



Book Series

Current Perspectives on Confucianism, Taoism, Buddhism, and Education

Series Editors

Hongyu Wang, *Oklahoma State University-Tulsa*; Jing Lin, *University of Maryland*; Heesoon Bai, *Simon Fraser University*; Xin Li, *California State University-Long Beach*

Complicated intra-cultural and inter-civilizational conversations and cooperation in and through education have become imperative for human and ecological survival and renewal in today's world, which is facing unprecedented challenges. The purpose of this book series is to engage in in-depth, cross-cultural and intercultural, international dialogues on how Confucianism, Taoism, and Buddhism in classical and/or contemporary schools of thought can inform today's educational theory and practice. Mutual engagement between East and West has had a long history, although obscured in recent centuries by the domination of techno-scientific instrumental reason in the West. It is time to renew nondualistic East-West dialogues for educational insights into relationality, creativity, leadership, compassion, and wisdom to help transform our current understandings and practices.

Although Confucianism, Taoism, and Buddhism are ancient wisdom traditions, they all have new developments in the contemporary age both in Asia and in the West. The focus of this book series is on current perspectives, historically informed and critically analyzed, and their contemporary influences in the diverse settings of education. The editors of this book series welcome manuscripts that draw upon one or multiple schools of thought within or across Confucianism, Taoism, and Buddhism, and/or their intellectual, cultural, and spiritual relationships with Western thought to explore fundamental educational issues or content subject areas at all levels (from early childhood education to higher education) and in all settings of education. Not to reinforce the East/West binary, however, the editors look for manuscripts that evoke and inspire cross-fertilization of educational ideas, new awareness, and alternative pathways that engage difference in a mutually enhanced and enriched way.

The scope of this book series includes multiple educational dimensions such as purposes and aims of education, personhood and interbeing, curriculum and pedagogy, cultural diversity, educational leadership, embodied knowing, ethics, peace and sustainability, and international studies, as well as re-thinking education in specific subject areas. Other topics can be applied as well. The manuscripts can address formal or informal educational programs using a variety of disciplinary and interdisciplinary lenses.

Books in this series:

- CONFLUENCES Intercultural Journeying in Research and Teaching
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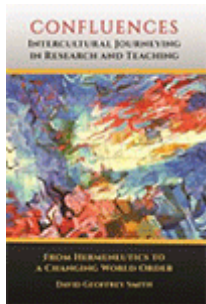
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CONFLUENCES Intercultural Journeying in Research and Teaching

From Hermeneutics to a Changing World Order

David Geoffrey Smith

2020. Paperback 9781641138246 \$45.99. Hardcover 9781641138253 \$85.99. eBook 9781641138260 \$65.

In this book, Canadian scholar David Geoffrey Smith reflects on over thirty years of research and teaching in the human sciences, including education. Written between 1986 and 2018, the essays are organized around four themes: Hermeneutics and the Human Sciences; The Poststructuralist Turn; Globalization and Its Discontents; East/West Encounters and the Search for Wisdom. As a historical guide through the defining discourses in the human sciences, this volume could well serve as an introductory text for graduate students in education and other cognate disciplines like nursing, recreation and cultural studies. The writing can be described as a form of meditative praxis, while the emphasis on interculturality addresses issues in literacy, pedagogy, politics, critical thinking, teacher education, and cultural healing from a geopolitical perspective, drawing on insights from both Western and Eastern traditions and the author's personal experience of being born in China and raised in Central Africa (Northern Rhodesia/Zambia).

Praise for CONFLUENCES:

Careful study of the essays in this collection has been an inspiration, primarily because of Professor David Geoffrey Smith's deep commitments to the organic interpretability of life, and living in the interests of generativity, hope and good faith. In curricular and pedagogical terms, these commitments arise from sustained study of the various inheritances, philosophical and otherwise, that circulate around deliberations concerning children, education, and knowledge deemed of most value. As an Indigenous scholar, and someone committed to uncovering the unnamed colonial logics that continue to govern and structure formal education, I find especially helpful Professor Smith's untangling of the roots of the Euro-American power nexus and its ongoing difficulties in creatively engaging traditions outside of its own self-determinations. As Professor Smith teaches through this work, it is in the careful hermeneutic practice of tracing out the lineages of the past, and revealing their potential for openness in the present, that the possibility of saying something hopeful about the future emerges.

