

THE RE-EDUCATION OF THE AMERICAN WORKING CLASS

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Re Education Of The American Working Class

Torry D. Dickinson



Re Education Of The American Working Class:

The Re-education of the American Working Class Steven London, Elvira Tarr, Joseph Wilson, 1990-10-17 This work brings together articles and papers by union leaders activists social scientists and educators to provide an overview of the field of worker education Along with presenting the major historical models of worker education the book addresses the present issues confronting worker educators today The book s final sections present alternative models of worker education that illustrate a variety of approaches currently being employed All selections found in this volume represent original contributions not published elsewhere The first section of the book considers the field of worker education from four levels of social determinism institutional ideological pedagogical and personal The second part focuses on three historical stages of worker education The articles cover the early radical phase of worker education the period of union university cooperation and the current dominant union sponsored model of worker education The third section considers issues which have risen from worker education s history institutional configurations and worker education s place in modern American society The final section of the book presents evaluations of working alternatives to the dominant models of worker education The authors not only discuss specific programs and institutions but they do so in the context of the historical models outlined in the first two sections and the issues raised in Part 3 This book will be of value to students of the social science and education disciplines adult and labor educators trade unionists and others interested in this burgeoning field **Community and the**

World Torry D. Dickinson, 2003 This collection of articles and artwork examines inclusive community development education which engages members of diverse often marginalised groups in research and education for social change Community development education is the democratic and scholarly practice of involving everyday people from all backgrounds in the research based process of designing starting and evaluating programs that meet people s needs The book s varied contributions serve as personalised invitations to work with others as equals join democratic social projects talk to people you wouldn t have talked to before value self education recognise contributions made by unpaid workers invent ways to be non violent challenge passivity and use democracy as a way to improve communities and the world Addressing culture to science chapters contain work carried out by younger and older scholarly activists in Women s Studies anti racist and anti colonial studies history the social sciences global studies community studies media studies horticulture philosophy education co operatives and community service social movement organising project development political art and popular music Each chapter contains diverse themes comes from multidisciplinary research and speaks to the subject of education for social change in individual ways Contributions focus on popular education self education self defined group education group defined university projects and scholarly activism in local to global movements **The 60-Year Curriculum** Christopher

Dede, John Richards, 2020-03-31 The 60 Year Curriculum explores models and strategies for lifelong learning in an era of profound economic disruption and reinvention Over the next half century globalization regional threats to sustainability

climate change and technologies such as artificial intelligence and data mining will transform our education and workforce sectors In turn higher education must shift to offer every student life wide opportunities for the continuous upskilling they will need to achieve decades of worthwhile employability This cutting edge book describes the evolution of new models covering computer science inclusive design critical thinking civics and more by which universities can increase learners trajectories across multiple careers from mid adolescence to retirement Stakeholders in workforce development curriculum and instructional design lifelong learning and higher and continuing education will find a unique synthesis offering valuable insights and actionable next steps

Civic Labors Dennis A. Deslippe, Eric Fure-Slocum, John W. McKerley, 2016-10-17 Labor studies scholars and working class historians have long worked at the crossroads of academia and activism The essays in this collection examine the challenges and opportunities for engaged scholarship in the United States and abroad A diverse roster of contributors discuss how participation in current labor and social struggles guides their campus and community organizing public history initiatives teaching mentoring and other activities They also explore the role of research and scholarship in social change while acknowledging that intellectual labor complements but never replaces collective action and movement building Contributors Kristen Anderson Daniel E Atkinson James R Barrett Susan Roth Breitzer Susan Chandler Sam Davies Dennis Deslippe Eric Fure Slocum Colin Gordon Michael Innis Jim nez Stephanie Luce Joseph A McCartin John W McKerley Matthew M Mettler Stephen Meyer David Montgomery Kim E Nielsen Peter Rachleff Ralph Scharnau Jennifer Sherer Shelton Stromquist Emily E LB Twarog and John Williams Searle

