



THE JOHN DEWEY SOCIETY

APRIL 5 & 6, 2019

Dewey in/and China:
Cultural Transformation & Progressive
Education in International Settings Today

ANNUAL CONFERENCE

TORONTO | WESTIN HARBOUR CASTLE HOTEL | PIER 4

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Dewey in/and China: Cultural Transformation & Progressive Education in International Settings Today

2019 marks the centennial of the start of John Dewey's stay of two years and two months in China. He arrived in China at a time of cultural transformation and upheaval. There was the spread of a new vernacular called *Paihua* that signaled a ferment of thought. The New Culture movement and the May Fourth (1919) student uprising focused on Western science amidst a new found nationalism and populism.

Today, Dewey's influence in China is broad and deep, though it underwent a number of shifts since that time. His early influence peaked in the decade following his visit, and he was later savagely criticized by the Communist regime shortly after his death in 1952. For many scholars, this criticism indicated the depth that Dewey's influence still had on Chinese culture. At present there is a resurgence of Dewey in China, evidenced in part by the recent translation of the collected works of Dewey into Chinese, published in 2015, and the work of the Dewey Center at Fudan University (see the [research note](#) in the spring 2018 issue of *Dewey Studies*).

One of the main reasons that Dewey had such a profound influence on China was due to his pragmatism and its relation to Confucianism, which emphasizes thought for its usefulness in social situations and for living a good and proper life. Dewey's philosophy fit with traditional Chinese culture, even though Confucianism was under attack as an old tradition during the New Culture movement at that time in China.

However, the 20th century was a time when Chinese culture changed dramatically with the influence of Marxism and Communism. Dewey had warned against a wholesale acceptance of Marxism and Communism, and later was condemned for this way of thinking. Dewey did not call for the general rejection of Chinese culture or complete adaptation of Western culture, but for a new culture that would come about through a careful evaluation and reflection upon both cultures. He asks in his critical review of Bertrand Russell's *The Problem of China*: "...what is to win in the present turmoil of change: the harsh and destructive impact of the West, or the internal recreation of Chinese culture inspired by intercourse with the West" (MW 15:218).

JDS | April 5, 2019

8:30-11:30 am | Preconference

Welcome

AG Rud, President John Dewey Society

Lead Speaker: ADream Foundation, Shanghai, China

Panel: Dewey in/and China

School as Learning Community

Chen Jingjing, School and Learning Community (SLC) Institute and Shanghai Pudong Educational Development Institute, Shanghai

Philosophy for Children in China

Gao Zhenyu (Lincoln Gao), Institute of Philosophy for Children in China, Hangzhou Normal University

The Integrated Practical Activities Curriculum in China

Karen Qian, Hangzhou Normal University

John Dewey Studies SIG at AERA

Margaret MacIntyre Latta, University of British Columbia

Frontiers of Education in China; Beijing International Review of Education (BIRE)

Zhang Huajun, Beijing Normal University

Confucianism, Taoism, Buddhism and Education SIG

Dengting Boyanton, Educational Research Institute

Reflections of a Visiting Scholar

Li Xu, University of North Texas

Chair, Leonard J. Waks, Hangzhou Normal University and Temple University

JDS | April 5, 2019

11:30-1:00 pm | Poster Session and Luncheon Reception

1:00-2:45 pm | Dewey Symposium

Progressive Education in Contemporary China: Projects and Challenges

Zhang Hua, Hangzhou Normal University

Chen Jingjing, Learning Community Institute, Shanghai

Yong Zhao, University of Kansas

Liz Jackson, University of Hong Kong and President, Philosophy of Education Society of Australasia

