

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

**Terry C. Jones**



## **Nice 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 Poststructuralism and Educational Research Michael A. Peters, Nicholas C. Burbules, 2004-10-26 Poststructuralism and its implications for something called postmodernism is a major topic of discussion in social theory and research generally including educational research The works of the major authors in this tradition Foucault Lyotard Cixous Derrida Haraway to name a few are challenging and difficult Yet more and more theorists and researchers in educational scholarship use this term to describe their work What does poststructuralism mean for these authors and what significance does it have for educational inquiry This book takes on these central questions and explores the impact of poststructuralism in language that makes the basic issues at stake accessible for a broad readership Michael Peters and Nicholas C Burbules highlight the implications of a poststructuralist stance for the conception of the research subject and examine its standards of validity and methods of investigation They also lay out the distinguishing characteristics of this approach to educational inquiry using as examples the particular ways in which writers including Giroux McLaren Lather and Ball have tried to incorporate the poststructuralist perspective into their investigations of educational issues The emphasis throughout this book will be on making these complex theoretical issues tangible and salient for the educational researcher **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      **Wellbeing, Education and Contemporary Schooling** Malcolm Thorburn,2017-08-08

Wellbeing Education and Contemporary Schooling examines the role of wellbeing in schools and argues that it should be integral to core policy objectives in health and education The whole school focus chosen is conducive to the review of wellbeing in schools and assists in better understanding the complex relationships between learners and teachers in policy contexts where every teacher has a responsibility for learners wellbeing By exploring a range of debates about the nature of wellbeing the book shows how a child s wellbeing is inseparable from their overall capacity to learn and achieve and to become confident self assured and active citizens Drawing on international curriculum developments it considers the ways in which wellbeing could reshape educational aims in areas such as outdoor learning and aesthetic imagination helping to inform programmes of professional learning for teachers Separated into six parts the book covers philosophical perspectives on wellbeing policy perspectives on wellbeing professional perspectives on wellbeing practice perspectives on wellbeing future prospects for wellbeing a personal perspective on wellbeing Examining ways in which wellbeing can become a central component of the ethos culture and environment of contemporary schools Wellbeing Education and Contemporary Schooling is an invaluable guide for all students teachers researchers and policy makers with an interest in learning teaching and children s wellbeing      **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      **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      **How Might We Live?**

**Global Ethics in the New Century** Ken Booth, Timothy Dunne, Michael Cox, 2001-10-18 This volume looks outward to the new century and to the dynamics of this first truly global age It asks the fundamental question how might human societies live The contributors believe that there is nothing more political than ethics By exploring in the newest context some of the oldest questions about duties and obligations within and beyond humanly constructed boundaries the essays help us ponder the most profound question in world politics today who will the twenty first century be for      *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      **Feminists Researching Gendered Childhoods** Jayne Osgood, Kerry H. Robinson, 2019-02-21

**Feminists Researching Gendered Childhoods** charts the evolving nature of feminist theory and research methods in childhood studies and the generative potential this holds for researchers academics and educators to continue to push ideas and practices The book traces the threads of affect and effect that feminist theories and methodologies have made over time to thinking more and differently about gender in childhood In the wake of the new materialist turn in feminist research the book

sought to address two pressing questions what is especially new about feminist new materialism and what is especially feminist about feminist new materialism These questions are generative troubling unsettling and invited the contributors on an adventure that involved re turning and reconfiguring ideas and practices about gender and childhood Along with the editors Jayne Osgood UK and Kerry H Robinson Australia five key international feminist scholars Mindy Blaise Australia Bronwyn Davies Australia Debbie Epstein UK Jen Lyttleton Smith UK and Veronica Pacini Ketchabaw Canada collaborated on this book project Their reflective accounts capture the contribution of their own work and that of their peers to advancing research practices and theorisations of gender in childhood Having all approached the study of gendered childhoods in creative and critical ways these important feminist researchers re engage and critically reflect on their earlier work alongside their more contemporary contributions to the field The book is as much about the processes involved in its creation as it about the material digital end product The chapters work with both familiar and unfamiliar feminist methodological frameworks that bring affect materiality and embodiment as well as textual representations of gender and childhood into play The book engages with and generates artwork poetry photographs as a means to grapple with how gender childhood family curriculum and policy have been and might be researched The book captures a lively collaborative feminist experiment that sought to make space for fresh conceptualisations of gender in childhood Issues addressed include social justice and transformative methodologies in childhood research advancing theoretical perspectives that contribute to fresh understandings of gender in young children s lives the ways that research into gender in childhood play out in educational agendas and the specific gender issues perceived critical to address in contemporary childhoods lived in the post Anthropocene

**Self and Social Identity in Educational Contexts** Kenneth I. Mavor, Michael J. Platow, Boris Bizumic, 2017-02-24 This innovative volume integrates social identity theory with research on teaching and education to shed new and fruitful light on a variety of different pedagogical concerns and practices It brings together researchers at the cutting edge of new developments with a wealth of teaching and research experience The work in this volume will have a significant impact in two main ways First and foremost the social identity approach that is applied will provide the theoretical and empirical platform for the development of new and creative forms of practice in educational settings Just as the application of this theory has made significant contributions in organisational and health settings a similar benefit will accrue for conceptual and practical developments related to learners and educators from small learning groups to larger institutional settings and in the development of professional identities that reach beyond the classroom The chapters demonstrate the potential of applying social identity theory to education and will stimulate increased research activity and interest in this domain By focusing on self social identity and education this volume investigates with unprecedented clarity the social and psychological processes by which learners personal and social self concepts shape and enhance learning and teaching **Self and Social Identity in Educational Contexts** will appeal to advanced students and researchers in education

psychology and social identity theory It will also be of immense value to educational leaders and practitioners particularly at tertiary level *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

**The SAGE Handbook of Frankfurt School Critical Theory** Beverley Best, Werner Bonefeld, Chris O'Kane, 2018-06-04 The SAGE Handbook of Frankfurt School Critical Theory expounds the development of critical theory from its founding thinkers to its contemporary formulations in an interdisciplinary setting It maps the terrain of a critical social theory expounding its distinctive character vis a vis alternative theoretical perspectives exploring its theoretical foundations and developments conceptualising its subject matters both past and present and signalling its possible future in a time of great uncertainty Taking a distinctively theoretical interdisciplinary international and contemporary perspective on the topic this wide ranging collection of chapters is arranged thematically over three volumes Volume I Key Texts and Contributions to a Critical Theory of Society Volume II Themes Volume III Contexts This Handbook is essential reading for scholars and students in the field showcasing the scholarly rigor intellectual acuteness and negative force of critical social theory past and present *Beyond Anarchy and Tyranny in Religious Epistemology* Charles Hawkins, 1997 *Beyond Anarchy and Tyranny in Religious Epistemology* reveals the implications of the poststructuralist encounter with critical theory for postliberal theology The explication and examination this book entails focus on the contours of the postliberal project the development and present state of critical theory the fundamental arguments of the poststructuralists and the interchange of the three within the larger philosophical landscape A constructive proposal as to the shape of a religious epistemology after modernity is based upon the critique and analysis of this philosophical theological landscape **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

**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

[Black Scholarship in a White Academy](#) Robert T. Palmer, Alonzo M. Flowers, Sosanya Jones, 2023-11-07 Perspectives on the ways Black scholarship has been devalued in the academy and how White hegemony undervalues Black scholarship

**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

**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

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