

EDUCATIONAL PHILOSOPHY AND THEORY:
EDITOR'S CHOICE

Beyond the Philosophy of the Subject

An Educational Philosophy and Theory
Post-Structuralist Reader
Volume I

Edited by
Michael A. Peters and Marek Tesar



Beyond Philosophy Subject Educational Post Structuralist

SJ Ball



Beyond Philosophy Subject Educational Post Structuralist:

Beyond the Philosophy of the Subject Michael A. Peters, Marek Tesar, 2015-11-19 This first volume focuses on a collection of texts from the latter twenty years of Educational Philosophy and Theory selected for their critical status as turning points or important awakenings in post structural theory In the last twenty years the applications of the postmodern and poststructuralist perspectives have become less mono focused less narrowly concerned with technical questions and also less interested in epistemology and more interested in ethics This book covers questions of genealogy ontology the body and the institution giving examples of theoretical applications of post structural theory that testify to the generative and endlessly applicable potential of this work to different fields and avenues of thought While informed by Foucault's thinking of the political subjugation of docile bodies to individuals as self determining beings the chapters in this book culminate in amalgamations of different schools of educational philosophy which explore poststructuralist approaches to education Beyond the Philosophy of the Subject will be key reading for academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory post structural theory the policy and politics of education and the pedagogy of education

Critical Readings in Teacher Education, 2008-01-01 Like other fields of study teacher education defines itself both by what it includes and by what it excludes Teacher educators and researchers have spent a great deal of time seeking and attempting to eradicate the flaws in existing structures and practices but significantly less time learning to perceive the absences The premise of this book is that until we can identify and begin to address what is absent teacher education will be constrained by a perennial recycling of concerns that have characterized so much of research policy and practice to date If teacher education is to have a different future we need to ask different and difficult questions This book with contributions from theorists in Australia Canada and the United States addresses the challenges we face in establishing a more hopeful future for teacher education The authors provocative contributions identify what is missing in teacher education while providing critical counterpoints to existing frames of reference in the field In writing against the grain they open up new conceptual spaces and exciting trajectories for a different teacher education

Philosophical Perspectives on Compulsory Education Marianna Papastephanou, 2013-09-12 From antiquity to the present schools of some form have in one way or other been involved in the material and symbolic reproduction of societies Such diachronic resilience along with the synchronic omnipresence of schooling often makes schools appear as natural self evident and unavoidable This naturalization of schooling is then extended to its modern specification as compulsory in a universalist fashion This book does not only seek to explore what is left of older debates on compulsory education in the years hindsight but also to associate the discussion of schooling with new theoretical developments and new emphases It contains a first part which operates primarily at the conceptual and justificatory level and reserves a more or less qualified welcome to a revisited notion of compulsory And it supplements this first part with a second more applied one that focuses on specific aspects of

compulsory schooling and or education From Luther down to John Stuart Mill and John Dewey compulsory education has been heralded either as a vehicle of social coordination and individual well being or as a vehicle of democratization and progress or as a means for protecting the rights of the young and of society and so on and so forth But there have also been periods of challenge and denaturalization of compulsory education producing a range of interesting and spirited debates not only on matters of educational legality but also on matters that boil down to broader philosophical questions about the self and the world Without neglecting the lasting significance of older debates argumentation over schooling its character and its scope can be recast in the light of current philosophical educational debates Given the fact that failure adequately to mine such connections leads to a lack in philosophical educational engagement with one of the most central pedagogical practices of the contemporary world namely the school the book aspires to remedy this lack and to put together work that addresses those connections through the highly original and innovative work of its contributors The subtext in all contributions is a vision of educational transformation in one way or other All chapters from the most theoretical to the most practice related promote a version of a recast or redirected compulsory schooling

Feminist Critique of Education Christine Skelton, Becky Francis, 2005-11-18 This book provides a valuable route map to the development of thinking in gender and education over the last fifteen years It includes over thirty five seminal articles from the journal Gender and Education written by many of the leading authors in the field from the UK the USA Australia and Europe Compiled by the current editors of the journal to show the development of the field the book is divided into six sections Gender Identities Theory and Method Policy and Management Sexuality Ethnicity Social Class The specially written introduction by the editors contextualises the selection and introduces students to the main issues and current thinking in the field Available in one easy to access place this authoritative reference book provides a collection of articles that have lead the field It should find a place in every library and on every departmental bookshelf