Chair, Leonard Waks, Temple University and Hangzhou Normal University

BREAK

3:00-4:15 pm | School and Society Forum

Fostering U.S.-China Educational Partnerships

Thomas Joseph, Baker High School, Baker City, Oregon

Mark Witty, Superintendent, Baker School District, Oregon

Baker High School Students

Chair, Jessica Heybach, Aurora University

BREAK

Election Results and Awards | 4:30pm

Sarah Stitzlein, JDS President-Elect, University of Cincinnati

The Dewey Lecture | 4:30-6:00pm

Introduction, AG Rud, JDS President, Washington State University

Justine Zhixin Su , California State University, Northridge

John Dewey and Chinese Education: A Comparative Perspective

Dr. Justine Zhixin Su is professor of education in the Department of Educational Leadership and Policy Studies and Co-Director of the Center for Partnerships for Educational Reform at California State University, Northridge (CSUN). She is also the Lifetime Honorary Director of CSUN China Institute. After graduating with honors from Shanghai International Studies University, Su was awarded full Chinese government scholarship to study western literature and culture at University of Toronto. Upon completion of the study abroad program, she became a Program Officer in the Bureau of Foreign Affairs in the Chinese National Ministry of Education, where she coordinated numerous international exchange and collaboration programs between Chinese and North American education institutions. Recognizing the need to gain deeper understanding of educational theories and practices, Su conducted graduate studies in educational governance and administration under the guidance of Dr. John I. Goodlad at the University of Washington and participated in all phases of the national Study of the Education of Educators (SEE), for which she published multiple papers and reports. Later, she extended the American SEE to China and developed comparative studies of the education of educators in the U.S. and China.

Since receiving her doctoral degree, Su has assumed faculty positions in educational administration at University of California, Los Angeles (UCLA), and California State University, Northridge (CSUN). She also served as Director of CSUN China Institute for 20 years, from 1995-2015. In this capacity, she designed and directed both long-term and short-term training programs for Chinese government, business, public health, and higher education leaders and scholars, as well as joint degree programs between CSUN and Chinese universities, making significant contributions to the development of U.S.-China academic exchange and collaboration. She received "Lifetime Achievement Award" from CSUN China Institute, "Outstanding Contributions Award" twice from Phi Beta Delta, the American Honor Society for International Scholars, and the "Spring Light Award" from the Chinese Consulate General in L.A.



Dr. Su's research interests include comparative and international education, educational leadership, teacher education, school reform, curriculum and instruction. She has been a leading scholar on U.S.-China comparative education research and her most notable studies include a comparative study of teacher education, a comparative study of school principals, a comparative study of science education, historical evaluation and critical analysis of John Dewey's influence on Chinese education, case study of Tao Xingzhi's creative adaptation of Dewey philosophy in Chinese teacher education, an evaluation study of American students

in China, and a follow-up study of Chinese scholars studying in the U.S. She has published numerous research reports in top refereed journals and research books in the U.S., China, and Europe, including *Teaching and Teacher Education*, *Journal of School Leadership*, *Teachers College Record*, *Education and Urban Society*, *Journal of American Education*, *International Review of Education*, *International Education Journal*, *Comparative Education*, *Journal of Research on Education and Development*, *International Journal of Educational Reform*, *Oxford Review of Education*, *Journal of World Education*, *New China Readers' Digest*, and *Teacher Education Yearbooks*.

In recent years, Su has assumed visiting professorship in several major Chinese universities. She was the chief translator and editor of the Chinese version of *A Place Called School* by John Goodlad, published by East China Normal University Press, which has become a required reading for education faculty and students in Chinese universities and a preferred reference for school teachers and administrators. Su was featured on the cover page of the Chinese *Journal of World Education* in 2012, as a recognition of her extraordinary contributions to higher education internationalization and the development of U.S.-China education collaboration. The interview article was selected to be included in the award-winning book, *China's Education Dream: Interview with 50 Famous Education Leaders and Scholars*, edited by Dr. Xiong Jianhui and published by Chinese Higher Education Press in 2016. Su's comparative education articles also appeared in the national *China Education Journal*, *Shanghai Social Sciences Journal*, and reprinted in prestigious national education journals in China.

