



# Michel Foucault

MATERIALISM  
and EDUCATION

Mark Olssen

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*Updated Edition*

# Michel Foucault Materialism And Education

**David Kreps**



## **Michel Foucault Materialism And Education:**

**Michel Foucault** Mark Olssen, 1999-07-30 Although Foucault departs from Marxism his own approach constitutes a form of consistent materialism which has theoretical implications for the analysis of social and educational discursive systems In seeking to demonstrate a correct reading of Foucault linguistic readings of his work such as those of Christopher Norris 1993 which represent him as part of the linguistic turn in French philosophy where language or representation henceforth defines the limits of thought will be dispelled in the process of being corrected Rather Foucault will be represented as Habermas 1987 has suggested not merely as a historicist but at the same time as a nominalist materialist and empiricist Because the distinctiveness of Foucault's approach can best be seen in contrast to other major philosophical systems and thinkers considerable attention is given to examining Foucault's relationship to Marxism as well as his relations to Kant Gramsci Habermas and the Greeks In relation to education there is in Foucault's approach a double emphasis which constitutes an ordering principle for this work On the one hand attention is directed to discursive practices which perform an educative role in the constitution of subjects and of human forms of existence On the other hand forms of education are constituted and utilized for the purposes of collective ethical self creation a theme Foucault emphasized in his later works The book assesses some of the more interesting recent utilizations of Foucault in educational research **Michel Foucault** Mark Olssen,

### **Educational Leadership and Michel Foucault** Donald Gillies, 2013-05-28 Practitioners in the school system

*Subjectivity & Truth* Tina Besley, Michael A. Peters, 2007 This book focuses on Foucault's later work and his re turn to the hermeneutics of the subject exploring the implications of his thinking for education pedagogy and related disciplines What and who is the subject of education and what are the forms of self constitution Chapters investigate Foucault's notion of the culture of self in relation to questions concerning truth parrhesia or free speech and subjectivity especially with reference to the literary genres of confession and biography and the contemporary political forms of individualization governmentality

**Michel Foucault** Lynn Fendler, 2014-10-23 Michel Foucault's influential work spanned a wide array of intellectual disciplines his writings having been widely taken up in philosophy history literary criticism and political theory Focusing on the implications of Foucault's theories for education whilst characterizing them as provocative problematizing poetic and playful Lynn Fendler describes the historical context for understanding Foucault's ground breaking critiques Including a discussion of his major theories of disciplinary power genealogy discourse and subjectivity this text provides generative explanations of concepts using analogies to the Internet and to food in order to connect Foucault's theories to everyday experience **Complexity Theory and the Philosophy of Education** Mark Mason, 2009-02-23 A collection of scholarly essays Complexity Theory and the Philosophy of Education provides an accessible theoretical introduction to the topic of complexity theory while considering its broader implications for educational change Explains the contributions of complexity theory to philosophy of education curriculum and educational research Brings together new research by an international team

of contributors Debates issues ranging from the culture of curriculum to the implications of work of key philosophers such as Foucault and John Dewey for educational change Demonstrates how social scientists and social and education policy makers are drawing on complexity theory to answer questions such as why is it that education decision makers are so resistant to change how does change in education happen and what does it take to make these changes sustainable Considers changes in use of complexity theory developed principally in the fields of physics biology chemistry and economics and now being applied more broadly to the social sciences and to the study of education

**Power and Education** Antonia Kupfer, 2015-10-05 Education is a crucial influence early in life and is therefore inextricably linked with power This book examines how education can limit opportunities and create social inequality as well as being an empowering force for good Theoretical approaches on the relationship of power and education are discussed as are questions on power and knowledge

Constructing Foucault's ethics Mark Olssen, 2021-06-15 In popularizing the term speaking truth to power now widely used throughout the world Michel Foucault established the basis upon which a new ethics can be constructed This is the thesis that Mark Olssen advances in Constructing Foucault's ethics Olssen not only speaks truth to existing moral and ethical theories that have dominated western philosophy since Plato but also shows how by using Foucault's insights an alternative ethical and moral theory can be established that both avoids the pitfalls of postmodern relativism and simultaneously grounds ethical moral and political discourse for the present age Taking the late ethical turn in the philosopher's thought as its starting point this ambitious study seeks to construct an ethics beyond anything Foucault ever attempted while remaining consistent with his core postulates In doing so it advances the concept of life continuance which expresses a normative orientation to the future in terms of the quest for survival and well being giving rise to irreducible normative values as part of the discursive order of events This approach is explored in contrast with a range of other established systems from the Kantian to the Marxist to contract ethics and utilitarianism

