

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



Nice Beyond Philosophy Subject Educational Post Structuralist

Colin Davis Jr.



Nice Beyond Philosophy Subject Educational Post Structuralist:

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

Heidegger, Education, and Modernity Michael A. Peters, 2002-07-31 Martin Heidegger is perhaps the most controversial philosopher of the twentieth century Little has been written on him or about his work and its significance for educational thought This unique collection by a group of international scholars reexamines Heidegger s work and its legacy for educational thought Thematically the collection focuses on Heidegger s critique of modernity and contributors investigate the central significance for education of Heidegger s ontology and his investigation of the question of the meaning of Being by examining his art of teaching a translation of his submission to the denazification hearing his view of science and reason his philosophy of technology his poetics and the implications of his thought for learning These essays point to the crucial importance of Heidegger s work for understanding modern highly technologized forms of education and for the possibilities of redemption from its worst excesses

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a

comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Individualism And Community Michael Peters,James Marshall,2002-11-01 Examining in the widest sense the changes in political philosophy that have occurred in Western capitalist states since the early 1980s this book focuses on the introduction of neo liberal principles in the combined area of social and education policy New Zealand presents a paradigm example of the neo liberal shift in political philosophy From constituting the social laboratory of the Western world in the 1930s in terms of social welfare provision New Zealand has become the neo liberal experiment of the fully marketised society in the 1990s Against the theoretical background of educational theory and practice this book examines neo liberalism and its critiques as responses to the so called crisis of the welfare state and argues for a reformulated critical social policy in the postmodern condition The conclusions about social policy drawn by the authors can be generalized to similar situations in other Western capitalist countries **Becoming of the Body** Amaleena Damle,2014-04-09 No detailed description available for The Becoming of the Body *Subject Matters* ,2022-02-22 What can we currently make of the subject Under the sway of structuralism and poststructuralism critical thinking took a distinctly negative turn effectively disqualifying any form of subjectivity as a reference point in discussions of textual or literary meaning Since the mid 1970s however throughout the human sciences human agency has been restored as both a methodological principle and an ethical value a phenomenon

broadly designated as the return of the subject Yet the returning subject bears the traces of its problematization The present collection of essays explores the ways in which the subject now matters both in principle and in the variety of critical approaches in authorizes Essays which are both literary and theoretical in character cover authors texts and issues in French literature from Descartes to the present A wide range of types of writing is examined from established forms such as the novel to relatively marginal and generically unsystematized discursive practices such as automatic writing and the r cit de r ve Though it shuns closure in a matter which remains ultimately elusive this book offers some account of the types of answer which remain open and of those we have learned to leave behind Routledge Library Editions: Comparative Education

Various,2021-06-23 Reissuing works originally published between 1962 and 1995 this collection is made up of volumes that examine insights and data from the practises and situation in one country or area when considering educational practice elsewhere Many important educational questions are examined from this international and comparative perspective in these volumes Countries represented here include Russia the Caribbean Latin America Australia and New Zealand China France Japan Israel Italy Germany the United Kingdom and the United States Many of the volumes look at the whole area of comparative education and its methods and theories while one looks at the Unesco literacy program **Levinas** Colin Davis Jr.,1997-01-15 In recent years there has been a resurgence of interest in the work of Emmanuel Levinas widely recognized as one of the most important yet difficult philosophers of the twentieth century In this much needed introduction Davis unpacks the concepts at the center of Levinas s thought alterity the Other the face infinity concepts which have previously presented readers with major problems of interpretation Davis traces the development of Levinas s thought over six decades describing the context in which he worked and the impact of his writings He argues that Levinas work remains tied to the ontological tradition with which he wants to break and demonstrates how his later writing tries to overcome this dependency by its increasingly disruptive sometimes opaque textual practice He discusses Levinas s theological writings and his relationship to Judaism as well as the reception of his work by contemporary thinkers arguing that the influence of his work has led to a growing interest in ethical issues among poststructuralist and postmodernist thinkers in recent years Comprehensive and clearly written this book is essential reading for students and teachers in Continental philosophy French studies literary theory and theology *Policy, Geophilosophy and Education* P. Taylor Webb,Kalervo N. Gulson,2015-10-14 Education policy is premised on its instrumentalist approach This instrumentalism is based on narrow assumptions concerning people the subject decision making power problem solving science and methodology and knowledge epistemology Policy Geophilosophy and Education reconceptualises the object and hence the objectives of education policy Specifically the book illustrates how education policy positions and constitutes objects and subjects through emergent policy arrangements that simultaneously influence how policy is sensed embodied and enacted The book examines the disciplinary and multi disciplinary approaches to education policy analysis over the last sixty years and reveals how policy analysis constitutes the ontologies and

