

# Lost Subjects, Contested Objects

Toward a Psychoanalytic  
Legacy of Learning

BRUCE L. MCKENNA

# Lost Subjects Contested Objects

**Max A. van Balgooy**



### **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 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

**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

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 unexpressed 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      **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      *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      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      **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 Teaching Peace and Conflict Catherine Vanner, Spogmai Akseer, Thursica Kovinthan Levi, 2022-06-14 This book illustrates the multiple roles of textbooks as victim transformer and accomplice to conflict by introducing the Intersecting Roles of Education in Conflict IREC framework for use in the research development production distribution and dissemination of textbooks and learning materials The framework illustrates these three potentially overlapping roles by mapping the complex educational contexts of conflict affected societies and considering how textbooks learning materials and education systems more broadly may simultaneously operate within these various roles Country case studies from Asia Europe Africa and the Middle East are used to analyze primary and secondary school textbook development content and application from a variety of approaches that articulate conflict as protracted and or socio political violence The breadth of case studies shows how conflict discourse circulates in educational systems and materials in a wide range of contexts indicating that the complexity of the relationship between textbooks and conflict is not unique to one culture geographic region or type of conflict **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 Education Policy and Contemporary Theory Kalervo N. Gulson,Matthew Clarke,Eva Bendix Petersen,2015-06-12 This book aims to posit theory as a central component to the study of education and education policy Providing clear introductory entries into contemporary critical theories and their take up in education policy studies the book offers a generative invitation to further reading thought and exploration Instead of prescribing how theory should be used the contributors elaborate on a set of possibilities for researching and critiquing education policy Education Policy and Contemporary Theory explores examples of how theoretical approaches generate a variety of questions for policy analysis demonstrating the importance of theory as a necessary and inevitable resource for exploring and contesting various policy realms and dominant discourses Each chapter provides a short overview of key aspects of a particular theory or perspective followed by suggestions of methodological implications and recommended readings to extend the outlined ideas Organized around two parts the first section focuses on theorists while the second section looks at specific theories and concepts with the intention that each part makes explicit the connection between theory and methodology in relation to education policy research Each contribution is carefully written by established and emerging scholars in the field to introduce new scholars to theoretical concepts and policy questions and to inspire extend or challenge established policy researchers who may be considering working in new areas Handbook of Cultural Politics and Education ,2010-01-01 In academia the effects of the cultural turn have been felt deeply In everyday life tenets from cultural politics have influenced how people behave or regard their options for action such as the reconfiguration of social movements protests and praxis in general Many authors writing in this field are known for their scholarship and social activism both of which are arguably guided by principles of cultural politics about the nature of representation and the deployment of power in political discourses The Handbook of Cultural

Politics and Education is less an attempt to standardize contemporary educational scholarship and more a collection that engages the problems and promises of recent themes in social and cultural thought which require our attention and demand a response. In other words it opens doors to questions rather than convenient answers to difficult educational dilemmas. The Handbook is part of the appraisal of an opening created by interdisciplinary writings on such themes as representation, civil society, cultural struggle, subjectivity and media within the context of education. Indeed, cultural politics troubles traditional frameworks in search of critical explanations concerning education's place within society. The contributions in the collection support this endeavor.

*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 women's 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.

*Being White, Being Good* Barbara Applebaum, 2010-03-18 Contemporary scholars who study race and racism have emphasized that white complicity plays a role in perpetuating systemic racial injustice. *Being White, Being Good* seeks to explain what scholars mean by white complicity, to explore the ethical and epistemological assumptions that white complicity entails and to offer recommendations for how white complicity can be taught. The book highlights how well-intentioned white people who might even consider themselves as paragons of antiracism might be unwittingly sustaining an unjust system that they say they want to dismantle. What could it mean for white people to be good when they can reproduce and maintain racist systems even when and especially when they believe themselves to be good? In order to answer this question, Barbara Applebaum advocates a shift in our understanding of the subject of language and of moral responsibility. Based on these shifts, a new notion of moral responsibility is articulated that is not focused on guilt and that can help white students understand and acknowledge their white complicity. *Being White, Being Good* introduces an approach to social justice pedagogy called white complicity pedagogy. The practical and pedagogical implications of this approach are fleshed out by emphasizing the role of uncertainty, vulnerability and vigilance. White students who acknowledge their complicity have an increased potential to develop alliance identities and to engage in genuine cross-racial dialogue. White complicity pedagogy promises to facilitate the type of listening on the part of white students so that they come open and willing to learn and not just to say no. Applebaum also conjectures that systemically marginalized students would be more likely and willing to invest energy and time and be more willing to engage with the systemically privileged when the latter acknowledge rather than deny their complicity. It is a central claim of the book that acknowledging complicity encourages a willingness to listen to that.

*Art, Creativity and Imagination in Social Work Practices* Prue Chamberlayne, Martin Smith, 2019-07-09 Harnessing

the inspiration available from the arts and the imagination brings to life sensitive and effective social work practice Workers feel most satisfied while service users and communities are more likely to benefit when creative thinking can be applied to practice dilemmas Drawing on contributions from Canada England and Utrecht this book illustrates the transforming effect of creatively applied thinking to social problems The first part of the book considers how use of the self can be enhanced by analytic reflection and application to difficulties facing individuals and communities The second part shows psychodynamic theory to be a valuable aid when thinking about issues faced by social workers facing threats and accusations therapeutic work with children and restorative youth justice The third part of the book considers the implications of working with the arts in community settings an ex mining community in North West England the Tate Gallery in London and the cultural capital of Liverpool Taken as a whole these chapters combine to inspire and provoke thought of how the arts and the imagination can be used creativity to help service users confronted by problems with living and the workers who attempt to get alongside them to think about these This book was published as a special issue of the Journal of Social Work Practice     Negotiating the Self Kate Evans,2013-12-16 Kate Evans book is the first ever study of lesbian and gay pre service teachers It includes experiences as a student of teaching in the university as well as teachers or assistant teachers in public schools Integrating personal stories from interviews with broader global theories on notions of identity and queer theory she gives a moving and insightful look at the positions these teachers hold Her study provides for thought provoking debate on the negotiation of self and subjectivity and gives valuable perspective to this growing field in education

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## **Lost Subjects Contested Objects Introduction**

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