

The John Dewey Society for the Study of Education and Culture



Harvard University Archives

Founded in 1935

Society Website: <http://www.johndeweyociety.org>

Society Social Issues Blog: <http://deweycsi.blogspot.com/>

Society NING: <http://johndeweyociety.ning.com/>

Society Facebook Page: <http://www.facebook.com/pages/School-and-Society/200539343319958>

Society journal, *Education & Culture*: <http://docs.lib.purdue.edu/eandc/>

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 John Dewey Society Thanks its Institutional Sponsor



The John Dewey Society for the Study of Education and Culture
Annual Meeting Program
April 27 - 29, 2013
San Francisco, California

Second Annual School & Society Forum

Richard Carranza, San Francisco Unified School District Superintendent (Featured Speaker)
Saturday, April 27, 8:30 am to 11:00 am
Room 110, Education Building, University of San Francisco
2350 Turk Boulevard
San Francisco, CA 94118

Annual Membership Meeting

Deron Boyles (President)
Saturday, April 27, 12:00 pm to 1:45 pm
Grand Hyatt Cypress

Annual John Dewey Symposium

Susan Laird, Nick Burbules, Isabel Nuñez, and Eric Bredo (Panelists)
Saturday, April 27, 2:00 pm to 4:00 pm
Grand Hyatt Cypress

Annual John Dewey Lecture

David Labaree (Lecturer); Jane Roland Martin (Outstanding Achievement Award Recipient)
Saturday, April 27, 4:15 pm to 6:15 pm
Grand Hyatt Cypress

Annual Reception

Saturday, April 27, 6:30 pm to 7:30 pm
Grand Hyatt Orpheum

Past President's Paper Session

Kathleen Knight-Abowitz (Chair); Jim Garrison (Respondent)
Amy Shuffleton, Stefano Oliverio, Len Waks, and Tom Misco (Presenters)
Monday, April 29, 4:00 pm to 7:00 pm
Grand Hyatt Conference Theater

The John Dewey Society for the Study of Education and Culture
&
The Master of Arts in Teaching Program/Teacher Education Department
School of Education at the University of San Francisco

Cordially invite you to join in the:

2nd Annual *School & Society Forum*
Saturday, April 27th 8:30 am -11:00 am

Intent: A public space embracing dialogue, interaction, and deliberation, concerning multiple stakeholders across school and society—P-16 teachers, policymakers, administrators, scholars, parents, community educators, & other interest groups—drawing upon John Dewey’s thinking and contemporary reinterpretations, extending Dewey’s commitments to democratic schooling.

Where: Room 110, Education Building, 2350 Turk Boulevard, University of San Francisco (see below)

PREPARING TEACHERS for a POST-NCLB ERA

Panel and Light Breakfast: 8:30 am

Richard A. Carranza, Superintendent, San Francisco Unified School District (SFUSD) will initiate the forum’s conversation as he envisions what preparation entails for his school jurisdiction.



Richard A. Carranza was sworn in as the new superintendent of San Francisco Unified School District on June 27, 2012. Mr. Carranza has held the position of Deputy Superintendent of Instruction, Innovation and Social Justice at the district since 2009. Having entered the public school system speaking no English, Mr. Carranza has experienced, first-hand, the transformational power of access and equity in providing a rich and rewarding education to all students.

Judy Pace, Teacher Education Professor & Master of Arts in Teaching (MAT) Coordinator, University of San Francisco (USF), will extend the conversation focusing on classroom dialogue and inquiry as key features of courses for prospective teachers.



Judy Pace taught in special education and progressive K-12 settings before getting her doctorate at the Harvard Graduate School of Education. She has been teaching at USF since 1998 and does research on classroom relationships, curriculum, and teaching within the socio-cultural and political contexts of schooling.

Peter Williamson, Teacher Education Professor, University of San Francisco (USF) & San Francisco Teacher Residency (SFTR) Co-Founder and Coordinator and Dorothy Morillos, a resident in the SFTR program, will further extend the conversation by discussing the collaboration among SFUSD, USF, & Stanford on clinically based teacher preparation through a teacher residency program.



Peter Williamson taught middle and high school English and journalism before completing his Ph.D. at Stanford in Curriculum and Teacher Education. He has been teaching at USF since 2007 and studies teacher preparation and professional development, teacher effectiveness, and urban education.



Dorothy Morillos is a graduate student at the University of San Francisco and is a resident in the San Francisco Teacher Residency program. Dorothy will begin her teaching career in Mathematics and Science in the San Francisco Unified School District in the fall of 2013.

