

The Lure of the Transcendent

Collected Essays by

Dwayne E. Huebner



Foreword by
Mark E. Matten

Introduction by
William F. Pinar

Lure Of The Transcendent

Nelson M. Rodriguez, William F. Pinar



Lure Of The Transcendent:

The Lure of the Transcendent Dwayne E. Huebner, 1999 The first and only volume to collect the essays of the seminal curriculum theorist Dwayne E Huebner edited and introduced by William F Pinar Professional Care and Vocation Timothy W. Wineberg, 2008-01-01 This book integrates the traditional understanding of a profession a calling to selfless service for the public good through the pursuit of a learned art with that of vocation work that offers a deep sense of personal fulfilment meaning and identity Professions are moral endeavours since they require vulnerable individuals to trust in the competence and integrity of someone who professes to care for them Currently most versions of professional ethics narrowly focus upon standards of conduct or upon ethical dilemmas Yet these are rarely compelling enough to change us they are not morally formative This volume takes a different tack to doing ethics It explicitly targets the moral development of educators This is crucial because as we develop our sensibilities of perception and qualities of character we can better interpret practice situations and respond fittingly Moreover this approach to ethics seeks to reconceptualize our professional obligation to embody it in more adequate metaphors and to revitalize its relational dimension In this view our task as educators is to seek out those relational metaphors images and narratives of practice which are profound enough to shape our self perceptions and to fund our moral formation This book explores five ethical spheres sacrifice community craft tradition and moral imagination and five respective pedagogical images which illuminate the nature of professional care servant moral friend mentor covenantor and moral companion When critically engaged and appropriated these rich metaphorical images provide clarity order and meaning to our perceptions and powerful imperatives for our own moral development **Love in the Post-Reconceptualist Era of Curriculum Work** Allan Michel Jales Coutinho, 2023-03-08 By employing the autobiographical method of currere and bifocalization this book sheds light on the significance of love and the ethics of caregiving as means to transform curriculum studies into a post reconceptualist and collective endeavor Advancing an understanding of curriculum as a collective public moral enterprise it critically asks whether we can build a world where love is not negotiated but only proliferated Through the creation of short and interconnected autobiographical narratives about the meanings of love the author provides pivotal insights for curricularists who labor in conflicting and paradoxical contexts As such the book seeks to demonstrate how the labor of love fortification may be accomplished in a world of agonistic antagonistic and competitive becoming s Highlighting the role of caregiving this book questions the role of evaluations in post reconceptualization and provides insights for educators and policymakers on how to promote actualization and reconciliation in schools in contexts across the global north and south Engaging with a long scholarly tradition that ultimately seeks to understand the meanings of love in our lives and in our work supporting the historization of the field of curriculum and with an international focus this book will appeal to scholars and students with interests in curriculum studies and curriculum theory *Exploring Curriculum as an Experience of Consciousness Transformation* Elise L. Chu, 2019-09-03 This

book addresses the issue of de spiritualization in education through an interdisciplinary lens It draws on curriculum scholarship of Dwayne Huebner Martin Heidegger s interpretation of Plato s allegory of the cave Buddhism theories and philosophies of quantum physics and philosophical hermeneutics among others In doing so the author identifies the relationship between spiritual truth and education and probes the nature of consciousness self and reality On this basis she works to explore curriculum as an experience of consciousness transformation vital to the essence and purpose of education and argues for reason with faith and faith with reason as well as the imperative of curriculum imbued with spiritual wisdom and lived experiences

Nonviolence and Education Hongyu Wang,2014-02-03 In current global politics which positions China as a competitor to American leadership in depth understandings of transnational mutual engagement are much needed for cultivating nonviolent relations Exploring American and Chinese professors experiences at the intersection of the individual society and history and weaving the autobiographical and the global this book furthers understanding of their cross cultural personal awareness and educational work at universities in both countries While focusing on life histories it also draws on both American and Chinese intellectual traditions such as American nonviolence activism Taoism and Buddhism to formulate a vision of nonviolence in curriculum studies Centering cross cultural education and pedagogy about for and through nonviolence this volume contributes to internationalizing curriculum studies and introduces curriculum theorizing at the level of higher education Hongyu Wang brings together stories dialogues and juxtapositions of cross cultural pathways and pedagogies in a powerful case for theorizing and performing nonviolence education as visionary work in the internationalization of curriculum studies

