

Remembering School

*mapping continuities
in power, subjectivity,
& emotion in stories
of school life*



ERICA SOUTHGATE

Remembering School Mapping Continuities In Power Subjectivity And Emotion In Stories Of School Life

Maria Tamboukou, Stephen J. Ball



Remembering School Mapping Continuities In Power Subjectivity And Emotion In Stories Of School Life:

Remembering School Erica Southgate, 2003 What do people remember about their school experience What do the memories of generations of ex students have in common What do these memories tell us about the power relations and emotions produced by the institution of school What effect does school have on the formation of the self *Remembering School* uses a unique theoretical and methodological framework constructed from the theories of Michel Foucault and post structural feminism to explore the collective memory of school This book draws on a wide range of stories to explore memories of punishment bullying gender and race relations and pleasure Erica Southgate uses a clear often witty writing style to provide a provocative account of the enduring power relations of schooling and their lasting impact on people

Making Education: Material School Design and Educational Governance Ian Grosvenor, Lisa Rosén

Rasmussen, 2018-12-08 This book brings together the notions of material school design and educational governance in the first such text to address this critical interrelationship in any depth In addressing the issue of governance through analysing current and historical material school designs it looks at the intersection of politics economics aesthetics and pedagogical ideas and practices More specifically it explores and unfolds educational governance as it is constituted materialized and transformed in and through material school designs It does so by studying a range of issues from the material and aesthetic language of schooling to the design of the built environment from spatial organization to the furnishing and equipment of classrooms and from technologies of regulation to the incorporation of tools of learning The book presents examples from Europe Latin and Central America and the United States and relates to the past present and future of governance and school design It focuses on design processes and on designers architects and people involved in the planning of school design as well as on school leaders teachers and pupils adopting inhabiting and re shaping them in everyday school life Furthermore the book discusses how to study governance by material school design and how to act upon governance by material design on wishful actual and ethical terms

Children's experiences of classrooms Eleanore Hargreaves, 2017-03-20 If children are to succeed and progress at school schools and teachers need to understand how children experience the classroom What do they think How does school make them feel This book brings together the author's work on children's classroom experiences in a variety of contexts The author uses student voice to show what children think of classrooms tasks tests and exams and how this impacts their experience of schooling Can the classroom experience be transformative for children's life chances or is it a trap Schools and teachers need to take account of student perspectives in the primary school to make it the best experience possible

Re-theorizing Discipline in Education Zsuzsa Millei (Ed), Tom G. Griffiths, Robert John

Parkes, 2010 understandings that can make a difference in students lives *Girls Becoming Teachers*, Piety and

Privilege Tom A. O'Donoghue, Judith Harford, 2021 For centuries the Catholic Church ran schools around the world but by the 20th century most countries had moved to a state school system *Piety and Privilege* shows Ireland as an exception with the

state financing schools leaving the Church to promote practices aimed at salvation of souls and at the reproduction of a loyal middle class

Rampage Violence Narratives Kathryn E. Linder, 2014-04-24 Springfield Columbine Sandy Hook Each school shooting in the United States is followed by a series of questions Why does this happen Who are the shooters How can this be prevented Along with parents school officials media outlets and scholars popular culture has also attempted to respond to these questions through a variety of fictional portrayals of rampage violence Rampage Violence Narratives What Fictional Accounts of Rampage Violence Say about the Future of America's Youth offers a detailed look at the state of youth identity in American cultural representations of youth violence through an extended analysis of over forty primary sources of fictional narratives of urban and suburban rural school violence Representations of suburban and rural school shootings that are modeled after real life events serve to shape popular understandings of the relationship between education and American identity the liminal space between childhood and adulthood and the centrality of white heterosexual masculinity to definitions of social and political success in the United States Through a series of case studies that offer in depth examinations of fictional depictions of school shootings in film and literature it becomes clear that these stories are representative of a larger social narrative regarding the future of the United States The continuing struggle to understand youth violence is part of an ongoing conversation about what it means to raise future citizens within a cultural moment that views youth through a lens of anxiety rather than optimism

Critical Readings in Teacher Education, 2008-01-01 Like other fields of study teacher education defines itself both by what it includes and by what it excludes Teacher educators and researchers have spent a great deal of time seeking and attempting to eradicate the flaws in existing structures and practices but significantly less time learning to perceive the absences The premise of this book is that until we can identify and begin to address what is absent teacher education will be constrained by a perennial recycling of concerns that have characterized so much of research policy and practice to date If teacher education is to have a different future we need to ask different and difficult questions This book with contributions from theorists in Australia Canada and the United States addresses the challenges we face in establishing a more hopeful future for teacher education The authors provocative contributions identify what is missing in teacher education while providing critical counterpoints to existing frames of reference in the field In writing against the grain they open up new conceptual spaces and exciting trajectories for a different teacher education