Continued Conversation: 9:45 am

Teacher Inquiry: Novice Teachers Reflecting on Their Practice

Facilitated by Sarah Capitelli (Professor & Bilingual Authorization Coordinator, USF), with David Hansen (Professor, Teachers College, Columbia University), & Maura Striano (University of Naples Federico II)

Working with Community Partners: Engagement, Service Learning & Teacher Preparation

Facilitated by Helen Maniates (Professor & Master of Arts in Teaching Reading Coordinator, USF) with Kathleen Knight Abowitz (Professor, Miami University), & A. G. Rud (Dean and Professor, Washington State University).

Bridging K-12 and Teacher Education: Rhetoric and Reality

Facilitated by Karl Seyer-Ochi, High School Teacher & USF Instructor with Gert Biesta (Professor, University of Luxembourg), Christopher Marten (Professor, University of British Columbia, Okanagan), & Lynda Stone (Professor, University of North Carolina at Chapel Hill).

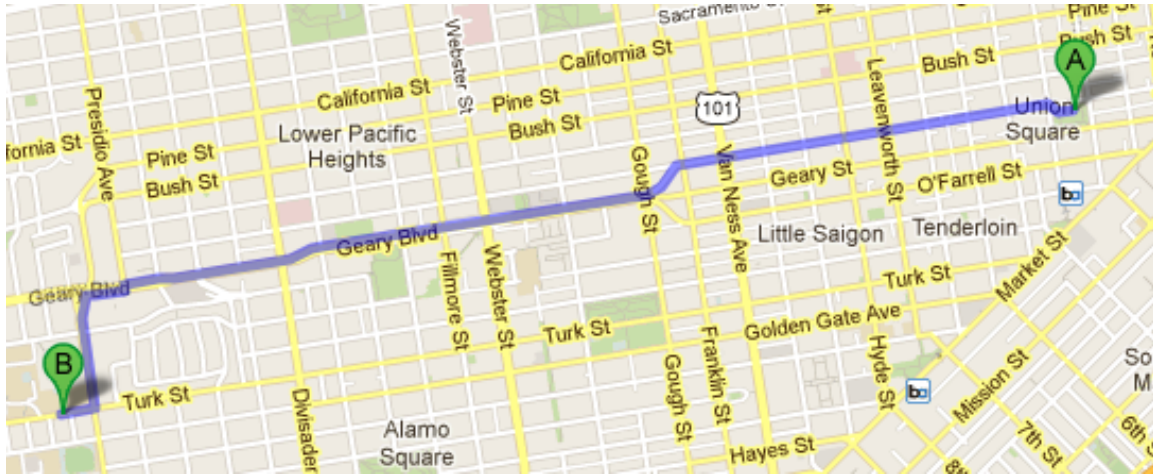
Trusting Teachers: Parents (& Others) as Advocates for Education

Facilitated by Barbara Thayer-Bacon (Professor, University of Tennessee) with Deron Boyles (Professor, Georgia State University), Jim Garrison (Professor, Virginia Tech), & Kyle Greenwalt (Professor, Michigan State University).

Wrap Up: 10:30 am. Lessons learned and Questions generated about preparing post-NCLB teachers.

Facilitated by Margaret Macintyre Latta (Professor, University of British Columbia, Okanagan) & Judy Pace (Professor, University of San Francisco).

Map and Directions:



A. Union Square, Downtown San Francisco

B. Room 110, Education Building, University of San Francisco, 2350 Turk Blvd.

Bus Routes to take from Downtown San Francisco to USF:

38L Geary Blvd.

31 Turk Blvd.

15 min cab ride (approx.)

Thank you to Rita Cihlar Hermann (University of Nebraska-Lincoln), Lisa Klope (University of San Francisco) & Robert McEntarffer (University of Nebraska-Lincoln) for their organizing efforts to make this forum possible.

The John Dewey Society for the Study of Education and Culture
Annual Membership Meeting
Saturday, April 27th Noon-1:45 pm Grand Hyatt Cypress

1. Call to order, introduction of members present, and approval of minutes from 2012 (Deron Boyles, President)

2. Officers' Reports

Report of the President (Deron Boyles)

- Elections
- School & Society Forum
- John Dewey Symposium
- John Dewey Lecturer
- Outstanding Achievement Award
- Continuing Initiatives Update (Membership, Journals, Website)

Report of the President-Elect (Kathleen Knight-Abowitz)

Report of the Secretary-Treasurer (Kyle Greenwalt)

3. Extended Reports

Report of the Membership and Development Officer (Mark Kissling)

Report from the Chair of the Commission on Social Issues (David Waddington)

Report on Society Publications

a. *Education & Culture* (David Granger, Editor)

b. *School & Society* (Deb Seltzer-Kelly, Chair of the School and Society Committee)

Report on The Daniel Tanner Endowment (Dan Tanner and Peter Hlebowitsch)

4. New Business

5. Appreciations

6. Passing the Gavel

7. Adjournment

The John Dewey Society for the Study of Education and Culture
John Dewey Symposium
Saturday, April 27th, 2-4 pm, Grand Hyatt Cypress

Reconsidering Social Foundations of Education: Promises and Perils

The Symposium will highlight the many and varied ways in which social foundations courses have increasingly been under attack in higher education and what scholars in the general field might be able to do to better understand and address the phenomenon.