Poststructuralism, Philosophy, Pedagogy J.D. Marshall, 2006-01-18 This book has been quite long in the making In its original format but with some different chapters and with the then publisher it foundered as did other volumes in the planned series At the in press stage when we obviously thought it was going ahead it was suddenly canned Quite distraught I closed it away in a desk drawer for a year or so But then Joy Carp of Kluwer Academic Publishers expressed an interest in it and we were in business again Most of the contributors to the original volume have stayed with it only to be delayed by myself for a variety of reasons but see the dedication I had been writing on Michel Foucault for a number of years but had become concerned about mis appropriations of his ideas and works in educational literature I was also concerned about the increasingly intemperate babble in that literature of the notion of postmodernism Indeed at one major educational conference in North America I listened to a person expounding postmodernism in terms of Destroy Destroy Destroy Like Michel Foucault I am not quite sure what postmodernism is but following Mark Poster s account of poststructuralism as merely a collective term to catch a number of

French thinkers I thought that what we had to do in education was to look at what particular thinkers had said and not become involved in vapid discussion at an abstract level on isms Thus the book was conceived **Beyond Critique** Bradley A. Levinson, Jacob P. K. Gross, Christopher Hanks, Julia Heimer Dadds, Kafi Kumasi, Joseph Link, 2015-12-03 This book introduces educational practitioners students and scholars to the people concepts questions and concerns that make up the field of critical social theory It guides readers into a lively conversation about how education can and does contribute to reinforcing or challenging relations of domination in the modern era Written by a group of experienced educators and scholars in an engaging style Critical Social Theories and Education introduces and explains the preeminent thinkers and traditions in critical social theory and discusses the primary strands of educational research and thought that have been informed and influenced by them Beyond Literary Studies Daniel Ferreras Savoye, 2017-04-21 This response to the current crisis in the field of literary studies describes the fundamental flaws of poststructuralist literary criticism which has become a self serving enterprise at the expense of scholarship at large and students in particular Outlining an improved approach that meets the expectations of 21st century students and teachers the author proposes a new definition of the literary object of study which addresses the inconsistencies of the literary canon by including nontraditional narratives such as films comic books and pop songs A Contemporary Theory of Mathematics Education Research Tony Brown, 2020-10-05 This book by passes both psychology and sociology to present an original social theory centered on seeing mathematical learning by everyone as an intrinsic dimension of how mathematics develops as a field in support of human activity Here mathematics is defined by how we collectively talk about it Drawing on psychoanalytic theory the student is seen as participating in the renewal of mathematics through their contributions to our collective gaze on mathematics as the field responds to ever new demands As such learning takes a critical stance on the standard initiations into current practices often promoted by formal education In the field of mathematics education researchers have moved from psychology where individual students were seen as following natural paths of development through existing mathematical knowledge to socio cultural models predicated on students being initiated into the human world and understood through the reflective gazes this world has of itself such as those found in comparisons of student learning in different countries This book addresses the domain purpose and functioning of contemporary research in mathematics education and is an original contribution to this theme The book is aimed at a mathematics education research audience It continues a dialogue with existing publications seen widely as a cutting edge and will also be of interest to students and practitioners in the fields of qualitative research social theory and psychology **Teaching Marx** Curry Malott, John M. Elmore, Mike Cole, 2013-05-01 We are in the midst of yet another global crisis in capitalism In the UK we have the most right wing and ideologically driven government since Thatcher a ruthless cabal of millionaires intent on destroying the welfare state In the US President Obama whose initial record did not live up to the expectations of many on the Left is increasingly driven by right wing republicanism and other

