

The
Intellectual
Foundations of
Twentieth
Century
Liberal
Educational
Policy

REASON & RHETORIC

Walter Feinberg



Reason And Rhetoric The Intellectual Foundations Of Twentieth Century Liberal Educational Policy

Walter Feinberg



Reason And Rhetoric The Intellectual Foundations Of Twentieth Century Liberal Educational Policy:

Reason and Rhetoric Walter Feinberg, 1975-01-28 *Reason and Rhetoric* Walter Feinberg, 1985 *Ideology and Curriculum* Michael W. Apple, 2004 To celebrate the 25th anniversary of its publication Michael W Apple has thoroughly updated his influential text and written a new preface The new edition also includes an extended interview circa 2001 in which Apple relates the critical agenda outlined in *Ideology and Curriculum* to the more contemporary conservative climate Finally a new chapter titled *Pedagogy Patriotism and Democracy Ideology and Education After 9 11* is also included

Reworking Vocational Education Anja Heikkinen, Katrin Kraus, 2009 A new political order is transforming the nature of work in advanced industrialised countries What does this mean for the nexus of education and work How does it affect the idea of vocation the reality of lifelong learning the concept of employability and the future of vocational education and training This volume analyses the foundations of this transformation featuring globalisation and individualisation It offers an analysis of the shifting terrain of governance and policy and their impact on the field of vocational education With contributions from scholars located in Europe as well as in Australia and the USA it provides an understanding of a number of important educational policy topics including changing social and cultural conditions of labour migration an aging populace and the spread of cross national discourses Additional chapters tackle the concepts of employability gender earning and lifelong learning and examine their relation to policies practices theory and research in vocational education

Corporate Ethics for Turbulent Markets Oswald A. J. Mascarenhas, SJ, 2019-04-30 The ebook edition of this title is Open Access thanks to Knowledge Unlatched funding and freely available to read online The book extends the discussion on human dignity to its practical applications maps out strategic approaches for responding to turbulent markets Rhetoric Reclaimed Janet M. Atwill, 2009 Thoroughly embedded in postmodern theory this book offers a critique of traditional conceptions of the liberal arts exploring the challenges posed by cultural diversity to the aims and methods of a humanist education Janet M Atwill investigates a neglected tradition of rhetoric exemplified by Protagoras and Isocorates and preserved in Aristotle's *Rhetoric* This tradition was rooted in the ancient sophistic and platonic conceptions of techn or productive knowledge that appears both in literary texts from the seventh century B C E and in medical and technical treatises from the fifth century B C E Atwill examines these traditions together with sophistic and platonic conceptions and considers the commentaries on Aristotle's *Rhetoric* by E M Cope and William S J Grimaldi where the concepts of techn and productive knowledge disappear in the modern opposition between theory and practice Since models of knowledge are closely tied to models of subjectivity Atwill's examination of techn also explores the role of political economic and educational institutions in standardizing a specific model for subjectivity She argues that the liberal arts traditions largely eclipsed the social and political functions of rhetoric transforming it from an art of disrupting and reinventing lines of power to a discipline of producing a normative subject defined by virtue but modeled on a specific gender and class type Conflicts in

Curriculum Theory João M. Paraskeva, 2021-10-25 Since its original publication *Conflicts in Curriculum Theory* has firmly established itself as the key volume that not only advanced alternative ways to think about education and curriculum but also introduced innovative scholarship and a radical conceptual grammar for the field In this revised second edition Paraskeva addresses current epistemological shifts and avenues within and beyond counter dominant Eurocentric curriculum perspectives In this second edition which includes a new introduction he provides a critical examination of the modern Eurocentric curriculum and introduces readers to new theoretically rich concepts of curriculum momentism curriculum involution and curriculum Occidentosis pushing the curriculum debate far beyond the classical Eurocentric matrix **Social**

Class, Social Action, and Education A. Schutz, 2010-10-11 Schutz demonstrates that progressive ideas of democracy emerged out of the practices of a new middle class reacting in part against the more conflictive social struggles of the working class The volume traces two distinct branches of democratic progressivism collaborative and personalist

Feeling Power Megan Boler, 2004-11-23 First published in 1999 Megan Boler combines cultural history with ethical and multicultural analyses to explore how emotions have been disciplined suppressed or ignored at all levels of education and in educational theory *FEELING POWER* charts the philosophies and practices developed over the last century to control social conflicts arising from gender class and race The book traces the development of progressive pedagogies from civil rights and feminist movements to Boler's own recent studies of emotional intelligence and emotional literacy Drawing on the formulation of emotion as knowledge within feminist psychobiological and post structuralist theories Boler develops a unique theory of emotion missing from contemporary educational discourses **Critical Theory and Public Life** John

