

Lost Subjects, Contested Objects

Toward a Psychoanalytic
Legacy of Learning

BRUCE L. MCKENNA

Lost Subjects Contested Objects

Alecia Y Jackson, Lisa A Mazzei



Lost Subjects Contested Objects:

Lost Subjects, Contested Objects Deborah P. Britzman, 1998-03-19 This book argues for education's reconsideration of what psychoanalytic theories of love and hate might mean to the design of learning and pedagogy Britzman sets in tension three perspectives studies of education studies in psychoanalysis and studies of ethics to consider how larger social and cultural histories live in the small history of the subject Britzman casts her net widely to consider questions of sex education the work of Anna Freud in reencountering the Diary of Anne Frank reading practices in pedagogy anti racist pedagogy and the question of love and the arguments between education and psychoanalysis

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Interpreting African American History and Culture at Museums and Historic Sites Max A. van Balgooy, 2014-12-24 In this landmark guide nearly two dozen essays by scholars educators and museum leaders suggest the next steps in the interpretation of African American history and culture from the colonial period to the twentieth century at history museums and historic sites This diverse anthology addresses both historical research and interpretive methodologies including investigating church and legal records using social media navigating sensitive or difficult topics preserving historic places engaging students and communities and strengthening connections between local and national history Case studies of exhibitions tours and school programs from around the country provide practical inspiration including photographs of projects and examples of exhibit label text Highlights include Amanda Seymour discusses the prevalence of false nostalgia at the homes of the first five presidents and offers practical solutions to create a more inclusive nuanced history Dr Bernard Powers reveals that African American church records are a rich but often overlooked source for developing a more complete portrayal of individuals and communities Dr David Young executive director of Cliveden uses his experience in reinterpreting this National Historic Landmark to identify four ways that people respond to a history that has been too often untold ignored

or appropriated and how museums and historic sites can constructively respond Dr Matthew Pinsker explains that historic sites may be missing a huge opportunity in telling the story of freedom and emancipation by focusing on the underground railroad rather than its much bigger upper ground counterpart Martha Katz Hyman tackles the challenges of interpreting the material culture of both enslaved and free African Americans in the years before the Civil War by discussing the furnishing of period rooms Dr Benjamin Filene describes three micro public history projects that lead to new ways of understanding the past handling source limitations building partnerships and reaching audiences Andrea Jones shares her approach for engaging students through historical simulations based on the Fight for Your Rights school program at the Atlanta History Center A exhibit on African American Vietnam War veterans at the Heinz History Center not only linked local and international events but became an award winning model of civic engagement A collaboration between a university and museum that began as a local history project interpreting the Scottsboro Boys Trial as a website and brochure ended up changing Alabama law A list of national organizations and an extensive bibliography on the interpretation of African American history provide convenient gateways to additional resources

Object Lessons Robyn Wiegman, 2012-01-11 A passionate advocate of identity studies and a keen reader of U S institutional politics Robyn Wiegman turns her attention in *Object Lessons* to the critical practices and political ambitions of identity based fields In a series of case studies drawn from womens studies queer studies ethnic studies and American studies she examines the unspoken belief that better theory will produce progressive social change in order to consider the political desire that fuels current scholarly debate Her metacritical analysis is neither a defense nor a dismissal of such political commitment but a sustained inquiry into the hope it generates the thinking it inspires and the conformity it inadvertently demands

Mapping Queer Space(s) of Praxis and Pedagogy Elizabeth McNeil, James E. Wermers, Joshua O. Lunn, 2017-11-14 This book explores intersections of theory and practice to engage queer theory and education as it happens both in and beyond the university Furthering work on queer pedagogy this volume brings together educators and activists who explore how we see write read experience and especially teach through the fluid space of queerness The editors and contributors are interested in how queer identified and influenced people create ideas works classrooms and other spaces that vivify relational and eco systems thinking thus challenging accepted hierarchies binaries and hegemonies that have long dominated pedagogy and praxis

Provocations Cathryn McConaghy, 2006 Textbook

The Uses of Psychoanalysis in Working with Children's Emotional Lives Michael O'Loughlin, 2013-03-14 For school professionals seeking to work in emotionally focused ways with children this book offers a wide range of essays illustrating how psychodynamic ideas can be used to validate children respect the contexts of their families and communities and create non authoritari

