

David M. Steiner

RETHINKING

DEMOCRATIC

EDUCATION

The Politics of Reform

Rethinking Democratic Education The Politics Of Reform

Stephen MACEDO, Stephen Macedo



Rethinking Democratic Education The Politics Of Reform:

Rethinking Democratic Education David M. Steiner, 1994 In this timely book David Steiner argues that democratic education should equip citizens to be the measure of all things Questioning criticizing and reconstructing the language of the day dissecting the rhetoric of politics economy and culture these are the skills Steiner contends needed by those who will one day be the sovereign voices of our society But this goal is not the focus of current educational reform which aims at educating productive citizens nor is it encouraged by democratic theorists in colleges and universities A Theory of Democratic Education is the first work since John Dewey's to provide a model of education focused on the human capacity to judge and construct a well measured life a model in which philosophy psychology and pedagogy are brought together in a single overarching conception

The Politics of Education Reforms Joseph Zajda, Macleans A. Geo-JaJa, 2010-01-26 The Politics of Education Reforms which is the ninth volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses concerning the politics of education reforms globally It provides an easily accessible practical yet scholarly source of information about recent developments in globalisation comparative education and education reforms Above all the book offers the latest findings to the critical issues concerning major discourses surrounding education reforms in the global culture It is a sourcebook of ideas for researchers practitioners and policy makers in education and schooling around the world It offers a timely overview of current policy issues affecting research in comparative education of education reforms It provides directions in education and policy research relevant to progressive pedagogy social change and transformational educational reforms in the twenty first century The book critically examines the overall interplay between the state ideology and current discourses of education reforms in the global culture It draws upon recent studies in the areas of globalisation academic achievement standards equity and the role of the State Carnoy 1999 Zajda 2008a b It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation and quality driven education reforms It demonstrates the neo liberal ideological imperatives of education and policy reform affecting schooling globally see also Zajda 2005 Various book chapters critique the dominant discourses and debates pertaining to comparative education discourses on reforms and neo liberal ideology in education

Educating for Democracy Alan M. Olson, David M. Steiner, Irina S. Tuuli, 2004-08-04 The central conflicts of the world today are closely related to cultural traditional and religious differences between nations As we move to a globalized world these differences often become magnified entrenched and the cause of bloody conflict Growing out of a conference of distinguished scholars from the Middle East Europe and the United States this volume is a singular contribution to mutual understanding and cooperative efforts on behalf of peace The term *paideia* drawn from Greek philosophy has to do with responsible education for citizenship as a necessary precondition for effective democracy The problems discussed here are crucial but not simple How can we find shared ethical principles on which to build international consensus How can religious

tolerance make inroads in societies accustomed to restrictive fundamentalism. What might bring about the dogmatization of education in the Middle East as a necessary condition for free and rational inquiry and the broader vistas required by democracy? All of these issues highlight the underlying question: What is education really for? Finally, the volume confronts the promises and perils of economic globalization. Noting that one third of the world's population lives in abject poverty, business has become a battlefield where ethics and trust are clearly at stake.

Corrupting Youth J. Peter Euben, 1997-08-18

In *Corrupting Youth*, Peter Euben explores the affinities between Socratic philosophy and Athenian democratic culture as a way to think about issues of politics and education both ancient and modern. The book moves skillfully between antiquity and the present, from ancient to contemporary political theory and from Athenian to American democracy. It draws together important recent work by political theorists with the views of classical scholars in ways that shine new light on significant theoretical debates such as those over discourse, ethics, rational choice, and political realism, and on political issues such as school vouchers and education reform. Euben not only argues for the generative capacity of classical texts and Athenian political thought; he demonstrates it by thinking with them to provide a framework for reflecting more deeply about socially divisive issues such as the war over the canon and the politicization of the university. Drawing on Aristophanes' *Clouds*, Sophocles' *Antigone* and *Oedipus Tyrannos*, and Plato's *Apology* of Socrates, *Gorgias*, and *Protagoras*, Euben develops a view of democratic political education. Arguing that Athenian democratic practices constituted a tradition of accountability and self-critique that Socrates expanded into a way of doing philosophy, Euben suggests a necessary reciprocity between political philosophy and radical democracy. By asking whether we can or should take Socrates out of the academy and put him back in front of a wider audience, Euben argues for anchoring contemporary higher education in appreciative yet skeptical encounter with the dramatic figure in Plato's dialogues.