苏智欣博士简历:

苏智欣博士是加州州立大学（北岭CSUN）教育学院教育管理教授兼教育改革合作中心主任，大学中国终身荣誉所长。苏博士曾在上海外语大学和加拿大多伦多大学主修英语和文学，在中国国家教育部外事局任职三年，之后在美国华盛顿大学获教育政策和管理学的硕士和博士学位。苏博士先后在加州大学（UCLA）和加州州立大学（CSUN）任教，并兼任CSUN中国所所长20年（1995-2015）。她以加州大学太平洋研究中心和加州州大中国所为平台，为中国设计并举办了多种类型的长期和短期的政府，教育，企业，卫生等部门领导干部和学者的培训项目，为促进中美合作与交流做出了巨大贡献，荣获中国政府“春晖奖”和加州州立大学中国所“终身成就奖，”并两次获得美国国际荣誉学者联合会颁发的“国际交流杰出贡献奖。”

苏博士积极从事中美教育比较研究，领导并主持了中美校长比较研究、中美师范教育比较研究、中美科学教育比较研究、杜威对中国教育的历史影响、陶行知对杜威教育思想的创新实践、中美小学教育比较研究、中国海归学者追踪调研，美国学生在中国学习效果的评估调研、中美大学教学比较研究等项目，在国际国内学术会议上发表论文一百多篇，在美国、中国及欧洲学术杂志和书刊上发表七十多篇研究论文，包括联合国教科文的《国际教育论坛》和《教育展望》，《牛津教育评论》，《比较教育》，芝加哥大学的《美国教育杂志》，哥伦比亚大学的《教师学院论坛》，《教学与师范教育》，《学校领导杂志》，《教育与都市社会》，《美国师范教育年鉴》，《国际教育改革杂志》，《课程、教材与教法》，《华东师范大学学报》，《南京师范大学学报》，《外国教育动态》，《教育学术月刊》，《世界教育信息》，《上海社会科学报》，《新华文摘》，《中小学学校管理》，并应邀为多种国际一级学术杂志担任评审和编委。此外，苏教授还担任了中国多所大学的荣誉教授以及台湾大学师范教育中心的国际评委。她所主编的美国学校教育改革报告的译著，《一个称作学校的地方》（苏博士导师，美国著名教育改革家古德莱得著，中国国家教育部“影响力教育理论译丛”），已成为中国教育学者从事教学和教改的必读参考书。2012年，中国《世界教育信息》杂志对苏博士进行了封面人物专访，全面报道了她为中美教育交流以及教育国际化所做的贡献。2016年初，苏博士的专访报告被收集在熊建辉博士主编的《教育中国梦》- 50位教育学家访谈录一书中。

JDS | April 6, 2019

Dewey and Philosophy Panel I | 9am -10:30am

What Would Dewey See/Say Now? China's Promise 1919 to 2019

Barbara Stengel, Peabody College/Vanderbilt University

Cheng Liang, East China Normal University

Ju Yucui, East China Normal University

Li Jiacheng, East China Normal University.

Chair, AG Rud, Washington State University

BREAK

Dewey and Philosophy Panel II | 10:45-12:15

Dewey and Philosophy: Learning from Dewey's Time in China

Recognizing the Problems of Propaganda: How Seeing the World from China Changed John Dewey's Perspective

Mark Tschaepe, Prairie View A&M University

When Deweyan Pragmatism Confronted with Confucianism:

A Socio-political Analysis of the 1920s' Chinese Educational Reform

Limin Su, The University of Iowa

A View of Democracy in and for China from a Dewey Perspective

Hui Xie, University of California, Los Angeles

An Analysis of Philosophical Motivations behind Hu Shih's Application of John Dewey's Pragmatism to Chinese Literary Revolution

James Yang, Beijing Normal University-Hong Kong Baptist University United International College

Chair, Sarah Stitzlein, University of Cincinnati

Lunch Break | 12:15-1:00

Executive Board and Directors Meeting | 1:00-2:00

JDS | April 6, 2019

Emerging Scholars Session | 2:15-3:15

Dr. Carolyn L Berenato, Cabrini University

The Chinese Landscape through the Eyes of John Dewey: Politics, Education, and Art

Senior Scholar: AG Rud

Liat Ariel, Loyola University Chicago

Educating the Future Generation under Conflict: The Case of Jewish Israeli Students Under the Israeli Palestinian Conflict

