

# The Dialectic Of Freedom John Dewey Series John Dewey Lecture

John Dewey's Philosophy of Spirit, with the 1897 Lecture on Hegel The John Dewey Lecture John Dewey and the Philosopher's Task John Dewey's Lectures in the Theory of Logic Confucianism and Deweyan Pragmatism "Rettet die Kinder!" John Dewey Lecture Principles of Instrumental Logic Dewey Crusade for Democracy Lectures on Ethics, 1900 - 1901 The John Dewey Lecture Series [provisional]. The Limits of Westernization John Dewey's Lectures in the Theory of Logic Lectures in the Philosophy of Education, 1899 Learning Power Abolishing Boundaries John Dewey Society Lecture Dewey: Lectures The Dialectic of Freedom John R. Shook Philip Wesley Jackson Steven Alan Nofsinger Roger T. Ames Heike Frick Donald F Koch John Dewey Daniel Tanner John Dewey Jon Davidann Steven Alan Nofsinger John Dewey Jeannie Oakes Peter Zarrow John Dewey Maxine Greene

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this book furthers the research begun in john shook's dewey's empirical theory of knowledge and reality 2000 and james good's a search for unity in diversity the permanent hegelian deposit in the philosophy of john dewey 2006 both authors have countered the traditional narrative of dewey's intellectual development by arguing that he never made a clean break from hegel this volume explores dewey's philosophy of religion in general and his inheritance of a philosophy of spirit from hegel in particular shook and good agree that dewey did have a philosophy of spirit that it was heavily indebted to hegelian themes and that dewey's mature philosophy of religion is a key component of his social and political theory in addition to dewey's 1897 lecture on hegel's philosophy of spirit the book contains an essay by shook that examines the role of religion throughout dewey's oeuvre and an essay by good that closely analyzes dewey's lecture the primary thrust of the volume is to demonstrate that dewey's understanding of the functions of religion religious experience and democratic politics are profoundly indebted to hegel of special significance for dewey's maturing thought is his historicist and progressive view of hegel's treatment of freedom religion morality and politics for dewey hegel's philosophy of spirit leads directly towards the democratic fellowship of common humanity which becomes the cornerstone of dewey's own politics

in what may be philip jackson's best work yet readers are taken on a fascinating journey into the mind of john dewey by analyzing dewey's attempts to revise the introduction to one of his most important books experience and nature jackson explores dewey's efforts both intellectually and emotionally to explain the all important relationship between philosophy and human affairs this story of dewey's life long struggle with a complex philosophical question one that continues to challenge philosophers today is also the story of jackson's own struggle to understand dewey's quest written for anyone interested in philosophy or the writings of dewey this engaging book is essential

reading for understanding the philosophic method and the philosopher s task of inquiry

over the past generation the rise of east asia and especially china has brought about a sea change in the economic and political world order at the same time global warming environmental degradation food and water shortages population explosion and income inequities have created a perfect storm that threatens the very survival of humanity it is clear now that the westphalian model of individual sovereign states seeking their own self interest will not be able to respond effectively to this win win or lose lose crisis in this volume a cadre of distinguished scholars comes together to reflect on confucianism and deweyan pragmatism as possible resources for a new geopolitics that begins from an ontology of interdependence and recognizes the irreducibly ecological nature of the human experience at every level both confucian and deweyan traditions emphasize the primacy of experience the importance of vital relationality and the moral roots of good governance the potential benefits of conceptually blending the two are many indeed the contemporary chinese philosopher tang junyi provides us with a cosmological understanding of the idea of confucianism that in parallel to dewey s idea of democracy can enable us to anticipate the core values if not the specific contours of a confucian democracy just as dewey s idea of democracy is his vision of the flourishing communal life made possible by the contributions of the uniquely distinguished persons that constitute it tang junyi s confucianism is a pragmatic naturalism directed at achieving the most highly integrated cultural moral and spiritual growth for the individual in community in both we find an affirmation of communal harmony as a process starting here and going there through which those involved learn together to do ordinary things in extraordinary ways just such a cosmological understanding of democracy is one way of describing what will be needed to address the many predicaments characterizing the environmental cultural socioeconomic and political dynamics of the twenty first century

john dewey delivered two sets of related lectures at the university of chicago in the fall quarter 1895 and the spring quarter 1896 designed for graduate students the lectures show the birth of dewey s instrumentalist theory of inquiry in its application to ethical and political thinking from 1891 through 1903 dewey attempted to develop a revolutionary experimentalist approach to ethical inquiry designed to replace the more traditional ways of moral theorizing that relied on the fixed moral knowledge given in advance of the situations in which they were applied in the lectures on the logic of ethics he sets forth and defends the view that the is in a moral judgment such as this is good is a coordinating factor in an inquiry although the subject matter of the lectures is highly technical its significance is paramount it provides the key to and opens the door for a theory that preserves the difference between strictly scientific inquiry and moral inquiry even while it provides a scientific treatment of the latter