Curriculum, Spirituality and Human Rights towards a Just Public Education Rogério C. Venturini,2023-05-08 Curriculum Spirituality and Human Rights towards a Just Public Education examines the integration of spirituality not religion into U S public education and curriculum The volume challenges celebratory curricularized forms of human rights and frames spirituality as a counter hegemonic human right Drawing on autobiography as inquiry Rog rio Venturini unpacks his spiritual struggles from within and experiences as a progressive spiritual person and educator The volume examines the subjectivity and objectivity of spirituality exploring the lethal social impact triggered by the absence of spirituality at the table of the so called curriculum conversations This volume places the struggle for spirituality in our field as a political struggle and challenges the epistemicidal nature of such conversations Venturini draws on critical anti colonial and decolonial frameworks and argues for an epistemological move towards an itinerant curriculum theory one that responds to the world s endless epistemological diversity and difference by assuming a non derivative non abyssal approach

Challenges Bequeathed ,2009-01-01 In this thoughtful and provocative collection of essays a group of scholars from varied backgrounds and interests have each taken up the educational challenges bequeathed by Dwayne Huebner in his 1996 essay Challenges Bequeathed Huebner encouraged educators to surpass the technical foundations of education affirm the significance of the imagination use the world s intellectual traditions and achievements

engage in public discourse about education and speak out for children and youth Each author has extended and in some ways transcended the discussion of these five challenges yet still draw upon the considerable contribution Dwayne Huebner has made to the field of education The writers in this volume grapple with the complexities of teaching and learning as always in process and as always relational of schools as sites of creative and imaginative acts of knowing and being The book begins with Huebner's 1996 essay wherein he delineates the challenges for educators as he perceived them Readers are invited to begin with this chapter However after taking in Professor Huebner's prescience his ability to see years in advance of everyone else what is deeply at work in present times where it is headed and what needs to be done about it Smith this volume we encourage readers to dip into this volume randomly rather than in sequential order While doing so it is important to be mindful that these challenges do not exist in isolation of each other rather they are inextricably linked in myriad ways Each one of these challenges requires consideration of classroom spaces the individuals who occupy these spaces and how these spaces are influenced by external forces Tupper this volume We invite you to take up a challenge

Nurturing the Whole Student Clifford Mayes, Ellen Williams, 2012-11-06 *Nurturing the Whole Student* Five Dimensions of Teaching and Learning begins with the assumption that education is at its best healthiest most engaging and most effective when it is holistic By holistic the authors mean that the various dimensions of the teacher and student are honored and nurtured throughout the education process These dimensions are organic psychodynamic cultural academic and existential *Nurturing the Whole Student* contends that any truly humane educational theory or practice must celebrate and cultivate these facets of the student teacher relationship In readily accessible theoretical terms as well as in practical suggestions for classroom application the authors demonstrate how holistic education is an antidote to the standardized approaches to education that breed failure alienation and discouragement in the classroom Systematically broken down into five thematic chapters this teacher's guide will help any educator foster the five dimensions of teaching and learning

Contemporary Curriculum John D. McNeil, 2014-11-17 The Eighth Edition of *Contemporary Curriculum In Thought and Action* prepares readers to participate in the discussion of curriculum control and other matters important to K 12 and university educators The text highlights major philosophies and principles examines conflicting conceptions of curriculum and provides the intellectual and technical tools educators and administrators need for constructing and implementing curriculum

Reimagining Liberal Education Hanan Alexander, Hanan A. Alexander, 2015-01-29 This challenging and provocative book reimagines the justification substance process and study of education in open pluralistic liberal democratic societies Hanan Alexander argues that educators need to enable students to embark on a quest for intelligent spirituality while paying heed to a pedagogy of difference Through close analysis of the work of such thinkers as William James Charles Taylor Elliot Eisner Michael Oakeshott Isaiah Berlin Martin Buber Michael Apple and Terrence McLaughlin *Reimagining Liberal Education* offers an account of school curriculum and moral and religious instruction that throws new light on the possibilities of a nuanced

