

Editor's Introduction

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The current issue of *Dewey Studies*, our thirteenth publication, features a rich variety of articles and their topics, reflecting the strong international character of scholarship on Dewey and Pragmatism. Our featured articles, diverse in their specific subject-matter, all challenge and critique recurring problematic assumptions in philosophical discourse, fruitfully applying insights from Pragmatism and boldly carrying the tradition further into the 21st century.

First, Davide Rizza's "Inference in The Context of Inquiry" reveals the ways in which analytic epistemology mystifies the processes of thought, reasoning, and inference; the assumptions of epistemology, in effect, remove us from the actualized processes of scientific practice and mathematical procedure. Rizza proposes that Dewey's theory of inquiry—which includes the logical conditions of inquiry, the generic pattern of inquiry, and the insistence that the form of inquiry must accommodate the objects that are specific to some particular logical problem—anticipates and negates many of the assumptions held by formal epistemology.

Our second piece, written by Laurent Riou, is titled "A Deweyan Account of Extrinsic Final Value, And Its Relevance for the Anthropocene." Riou, from the standpoint of metaethics, provides a detailed study of what it may mean to ascribe "intrinsic value" to some given phenomenon. The conception of intrinsic value, or the inherence of attributes, proves to be problematic, especially when we attempt to understand the relationship between human persons and their environments as well as the general character of the current geological epoch. In order to repudiate these assumptions, Riou draws from the work of Dewey, among others, in emphasizing the primacy of reciprocity, transaction, and co-determination within dynamic ecosystems.

Emma Fieser is the author of our third article, which underscores the powerful connection between democratic institutions and fine art. Dewey, it is well known, held art and aesthetic experience as central for providing insights into "the nature of nature," ontological relations, and human experience more generally. Fieser leverages these insights, setting out an original conception of what is termed an "institution of democratic art," which encompasses processes of curating and selecting pieces of art that have a democratic character and message. Creating a contemporary setting for Dewey's theory, Fieser highlights various mediums for the exchange of democratic art, including public institutions (both within and outside of government), online exhibitions, and the sharing of art through social media.

Our fourth, fifth, sixth, seventh, and eighth articles are all drawn from an important international seminar that occurred at Università della Calabria in July of 2023; the presentations have been reworked into articles that are suitable for our journal, and some have been translated from Italian to English. Our featured authors include Marco Catarci, Massimiliano Fiorucci, Giuseppe Spadafora, Teodora Pezzano, Leonard Waks, and Eli Kramer. The theme of the seminar was “Migrazione nel mondo. Quale inclusione per la scuola del futuro?” (Migration in the World. What Kind of Inclusion will there be in Future Schooling?), and each paper addresses some crucial aspect of this theme, primarily through, but certainly not limited to, John Dewey’s insights into philosophy and pedagogy. These papers, each able to be read in isolation, take on added power when read in response to “An Intercultural Approach to Education,” co-authored by Catarci and Fiorucci. In addition, the connection between these pieces and those that appear earlier in this issue will be quite apparent to the imaginative reader. Special gratitude must be extended to Eli Kramer, who oversaw the entire process of collecting these essays, including editing the pieces and ensuring their transition into journal articles.

And final, the current issue features two book reviews. The first, written by Steven Fesmire, reviews Mark L. Johnson and Jay Schulkin’s *Mind in Nature: John Dewey, Cognitive Science, and a Naturalistic Philosophy for Living*, published by MIT Press in 2023. The second book review, authored by Myron Moses Jackson, discusses James Jakób Liszka’s *Pragmatist Ethics: A Problem-Based Approach to What Matters*, published by SUNY Press in 2021.

In concluding this introduction, I would like to thank all of our authors, past and present, for contributing to this vibrant and powerful philosophical tradition. I also thank the members of our *Dewey Studies* editorial staff and advisory committee. As 2023 draws to a close, we anticipate another great year of scholarship and collaboration.

Paul Benjamin Cherlin
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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 Austin Rooney (austin.rooney@camden.rutgers.edu), ideas for panels and special issues, interviews, research notes, book reviews, and composite review articles to Paul Benjamin Cherlin (cherlin.paul.b@gmail.com).