epistemologies of policy In order to reconceptualise policy Policy Geophilosophy and Education uses ideas of spatiality affect and problematization from the disciplines of geography and philosophy The book problematizes case vignettes to illustrate the complex and often paradoxical relations between neo liberal education policy equity and educational inequalities produced in the representational registers of race and ethnicity **International Encyclopedia of Human Geography**

,2009-07-16 The International Encyclopedia of Human Geography provides an authoritative and comprehensive source of information on the discipline of human geography and its constituent and related subject areas The encyclopedia includes over 1 000 detailed entries on philosophy and theory key concepts methods and practices biographies of notable geographers and geographical thought and praxis in different parts of the world This groundbreaking project covers every field of human geography and the discipline s relationships to other disciplines and is global in scope involving an international set of contributors Given its broad inclusive scope and unique online accessibility it is anticipated that the International Encyclopedia of Human Geography will become the major reference work for the discipline over the coming decades The Encyclopedia will be available in both limited edition print and online via ScienceDirect featuring extensive browsing searching and internal cross referencing between articles in the work plus dynamic linking to journal articles and abstract databases making navigation flexible and easy For more information pricing options and availability visit http://info.sciencedirect.com/content/books/ref_works coming Available online on ScienceDirect and in limited edition print format Broad interdisciplinary coverage across human geography Philosophy Methods People Social Cultural Political Economic Development Health Cartography Urban Historical Regional Comprehensive and unique the first of its kind in human geography *Postphenomenology and Technologies within Educational Settings* Markus Bohlmann,Patrizia Breil,2024-12-20

Technologies such as tablets plagiarism software and learning videos are now an important part of teaching and learning around the world The underlying human technology relations that shape modern educational settings have a decisive influence on what education is and will be in the future This volume applies the analytical tools of postphenomenology to the context of education In three sections the contributors present empirical evidence on the use of technology in schools show conceptual convergences with current theories relevant to education and training and challenge and reframe the technologically situated subject as the goal of education in relation to technology This collection edited by Markus Bohlmann and Patrizia Breil opens up the research field of postphenomenology to the broad field of educational technologies Postphenomenology and Technologies Within Educational Settings extends the scope of the philosophy of technology and further expands its repertoire of theories and analytical tools *Anarchafeminism* Chiara Bottici,2021-11-18 How can we be sure the oppressed do not become oppressors in their turn How can we create a feminism that doesn t turn into yet another tool for oppression It has become commonplace to argue that in order to fight the subjugation of women we have to unpack the ways different forms of oppression intersect with one another class race gender sexuality disability and