rounded education for citizenship Divided into three parts Transcendental Pragmatism in Educational Research Pedagogy of Difference and the Other Face of Liberalism and Intelligent Spirituality in the Curriculum this is a thrilling work of philosophy that builds upon the author's award winning text Reclaiming Goodness Education and the Spiritual Quest **The Routledge Companion to Video Game Studies** Mark J.P. Wolf, Bernard Perron, 2023-06-19 A definitive guide to contemporary video game studies this second edition has been fully revised and updated to address the ongoing theoretical and methodological development of game studies Expertly compiled by well known video game scholars Mark J P Wolf and Bernard Perron the Companion includes comprehensive and interdisciplinary models and approaches for analyzing video games new perspectives on video games both as an art form and cultural phenomenon explorations of the technical and creative dimensions of video games and accounts of the political social and cultural dynamics of video games Brand new to this second edition are chapters examining topics such as preservation augmented mixed and virtual reality eSports disability diversity and identity as well as a new section that specifically examines the industrial aspects of video games including digital distribution game labor triple A games indie games and globalization Each essay provides a lively and succinct summary of its target area quickly bringing the reader up to date on the pertinent issues surrounding each aspect of the field including references for further reading A comprehensive overview of the present state of video game studies that will undoubtedly prove invaluable to students scholars and game designers alike **Curriculum in a New Key** Ted T. Aoki, 2004-09-22 Ted T Aoki the most prominent curriculum scholar of his generation in Canada has influenced numerous scholars around the world Curriculum in a New Key brings together his work over a 30 year span gathered here under the themes of reconceptualizing curriculum language culture and curriculum and narrative Aoki's oeuvre is utterly unique a complex interdisciplinary configuration of phenomenology post structuralism and multiculturalism that is both theoretically and pedagogically sophisticated and speaks directly to teachers practicing and prospective Curriculum in a New Key The Collected Works of Ted T Aoki is an invaluable resource for graduate students professors and researchers in curriculum studies and for students faculty and scholars of education generally *Teaching Secondary English* Mark Pike, 2003-12-02 The author shows how teachers can enable their students to acquire skills and knowledge as well as to recognize the value of aesthetic experience and emotional literacy **The Making of Modern India** Nicol Macnicol, 1924 *The Person and the Common Life* J.G. Hart, 2013-11-11 What follows attempts to synthesize Husserl's social ethics and to integrate the themes of this topic into his larger philosophical concerns Chapter I proceeds with the hypothesis that Husserl believed that all of life could be examined and lived by the transcendental phenomenologist and therefore action was not something which one did isolated from one's commitment to being philosophical within the noetic noematic field Therefore besides attempting to be clear about the meaning of the reduction it relates the reduction to ethical life Chapter II shows that the agent properly understood i.e. the person is a moral theme indeed reflection on the person involves an ethical reduction which leads into the

essentials of moral categoriality the topic of Chapter IV Chapter III mediates the transcendental ego individual person and the social matrix by showing how the common life comes about and what the constitutive processes and ingredients of this life are It also shows how the foundations of this life are imbued with themes which adumbrate moral categoriality discussed in Chapter IV The final Chapters V and VI articulate the communitarian ideal the godly person of a higher order emergent in Chapters II III and IV in terms of social political and theological specifications of what this godly life looks like

Curriculum Visions William E. Doll, Noel Gough, 2002 Curriculum Visions challenges the singular guiding vision that has dominated Western educational thought for the past four centuries from Peter Ramus to Ralph Tyler and beyond Influenced by the spirit of John Dewey Curriculum Visions moves beyond his ghost to see what he never saw a playful integration of the scientific the storied and the spiritfult In so doing Curriculum Visions asks each of us to develop our own curricular vision based on the logic of reason the personality and culture of society and the awesomeness and mystery of creation