Participants:



Susan Laird, a philosopher of education, gender, and aesthetics, is Professor of Educational Leadership & Policy Studies, Women's & Gender Studies, and Human Relations at the University of Oklahoma, where she coordinates the Educational Studies Program. Author of *Mary Wollstonecraft: Philosophical Mother of Coeducation* (2008) and numerous articles and book chapters, she is president (2013) of the Society of Philosophy & History of Education and has served as president (2010) and co-founder (2008) of the Society for Educating Women; and president (2007) of the Philosophy of Education Society. Her research focuses on “coeducation for social justice,” and she is a member of the American Association of University Professors.



Nicholas C. Burbules is the Gutgsell Professor in the Department of Educational Policy, Organization and Leadership at the University of Illinois, Urbana-Champaign. His primary research focuses on philosophy of education; teaching through dialogue; and technology and education. He is the Director of the Ubiquitous Learning Institute, dedicated to the study of new models of “anywhere, anytime” teaching and learning, given the proliferation of mobile technologies and pervasive wireless connectivity. He is currently the Education Director for the National Center on Professional and Research Ethics, located at Illinois. His most recent books are *Showing and Doing: Wittgenstein as a Pedagogical Philosopher*, coauthored with Michael Peters and Paul Smeyers (2010, Paradigm Press) and *Feminisms and Educational Research*, coauthored with Wendy Kohli (2012, Rowman and Littlefield). He is also Editor of the journal, *Educational Theory*.



Isabel Nuñez is an associate professor in the Center for Policy Studies & Social Justice at Concordia University Chicago. She is associate editor for *Multicultural Perspectives*, and section editor for *Sexualities in Education: A Reader*, published by Peter Lang in 2012. She is a founding member of CREATE (Chicagoland Researchers and Advocates for Transformative Education), a group of volunteer faculty engaged in inquiry and dialogue around education policy. Dr. Nuñez also co-leads a working group on teacher evaluation for Edu4, a public space inspired by Maxine Greene for dialogue around education. The Chicago Sun-Times published her commentary on the role of teacher evaluation in the teachers’ strike, and she has been interviewed on radio and television about educational issues.



Eric Bredo is professor and Chair of the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, University of Toronto. While his teaching has been primarily in philosophy and sociology of education he enjoys work that cuts across the natural sciences, social sciences and humanities and perhaps for that reason especially appreciates the generalized evolutionary philosophy of the classical pragmatists, such as Peirce, James, Dewey and Mead. Much of his work seeks to bring some of the breadth, depth and spirit of such thinking to contemporary educational theory. He is a past-president of the American Educational Studies Association and has written on some of the role difficulties facing social foundations including ways in which it can be both academically excellent and practically viable.

The John Dewey Society for the Study of Education and Culture
presents
The 55th Annual John Dewey Lecture
Saturday, April 27th, 4:15-6:15 pm, Grand Hyatt Cypress

“College: What Is It Good For?”



David Labaree

Stanford University

David F. Labaree is a professor of Education and (by courtesy) History and chair of the area committee in Social Sciences, Humanities, and Interdisciplinary Policy Studies (SHIPS) in the School of Education at Stanford. He received his Ph.D. in sociology in 1983 from the University of Pennsylvania. His research focuses on the history of American education. His books include: *The Making of an American High School* (1988); *How to Succeed in School Without Really Learning* (1997); *The Trouble with Ed Schools* (2004); *Education, Markets, and the Public Good* (2006); and *Someone Has to Fail* (2010). He was president of the U.S. History of Education Society (2004-2005), vice president for Division F (history of education) of the American Educational Research Association (2003-06), and member of the AERA executive board (2004-06).

