

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 Book Beyond Philosophy Subject Educational Post Structuralist

Michael A. Peters, Marek Tesar



Nice Book 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 [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

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

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 Liminality of Fairies Piotr Spyra, 2020-05-13 Examining the fairies of medieval romance as liminal beings this book draws on anthropological and philosophical studies of liminality to combine folkloristic insights into the nature of fairies with close readings of selected romance texts Tracing different meanings and manifestations of liminality in Sir Gawain and the Green Knight Sir Orfeo Sir Launfal Thomas of Erceldoune and Robert Henryson s Orpheus and Eurydice the volume offers a comprehensive theory of liminality rooted in structuralist anthropology and poststructuralist theory Arguing that romance fairies both embody and represent the liminal *The Liminality of Fairies* posits and answers fundamental theoretical questions about the limits of representation and the relationship between romance hermeneutics and criticism The interdisciplinary nature of the argument will appeal not just to medievalists and literary critics but also to anthropologists folklorists as well as scholars working within the fields of cultural history and contemporary literary theory

Society and Social Pathology R.C. Smith, 2017-02-21 This book offers one of the most comprehensive studies of social pathology to date following a cross disciplinary and methodologically innovative approach It is written for anyone concerned with understanding current social conditions individual health and how we might begin to collectively conceive of a more reconciled postcapitalist world Drawing reference from the most up to date studies Smith crosses disciplinary boundaries from cognitive science and

anthropology to critical theory systems theory and psychology Opening with an empirical account of numerous interlinked crises from mental health to the physiological effects of environmental pollution Smith argues that mainstream sociological theories of pathology are deeply inadequate Smith introduces an alternative critical conception of pathology that drills to the core of how and why society is deeply ailing The book concludes with a detailed account of why a progressive and critical vision of social change requires a holistic view of individual and societal transformation Such a view is grounded in the awareness that a sustainable transition to postcapitalism is ultimately a many sided social individual and structural healing process

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 the Comparative John C. Weidman, W. James Jacob, 2012-01-01 We are pleased to introduce this inaugural volume in the PSCIE Series Beyond the Comparative Advancing Theory and Its Application to Practice which expands on the life work of University of Pittsburgh Professor Rolland G Paulston 1929 2006 Recognized as a stalwart in the field of comparative and international education Paulston s most widely recognized contribution is in social cartography He demonstrated that mapping comparative international and development education CIDE is no easy task and depending on the perspective of the mapper there may be multiple cartographies to chart The 35 contributors to this volume representing a range of senior and junior scholars from various CIDE backgrounds and perspectives celebrate the life and work of Paulston by addressing issues perspectives and approaches related to charting the future course of the field The volume reports on new research in several genres as well as conceptual analysis As the title suggests authors were encouraged to go beyond established canons of CIDE The cover art The CIDE Theoretical Compass was conceptualized by the editors and depicts that theory selection and theory generation are an ongoing and important process in comparative international and development education CIDE The image was designed by artist Natalie Jacob which positions the CIDE Theoretical Compass over Rolland G Paulston s 1993 concentric circle map

Confucius Beyond the Analects Michael Hunter, 2017-01-16 In Confucius Beyond the Analects Michael Hunter challenges the standard view of the Analects as the earliest and most authoritative source of the teachings of Confucius Arguing from a comprehensive survey of the thousands of extant sayings and stories from the early period Hunter situates the compilation and rise of the Analects in the Western Han period 206 BCE 9 CE roughly three centuries after the death of Confucius As a study of the growth and development of the Confucius figure over the course of the early period the book is also meant to serve as a roadmap for

those interested in exploring the wealth and diversity of Confucius material beyond the Analects *Derrida, Deconstruction, and the Politics of Pedagogy* Michael A. Peters, Gert Biesta, 2009 Introduction The promise of politics and pedagogy Michael A. Peters and Gert Biesta Deconstruction justice and the vocation of education Gert Biesta Derrida as a profound humanist Michael A. Peters Derrida Nietzsche and the return to the subject Michael A. Peters From critique to deconstruction Derrida as a critical philosopher Gert Biesta Education after deconstruction between event and invention Gert Biesta The university and the future of the humanities Michael A. Peters Welcome postscript on hospitality cosmopolitanism and the other Michael A. Peters Judith Butler: Ethics, Law, Politics Elena Loizidou, 2007-04-11 The first to use Judith Butler's work as a reading of how the legal subject is formed this book traces how Butler comes to the themes of ethics law and politics analyzing their interrelation and explaining how they relate to Butler's question of how people can have more liveable and viable lives Acknowledging the potency and influence of Butler's concept of gender as process which occupies a well developed and well discussed position in current literature Elena Loizidou argues that the possibility of people having more liveable and viable lives is articulated by Butler within the parameters of a sustained agonistic relationship between the three spheres of ethics law and politics Suggesting that Butler's rounded understanding of the interrelationship of these three spheres will enable critical legal scholarship as well as critical theory more generally to consider how the question of life's unsustainable conditions can be rethought and redressed this book is a key read for all students of legal ethics political philosophy and social theory **Frankfurt School** J. M. Bernstein, 1994 The Frankfurt School refers to the members associated with the Institut für Sozialforschung Institute for Social Research which was founded in Frankfurt in 1923 The work of this group is generally agreed to have been a landmark in twentieth century social science It is of seminal importance in our understanding of culture progress politics production consumption and method This set of six volumes provides a full picture of the School by examining the important developments that have occurred since the deaths of the original core of Frankfurt scholars All the major figures Adorno Horkheimer Marcuse Benjamin are represented In particular the important post war work of Jürgen Habermas is fully assessed The collection also covers the work of many of the minor figures associated with the School who have been unfairly neglected in the past resulting in the most complete survey and guide to the oeuvre of the Frankfurt School *Paradox and the School Leader* Chris Dolan, 2020-03-24 This book proposes that paradox as a theoretically rich and historically enduring concept has significant potential for researchers in the field of critical leadership studies By enriching its general form and infusing it with added complexity and theoretical influence it is argued that paradox can be legitimately applied as a lens for examining and as a pedagogy for realising new learning possibilities The book takes paradoxes as formed out of the constitutive practices of discourse rather than as representations of conflict or complexity Using fifteen paradoxes derived from theoretical and empirical analysis it provides insights into the competing forces that contradict simplistic positivist accounts of contemporary school leadership and reveal the presence of a political