The Demands of Liberal Education Meira Levinson, 1999-09-23

What should the aims of education be in a liberal society, and who should exercise control over education? How can children be taught to become good citizens of a pluralistic state? *The Demands of Liberal Education* seeks to answer these questions by drawing upon political theory, philosophy of education, and empirical research to develop a liberal theory of children's education that is provocative and new. The book argues that, contrary to the assumptions of many philosophers, educators, parents, and politicians, the liberal state is obligated as a matter of justice to help all children develop the capacity for autonomy. Levinson argues that liberal governments should exercise much greater control over schools than they now do.

John Dewey David Fott, 1998

Instructors of political theory will rejoice at this brief and original interpretation of the philosophical influences on John Dewey's political thought. Examining Dewey's evolving conception of liberalism, David Fott illuminates his subject's belief in democracy more fully than it has ever been explained before. By comparing and contrasting Dewey's thought with that of Socrates, Fott convincingly casts doubt on claims that Dewey offers a defensible middle ground between moral absolutism and moral relativism.

Education and Democratic Citizenship in America Norman H.

Nie, Jane Junn, Kenneth Stehlik-Barry, 1996-11-15 Education affects these two dimensions in distinct ways influencing democratic enlightenment through cognitive proficiency and sophistication and political engagement through position in social networks For characteristics of enlightenment formal education simply adds to the degree to which citizens support and are knowledgeable about democratic principles

Leo Strauss and His Legacy John Albert Murley, 2005-01-01 With over 10 000 entries identifying work of hundreds of Strauss's students and their students this bibliography is the most indeed the only comprehensive guide to published writing in the tradition of Leo Strauss Murley includes Strauss's own complete bibliography and that of one of his most revered students George Anastaplo

Reading Freire and Habermas Raymond Allen Morrow, Carlos Alberto Torres, 2002-04-27 In this book two well known scholars of critical educational studies provide a compelling introduction to the thoughts of Brazilian educator Paulo Freire and German critical theorist Jürgen Habermas The book compares their theories in depth and situates their thinking in relation to other social theories and philosophies of education The authors demonstrate that despite their differences these philosophers share crucial views on science society critical social psychology and educational praxis that are mutually illuminating and offer a new point of departure for a critical theory of education

A Theory Of Citizenship Herman R. Van Gunsteren, 2018-10-08 Does vital citizenship require moral consensus Or is it the ability to organize their differences that allows people to live together as citizens in a republic Whereas liberal republican and communitarian theories of citizenship analyzed the conditions of citizenship the central message of this book is that the practical exercise of citizenship under conditions that are far from ideal is the main source of its vitality Instead of arguing for more participation it focuses on the citizenship of those who for whatever reason are already active in the public sphere Herman van Gunsteren develops a theory of citizenship well suited to the era of political reform that was inaugurated by the revolutions of 1989

Paulo Freire: Teaching for Freedom and Transformation John Dale, Emery J. Hyslop-Margison, 2010-09-22 The primary mission of this text is clarifying many of the misconceptions about Paulo Freire's theories concepts and his implications for education It revisits his ideas and explains more fully the philosophical influences that shaped concepts such as problem posing conscientization and praxis The fundamental thesis then is that the present absence of in depth philosophical analysis leaves an unacceptable void in the literature addressing Freire's work while also promoting frequent misconceptions and superficial understandings about his relationship to contemporary education Indeed the philosophical assumptions contributing to Freire's critical pedagogy require identification unravelling and ultimately evaluation on the basis of their epistemic and moral tenability Most existing applications of Freire's pedagogy are unfortunately superficial because they simply sloganize terms such as banking education conscientization praxis and humanization A slogan in education popularizes a concept or idea in a positive way but offers very little in terms of critical reflection or analysis In order to understand these terms and their origin and apply them as Freire intended a far richer and more in depth examination of Freire is desperately needed This text will provide precisely

that type of examination **Controlling Public Education** Kathryn A. McDermott, 1999 Most Americans believe that local school districts are the only means by which citizens may exercise control over public education Kathryn McDermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance Not only is local control inequitable it also fails to live up to its reputation for guaranteeing public participation and citizen influence Drawing upon democratic theory and the results of field research in New Haven Connecticut and three suburbs McDermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance To many people in Connecticut and elsewhere the tension between equal opportunity for all students and local control of public education seems impossible to resolve In 1996 the Connecticut Supreme Court ruled in *Sheff v O'Neill* that local control produces unconstitutional segregation of public schools Nearly all of the state's 169 towns operate their own public schools and like the towns they serve the schools are generally homogeneous with respect to race and socioeconomic class In the *Sheff* ruling the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system At the same time the court also acknowledged that the town based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters In Connecticut and elsewhere it has often seemed necessary to choose between local control and equity in public education and local control has almost always won McDermott argues that rather than seeing local control and equity as conflicting goals policymakers should regard them as equally important components of democracy in public education In her view a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege Centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation McDermott's conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation These findings should interest those who study school governance and reform especially in an urban setting as well as policy makers administrators teachers students and citizens eager to improve their schools **Resources in Education**, 2000 **A Nation at Thought** David M. Steiner, 2023-03-02 This is a book about the education America owes to its children why its education system is in poor condition and what might be done to give that system both energy and quality In diagnosing the current practices and priorities of American education the book presupposes a collective public interest in creating a well educated next generation While focused on public schools the book addresses the education of all of America's children What should well educated future citizens learn in school *Experiencing Citizenship* Richard M.

