

# Schools of Recognition



Identity Politics  
and  
Classroom Practices

CHARLES BINGHAM

# Schools Of Recognition Identity Politics And Classroom Practices

**Chris Haywood, Mairtin Mac an Ghaill**



## **Schools Of Recognition Identity Politics And Classroom Practices:**

*Schools of Recognition* Charles Wayne Bingham, 2001 Schools are places where various cultures and identities must be recognized yet there has been little research into what it means to recognize another person identity or culture Drawing on the writings of Charles Taylor Martin Buber Judith Butler and Jessica Benjamin *Schools of Recognition* provides a rich picture of how recognition is negotiated in education Using political theory existentialism queer theory and psychoanalysis Bingham shows that recognition can be fostered not only through the books that students read but also through the ways that they learn to engage with other human beings Recognition depends not only on receiving acknowledgement but also on giving acknowledgement It depends not only on what we learn from others about ourselves but also on what we are able to teach others about themselves

**The Struggle for Identity in Today's Schools** Patrick M. Jenlink, Faye Hicks Townes, 2009-04-16 *The Struggle for Identity in Today's Schools* examines cultural recognition and the struggle for identity in America's schools In particular the contributing authors focus on the recognition and misrecognition as antagonistic cultural forces that work to shape and at times distort identity What surfaces throughout the chapters are two lessons to be learned in relation to identity The first lesson is that identities and the acts attributed to them are always forming and re-forming in relation to historically specific contexts and these contexts are political in nature i.e. defined by issues of diversity such as race ethnicity language sexual orientation gender and economics The second lesson presented by the authors is that identity forms in and across intimate and social contexts over long periods of time The historical timing of identity formation cannot simply be dictated by discourse The identities posited by any particular discourse become important and a part of everyday life based on the intersection of social histories and social actors Importantly the social cultural use of identities leads to another way of conceptualizing histories personhoods cultures and their distributions over social and political groups

Teacher Identity and the Struggle for Recognition Patrick M. Jenlink, 2014-04-09 Teacher identity is shaped by recognition or its absence often by misrecognition of others Recognition as a teacher or the strong and complex identification with one's professional culture and community is necessary for a positive sense of self Increasingly teachers are entering educational settings where difference connotes not equal better worse or having more less power over resources Differences between discourses of identity are braided at many points with a discourse of racism both interpersonal and structural *Teacher Identity and the Struggle for Recognition* examines the nature of identity and recognition as social cultural and political constructs In particular the contributing authors to the book present discussions of the professional work necessary in teacher preparation programs concerned with preparing teachers for the complexities of teaching in schools that mirror an increasingly diverse society Importantly the authors illuminate many of the often problematic structures of schooling and the cultural politics that work to define one's identity drawing into specific relief the nature of the struggle for recognition that all face who choose to enter teaching as a profession

*Handbook of Classroom Management* Carolyn M.

Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

**Organizing and Learning Through Gaming and Simulation**, 2007 45 edited articles originally presented at the 38th edition of the International Simulation and Gaming Association conference 2007

**The Politics of Misrecognition** Dr Simon Thompson, Professor Majid Yar, 2013-04-28 The past several decades have seen the emergence of a vigorous ongoing debate about the politics of recognition The initial impetus was provided by the reflections of Charles Taylor and others about the rights to cultural recognition of historically marginalized groups in Western societies Since then the parameters of the debate have considerably broadened However while debates about the politics of recognition have yielded significant theoretical insights into recognition its logical and necessary counterpart misrecognition has been relatively neglected The Politics of Misrecognition is the most meticulous reflection to date on the importance of misrecognition for the understandings of our political and personal experience A team of leading experts from a range of disciplines including philosophy political theory sociology psychoanalysis history moral economy and criminology present different theoretical frameworks in which the politics of misrecognition may be understood They apply these frameworks to a wide variety of contexts including those of class identity disability slavery criminal victimization and domestic abuse In this way the book provides an essential resource for anyone interested in the dynamics

of misrecognition and their implications for the development of political and social theory     *The Merry-Go-Round of disadvantage educational policy and integration in segregated schools* Dieneke de Ruiter, 2008     **Examining What We Do To Improve Our Schools** Sandra Harris, Julie Combs, Stacey Edmonson, 2013-10-02 This book shows school leaders how they can infuse their daily practice with an examination of the actions they take to improve their schools It identifies eight steps that inform the school improvement process and boost student achievement These steps provide a framework for examining school improvement as part of a genuine process with meaning and value for all those involved     **Gender Diversity and LGBTQ Inclusion in K-12 Schools** Sharon Verner Chappell, Karyl E. Ketchum, Lisa Richardson, 2018-06-27 This exploration of effective practices to support lesbian gay bisexual transgender queer LGBTQ and gender diverse students in elementary middle and high school contexts focuses on curriculum pedagogy and school environment Narratives and artwork from the field are framed by sociocultural and critical theory as well as research based elaboration on the issues discussed Applications of antidiscrimination law and policy as well as learning skills like creativity collaboration and critical thinking help teachers tackle some of the most significant educational challenges of our time The stories of real world practices offer encouragement for building inclusive environments and enhancing social emotional relationships among youth families and schools Gender Diversity and LGBTQ Inclusion in K 12 Schools provides a helpful roadmap for educators hoping to create safe and empowering spaces for LGBTQ and gender diverse students and families     *International Handbook of Philosophy of Education* Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past

Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg     Challenging Dominant Views on Student Behaviour at School Anna Sullivan, Bruce Johnson, Bill Lucas, 2016-05-20

This is a deliberately provocative book It critiques current student behaviour management practices seeks to explain the flawed assumptions that justify those practices and proposes how things could be better for children in our schools if different practices were adopted It is one of the few books to offer alternative ways of addressing the issues associated with student behaviour at school and exposes the field to serious and sustained critique from both a research perspective and a children s rights ideological stance The authors address the following questions What ideas dominate current thinking on student behaviour at school What are the policy drivers for current practices What is wrong with common behaviour approaches What key ideologies justify these approaches How can we present ethical alternatives to current approaches How can a human rights perspective contribute to the development of alternative approaches In exploring these questions and some ethical alternatives to the status quo the authors suggest practical ways to answer back to calls for more authoritarian responses to student behaviour within our schools In doing so the authors advocate for reforms on behalf of children and in their interests     *Re-envisioning Education & Democracy* Ruthanne

Kurth-Schai, Charles R. Green, 2016-04-01 The future of public education and democracy is at risk Powerful forces are eroding commitment to public schools and weakening democratic resolve Yet even in deeply troubling times it is possible to broaden social imagination and empower effective advocacy for systemic progressive reform *Re envisioning Education and Democracy* explores challenges and opportunities for restructuring public education to establish and sustain more broadly inclusive deeply democratic and effectively transforming approaches to social inquiry and civic participation *Re envisioning Education and Democracy* adopts a non traditional format to extend social awareness and imagination Within each chapter one episode of an evolving strategic narrative traces the life cycle of a systemic reform initiative This is followed by an exploratory essay that draws from theory research criticism and practice to prompt consideration of focal issues Woven through each chapter is a poetically framed meditative stream informed by varied historical and cultural conceptions of oracles A developmental sequence of social learning strategies exploratory democratic practices accompanied by thematic bibliographic references are included to model democratic teaching and learning applicable in classroom and community settings     **Exile as an**

**Educative Engagement** Parmis Aslanimehr, 2025-06-30 This book explores the concept of exile experienced not as a physical displacement but as a subjective experience of disconnection from the Other It further clarifies the notion of exilic subjectivity whereby a hidden facet of the self ineffable both to the Other and to the Self causes a distance between self comprehension and external perception In doing so it poses a challenge to recognition theory s assertion that self understanding occurs through interactions with Others Engaging with the writings of Georg Wilhelm Friedrich Hegel Charles

Taylor Axel Honneth S ren Kierkegaard and Rumi the book explores the difficulties individuals encounter when transitioning their inwardly focused private identities into public spaces such as educational institutions It emphasizes the critical role educators can play in cultivating an atmosphere of attentive listening attuned to the unique experiences that may exile the self Through the complex interplay of writings by thinkers such as Hegel Kierkegaard Rumi Taylor and Pinar this work transcends traditional theories of recognition Rather than resolving misrecognition it embraces it as a central aspect of the human condition examining the tension between self perception and external acknowledgement The text phenomenologically investigates seeing the Other and the risk of misrecognizing an individual s innermost depths These insights find resonance in academia where even amid success a chasm may persist isolating students and educators from each other As the self dwells in the uneasiness of estrangement the discussion welcomes the ownership of silence and inwardness into the classroom From this detached perspective the possibility of recognizing the convergence of familiarity and strangeness before and within oneself may emerge This book is tailored for scholars educators and readers interested in the intersections of philosophy education and lived experience It offers readers innovative approaches to understanding exile and recognition fostering deeper engagement with the complexities of identity alienation and the self

**What Do Philosophers of Education Do?** Claudia Ruitenberg, 2010-05-18 This volume of essays demonstrates and comments on philosophical methods in educational research Offers a clear picture of what philosophers do when they study education Brings together a series of essays from an international cast of contributors from Canada UK Finland and Cyprus Examines a range of new and established philosophical methods which can be used in educational research Demonstrates how philosophy of education can be understood methodologically Draws from both Continental and Analytical traditions Fills a gap in the research methods literature in education and the social sciences