corporate interests At the same time there are developments in Latin America in particular Venezuela which are heralding the dawn of a new politics and recovering the voice of Marx but with a twenty first century socialist focus thus giving hope to the lives of millions of working people throughout the world This is why the world media is intent on discrediting President Hugo Chavez and insisting that ordinary people have to pay the cost of the crisis in capitalism The Arab Spring and the Occupy movement also show signs of an anti capitalist movement in embryo In Greece perhaps more than anywhere else in Europe even France the austerity stricken working classes are pushing for real existing socialism It is therefore not surprising that the ruling class of Greece is increasingly supporting the neo Nazi fascist Golden Dawn party threatening civil war should they lose power as a class Now is a prescient time to bring twenty first century socialism to the educational institutions of the world to teach Marx across the curriculum and across the globe Through this volume our goal was to contribute to the literature by concretely demonstrating the practical implications of Marx's theory to curriculum However while this book provides concrete examples of how Marx can and has informed a revolutionary critical education it is not intended to be prescriptive That is the chapters should not be read as a how to guide but they should be taken as inspiration for new creative approaches to Teaching Marx and interpreting and posing The Socialist Challenge

A Bourdieusian Analysis of Chinese Transnational Higher Education Policy Enactment Xiao Han, 2025-05-30 This book provides an empirical examination of the meso level policy enactment of transnational higher education in the context of China China's national policies have not been mechanically implemented at the sub national level the strategic enactment is always accompanied by great creativity innovation and or even resistance From the prism of Bourdieu's relational sociology this study moves away from the traditional centralization decentralization model or policy experiment hypothesis to examine how Chinese local officials practices are simultaneously full of invention and improvisation and confined within the constraints and limits initially set on its inventions By so doing the book extends the application of Bourdieu's thinking tools to the arena of critical policy analysis through the establishment of the internal structure to separate habitus and the practice it generated thereby refuting any determinism or objectivism criticism to Bourdieu's most contested concept habitus This book will be of great interest to Bourdieusian scholars with particular interests in higher education and sociologists of education more broadly

A Feminist Critique of Education Christine Skelton, Becky Francis, 2005 Compiled by the current editors of the journal Gender Education this new book maps the development of thinking in gender and education over the last fifteen years featuring groundbreaking articles from leading authors in the field

Being Reflexive in Critical and Social Educational Research Geoffrey Shacklock, John Smyth, 2002-11-01 This text is a collection of case studies and readings on the subject of doing research in education It takes a personal view of the experience of doing research Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research Coming from the researcher's own perspectives their positions are revealed within a wider space that can be personal

political social and reflexive With this approach many issues such as ethics gender race validity reciprocity sexuality class voice empowerment authorship and readership are given an airing *Michel Foucault* Mark Olssen,2016-01-08 Olssen brings Foucault to life and sheds new light on understanding his work Educationalists and scholars across the disciplines will welcome this interpretation of Foucault Michael A Peters University of Glasgow Olssen distills in brilliant and succinct language the core of Foucault s most important insights This is a book that every student should read in order to understand how to link theory to practice and educational thought to legacy and work of one of Europe s great thinkers Henry Giroux McMaster University Michel Foucault is arguably one of the most important thinkers of the twentieth century and his works are some of the most difficult to grasp Mark Olssen offers an accessible overview of Foucault s thought putting into context the relevance of Foucault s ideas Olssen adds important new insights to Foucault scholarship by bringing to light the influences of other thinkers such as Marx Nietzsche Gramsci Habermas and others on Foucault s development as a thinker and their influence on the deep historical materialist strand that grounds and uniquely characterizes so much of Foucault s thought Gender and Education [2 volumes] Barbara J. Bank,2007-09-30 Exploring the intersection of gender and education this work includes entries that deal with educational theories research curricula practices personnel and policies but also with variations in the gendering of education across history and cultural contexts It includes discussions on gender as a social construction Learning with Damaged Colonial Places Theresa Magdalen Giorza,2021-05-10 This book offers a close and detailed account of the emergent and creative pedagogies of children learning together in a small not for profit preschool and the entangled becomings of their carers as well as the researcher artist author The mutually affecting and inseparable realities of the material and the discursive are made visible through lively and sensual pedagogical invention by a group of five year olds in the inner city preschool which is located in Johannesburg South Africa These small local stories are recognized in their emergence with global geopolitical realities The author makes a valuable contribution to post qualitative research through the use of visual research methods and non representational approaches to working with knowledge The book draws on the constantly evolving practices of Philosophy for Children P4C and Reggio Emilia both as pedagogical tools and as research methods Photographs and stills from video footage provide a sense of the relatively modest material environment of the school The book celebrates the considerable richness of the involvement of the children and the enormous possibilities offered by the world both inside and outside of the classroom when an enquiry led art based pedagogy is followed Drawings and other products created by the children in the study offer valuable insight into the depth and complexity of their engagement with their worlds both individual and collaborative **The Right to Higher Education** Penny Jane Burke,2013-06-19 The landscape of higher education has undergone change and transformation in recent years partly as a result of diversification and massification However persistent patterns of under representation continue to perplex policy makers and practitioners raising questions about current strategies policies and approaches to widening participation