Battistoni, William E. Hudson, 2023-07-03 This practical guide is intended for faculty and service learning directors combining the how to information and rigorous intellectual framework that teachers seek What distinguishes this volume is that the contributors are writing for their peers They discuss how service learning can be implemented within political science and what this discipline contributes to the pedagogy of service learning The book offers both theoretical background and practical pedagogical chapters which describe the design implementation and outcomes of political science service learning programs as well as annotated bibliographies program descriptions and course syllabi The Cambridge History of Eighteenth-century Philosophy Knud Haakonssen, 2006 This two volume set presents a comprehensive and up to date history of eighteenth century philosophy The subject is treated systematically by topic not by individual thinker school or movement thus enabling a much more historically nuanced picture of the period to be painted **On Class, Race, and Educational Reform** Antonia Darder, Cleveland Hayes II, Howard Ryan, 2023-03-23 On Class Race and Educational Reform provokes new dialogue between Marxists critical race theory scholars and other race inspired educational theorists with the aim of countering racism and class inequalities The book opens with a lead chapter by Howard Ryan a doctoral student with a background in teaching and labor organizing that substantively engages questions of class race and educational reform In response to the opening chapter educational theorists from Germany South Africa the UK and the USA provide insightful and penetrating responses highlighting the differences and similarities in perspectives The responses show how educators can overcome theoretical differences to create international collaborations and educational campaigns of solidarity that counter the treacherous impact of racism and class inequalities in the classroom and beyond The book includes a Foreword by Stephen Brookfield University of St Thomas USA and an Afterword by Cheryl Matias University of Kentucky USA *Choice*, 1999 *Progress* Robert David Sack, 2003-04-01 The connection between geography and progress is fundamental writes Robert Sack in the introduction to the present volume Touching on both moral and material progress six of the world's leading geographers and environmental historians explore differing aspects of this connection Thomas Vale discusses whether progress is discernible in the natural realm Kenneth Olwig examines fundamental changes that occurred to the notion of progress with the rise of modernity while David Lowenthal and Yi Fu Tuan discuss recent geographical changes that have resulted in an increasing societal disenchantment and anxiety Nicholas Entrikin looks at progress as moral perfectibility and its connection to democratic places a theme which Robert Sack further explores by prescribing ways in which geographers and citizens can evaluate and create places that increase our awareness of reality in its variety and complexity Contributors J Nicholas Entrikin University of California Los Angeles David Lowenthal University College London Kenneth Olwig University in Trondheim Norway Robert David Sack University of Wisconsin Madison Yi Fu Tuan University of Wisconsin Madison Thomas R Vale University of Wisconsin Madison Diversity and Distrust Stephen MACEDO, Stephen Macedo, 2009-06-30 What should the aims of education policy be in the United States and other culturally diverse

democracies Should the foremost aim be to allow the flourishing of social and religious diversity Or is it more important to foster shared political values and civic virtues Stephen Macedo believes that diversity should usually but not always be highly valued We must remember he insists that many forms of social and religious diversity are at odds with basic commitments to liberty equality and civic flourishing Liberalism has an important but neglected civic dimension he argues and liberal democrats must take care to promote not only well ordered institutions but also well ordered citizens Macedo shows that this responsibility is incompatible with a neutral or hands off stance toward diversity in general or toward the education of children in particular Extending the ideas of John Rawls he defends a civic liberalism that supports the legitimacy of reasonable efforts to inculcate shared political virtues while leaving many larger questions of meaning and value to private communities Macedo s tough minded liberal agenda for civic education offers a fundamental challenge to free market libertarians the religious right parental rights activists postmodernists and many of those who call themselves multiculturalists This book will become an important resource in the debate about the reform of public education and in the culture war over the future of liberalism

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