*Men and Masculinities* Chris Haywood, Mairtin Mac an Ghail, 2003-01-16 a sharp and impressive book providing an excellent advanced introductory text to the field The book combines an impressive range of contextual and theoretical analysis suggests new directions for research and provides a critically self aware analysis of methodological issues Sociology Are all men the same What do men want What makes a real man During the past decade questions such as these have been raised across social and cultural arenas in local and global contexts In response this lively and engaging book adopts an international perspective and meets the current need for a comprehensive introduction to contemporary debates about men and masculinity Through a broad critical review of masculinity studies the book provides an original synthesis of main theories key concepts and empirical research Designed to provide an up to date guide to the field it combines the traditional sociological enquiry into the family work and education with contemporary concerns about multiple identities globalization and late modernity Written in a clear and engaging style this text is essential reading for those studying men and masculinities across sociology gender sexuality studies cultural studies and politics as well as anyone with a wider interest in the future of gender relations

*Honneth and Everyday Intercultural (Mis)Recognition* Bona

Anna,2018-02-21 This book conducts a critical investigation into everyday intercultural recognition and misrecognition in the domain of paid work utilising social philosopher Axel Honneth's recognition theory as its theoretical foundation In so doing it also reveals the sophistication and productivity of Honneth's recognition model for multiculturalism scholarship Honneth and Everyday Intercultural Mis Recognition is concerned with the redress of intercultural related injustice and more widely the effective integration of ethically and culturally diverse societies Bona Anna analyses the everyday experiences of cross cultural misrecognition in a distinctive ethno cultural group including social norms that have been marginalised in the contexts of employment In this endeavour she deploys key constructs from Honneth's theory to argue for individual and social integration to be conceptualised as a process of inclusion through stable forms of recognition rather than as a process of inclusion through forms of group representation and participation This book will appeal to students and academics of multiculturalism interested in learning more about the usefulness of Honneth's recognition theory in intercultural inquiry including the ways in which it can circumvent some of the impasses of classical multiculturalism *Elusive Justice* Thea

Renda Abu El-Haj,2012-12-06 *Elusive Justice* addresses how educators think about and act upon differences in schools be they based on race gender class or disability and how discourse and practice about such differences are intimately bound up with educational justice Rather than skip over contentious or uncomfortable dialogues about difference Thea Abu El Haj tackles them head on Through rich and detailed ethnographic portraits of two schools with a commitment to social justice she analyzes the ways discourses about difference provide a key site for both producing and resisting inequalities and examines the dilemmas that emerge from either focusing on or ignoring them In interrogating fundamental assumptions about difference and equity Abu El Haj deftly blends critique with a search for hope and possibility to ultimately argue for ways educators might translate ideals about justice into effective practice **Well-being at School** Claude Martin, Kevin

Diter,2025-01-09 In recent decades children's well being particularly at school has become a major political and academic issue that has gained importance both in public policy and in the social sciences Well being at School uncovers and discusses the different ways in which school well being has been defined and evaluated by outlining the international and interdisciplinary state of the art It presents recent and diversified empirical evidence in different European and non European countries which bring together perspectives that have often been arbitrarily and artificially opposed in the literature objective well being versus subjective well being adult centered perspective versus child centered perspective and analysis of family determinants versus analysis of school determinants of child well being This book's originality lies in simultaneously considering the multiple dimensions of children's well being at school and understanding how these different determinants interact and combine depending on the geographical social and family contexts in which the children live

**Rancière, Public Education and the Taming of Democracy** Maarten Simons, Jan Masschelein,2011-09-07 Rancière's *Public Education and the Taming of Democracy* introduces the political and educational ideas of Jacques Rancière a leading



philosopher increasingly important in educational theory In light of his ideas the volume explores the current concern for democracy and equality in relation to education The book introduces and discusses the works of Jacques Rancière a leading philosopher increasingly important in the field of educational theory and philosophy The volume will have a broad appeal to those in the field of education theory and philosophy and those concerned with democracy equal opportunities and pedagogy Balanced in its introduction of the political and educational ideas of this author and in its exploration in line with his work of some important issues in education and policy today Contributors from diverse countries and intellectual and cultural backgrounds including the UK US Belgium Sweden Spain France Canada     *Obstinate Education* Gert Biesta, 2019-07-22

What should the relationship between school and society be *Obstinate Education* Reconnecting School and Society argues that education is not just there to give individuals groups and societies what they want from it but that education has a duty to resist Education needs to be obstinate not for the sake of being difficult but in order to make sure that it can contribute to emancipation and democratisation This requires that education always brings in the question whether what is desired from it is going to help with living life well individually and collectively on a planet that has a limited capacity for giving everything that is desired from it This book argues that education should not just be responsive but should keep its own responsibility should not just focus on empowerment but also on emancipation and through this should help students to become world wise It argues that critical thinking and classroom philosophy should retain a political orientation and not be reduced to useful thinking skills and shows the importance of hesitation in educational relationships This text makes a strong case for the connection between education and democracy both in the context of schools colleges and universities and in the work of public pedagogy

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