ecology to name only a few By arguing that there is no single factor or arche explaining the oppression of women Chiara Bottici proposes a radical anarchafeminist philosophy inspired by two major claims that there is something specific to the oppression of women and that in order to fight that we need to untangle all other forms of oppression and the anthropocentrism they inhabit Anarchism needs feminism to address the continued subordination of all femina but feminism needs anarchism if it does not want to become the privilege of a few Anarchafeminism calls for a decolonial and deimperial position and for a renewed awareness of the somatic communism connecting all different life forms on the planet In this new revolutionary vision feminism does not mean the liberation of the lucky few but liberation for all living creatures from both capitalist exploitation and an androcentric politics of domination Either all or none of us will be free **The Cambridge History of Modern European Thought: Volume 2, The Twentieth Century** Warren Breckman, Peter E. Gordon, 2019-08-29 An authoritative and comprehensive survey of the major themes thinkers and movements in modern European intellectual history Poststructuralism, Politics and Education Michael Peters, 1996-03-20 Using a theoretical and historical investigation this study presents a poststructuralist critique of subject centred reason against the background of the modernity postmodernity and information society debates *The Relationality of Race in Education Research* Greg Vass, Jacinta Maxwell, Sophie Rudolph, Kalervo N. Gulson, 2017-11-01 This edited collection examines the ways in which the local and global are key to understanding race and racism in the intersectional context of contemporary education Analysing a broad range of examples it highlights how race and racism is a relational phenomenon that interconnects local national and global contexts and ideas The current educational climate is subject to global influences and the effects of conservative hyper nationalist politics and neoliberal economic rationalising in local settings that are creating new formations of race and racism While focused predominantly on Australia and southern world or settler colonial contexts the book aims to constructively contribute to broader emerging research and debates about race and education Through the adoption of a relational framing it draws the Australian context into the global conversation about race and racism in education in ways that challenge and test current understandings of the operation of race and racism in contemporary social and educational spaces Importantly it also pushes debates about race and racism in education and research to the foreground in Australia where such debates are typically dismissed or cursorily engaged The book will guide readers as they navigate issues of race in education research and practice and its chapters will serve as provocations designed to assist in critically understanding this challenging field It reaches beyond education scholarship as concerns to do with race remain intertwined with wider social justice issues such as access to housing health social economic mobility and political representation **Handbook of Political Discourse** Piotr Cap, 2023-02-14 Synthesising diverse research avenues for politics discourse and political discourse this cutting edge Handbook examines the formative traditions current theoretical and methodological landscape and genres and domains over which political discourse extends **Equity in Higher Education** Penny Jane Burke, Matt Lumb, 2024-09-06 In a global

context of growing inequality and socio environmental crises Equity in Higher Education considers the issues and challenges for progressing an equity agenda It advances a unique multidimensional framework based on theoretical and conceptual threads including critical feminist decolonial post structural and sociological discourses It also provides readers with the sophisticated insights and tools urgently needed to challenge long standing entrenched and insidious inequalities at play in and through higher education Written as a form of a pedagogical interaction and addressing nuanced temporal and spatial inequalities this key resource will be of value to policymakers practitioners educators and scholars committed to progressive and groundbreaking approaches that can engage the ongoing challenges of transforming higher education towards more just realities Literary Voice Donald Wesling,Tadeusz Slawek,1995-08-23 This response to Derrida s critique of the spoken

uses dozens of examples in four languages to explore the voice that is in writing *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 **New Materialisms and Environmental Education** David A. G. Clarke,Jamie Mcphie,2023-07-24

New materialisms refers to a broad contemporary and significant movement of thought across the social sciences and cultural studies which attempts to re turn to renew or create alternative philosophies of matter Such philosophies spring from multiple sources but are in general an attempt to bring the indissolubility of the social and environmental more forcefully into our analytical frames and modes of inquiry and tackle a perceived over reliance on discourse and language in the so called post modern era of philosophy and social science This movement in thought is underlaid by and meets up with the climate and biodiversity crises and the nature of the human condition and modes of learning or becoming within the field of environmental education This volume brings together academics working at differing intersections of environmental education and new materialisms highlighting tensions knots and lines of flight across and for research practice and theory As such this collection draws on multiple interpretations and streams of thought within new materialisms and demonstrates their significance for those engaging with environmental education policy practice and research This book was originally published as a special issue of the journal Environmental Education Research

This book delves into Nice Beyond Philosophy Subject Educational Post Structuralist. Nice Beyond Philosophy Subject Educational Post Structuralist is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Nice Beyond Philosophy Subject Educational Post Structuralist, encompassing both the fundamentals and more intricate discussions.

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 6. In chapter 5, the author will draw a conclusion about Nice Beyond Philosophy Subject Educational Post Structuralist. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Nice Beyond Philosophy Subject Educational Post Structuralist.

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Nice Beyond Philosophy Subject Educational Post Structuralist Introduction

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