Senior Scholar: Leonard Waks

Jessica Bridges, Oklahoma State University

Education in the 21st Century: The Need for Dewey's Guiding Philosophy

Senior Scholar: Sarah Stitzlein

Matthew Livingston, SUNY, University at Albany

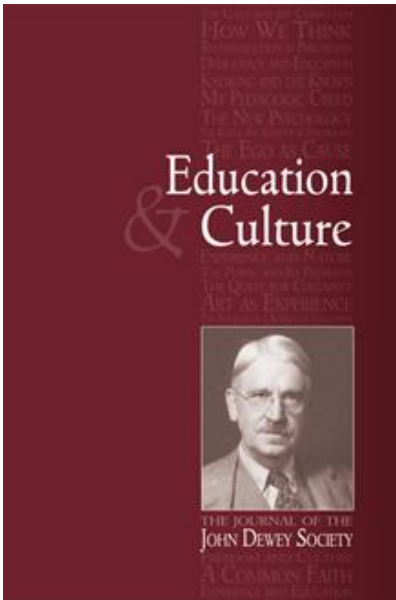
Buddhist Wisdom and Deweyan Wisdom, An Exploration

Senior Scholar: Jessica Heybach

Chair, B. Jacob Del Dotto , Loyola University

JDS Business Meeting | 3:30-4:30

JDS Publishing Opportunities



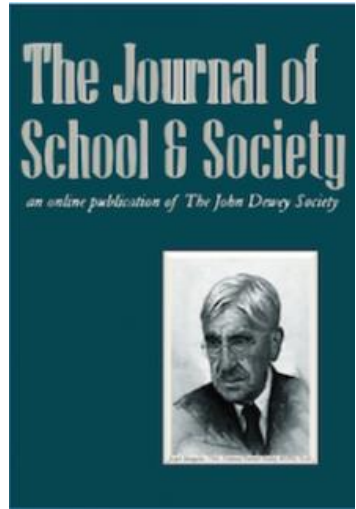
Education & Culture, published twice yearly by Purdue University Press, takes an integrated view of philosophical, historical, and sociological issues in education. Submissions of Dewey scholarship, as well as work inspired by Dewey's many interests, are welcome. JDS members receive the journal as part of their membership in the society. The most recent three years of the journal are only available online [through Project Muse](#), but the archive is available Open Access here through Purdue e-Pubs, the online publishing platform of Purdue University.

The journal publishes peer-reviewed critical essays, research studies, essay and book reviews, and "rejoinder" essays. Recommended lengths vary for critical essays, research studies, or essay reviews (7500 words); book reviews (1000-2000 words); and commentaries or rejoinders to published pieces (800 words).

Submission Guidelines can be found at:
<https://docs.lib.purdue.edu/eandc/policies.html>

The *Journal of School & Society* seeks to position itself as speaking to all those interested in the place and function of education in a democratic society—to academics, certainly, but even more so to public school teachers, to parents, and to community and labor activists. To that end, we actively seek to highlight voices from diverse constituencies. We seek to be a journal of intelligent practice for creative and justice-oriented practitioners.

Submission Guidelines can be found at:
<http://www.johndewey.org/the-journal-of-school-and-society/submission-information/>



Dewey Studies

an online publication of the John Dewey Society



Dewey Studies is an online, open-access journal of the John Dewey Society dedicated to furthering understanding of John Dewey's philosophical work and enlivening his unique mode of engagement with the vital philosophical questions of our time. *Dewey Studies* welcomes articles engaging with Dewey's philosophical interests, broadly understood—whether metaphysics, logic, aesthetics, philosophy of science, psychology, democratic theory, philosophy of culture, or a number of other fields. As committed pluralists, we seek a broad range of scholarly perspectives; we are especially eager to facilitate scholarship from (and informed by) traditionally marginalized voices. We ask that authors whose works deal primarily with the philosophy of education consider instead submitting to one of the John Dewey Societies' education focused journals: *Education and Culture* or *The Journal of School & Society*.

Submission Guidelines can be found at: <http://www.johndewey.org/dewey-studies/submission-guidelines/>

The John Dewey Society

for the Study of Education and Culture



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Special Thanks to Kyle Greenwalt (Michigan State University) for chairing the awards committee, and Roudy Hildreth (University of Colorado Boulder) for chairing the Elections Committee

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