Activist Rhetorics and American Higher Education, 1885-1937 Susan Kates, 2001 In this study of the history of rhetoric education Susan Kates focuses on the writing and speaking instruction developed at three academic institutions founded to serve three groups of students most often excluded from traditional institutions of higher education in late nineteenth and early twentieth century America white middle class women African Americans and members of the working class Kates provides a detailed look at the work of those students and teachers ostracized from rhetorical study at traditional colleges and universities She explores the pedagogies of educators Mary Augusta Jordan of Smith College in Northhampton Massachusetts Hallie Quinn Brown of Wilberforce University in Wilberforce Ohio and Josephine Colby Helen Norton and Louise Budenz of Brookwood Labor College in Katonah New York These teachers sought to enact forms of writing and speaking instruction incorporating social and political concerns in the very essence of their pedagogies They designed rhetoric courses characterized by three important pedagogical features a profound respect for and awareness of the relationship between language and identity and a desire to integrate this awareness into the curriculum politicized writing and speaking assignments designed to help students interrogate their marginalized standing within the larger culture in terms of their gender race or social class and an emphasis on service and social responsibility

George Washington's Enforcers Harry M. Ward, 2006-03-24 Ward relates how the enlisted men who had a propensity for troublemaking and desertion not only were victims of the double standard

that existed between officers and regular troops but also lacked legal protection in the army The enforcement of military justice afforded the accused with little due process support Ward discusses the duties of the various personnel responsible for training and enforcing the standards of behavior including duty officers adjutants brigade majors inspectors and sergeant majors He includes the roles of life guards camp guards quarter guards picket men and safe guards whose responsibilities ranged from escorting the commander in chief intercepting spies and stragglers and protecting farmers from marauding soldiers to searching for deserters rounding up unauthorized personnel and looking for delinquents in local towns and taverns

Reimagining Popular Notions of American Intellectualism Kelly Bradbury,2016-03-02 In Reimagining Popular Notions of American Intellectualism Kelly Susan Bradbury challenges the image of the lazy media obsessed American by examining and reimagining widespread conceptions of American intellectualism that assume intellectual activity is situated solely in elite institutions of higher education

Handbook of Adult and Continuing Education Arthur L. Wilson,Elisabeth Hayes,2009-04-27 Sponsored by the American Association of Adult Continuing EducationThis 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

World Yearbook of Education 2007 Lesley Farrell,Tara Fenwick,2007-03-12 The 2007 edition of this respected international volume considers the challenges facing work related education arising from the rapid expansion of the global economy and the impact of this on labour markets and individual workers Including perspectives from the US UK Canada Australia Africa Eastern Europe Central Asia South America India and South Africa the 2007 volume is split into four clear sections covering key topics such as the current global context when all work even local is influenced by global economic activity workers are expected to engage in lifelong learning but also be mobile and deal with rapidly changing working

knowledge work related education must prepare workers for the global economy and specific contexts where governments attract global companies by promoting education and literate workforces how the responsibility for providing work education is distributed between schools vocational education HE professional bodies local and global companies governments the private sector and individuals the pressures on formal education and training institutions to produce graduates with certain kinds of knowledge skills and personal attributes

Workers' Education in the Global South Linda Cooper, 2020-03-31

Workers Education in the Global South explores the historical development of radical workers education in South Africa as one particular strand within the broader tradition of radical adult education Drawing on the theoretical resources of Activity Theory Gramsci Freire and others it investigates the key features of workers education as a form of pedagogy with a unique history and logic of practice and explores how it has been shaped by its location within labour and other social movements as well as its southern location within the global political economy Successive chapters explore its counter hegemonic but contested purposes its knowledge practices that seek to overcome the historical divide between intellectual and manual labour and a pedagogy which often assumes didactic forms but which retains a democratic character through its embeddedness in working class experience It illustrates the rich processes of experiential learning that happen through day to day organising in workers cultural activity as well as through mass action It argues that this tradition of workers education currently stands at a crossroads as global neoliberal market policies and post apartheid education and training policies threaten to undermine its radical social vision and concludes by offering ideas on how this tradition of radical workers education might be renewed

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