Forester, 1987 Jürgen Habermas's critical communications theory of society has excited widespread interest in recent years The essays in this book explore the research implications of Habermas's theory for the analysis of modern problems of public life Spanning the spectrum of the social sciences the essays relate critical theory to industrial policy under advanced capitalism education the mass media and consumerism public participation in planning policy analysis and critical historical studies John Forester is Associate Professor of City and Regional Planning at Cornell University *Critical Theory and Public Life* is included in the series *Studies in Contemporary German Social Thought* edited by Thomas McCarthy **Catalog of**

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Barbara Levine, 1996 Levine has included all of the material published about Dewey during the 108 years between 1886 1994 and has included many 1995 items as well She has verified all items and whenever possible obtained copies **Leaders in**

Philosophy of Education, 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims

and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

Handbook of Adult and Continuing Education Arthur L. Wilson, Elisabeth Hayes, 2009-04-27 Sponsored by the American Association of Adult Continuing Education This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes It is a veritable feast for nourishing our understanding of the current field of adult education The editors and their well chosen colleagues consistently question how we know and upon what grounds we act They invite us to consider not only how we can design effective adult education but also why we practice in a particular socio economic context Jane Vella author of *Taking Learning to Task* and *Learning to Listen* *Learning to Teach* This new handbook captures the exciting intellectual and professional development of our field in the last decade It is an indispensable resource for faculty students and professionals Jack Mezirow emeritus professor Adult and Continuing Education Teachers College Columbia University For nearly seventy years the handbooks of adult and continuing education have been definitive references on the best practices programs and institutions in the field In this new edition over sixty leading authorities share their diverse perspectives in a single volume exploring a wealth of topics including learning from experience adult learning for self development race and culture in adult learning technology and distance learning learning in the workplace adult education for community action and development and much more Much more than a catalogue of theory and historical facts this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices

Discovering John Dewey in the Twenty-First Century C. Gregg Jorgensen, 2017-06-21 This book features a unique collection of dialogues with fourteen notable scholars on their opinions and observations about John Dewey a renowned educational philosopher of the twentieth century The book explores varying views about John Dewey his philosophy and his educational theory In revealing positive sometimes negative occasionally surprising and consistently insightful viewpoints the author seeks to enable the reader to reflect on the primary question does John Dewey's consequential educational philosophy have an important role in twenty first century education and in nurturing and sustaining democratic ideals

Dewey and Education Walter Feinberg, 2018-06-12 Dewey and Education presents Dewey's

perspectives on moral psychology and development human nature and democratic community building as they inform the influential philosopher's deep commitment to educational reform In this personal yet far reaching account Walter Feinberg relates Dewey's work both to contemporary social and political affairs and to his own philosophical and political commitments Written for scholars and students of the Philosophy of Education Educational Policy Studies and Political Theory this book is indispensable as a guide to Dewey's influence on democratic education **The Curriculum** Albert Victor Kelly, A V Kelly, 2004-05-25 Praise for the Previous Edition This book will be a welcome addition to current educational debate and will be of particular interest to senior managers within schools and those involved with policy making from the highest level down Educational Review This book has been regularly revised and updated since it was first published in the mid 1970s A V Kelly's classic work on curriculum focuses on the philosophical and political dimensions of curriculum and especially on the implications for schools and societies of various forms of curriculum *Policy Making in Education* Ann Lieberman, Milbrey Wallin McLaughlin, 1982 The Eighty First Yearbook of the National Society for the Study of Education Part II John Dewey: Political theory and social practice J. E. Tiles, 1992 *Works about John Dewey, 1886-2012* Barbara Levine, 2013-11-05 Works of John Dewey 1886 2012 is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher psychologist and educational reformer Dewey 1859 1952 an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education was hailed by Life magazine in 1990 as one of the one hundred most important Americans of the twentieth century This rich and continually expanding compendium of historical and more recent essays research and references is a testament to the growing interest in Dewey's intellectual work and his measurable impact in the United States and throughout the world In Works of John Dewey 1886 2012 some four thousand new entries are presented in ebook format in addition to those from earlier print and electronic editions dating back to 1995 Copies of most of the works have been obtained and are stored at the Center for Dewey Studies For the first time users can access all items from all editions in one user friendly format Jump links to alphabetical sections facilitate movement through the vast collection of entries Users can search by keyword and author

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