The John Dewey Society for the Study of Education and Culture
presents the
Outstanding Achievement Award
Saturday, April 27th, 4:15 pm, Grand Hyatt Cypress



Jane Roland Martin

University of Massachusetts, Boston

Jane Roland Martin is Professor of Philosophy, *Emerita*, at the University of Massachusetts, Boston. She is a past President of the North American Philosophy of Education Society and former Radcliffe Scholar. Her inquiry in and about education has transformed conceptual foundations in relation to gender. Martin has proposed creating a new gender-sensitive educational ideal, re-conceptualizing schooling and acknowledging the many parts of society that participate in educating children. Dr. Martin has been a keynote speaker, invited speaker, commencement speaker and has delivered inaugural addresses and memorial lectures at learned institutions in the US and in locations such as Haifa, Stockholm, Amsterdam, Oxford, Groningen, Helsinki, Varna (Bulgaria) and Lund (Sweden). Her book titles include:

- *Education Reconfigured: Culture, Encounter, and Change* (2011)
- *Educational Metamorphoses: Philosophical Reflections on Identity and Culture* (2006)
- *Cultural Miseducation: In Search of a Democratic Solution* (2002)
- *Coming of Age in Academe: Rekindling Women's Hopes and Reforming the Academy* (2000)
- *The Schoolhome* (1995)
- *Changing the Educational Landscape: Philosophy, Women and Curriculum* (1994)
- *Reclaiming a Conversation: The Ideal of Educated Woman* (1987)

The John Dewey Society for the Study of Education and Culture
presents
Past President's Paper Session
Monday, April 29th, 4-7 pm, Grand Hyatt Conference Theater

Dewey wrote *The Public and its Problems* as a response to the deeply embedded skepticism of participatory democracy and public life expressed by democratic realists of the era like Walter Lippmann, author of *The Phantom Public* (1925). In response to Lippmann, Dewey (1927) offered a thorough analysis of early 20th century democracy and some of his best thinking on both the challenges of, and hopes for public life in democratic societies. The book remains a key text for pragmatists but particularly for pragmatists working in education, as the challenges and threats to the ideals of democracy in education abound today as never before. Indeed, we live in an era in which at times it seems the language of public ideals, public purposes, and public education itself seems naïve and hopelessly outdated. This, then, is a productive time for educational philosophers to revisit this key text in Dewey's opus, one of his most important statements on democratic ideals, processes, and problems.

Participants:

The Democratic Public to Be Brought into Existence and Education as Secularization
Stefano Oliverio, Post-Doctoral Fellow, University of Naples Federico II (Italy)

Literary Art in the Formation of the Great Community
Len Waks, Professor Emeritus of Educational Leadership, Temple University

The Chicago Teachers Strike and Parental Rights
Amy Shuffleton, Assistant Professor, Loyola University Chicago

Controversial Issue Instruction in Context: A Social Studies Education Response to The Problem of the Public
Tom Misco, Associate Professor, Department of Teacher Education, Miami University

Respondent: Jim Garrison, Professor, School of Education, Virginia Tech University, and Past President, John Dewey Society

Chair: Kathleen Knight Abowitz, Professor, Department of Educational Leadership, Miami University, and President-Elect, John Dewey Society

Membership to
The John Dewey Society for the Study of Education and Culture
Founded in 1935

THE JOHN DEWEY SOCIETY FOR THE STUDY OF EDUCATION AND CULTURE encourages through its publications and programs careful and responsible examination of our most basic educational and cultural commitments.

JOHN DEWEY SOCIETY membership dues are based upon one's income, and are as follows:

\$75	\$75,000 or above
\$60	\$60,000 - \$75,000
\$45	\$45,000 - \$60,000
\$30	\$45,000 or less

John Dewey Society members receive an annual subscription to the Society's journal, *Education & Culture* (2 issues per year). When available, they will also receive the annual John Dewey Lecture in book format. In 2013, thanks to the generosity of the Daniel Tanner Foundation, all members will receive a copy of Diane Ravitch's, *The Death and Life of the Great American School System*.

Another benefit for JDS members is a special rate of \$25 for a subscription to *Educational Theory*. A subscription to *Educational Theory* includes online access to other philosophy of education journals through Blackwell Publishing's *Synergy* Service. If you choose to subscribe to *Educational Theory*, please enclose your added payment for a subscription along with your membership renewal.

Inquiries about JDS membership should be directed to greenwlt@msu.edu
For additional information see the JDS Website: www.johndeweyociety.org

John Dewey Society Membership Application

Name: _____
Address 1: _____
Address 2: _____
Address 3: _____
City: _____
State: _____ Zip Code: _____
Email: _____
Institutional Affiliation: _____
Position: _____
Telephone: _____

MEMBERSHIP \$ _____ (indicate amount based on chart above).

Educational Theory OPTION \$ _____ (\$25, write in amount if interested).

GIFT DONATION TO JDS \$ _____ (indicate amount).

\$ _____ TOTAL AMOUNT ENCLOSED

Make checks payable to the John Dewey Society (in U.S. dollars) and mail to:

Kyle Greenwalt
Department of Teacher Education
Michigan State University
328 Erickson Hall
620 Farm Lane
East Lansing, MI 48824