Presenting a comprehensive review and critique of contemporary widening participation policy and practice Penny Jane Burke interrogates the underpinning assumptions values and perspectives shaping current concepts and understandings of widening participation She draws on a range of perspectives within the field of the sociology of education including feminist post structuralism critical pedagogy and policy sociology to examine the ways in which wider societal inequalities and misrecognitions which are related to difference and diversity present particular challenges for the project to widen participation in higher education In particular the book focuses on the themes of difference and diversity to shed light on the operations of inequalities and the politics of access and participation both in terms of national and institutional policy and at the level of student and practitioner experience draws on the insights of the sociology of education to consider not only the patterns of under representation in higher education but also the politics of mis representation critiquing key discourses of widening participation interrogates assumptions behind WP policy and practice including assumptions about education being an unassailable good provides an analysis of the accounts and perspectives of students practitioners and policy makers through in depth interviews observations and reflective journal entries offers insights for future developments in the policy practice and strategies for widening participation The book will be of great use to all those working in and researching Higher Education

Foucault and Lifelong Learning Andreas Fejes, Katherine Nicoll, 2008-01-14 Over the last twenty years there has been increasing interest in the work of Michel Foucault in the social sciences and in particular with relation to education This the first book to draw on his work to consider lifelong learning explores the significance of policies and practices of lifelong learning to the wider societies of which they are a part With a breadth of international contributors and sites of analysis this book offers insights into such questions as What are the effects of lifelong learning policies within socio political systems of governance What does lifelong learning do to our understanding of ourselves as citizens How does lifelong learning act in the regulation and re ordering of what people do The book suggests that understanding of lifelong learning as contributory to the knowledge economy globalisation or the new work order may need to be revised if we are to understand its impact more fully It therefore makes a significant contribution to the study of lifelong learning

Beyond Relativism Cynthia Lins Hamlin, 2004-01-14 This book argues that critical realism offers the theory of cognitive rationality a real way of overcoming the limitations of methodological individualism by recognising both the agents and the social structure s causal powers and liabilities Cynthia Lins Hamlin persuasively argues that critical realism represents a better safeguard against the relativism which springs from the conflation of social reality and our ideas about it This is an important book for sociologists and anyone working in the social sciences and for all those concerned with the methodology and philosophy of social science

Max Horkheimer and the Foundations of the Frankfurt School John Abromeit, 2011-10-10

This book is the first comprehensive intellectual biography of Max Horkheimer during the early and middle phases of his life 1895 1941 Drawing on unexamined new sources John Abromeit describes the critical details of Horkheimer s intellectual

development This study recovers and reconstructs the model of early Critical Theory that guided the work of the Institute for Social Research in the 1930s Horkheimer is remembered primarily as the co author of *Dialectic of Enlightenment* which he wrote with Theodor W Adorno in the early 1940s But few people realize that Horkheimer and Adorno did not begin working together seriously until the late 1930s or that the model of Critical Theory developed by Horkheimer and Erich Fromm in the late 1920s and early 1930s differs in crucial ways from *Dialectic of Enlightenment* Abromeit highlights the ways in which Horkheimer s early Critical Theory remains relevant to contemporary theoretical discussions in a wide variety of fields

Reading Bernstein, Researching Bernstein Brian Davies, Ana Morais, Johan Muller, 2004-06-24 Basil Bernstein is arguably one of the most important educational theorists of the late 20th century This book written by a team of international contributors offers an insight into the richness and depth of his theories

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