

EDITOR'S INTRODUCTION

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The editors of *Dewey Studies* are pleased to release our first special issue, on “John Dewey: Nationalism and War.” When we founded *Dewey Studies* in 2017 we proposed to publish two regular issues a year, plus special issues featuring papers from conference sessions sponsored by the Dewey Society and others addressing its annual theme. The Society’s annual theme is selected by the current president in accord with our by-laws, and shapes both our annual meeting and the sessions we sponsor at other meetings. The Society generates manuscripts from our annual conference and sessions sponsored at such conferences as the American Philosophical Society and the Society for the Advancement of American Philosophy. We reasoned that if we are to play a role similar to that played by *James Studies* for the James Society, and *Transactions of the Peirce Society*, we should be prepared to publish some of these papers ourselves.

Because these are based on presentations at our own sessions, we know the presenting authors and cannot subject the submissions to anonymous review. Instead, we have invited submission for expedited internal review, appropriate especially for papers presented at our annual JDS meeting, as all of these have passed through anonymous peer review at the conference submission stage. In an effort to document our JDS activities, we also invited conference presenters who chose not to work up their papers for publication to submit research briefs abstracted from those papers.

The Special Issue on Dewey: Nationalism and War

The 2018 JDS theme, selected by president A. G. Rud, is “Dewey: Nationalism and War”. The papers published in this special issue include a symposium on John Dewey and Nationalism organized for the American Philosophical Association Eastern meeting in January 2018, and a symposium on the same theme composed of peer reviewed submissions for the annual “Dewey and Philosophy” sessions at the John Dewey Society annual meeting in April 2018. In addition, we offer research briefs of three other papers presented at that time.

John Dewey and Nationalism, American Philosophical Association

The first symposium is composed of papers by John Stuhr, Emory University; Vincent Colapietro, UNiversity of Rhode Island; and Jennifer Hansen, Saint Lawrence University.

Stuhr, in “Pragmatism about Nationalism,” elegantly summarizes Dewey’s position on nationalism and then lays out pragmatic principles for a democratic form of nationalism.

Colapietro then takes up the question how citizens with sharply conflicting and emotionally driven views can live together and address each other in a democratic polity. He says that while we might imagine a politics in which passions are eradicated, such passions in actual democratic life are no more eliminable than such constitutional needs as sleep and food. We need practices of communication, therefore which can educate and detoxify them.

Hansen, in “The Hopeful Hashtag,” takes up the question of digital media and democratic contestation. Drawing on the work of Nancy Fraser, among others, she points to the great complexity and opposition of forces that make up ‘the democratic public’. Following Dewey, she rejects a totalizing notion of the democratic polity in favor of a conception of multiple publics, organized around specific problems over which they lack effective control. Even within these publics, there are ineliminable conflicts. Drawing on the internal conflicts within the feminist public on adequate representation of the concerns of women of color, Hansen demonstrates how the Twitterstream, with its unfiltered presentation of multiple voices, offers hope for a more democratic political conversation.

John Dewey: Nationalism and War, John Dewey Society

Turning to the symposium at the 2018 Dewey Society Dewey and Philosophy sessions, we present a symposium with four full articles and two research briefs.

The four articles appear first. These have been authored by Stefano Oliverio, Department of Political Sciences, University of

Naples Federico II, Italy, Kalyan Kumar Das, Department of English, Presidency University, Kolkata India, Charles F. Howlett & Audrey Cohan, Molloy College in Rockville Center, New York; and Don Murray of Miami University (Ohio).

Oliverio leads off with “Will Whatever It Takes Be Enough? Dewey, the Crisis of the EU, and the Need for an (Inter)nationalizing of Education.” He draws upon Dewey’s analysis of American nationalism as a regionally instantiated cosmopolitan model, to describe a parallel vision for the European Union to provide perspective for its current predicament.

Das, in “Encountering John Dewey’s ‘Pragmatism’ in an Indian Context: Ambedkar’s Critique of War, Violence and Nationalism,” explores the influence of both Dewey and Bertrand Russell on the Indian scholar and jurist Bhimrao Ramji Ambedkar’s reflections on violence, and argues that Ambedkar’s moral vision, though formulated in the context of the Asian subcontinent, is profoundly cosmopolitan.

Howlett and Cohen, in “Education As An Instrument For Peace And Democracy: Dewey’s Perspective On The Rise Of Nationalism,” bring together the strands of Dewey’s argument, still highly relevant today, that overzealous nationalism is an impediment to cosmopolitan peace consciousness that has to be combated through public education.

Murray, in “War Without Violence? Dewey’s Insights on Modern Warfare,” draws on Dewey’s analysis of *force-as-coercion* to explain how the community of nations can respond to the violence inflicted by non-state actors.

The final set is composed of research briefs based on presentations at the same symposium. The authors are Hyunju Lee of the University of Iowa, and B. Jacob Del Dotto of Loyola University-Chicago.

Lee, in “John Dewey and Global Citizenship Education: Beyond American and Postcolonial Nationalism in an Age of Cultural Hybridity,” expands Dewey’s concept of democracy as applied to the global context - to those living together in situations of cultural diversity and hybridity. Echoing the concerns of Howlett and Cohen, Lee argues for a global citizenship education that, while sensitive to the

national cultural identities of individuals, nonetheless encourages active and responsible engagement and dialogue on global issues.

Finally Del Dotto, in “Coded to Confront: John Dewey and the Intersection of Race and Class in Jim Crow Era America,” takes up recent criticisms of the Dewey corpus for neglecting or misconstruing race relations in America. Arguing that these critics “benefit from the twin luxuries of hindsight and immersion in a more socially evolved world,” Del Dotto resituates the Dewey corpus in the ethos of Dewey’s own Jim Crow era, to show that his work provides as “implicit critique of the white supremacy of his time.”

As contemporary nation states and the international order confronts new tensions and risks due to the rise of violent non-state actors, overzealous forms of nationalism, and the breakdown of international treaties, Dewey’s work on nationalism and war remains relevant. The nine articles presented here provide fresh insight on Dewey’s views and their contemporary relevance.

This issue of *Dewey Studies* demonstrates the on-going diverse interest in, and influence of, John Dewey throughout the world. The editors ask readers to submit articles to Associate Editor Jared Kemling (jaredkemling@gmail.com), ideas for panels and special issues, interviews, research notes to Leonard Waks (ljwaks@yahoo.com), and book reviews and composite review articles to Reviews Editor Daniel Brunson (daniel.brunson@morgan.edu).