Feminist Engagements Kathleen Weiler, 2002-06-01 *Feminist Engagements* is a collection of essays by some of the top names in feminist education in which they read and revision the works of the major twentieth century theorists in education and cultural studies

Professional Uncertainty, Knowledge

and Relationship in the Classroom Joseph Mintz, 2014-06-27 The extent to which teachers should make use of theoretical and expert knowledge as opposed to tacit experiential knowledge and how these might be combined is a perennial issue in discussions on pedagogy This book addresses these debates through a creative development of the concept of productive uncertainty Using case studies focusing on teachers working with children with autism a particularly fertile crucible for considering uncertainty the book explores how the radical 20th century psychoanalyst Wilfred Bion's epistemological approach to uncertainty can be used to re frame Donald Schön's concept of reflection in action offering a new perspective on the practice of teachers and other caring professionals Several areas of potential uncertainty are identified including uncertainty relating to areas of practice including diagnosis the relationship between expert knowledge and practice the implications of autism for autonomy and agency and uncertainties in relation to the understanding of and use of new technologies A strong argument is made based on both theoretical and empirical grounds that in juggling between theoretical and tacit knowledge in the classroom there is more to be gained by staying with the struggle with uncertainty than by fleeing from it too early into the promise of expert solutions Consideration is also given to the relative importance of specific theoretical training for teachers both in general and in relation to working with children with special educational needs in the context of international and UK policy developments in this area This book will be of key value to researchers and postgraduates in the fields of education studies teacher thinking and research psychoanalytically informed psychosocial studies as well as to practitioners working in special educational needs autism education

Queer Theory in Education William F. Pinar, 1998 Theoretical studies in curriculum have begun to move into cultural studies one vibrant and increasingly visible sector of which is queer theory *Queer Theory in Education* brings together the most prominent and promising scholars in the field of education primarily but not exclusively in curriculum in the first volume on queer theory in education In his perceptive introduction the editor outlines queer theory as it is emerging in the field of education its significance for all scholars and teachers and its relation to queer theory in literacy theory and more generally in the humanities

Fragments of Trauma and the Social Production of Suffering, Marilyn Charles, Michael O'Loughlin, 2014-11-05 *Fragments of Trauma and the Social Production of Suffering* Trauma History and Memory offers a kaleidoscope of perspectives that highlight the problem of traumatic memory Because trauma fragments memory storytelling is impeded by what is unknowable and what is unspeakable Each of the contributors tackles the problem of narrativizing memory that is constructed from fragments that have been passed along the generations When trauma is cultural as well as personal it becomes even more invisible as each generation's attempts at coping push the pain further below the surface Consequently that pain becomes increasingly ineffable haunting succeeding generations In each story the contributors offer there emerges the theme of difference a difference that turns back on itself and makes an accusation Themes of knowing and unknowing show the terrible toll that trauma takes when there is no one with whom the trauma can be acknowledged and

worked through In the face of utter lack of recognition what might be known together becomes hidden Our failure to speak to these unaspirated truths becomes a betrayal of self and also of others In the case of intergenerational and cultural trauma we betray not only our ancestors but also the future generations to come In the face of unacknowledged trauma this book reveals that we are confronted with the perennial choice of speaking or becoming complicit in our silence Arts-Based Pathways into Thinking Michael Crowhurst, Michael Emslie, 2020-02-12 This book based on a critical collective auto ethnographic research project describes an assemblage of theoretically informed arts based methods that aim to promote multiplicity and thinking It explores multiplicities of knowing sensing doing and being generated by analyzing knowing frames poetry reading aloud fableing playwriting and other inventive playful and scholarly ways of working with experiences and stories By offering engaging and inspiring strategies that can disturb standardizations and interrupt cultural normativities the book sheds light on the conditions that might be present in cultural contexts that enable diversity and creativity The research project on which this book is based originated from a contradictory set of conditions characterized on the one hand by a marked interest in creative research methods and novel knowledge practices and on the other hand by a widespread concern that we live in increasingly standardized times featuring systems that specify objectives ahead of time demand compliance and narrow the possibilities for human action The book takes readers on an arts based journey designed to enhance the opportunities for imaginative and ethical professional practice in education human services and the arts