Psychodynamic Perspectives on Working with Children, Families, and Schools Michael O'Loughlin, 2012-12-08 With the push toward accountability and test performance in schools there has been a decline in emphasis on creativity imagination and feelings in schools Psychodynamic Perspectives on Working with Children Families and Schools is designed for students and professionals who are interested in restoring such values to their work with children There is an absence of psychoanalytic ways of thinking in conventional professional discourses of schooling With a few notable exceptions the discourses of child development classroom management early childhood education special education school psychology and school counseling have constructed notions of children and schooling that are often behaviorist instrumental and symptom focused Curriculum too often focuses on acquisition of knowledge and behaviors discipline is conceptualized as compliance and symptoms such as anger school resistance etc are pathologized and reacted to out of context children s special needs are often conceptualized instrumentally and children with complex psychological symptoms are delimited depersonalized or simply removed Professionals who work with children psychodynamically draw on diverse frameworks including the work of Anna Freud the long tradition of the Tavistock Clinic in London e g Anne Alvarez Susan Reid Margaret Rustin Frances Tustin etc the writings of Klein Winnicott and their colleagues French analysts e g Piera Aulagnier Didier Anzieu Laurent Danon Boileau Fran oise Dolto Maud Mannoni and Catherine Mathelin and Italian infant child analyst Alessandro Piontelli This work is valuable but often inaccessible to school professionals because the writing is somewhat specialized and because there is no tradition of teaching such work in professional preparation in those fields This collection is theoretically grounded in that the authors share a commitment to valuing children s emotions and understand the usefulness of psychoanalytic approaches for enhancing children s lives It is laden with examples to invite into this discussion those students and professionals who value these ideas but for whom this book may be their first introduction to progressive educational ideals and psychodynamic ways of working with children Psychodynamic Perspectives on Working with Children Families and Schools provides an

introductory volume to open the door to the possibility of introducing psychodynamic frameworks to education and human service professors and school professionals and professionals working with children *Reimagining Christian Education* Johannes M. Luetz, Tony Dowden, Beverley Norsworthy, 2018-07-04 This book is an arresting interdisciplinary publication on Christian education comprising works by leading scholars professionals and practitioners from around the globe It focuses on the integrated approaches to Christian education that are both theoretically sound and practically beneficial and identifies innovative pedagogical methods and tools that have been field tested and practice approved It discusses topics such as exploring programmes and courses through different lenses learning challenges and opportunities within organisational management theology of business Christian models of teaching in different contexts job preparedness developing different interpretive or meaning making frameworks for working with social justice people with disability non profit community organisations and in developing country contexts It offers graduate students teachers school administrators organisational leaders theologians researchers and education practitioners a fresh and inspiring reimagining of Christian education perspectives and practices and the ramifications of their application to life long learning *Queering Straight Teachers* Nelson M. Rodriguez, William F. Pinar, 2007 Much of the focus of anti homophobic anti heterosexist educational theory curriculum and pedagogy has examined the impact of homophobia and heterosexism on gay lesbian bisexual and transgender GLBT students and teachers Such a focus has provided numerous theoretical and pedagogical insights and has informed important changes in educational policy *Queering Straight Teachers* Discourse and Identity in Education remains deeply committed to the social justice project of improving the lives of GLBT students and teachers However in contrast with much of the previous scholarship *Queering Straight Teachers* shifts the focus from an analysis of the GLBT Other to a critical examination of what it might mean in theory and in practice to queer straight teachers and the implications this has for challenging institutionalized heteronormativity in education This book will be useful in courses on educational foundations curriculum studies multicultural education queer theory gay and lesbian studies and critical theory **Whole, bright, deep with understanding** José Augusto Pacheco, 2009-01-01 This book is about William Pinar one of the best known authors in the field of curriculum studies The main contribution of William Pinar is not to determine the curriculum He is involved in a continuous struggle to help students and teachers reflect about their personal experiences educational and curricular options The book has been organized in five chapters The first chapter discursive construct includes the identification of William Pinar from his own roots as a student and as a teacher and the schools of thought that influenced his work The second chapter is concerned with Curriculum Studies as an academic field answering the questions What is Curriculum Theory What does the reconceptualization movement mean What is post Reconceptualization The following chapter is about Pinar s curriculum theorizing including a particular mode de penser schooling school and teacher education as well as curriculum as comparative language and currere as method The fourth chapter is about his life experiences particularly the sense of South

and includes Pinar's transdiscursivity searching for the author function features through the foundational Journal and the Internationalization of Curriculum Studies. The last chapter includes some contributions of the studies of William Pinar and Ivor Goodson concerning research in the field of curriculum by António Flávio Moreira, a well-known scholar in Brazil and Portugal.

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Lure Of The Transcendent Introduction

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