struggle for the soul of the principal in the neoliberal era It considers these paradoxes in three categories 1 principal subjectivity and authority 2 neoliberal policy and 3 managerial practice The book advocates critique counter conduct and agonistic thought and practice as resources for principals participating in such a struggle and employs Foucault's care of the self and practices of freedom to promote more active involvement of principals in authoring their ethical and political selves

(In)scribing Body/landscape Relations Bronwyn Davies, 2000 This is an exploration of body landscape relations and what is possible when body and language are thought of and written together instead of in opposition to each other

Resources in Education ,1998-07 *Iranian Identity and Cosmopolitanism* Lucian Stone, 2014-07-31 Since cosmopolitanism has often been conceived as a tenet of Western civilization that emanates from its Enlightenment based origins in a humanist age of modernity *Iranian Identity and Cosmopolitanism Spheres of Belonging* advances a highly innovative gesture by contemplating the implications and relevance of the idea in a so called non Western cultural territory The particularities of the Iranian and Islamic context shed new light on advancements and obstacles to cosmopolitan praxis The volume provides four principle disciplinary assessments of cosmopolitanism philosophy political science sociology and cultural studies including literary criticism The authors in this collection critically examine topics including the historical encounter between Iranian and Western thinkers and its impact on Iranian political ideals the tension between maintaining apolitical theology rooted in metaphysical assumptions and the prerequisite of secularism in cosmopolitan and democratic philosophies This highly innovative volume will be of interest to scholars and students of Middle Eastern and Iranian Studies Islamic Studies Globalization Political Science and Philosophy *Poststructuralism at Work with Marginalised Children* Cath Laws, 2011 This book looks at developing the capacity to apply poststructuralism in a setting where other discourses are dominant It focuses on working both with students categorized as emotionally behaviourally disordered and their teachers in the context of a **Yearbook of Comparative and General Literature** ,1996 **On Mutant Pedagogies** Stephanie Jones, James F Woglom, 2017-02-01 This ground breaking book on pedagogy research and philosophy in teacher education expands the imagination of justice oriented education and arts based scholarship Based on a multi year study of Jones use of feminist pedagogies the book seamlessly moves between classroom practice theory and philosophy in a way that will offer something for everyone those who are looking for new ways of doing teacher education those who hope to better understand philosophy and those who seek new ways of doing inquiry and scholarship Demonstrating through pedagogy method and form that we have more power than we think and don't have to repeat what has been handed down to us the creators critique the restrictions of traditional teacher education and academic discourse This critique prompts a move outward into unpredictable spaces of encounter where a maybe world might be lived in education In this way Jones and Woglom don't make the case for a certain kind of pedagogy or scholarly inquiry that might be repeated but rather they invite educators and researchers to take seriously the philosophical ideas of Deleuze Guattari Barad and others who argue that humans are in a

constant aesthetic process of becoming with other humans non human life and the material world around them Thus education even teacher education is not about reaching an already known end goal but growing and changing through multiple ways of being and perceiving in the world The authors call this mutant pedagogies and show one ethical path of mutating

Body Knowledge and Control John Evans,Brian Davies,Jan Wright,2004-03-01 Today s society is obsessed with the body its size shape and healthiness Governments business and the popular media spend and earn fortunes encouraging populations to get healthy eat properly exercise daily and get thin But how are current social trends and attitudes towards the body reflected in the curriculum of schools in the teaching of Physical Education and Health How do teachers and health professionals influence young people s experiences of their own and others bodies Is health education liberating or merely another form of regulation and social control Drawing together some of the latest research on the body and schooling Body Knowledge and Control offers a sharp and challenging critique of post modern day attitudes toward obesity health childhood and the mainstream science and business interests that promote narrow body centred ways of thinking Includes A critical history of notions of body identity and health in schools Analysis of the obesity epidemic eating disorders Analysis of the influence of nurtured body image in racism sexism homophobia and body elitism in schools

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