

The John Dewey Society

Founded 1935

OFFICERS

Kathleen Knight Abowitz
Miami University of Ohio
President

Leonard J. Waks
Temple University
President-Elect

Deron Boyles
Georgia State University
Immediate Past President

Kyle Greenwalt
Michigan State University
Secretary and Treasurer

Mark Kissling
Pennsylvania State University
Membership and Development
Officer

Matt Ryg
Southern Illinois University
Student Liaison

Zane Wubbena
Texas State University
Website Director

BOARD OF DIRECTORS

2012 - 2015

Barbara Thayer-Bacon
University of Tennessee

Naoko Saito
University of Kyoto

Walt Feinberg
University of Illinois

2013 - 2016

David Labaree
Stanford University

Megan Laverty
Teachers College

Jeff Milligan
Florida State University

2014 - 2017

Doris Santoro
Bowdoin College

Kurt Stenhagen
Virginia Commonwealth University

Sarah Stitzlein
University of Cincinnati

Terri Wilson
Southern Illinois University

CALL FOR PAPERS: Dewey's *Democracy and Education* a Century Later: A Source of and a Resource for European Educational Theory and Practice

DEADLINE: Tuesday, December 1, 2015

On the centennial anniversary of the publication of Dewey's *Democracy and Education* (New York: Macmillan, 1916), a symposium of the European Journal of Pragmatism and American Philosophy intends to explore both the epoch-making significance and the topicality of the (ideas advocated in the) book for the development of European educational reflection. Dewey's philosophical-educational masterpiece represented a turning point in the educational discourse, inaugurating a radically new regime for educational theory, which has deeply influenced the 20th century's educational culture. It is in light of this permanent and deep influence that we invite scholars to contribute to this special issue.

In particular, this symposium will investigate two different but complementary thematic areas.

The first will cover the reception of the book in Europe, where responses were of very different kinds: (a) responses from institutions and ideologies, such as the Catholic Church and Soviet-oriented Communism; and (b) responses from European educational practitioners and radicals. Some representatives of this latter group of innovators of educational practices often explicitly agreed with Dewey's views, and their ideas contributed to a European appropriation and elaboration of the American philosopher's tenets; others, however, although not always engaging directly with Dewey's proposals, were completely contrary to the spirit of *Democracy and Education*. As a result, *Democracy and Education* may be used as a sort of litmus test to assess in which horizon different European educational theories and experiences can be situated.

The second thematic area is the relevance of *Democracy and Education* for the current European educational debate and for the educational policies that the EU has been championing since the Lisbon Memorandum (2000) aiming at the building of Europe as a space of learning. The latter point shall be explored, in its turn, from a double angle: does *Democracy and Education* still constitute a source for the framing of these policies and for the ongoing educational debate? What categories and notions of Dewey's pedagogy continue to be timely and relevant for current debates? On the other hand, does the EU project of creating a trans-national space of learning - and furthering a convergence of the different EU educational systems - really represent the outcome of an educational philosophy akin to Dewey's? Or could *Democracy and Education* act rather as a tool for the criticism of those trends in EU policies, which seem more to be modeled according to the demands of the market society?

Given the interdisciplinary character of Dewey's thought and the inquiries in matters of education he wanted to promote, this CFP welcomes papers not specifically rooted in educational theory and philosophy, but rather draw upon other disciplinary approaches such as sociology, psychology, history of philosophy, etc., and papers dealing with the educational relevance of Dewey's thought for non-European cultures.

GUEST EDITORS INCLUDE:

- Stefano Oliverio, Post-Doc Researcher, University of Naples Federico II
- Maura Striano, Full Professor of Education, University of Naples Federico II
- Leonard J. Waks, Professor Emeritus of Educational Leadership, Temple University

FORMAT AND DEADLINES:

Papers must:

- be written in English;
- be limited to 12,000 words;
- include an abstract of 200-400 words;
- include a list of works cited.

Accepted papers will have to be formatted according to the editorial style of the journal. Full papers should be sent as an email attachment to Stefano Oliverio (stefano.oliverio@yahoo.it) by December 1, 2015 with **EJPAP Submission** in the subject header.

Papers will be selected on the basis of a process of blind review. Acceptance of papers will be determined before February 15, 2016. Papers will be published in the June 2016 issue of EJPAP (European Journal of Pragmatism and American Philosophy, Volume 8, No. 1, 2016).

Please address any questions to Stefano Oliverio (stefano.oliverio@yahoo.it).