Rhetorical Agendas Patricia Bizzell, 2006-04-21 This volume represents current theory and research in rhetoric across disciplines and is of interest to scholars and students in rhetoric studies in speech communication English and related disciplines **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 Wendy R. Kohli, Nicholas C. Burbules, 2012-07-01 The latest book in the Philosophy Theory and Educational Research series introduces the main philosophical and theoretical ideas of recent western feminisms as it applies to educational research Unlike other books that focus on these topics the authors present a balanced overview of the issues instead of pushing a particular perspective

Feminisms and Educational Research Wendy R. Kohli, Nicholas C. Burbules, 2011-12-29 Feminist theory has come a long way from its nascent beginnings no longer can it be classified as liberal socialist or radical It has shaped and evolved to take on multiple meanings and forms each distinct in its own perspective and theory In Feminisms and Educational Research

the authors explore the various forms of feminisms tracing their history and their relation to gendered knowledge and identity Unlike other books on feminism the authors do not attempt to push that a particular theory is more correct than another but rather they give a complete overview of each of the forms of feminism The authors then couple the philosophical and theoretical ideas of western feminisms with the aims and conduct of educational research exploring how they interact and influence each other Focusing on more recent feminists both in education and related disciplines the book highlights illustrative examples from research to form a basis of understanding how the different feminisms have changed education

Doing Educational Research ,2015-01-01 In the second edition of Doing Educational Research we explore a variety of critical issues and methodologies Authors include some of the most influential voices selected from across the spectrum of career disciplines The scholars provide detailed insights into dimensions of the research process that engage both students and experienced researchers with key concepts and recent innovations in the art of doing research The contributors adopt a stance that is practical as it introduces beginning scholars to social inquiry and innovative as it transforms the boundaries of conversations about educational research Doing Educational Research appears at a critical moment in which educational researchers are pushed to align with a pervasive scientism that embraces tenets of crypto positivism The book addresses logics of inquiry underpinning cutting edge approaches to educational research that extend far beyond limited visions that are presented through the lenses of positivism The chapters explore a variety of methodologies including action research bricolage ethnography hermeneutics historiography media based research psychoanalysis and conversation analysis in a matrix of social theory authentic inquiry critical pedagogy and differences in epistemology ontology and axiology A diverse array of complex topics are presented in accessible forms and will compel both scholars and students *Voice in Qualitative Inquiry*

Alecia Y Jackson,Lisa A Mazzei,2008-09-02 *Voice in Qualitative Inquiry* is a critical response to conventional interpretive and critical conceptions of voice in qualitative inquiry A select group of contributors focus collectively on the question What does it mean to work the limits of voice from theoretical methodological and interpretative positions and the result is an innovative challenge to traditional notions of voice The thought provoking book will shift qualitative inquiry away from upproblematically engaging in practices and interpretations that limit what counts as voice and therefore data The loss and betrayal of comfort and authority when qualitative researchers work the limits of voice will lead to new disruptions and irruptions in making meaning from data and in turn will add inventive and critical dialogue to the conversation about voice in qualitative inquiry Toward this end the book will specifically address the following objectives To promote an examination of how voice functions to communicate in qualitative research To expose the excesses and instabilities of voice in qualitative research To present theoretical methodological and interpretative implications that result in a problematizing of voice To provide working examples of how qualitative methodologists are engaging the multiple layers of voice and meaning To deconstruct the epistemological limits of voice that circumscribe our view of the world and the ways in which we make

meaning as researchers This compelling collection will challenge those who conduct qualitative inquiry to think differently about how they collect analyze and represent meaning using the voices of others as well as their own

Handbook of Feminist Research Sharlene Nagy Hesse-Biber, 2012 The second edition of the Handbook of Feminist Research Theory and Praxis presents both a theoretical and practical approach to conducting social science research on for and about women The Handbook enables readers to develop an understanding of feminist research by introducing a range of feminist epistemologies methodologies and methods that have had a significant impact on feminist research practice and women s studies scholarship The Handbook continues to provide a set of clearly defined research concepts that are devoid of as much technical language as possible It continues to engage readers with cutting edge debates in the field as well as the practical applications and issues for those whose research affects social policy and social change It also expands on the wealth of interdisciplinary understanding of feminist research praxis that is grounded in a tight link between epistemology methodology and method The second edition of this Handbook will provide researchers with the tools for excavating subjugated knowledge on women s lives and the lives of other marginalized groups with the goals of empowerment and social change

Unveiling the Magic of Words: A Overview of "**Lost Subjects Contested Objects**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Lost Subjects Contested Objects**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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