Community Inquiry in China

Bertram (Chip) Bruce
Library & Information Science

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Outline

http://go.illinois.edu/11China

1. Background: Community inquiry in the US

2. China in January, 2011: Conferences, lectures, impressions

3. Discussion: Development of "publics" in China?
(1) Community Inquiry (US)
Youth...

- feel alienated from society
- see school as a waste of time
- engage in anti-social & self-destructive behavior
Communities...

• divides across race, religion, language, ...

• cannot “talk to strangers” (cf. Danielle Allen)

• problems of health, economy, education, environment,...
How can young people use new media for community action & personal growth?
Make the entire social organism democratic (Hull House)—move democracy beyond its political expression
Community asset mapping: Engaging & empowering youth
Engaging & empowering youth (E2Y)

- GPS mapping
- Video interview
- Narrative
- Metadata
Youth media: Hip-Hop Express
Mi vida

- A mi me gusta el equipo cruz azul y también pachuca porque los dos equipos son de Hidalgo.

Digital storytelling
Youth Community Informatics

- Information spaces in the community
- Community journalism
- Oral history
- Protest songs & wikis
- Online mapping
- Documentaries
- Community asset map
- Newspaper
- Technology center
Community as curriculum

• Learn about the world in a connected way
• Learn to act responsibly in the world
• Learn to transform the world—to give back to the community
International connections

• Nepal: participatory democracy
• Spain: community mapping
• Sweden: immigrant youth making movies
• Ireland: inquiry as a model for digital literacy
• China: education reform?
(2) 中国 (Zhōngguó, China)
Just as western countries have certainly never heard the teaching of the sages of China, so we have never heard of the books of their ancient sages. But now both enlighten each other, both benefit one another. In this way, the whole world has become a single family and hearts have interpenetrated so there is no longer a difference between those spreading to the east and those extending to the west.

–Feng Yingjing, written on the 1603 Matteo Ricci map
My China trips

• 1993: People to People--Beijing, Wuxi, Nanjing, Shanghai

• 1996: Sabbatical--Beijing; Taiyuan

• 2011: Shanghai, Ningbo, Zhejiang, Kunming, Jinghong
Learning from China
(1996)

- Expanded language study
- Integrated curriculum
- Arts in education
- Linking school & society
- Involving everyone in learning
Shanghai
East China Normal University
Fudan University
Goal: establish philosophy of education as a discipline and inform educational research and policy; association, journals, & graduate program

“Finding common ground: A theory of community inquiry”
Conference: Philosophical Reflection on Education Reform, ECNU, January 9-11

- Huang Zhongjing, Yang Xiaowei

- “The community is the curriculum: A model for education reform”
Kunming
Yunnan University
Jĭnghóng,  
Xīshuāngbǎnnà
21世纪纯绿色健康食品
口感细腻 美味香浓...
(3) Development of “publics” in China?
Recent reading on China

http://go.illinois.edu/chinabooks
Simon Winchester

The Man Who Loved China

The fantastic story of the eccentric scientist who unlocked the mysteries of the Middle Kingdom
Du Wei

- Xinhai Revolution: Wuchang uprising (October 10, 1911)...
  Emperor Puyi abdicates (February 12, 1912)

- John Dewey in China (May 1, 1919 - July 1921)
Student revolt in Beijing
(May 4, 1919)

- the most impressive single feature of my stay in China was witnessing the sure and rapid growth of an enlightened and progressive public opinion ~”The Tenth Anniversary of the Republic of China,” 1921
Triangle Shirtwaist Factory fire

- March 25, 1911, New York City
- 146 garment workers, recent young Jewish & Italian immigrant women
- managers had locked the exit doors
- -> International Ladies' Garment Workers' Union
Dewey on democracy

• A democracy is more than a form of government: it is primarily a mode of associated living ~*Democracy and Education*, 1916

• not an alternative to other principles of associated life. It is the idea of community life itself...democracy in this sense is not a fact and never will be ~*The Public and its Problems*, 1927

• democracy as a way of life is controlled by personal faith in personal day-by-day working together with others...the task of democracy is forever that of creation of a freer and more humane experience in which all share and to which all contribute. ~"Creative Democracy," 1939
Publics

groups of citizens who share the indirect effects of a particular action ~Dewey, *The Public and its Problems*, 1927
Sun Zhongshan 孫中山

Sānmín zhǔyì 三民主义

- Mínzú 民族
  "of the people"
- Mínquán 民权
  "by the people"
- Mínshēng 民生
  "for the people"
Twelfth Five-Year Plan
(2010)

- equitable wealth distribution
- social infrastructure and social safety net
- investment => consumption
- urban & coastal => rural & inland development
- environmental protection
- opening & reform
“Community”

- 社区 Shè Qū = community, as in a group of people with shared values & common purpose; possibly defined by a common history
- 邻里 Lín Lǐ = neighborhood, as in a group defined by shared physical location
- 在线社区 Zàixiàn shèqū = online community
- 网络 Wǎng Luò = network
- 团体 Tuántǐ = group
- 社团 Shètuán = association, e.g., league
- 界 Jiè = boundary, community
Abstract

Economic, demographic, and technological transformations have challenged traditional conceptions of community life. What does the present context require for viable publics to thrive? This talk explores meanings of “community” in the US & China. Drawing from my own recent experiences in China, Jessica Ching-sze Wang’s study of John Dewey in China, Sānmín zhǔyì, and other sources, it asks how the theory of community inquiry can apply to present-day challenges.
Specific Objectives of China trip (2011)

• Present and participate in conferences at Fudan University and East China Normal University

• Share the work on Youth Community Informatics through various lectures

• Work with Chinese partners to explore the adaptation of Youth Community Informatics in Chinese contexts

• Learn about related work already underway in China

• Study school/community and university/community relations

• Link YCI with the Philosophy of Education initiative at Fudan
Collaborating scholars
(incomplete list)

- Fùdàn Dàxué
  - Qian Haiyan, Research Institute of Higher Education
  - Xu Dongqing, Research Institute of Higher Education
  - Lin Hui, School of Philosophy, Institute of Philosophy of Education
- Níngbō Dàxué
  - Xu Xiaoxiong, School of Education
- Zhèjiāng Dàxué
  - Zhang Jianping, Department of Development & Planning
  - Li Yan, Institute of Educational Technology, College of Education
• Huá Shǐ Dà

• Huang Zhongjing, Institute of Schooling Reform & Development
• Yang Xiaowei, Institute of Schooling Reform & Development
• Zhu Zhiting, Dean of the Distance Education College
• Gu Xiaoqing, Distance Education College
• Wu Yonghe, e-Educational System Engineering Research Center
• Zhang Hua, Director of the Institute of Curriculum and Instruction and Chair of the International Association for the Advancement of Curriculum Studies (IAACS)
• Li Jiacheng, School of Education Science
浙江 (Zhèjiāng)
云南 (Yúnnán)
Sources: Community inquiry


- Ritzo, Chris; Nam, Chaebong; & Bruce, Bertram C. (2009, Summer). Building a strong web: Connecting information spaces across communities [Special issue on school media and Information science]. Library Trends, 58(1), 82-94.