th Century A-GI* Frank N. Magill, 2013-05-13 Each volume of the Dictionary of World Biography contains 250 entries on the lives of the individuals who shaped their times and left their mark on world history This is not a who s who Instead each entry provides an in depth essay on the life and career of the individual concerned Essays commence with a quick reference section that provides basic facts on the individual s life and achievements The extended biography places the life and works of the individual within an historical context and the summary at the end of each essay provides a synopsis of the individual s place in history All entries conclude with a fully annotated bibliography

American Philosophy Barbara MacKinnon, 1985-01-01 This anthology demonstrates the richness and diversity of the American intellectual heritage In it we see how Jonathan Edwards grapples with the problem of how to reconcile freedom and responsibility with Calvinist religious beliefs how Franklin and Jefferson exemplified American enlightenment thought and how the Transcendentalists Ralph Waldo Emerson and Henry David Thoreau formulated their particular romantic idealist beliefs A second and significant portion of the anthology is devoted to Pragmatism Substantive excerpts from Peirce James and Dewey as well as Royce are collected here A third part is devoted to other Twentieth Century American philosophies No other collection of writings in this field includes the breadth of coverage that this one does Among the chapters in this third part of the book are those on early Process Philosophy Phenomenology Positivism and Language Philosophies Selections from such philosophers as Whitehead Weiss Buchler Gurwitsch Sellars Quine Davidson and Rawls along with many others are included in this part A final chapter is devoted to twentieth century American Moral Philosophy The book is specifically designed to be used as a text for courses in American philosophy A substantive introduction that emphasizes the historical setting as well as major interests and ideas of the philosophers accompanies each chapter Extensive bibliographies and study guide questions follow each chapter The selections include more than any one course will cover but in their completeness also allow individual teachers and readers to select what they want *Teaching in the Now* Jeff Frank, 2019-08-15 John Dewey s *Experience and Education* is an important book but first time readers of Dewey s philosophy can find it challenging and not meaningfully related to the contemporary landscape of education Jeff Frank s *Teaching in the Now* aims to reanimate Dewey s text for first time readers and anyone who teaches the text or is interested

in appreciating Dewey's continuing significance by focusing on Dewey's thinking on preparation. Frank, through close readings of Dewey, asks readers to wonder: How much of what we justify as preparation in education is actually necessary? That is every time we catch ourselves telling a student you need to learn this in order to do something else we need to stop and reflect. We need to reflect because when we always justify the present moment of a student's education in terms of what will happen in the future we may lose out on the ability to engage students' attention and interest now when it matters. Dewey asks his readers to trust that the best way to prepare students for an engaging and productive future is to create the most engaging and productive present experience for students. We learn to live fully in the future only by practicing living fully in the present. Although it can feel scary to stop thinking of the work of education in terms of preparation when educators reclaim the present for students new opportunities for teachers, students, schools, democracy and education emerge. *Teaching in the Now* explores these opportunities in impassioned and engaging prose that makes *Experience and Education* come alive for readers new to Dewey or who have taught and read him for many years.

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