Towards Fairer University Assessment Nerilee Flint, Bruce Johnson, 2010-12-07 After all the hours of studying reading and preparation the nights spent revising and the writing and re writing of assignments success for university students can often be represented with a single grade or digit summing up a wide range of activities The authors of this timely book ask how fair that assessment is This book is about a long ignored determinant of student satisfaction concerning the perception of how fairly students are judged marked ranked and rewarded for demonstrating their capabilities at university In the high stakes competitive field of higher education students are increasingly positioned as customers whose views on their

university experience are considered vitally important Yet paradoxically little research has been undertaken to find out more about how students decide whether they have been treated fairly and what they do about it This book fills a major gap in our understanding of these issues responding to four key questions Why is the assessment of students capabilities the core business of universities What are the main sources of student frustration with assessment arrangements What do students do when they think they have been treated unfairly What can be done to promote fair assessment at university In doing so this book goes beyond the superficial consideration of university assessment as a necessary requirement by unravelling the underlying issues that really count what is considered fair assessment and what is not Towards Fairer University Assessment will be of interest to higher education academics administrators and managers researchers in the areas of education policy and politics as well as advanced undergraduate and postgraduate students

Educational Research: Networks and Technologies Paul Smeyers, Marc Depaepe, 2007-12-03 Does IT poison the minds of the young Must educational institutions change to serve the needs of the twenty first century This book addresses these questions and more It records the intellectual struggles of a group of scholars coming to grips with changes in knowledge production and research communication Together these authors demonstrate how philosophical and historical approaches are relevant to the practice and theory of education

Remembering School Erica Southgate, 2000

Sartre and No Child Left Behind, Darian M. Parker, 2015-12-16 Sartre and No Child Left Behind An Existential Psychoanalytic Anthropology of Urban Schooling asks two fundamental questions Who do students become as a result of inhabiting impoverished urban schools for eight hours a day five days a week over the course of several years What happens to the hearts minds and spirits of these children Using nine months of field observation and interviews with students teachers and administrators at a New York City middle school The Academy pseudonym the book offers an in depth analysis of students psychological and emotional experiences of the Title I school environment Ultimately the book demonstrates how the children s experiences become a part of a vicious chain of events The history of racial segregation guarantees inferior schooling conditions and as a result the students perform poorly the school closes gentrification efforts accelerate these closings and ultimately the school s community dies a whisper less death Propelling the study is a new anthropological theory of human consciousness By synthesizing the insights of Sartre Africana existentialists phenomenologists and sociocultural anthropologists Parker offers a preliminary outline for a theory that he names existential psychoanalytic anthropology Based on Sartre s existential psychoanalysis which asserts that we choose who we are from a field of possible beings that we encounter in our cultural environment existential psychoanalytic anthropology studies the complex ways that culture and consciousness work together to form an individual being

Control of Violence Wilhelm Heitmeyer, Heinz-Gerhard Haupt, Stefan Malthaner, Andrea Kirschner, 2010-11-04 The Control of Violence in Modern Society starts from the hypothesis that in modern society we will face an increasing loss of control over certain phenomena of violence This leads to unpredictable escalations and violence can no longer be contained

adequately by the relevant control regimes such as police state surveillance institutions national repression apparatuses and international law However before investigating this hypothesis from an internationally and historically comparative perspective the terms and tools for this undertaking have to be rendered more precisely Since both control and violence are all but clear cut terms but rather highly debatable and contested concepts that may take multiple connotations The main question is whether an increase in certain forms of violence can be explained by the failure or in turn overeffectiveness of certain control mechanisms It is asked for instance which contribution religion can make to limit violence and in turn which destructive potential religion might have in its fundamentalist form Moreover the concept of individual self control as well as social institutions and strategies of collective disengagement and de radicalization are investigated with regard to their potential for controlling violence The Control of Violence in Modern Society concludes with a re examination of the hypothesis of a loss of control by specifying in what cases and under which circumstances we can speak of a loss of control over violence

Bibliographic Guide to Education 2003 GK Hall,2004-10 The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977

Dangerous Encounters Maria Tamboukou,Stephen J. Ball,2003 Dangerous Encounters Genealogy and Ethnography explores the methodological and theoretical relationships between the epistemology and practices of ethnographic research and the epistemology and practices of Michel Foucault s genealogical method Using examples from a number of disciplines researchers who have attempted the demanding interface between ethnography and genealogy discuss their methods and ontological assumptions and rehearse their doubts and problems This collection provides a grounded and useful introduction for those who would follow this dangerous research path

Forthcoming Books Rose Arny,2002

Boletin Internacional de Bibliografia Sobre Educacion ,2003 **Bibliographic Index** ,2004 **American Book Publishing Record** ,2002 **Books In Print 2004-2005** Ed Bowker Staff,Staff Bowker, Ed,2004

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Introduction

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