the class lectures of john dewey contains the class lecture notes of john dewey edited by donald f koch and the center for dewey studies southern illinois university at carbondale

this book tells the fascinating story of the progressive education movement of the 1930s and 1940s which remains the most original and powerful intellectual force ever generated within professional education in this country at the core of the story is the founding and early activities of the john dewey society for the study of education and culture in this compelling narrative daniel tanner details through close examination of the scholarly literature and heretofore unexamined archival materials the colorful personalities and powerful philosophies of this group of educators who worked from the conviction that the struggle and growth of american democracy could not be conducted apart from the public schools tanner shows that the issues which gave birth to the john dewey society and to which the society directed its attention in the early years are perennial ones the appropriate relationship between school and society the purpose of education in a democratic society social inequality textbook censorship academic freedom and so on this history illuminates our present as well as our past

in lectures on ethics 1900 1901 donald f koch supplies the only extant complete transcription of the annual three course sequence on ethics john dewey gave at the university of chicago in his introduction koch argues that these lectures offer the best systematic overall introduction to dewey's approach to moral philosophy and are the only account showing the unity of his views in nearly all phases of ethical inquiry these lectures are the only work by dewey to set forth a complete theory of moral language they offer a clear illustration of the central methodological questions in the development of a pragmatic instrumentalist ethic and the actual working out of the instrumentalist approach as distinct from simply presenting it as a conclusion

the goal of this project is to locate the origins and development of modern thought in the united states and east asia in the late nineteenth and early twentieth century while a strong literature on post war modernization exists there is a gap in the pre war origins and development of modern ideas this book re evaluates the influence of the united states on east asia in the twentieth century and gives greater voice to east asians in the construction of their own ideas of modernity

in cities across the nation low income african american and latino parents hope that their children's education will bring a better life but their schools typically are overcrowded ill equipped and shamefully under staffed unless things change dramatically more than half the students will never graduate and many will face a life of poverty wage work learning power documents a radical approach to school reform that includes grassroots public activism informed by social inquiry as the best way to realize brown v board of education's promise of education on equal terms activist young people teachers parents and community organizations working to improve schools in our nation's poorest neighborhoods the voices images and actions of people who are organizing to fight for better schools a comprehensive critique of the prevailing logic of american schooling and an alternative logic based on justice and participatory democracy here are the best arguments against those who want to give up on public schools in america read learning power for clear examples of how ordinary people can influence schooling through their organizing and social critique

honorable mention 2022 sharon harris book award presented by the university of connecticut humanities institute focusing on four key chinese intellectuals of the first half of the twentieth century abolishing boundaries offers new perspectives on modern chinese political thought these four intellectuals kang youwei cai yuanpei chen duixiu and hu shi were deeply familiar with the confucian and buddhist classical texts while also interested in the west's utopian literature of the late nineteenth century as well as kant and the neo kantians marxists and john dewey and new liberalism respectively although none of these four intellectuals can simply be labeled utopian thinkers this book highlights how their thinking was intertwined with utopian ideals to produce theories of secular transcendence liberalism and communism and how in explicit and implicit ways their ideas required some utopian impulse in order to escape the boundaries they identified as imprisoning the chinese people and all humanity to abolish these boundaries was to imagine alternatives to the unbearable present this was not a matter of armchair philosophizing but of thinking through new ways to commit to action these men did not hold a totalistic picture of some perfect society but in distinctly different ways they all displayed a utopian impulse that fueled radical visions of change their work reveals much about the underlying forces shaping modern thought in china and the world reacting to china's problems they sought a better future for all humanity

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special 2018 edition from the new introduction by michelle fine graduate center cuny why now you may ask should i return to a book written in 1988 because in maxine's words when freedom is the question it is always time to begin in the dialectic of freedom maxine greene argues that freedom must be achieved through continuing resistance to the forces that limit condition determine and too

frequently oppress examining the interrelationship between freedom possibility and imagination in american education greene taps the fields of philosophy history educational theory and literature in order to discuss the many struggles that have characterized americans quests for freedom in the midst of what is conceived to be a free society accounts of the lives of women immigrants and minority groups highlight the ways in which americans have gone in search of openings in their lived situations learned to look at things as if they could be otherwise and taken action on what they found greene presents a unique overview of american concepts and images of freedom from jefferson s time to the present she examines the ways in which the disenfranchised have historically understood and acted on their freedom or lack of it in dealing with perceived and real obstacles to expression and empowerment strong emphasis is placed on the focal role of the arts and art experience in releasing human imagination and enabling the young to reach toward their vision of the possible the author concludes with suggestions for approaches to teaching and learning that can provoke both educators and students to take initiatives to transcend limits and to pursue freedom not in solitude but in reciprocity with others not in privacy but in a public space

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