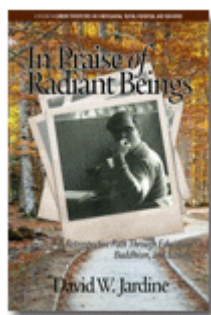
Dwayne Donald Ph.D.
Associate Professor
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Now and then a clear and authentic voice emerges from the surrounding cacophony as the machinery of the education establishment relentlessly grinds away: a voice of conscience and wisdom rising above the babble of technocratic, bureaucratic, ideological, and market-driven survivalism that permeates educational discourse today. I recognize such a voice in this newest book by Canadian educator Professor David Geoffrey Smith. Smith's "reading the world," to use Paulo Freire's expression, is particularly helpful to us in today's world teeter-tottering between denial and panic. I firmly believe that any hope for sanity in our time rests in our collectively and individually investigating how we have gotten ourselves into this current material and existential predicament. Smith's investigation shows an incredible intellectual depth of understanding gained through plumbing Western and Eastern philosophical traditions in an intercultural life journey on three continents through forty years of teaching and research. I delight in hearing his voice of wisdom that insists, for instance, that the nature of reality cannot be reduced to "any human construct, scientific or otherwise" and that we must "die into a new human freedom found in the joy of a new shared reality." Ultimately, his is a voice of unwavering hopefulness and a gaze that courageously faces a challenging world. I value his work more than any others' in the contemporary curriculum theory field.

Heesoon Bai
Professor, Philosophy of Education
Simon Fraser University, Canada

CONTENTS: Introduction. **SECTION I: ORIENTATIONS.** Journeying: A Meditation on Leaving Home and Coming Home. Not Just as We Please: A Meditation on What It Means to Make a Difference. A Meditation on an Answer From Ku Shan. **SECTION II: HERMENEUTICS AND THE HUMAN SCIENCES.** The Mission of the Hermeneutic Scholar. Hermeneutic Inquiry. The Hermeneutic Imagination and the Pedagogic Text. Experimental Hermeneutics: Interpreting Educational Reality. Experience and Interpretation in Global Times: The Case of Special Education. Postcolonialism and Globalization:

Thoughts Toward a New Hermeneutic Pedagogy. On Being Critical About Language: The Critical Theory Tradition and Implications for Language Education. **SECTION III: THE POSTSTRUCTURALIST TURN.** Brighter Than a Thousand Suns: Facing Pedagogy in the Nuclear Shadow. Teacher Education as a Form of Discourse. On Discursivity and Neurosis: Conditions of Possibility of (West) Discourse With Others. Modernism, Hyperliteracy, and the Colonization of the Word. Modernism, Postmodernism, and the Future of Pedagogy. **SECTION IV: GLOBALIZATION AND ITS DISCONTENTS.** The Geography of Theory and the Pedagogy of Place. Teacher Education and Global Culture. The Problem for the South Is the North (But the Problem for the North is the North). The Specific Challenges of Globalization for Teaching and Vice Versa. A Few Modest Prophecies: The WTO, Globalization, and the Future of Reason. From Leo Strauss to Collapse Theory: Considering the Neoconservative Attack on Modernity and the Work of Education. Not Rocket Science: On the Limits of Conservative Pedagogy. Engaging Peter McLaren and the New Marxism in Education: An Essay Review of McLaren's Rage+Hope. The Deep Politics of War and the Curriculum of Disillusion. **SECTION V: EAST/WEST ENCOUNTERS AND THE SEARCH FOR WISDOM.** Identity, Self, and Other in the Conduct of Pedagogical Action: An East/ West Inquiry. "... the Farthest West Is but the Farthest East": The Long Way of Oriental/Occidental Engagement. Wisdom Responses to Globalization: The Pedagogic Context. Can Wisdom Trump the Market as a Basis for Education? On Studying Confucius: Pitfalls and Possibilities in Global Times. Spiritual Cardiology and the Heart of Wisdom. **SECTION VI: SPECIAL WORDS FOR TEACHERS AND TEACHER EDUCATORS.** Children and the Gods of War. Fake News and Other Conundrums in "Reading the World" at Empire's End. References. About the Authors.



