



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.

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- Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity
- CONFLUENCES Intercultural Journeying in Research and Teaching
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Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity

Hongyu Wang, Oklahoma State University-Tulsa

2021. Paperback 978-1-64802-584-6 \$45.99. Hardcover 978-1-64802-585-3 \$85.99. eBook 978-1-64802-586-0 \$74.

Creativity in the West is often perceived as “cutting edge” and “ground-breaking” in a singular act of giving birth to the new. However, to what degree has this model of breaking away from others and the world contributed to the current crisis in education, society, and ecology even before the tragic COVID-19 pandemic and responses to it? How can our reimagining of creativity contribute to the mutual flourishing of humanity and of relations between humans and the planet? Daoist creativity, based upon relationality and interdependence, has much to offer to today’s curriculum as a complicated conversation to sustain life and renew the world. Integrative, emergent, embodied, co-creative, and ecological, Daoist creativity has a built-in opening to difference through the organic relationality of Yin/Yang dynamics.

This book focuses on one essential thread in Daoism—integrative creativity through organic relationality—and weaves its interplay with Western thought through multiple and intertwined dimensions of curriculum. Exploring Dao as dynamic and setting creative curriculum in motion, this book juxtaposes the notion of Wuwei and self-organization to conceptualize emergent classroom dynamics, and re-envision the inner landscape of education through negotiating dialogues between the Jungian psyche and Daoist dynamics. Further, it explores gendered implications of Daoism to interact with feminism and formulates the pursuit of inner and outer peace through creative harmony to inform nonviolence curriculum. Synthesizing cross-cultural insights and wisdom, it provides an in-depth and intuitive understanding of the interactions between Daoist and Western creativity and elaborates a curriculum of integrative creativity for students, teachers, and their educational community. Let us all attend to the urgent call for individual and collective awakenings and for creativity that connects.

Praise for Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity:

"Hongyu Wang's book on Daoism is a treasure. It is beautifully written and includes a diverse literature that demonstrates her impressive scholarship. She explores the relevance of Daoism's ancient wisdom to many current issues including gender, nonviolence, peace education, as well as teaching and learning. This is an important addition to growing literature on Daoism. In a time of division we need Daoism's cosmic perspective on how we can live peacefully and harmoniously on this earth."

~ Jack Miller

The Ontario Institute for Studies in Education
University of Toronto

"One barrier to meaningful educational reform is our inability to imagine things differently. Wang's study offers a set of lenses drawn from Chinese Daoism that could stimulate meaningful educational reform by envisioning a curriculum that moves beyond analytical reasoning toward more peaceful, humane, and ecologically sustainable ways of teaching, learning, and knowing. Along the way, Wang explores the links between Daoism and complexity theory and Daoism's compatibilities and contrasts with aspects of Western philosophy, including recent scholarship on eco-feminism. Educators will be intrigued by this study of Daoism as a form of embodied curriculum that works toward the development of authentic personhood and transformative interconnectedness through an emphasis on lived experience in tandem with intellectual development and they will be inspired to examine and rethink their current practice."

~ Gay Garland Reed

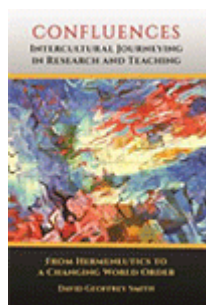
Professor Emerita, University of Hawaii

"Honyu Wang's book offers us a solution for nowadays crises like social and ecological ones, by pointing out that the integrative creativity and curriculum is the key...Her ideas are accessible and can enrich our perspective as educationists. The novelty and uniqueness of the book is that it makes a bridge between Western culture and East culture, between past and present and it is also a bridge from today to the future of the entire Earth."

~ Maria Butucea,

Teacher Training Department,
Technical University of Civil Engineering, Bucharest

CONTENTS: Introduction. Acknowledgments. CHAPTER 1: Dynamic Dao and the Creative Pathways of Curriculum. CHAPTER 2: Wuwei, Self-Organization, and Classroom Dynamics. CHAPTER 3: The Jungian Transcendent Function, the Dance of Dao, and the Inner Landscape of Education. CHAPTER 4: Original and Sustainable Creativity: Gender and



CONFLUENCES Intercultural Journeying in Research and Teaching

From Hermeneutics to a Changing World Order

David Geoffrey Smith

2020. Paperback 9781641138246 \$65.99. Hardcover 9781641138253 \$95.99. eBook 9781641138260 \$74.

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.

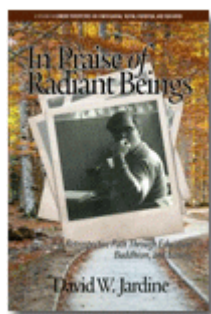
Dwayne Donald Ph.D.
Associate Professor
Curriculum Studies and Indigenous Wisdom Traditions
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Now and then a clear and authentic voice emerges from the surrounding cacophony as the machinery of the education establishment relentlessly grinds away: a 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

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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 \$74.

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.

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