In Praise of Radiant Beings A Retrospective Path Through Education, Buddhism and Ecology

David W. Jardine, University of Calgary (Retired)

2016. Paperback 9781681236049 \$45.99. Hardcover 9781681236056 \$85.99. eBook 9781681236063 \$65.

This text is a collection of essays by noted curriculum scholar and philosopher of education, David W. Jardine. It ranges over twenty-five years of work with teachers and students in schools. The main purpose of these essays is to provide teachers with new ways of thinking about their circumstances that side step some of the panic and exhaustion that is all too typical of many school settings. Using ideas and images from Buddhism, ecological thinking, and hermeneutics, the author shows how these lineages help with the practical work of thinking and acting differently regarding the knowledge entrusted to teachers and students in schools. It offers the image of living fields of relations as an alternative to the fragmented, industrial-assembly machinations that drive much curriculum thinking and practice. It roots this alternative in solid scholarly work, both inside and outside of the orbit of educational literature. This book can provide encouragement and example to those working in schools who have sensed the shifting of human consciousness and conscience over the past decades towards issues of sustainability, interrelatedness, diversity, ancestry, ecological well-being, and dependent co-arising. It provides solid classroom-based examples coupled with substantial scholarly delving into the roots of such work in long-standing streams of thinking that are born outside of the usual orbits of educational theory and practice, but that provide that practice with a refuge and a relief and an alternative. This book can also provide examples to those doing graduate work in education of how interpretive research into classrooms can be conducted, and how this work is must be solid, well-rooted, scholarly and meticulously thought out. It is useful as a handbook and sourcebook for interpretive research or hermeneutic research, and provides a wide array of sources and themes for the conduct of such work.

CONTENTS: Introduction: It Only Makes it Better. **PREAMBLE 1:** We Twist Fibre on Fibre. **CHAPTER I:** To Dwell With a Boundless Heart: On the Integrated Curriculum and the Recovery of the Earth (1990). **PREAMBLE 2:** Don't Say 'There Must Be . . .'. **CHAPTER II:** The Fecundity of the Individual Case: Considerations of the Pedagogic Heart of Interpretive Work (1992). **PREAMBLE 3:** The Deeply Experiential Ecology of 'Just This'. **CHAPTER III:** The Stubborn Particulars of Grace (1995). **PREAMBLE 4:** Kids Running From Place to Place. **CHAPTER IV:** Under the Tough Old Stars: Meditations on Pedagogical Hyperactivity and the Mood of Environmental Education (1996). **PREAMBLE 5:** So, Here We Are. **CHAPTER V:** All Beings Are Your Ancestors: A Bear Sutra on Ecology, Buddhism, and Pedagogy (1997). **PREAMBLE 6:** Subjectivity is a Distorting Mirror. **CHAPTER VI:** Birding Lessons and the Teachings of Cicadas (1998) **PREAMBLE 7:** Remembering This, You Will Weep. **CHAPTER VII:** It's All One Meditation (1999). **PREAMBLE 8:** Self-Abnegation. **CHAPTER VIII:** Filling This Empty Chair: On Genius and Repose (2004), *David W. Jardine and Jennifer Batycky*. **PREAMBLE 9:** Guarding Waterways. **CHAPTER IX:** Translating Water (2008). **PREAMBLE 10:** Every Secret Loses Its Force. **CHAPTER X:** The Sickness of the West (2008). **PREAMBLE 11:** A Temporary Medicine. **CHAPTER XI:** An Ontological Delusion (2012). **PREAMBLE 12:** Keep Radiantly Well. **CHAPTER XII:** Sickness Is Now 'Out There' (2012). **PREAMBLE 13:** Hells. **CHAPTER XIII:** Time Is Always Running Out (2014). **PREAMBLE 14:** Well, Lyle. **CHAPTER XIV:** Introduction: We Are Here, We Are Here, *Jackie Seidel and David W. Jardine* (2014). **PREAMBLE 15:** If You Are

Frightened. **CHAPTER XV:** Just This Once: An Introduction to the Pedagogy of Suffering, *David W. Jardine, Graham McCaffrey, and Christopher Gilham*. **PREAMBLE 16:** The Unspoken Vow. **CHAPTER XVI:** Thoughts on Thinking Through Regret and How Afflictions Can Be Teachers (2015). **PREAMBLE 17:** A Halt in the Rush of Things. **CHAPTER XVII:** Time Is a Bringer of Gifts (2015). **PREAMBLE 18:** This is a Degenerate Time. **CHAPTER XVIII:** An Ode To Xmas Present (2015). **PREAMBLE 19:** The Sleep of Reason Brings Forth Monsters. **CHAPTER XIX:** A Failed Attempt to Finish a Thought Left in Mid-Air by Christopher Hitchens (2015). **PREAMBLE 20:** These Things Are Fantastic. **CHAPTER XX:** In Praise of Radiant Beings (2014). **References**



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