**Education, Philosophy and Politics** Michael A. Peters, 2013-06-17 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Michael A Peters has spent the last 30 years researching thinking and writing about some of the key and enduring issues in education He has contributed over 60 books authored co authored and edited and 500 articles to the field In Education Philosophy and Politics Michael A Peters brings together 15 of his key writings in one place including chapters from his best selling books and articles from leading journals Starting with a specially written Introduction which gives an overview of Michael's career and contextualises his selection the essays are then arranged thematically to create a pathway of a way of thinking in philosophy of education which is forward looking but takes account of tradition and the past The subjects of the chapters include Wittgenstein Studies Philosophical Critique of Modernity French Poststructuralism Jean Francois Lyotard Foucault Deleuze

Derrida American Pragmatism Rorty Cavell Philosophy and racism Through this book readers can follow the themes and strands that Michael A Peters has written about for over three decades and clearly see his important contribution to the field of education

**The Political Philosophy of Michel Foucault** Mark G.E. Kelly,2010-06-21 This book is the first to systematically reconstruct Foucault's political and philosophical thought across his career arguing that Foucault had a consistent but ever growing political and philosophical viewpoint

Foucault and Lifelong Learning Andreas Fejes,Katherine Nicoll,2008-01-14 Over the last twenty years there has been increasing interest in the work of Michel Foucault in the social sciences and in particular with relation to education This the first book to draw on his work to consider lifelong learning explores the significance of policies and practices of lifelong learning to the wider societies of which they are a part With a breadth of international contributors and sites of analysis this book offers insights into such questions as What are the effects of lifelong learning policies within socio political systems of governance What does lifelong learning do to our understanding of ourselves as citizens How does lifelong learning act in the regulation and re ordering of what people do The book suggests that understanding of lifelong learning as contributory to the knowledge economy globalisation or the new work order may need to be revised if we are to understand its impact more fully It therefore makes a significant contribution to the study of lifelong learning

**A Companion to Research in Education** Alan D. Reid,E. Paul Hart,Michael A. Peters,2013-11-11 This volume offers a unique commentary on the diverse ways that educational inquiry is conceived designed and critiqued An international team of scholars examines cross cutting themes of how research in education is conceptualised characterised contextualised legitimated and represented Contributions include specially commissioned essays critical commentaries vignettes dialogues and cases Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education

**The Cambridge Companion to Foucault** Gary Gutting,2005-07-18 For Michel Foucault philosophy was a way of questioning the allegedly necessary truths that underpin the practices and institutions of modern society He carried this out in a series of deeply original and strikingly controversial studies on the origins of modern medical and social scientific disciplines These studies have raised fundamental questions about the nature of human knowledge and its relation to power structures and have become major topics of discussion throughout the humanities and social sciences The essays in this volume provide a comprehensive overview of Foucault's major themes and texts from his early work on madness through his history of sexuality Special attention is also paid to thinkers and movements from Kant through current feminist theory that are particularly important for understanding his work and its impact This revised edition contains five new essays and revisions of many others and the extensive bibliography has been updated

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

*Foucault as Educator* Stephen J. Ball, 2016-12-01 This book considers Foucault as educator in three main ways First through some consideration of what his work says about education as a social and political practice That is education as a form of what Allen 2014 calls benign violence which operates through mundane quotidian disciplinary technologies and expert knowledges which together construct a pedagogical machine Second through an exploration of his method as a form of critique That is as a way of showing that things are not as necessary as all that a way of addressing what is intolerable This suggests that critique is education of a kind Third through a discussion of some of Foucault's later work on subjectivity and in particular on the care of the self or what we might call a pedagogy of the self Each chapter introduces and discusses some relevant examples from educational settings to illustrate and enact Foucault's analytics

Critical Pedagogy in the Twenty-First Century Curry Malott, Brad J. Porfilio, 2011-03-01 This book simultaneously provides multiple analyses of critical pedagogy in the twenty first century while showcasing the scholarship of this new generation of critical scholar educators Needless to say the writers herein represent just a small subset of a much larger movement for critical transformation and a more humane less Eurocentric less paternalistic less homophobic less patriarchal less exploitative and less violent world This volume highlights the finding that rigorous critical pedagogical approaches to education while still marginalized in many contexts are being used in increasingly more classrooms for the benefit of student learning

contributing however indirectly to the larger struggle against the barbarism of industrial neoliberal militarized destructiveness The challenge for critical pedagogy in the twenty first century from this point of view includes contributing to the manifestation of a truly global critical pedagogy that is epistemologically democratic and against human suffering and capitalist exploitation These rigorous democratic critical standards for measuring the value of our scholarship including this volume of essays should be the same that we use to critique and transform the larger society in which we live and work

**Governmentality Studies in Education** ,2009-01-01 Michel Foucault s concept of governmentality originated in a lecture series in the late 1970s at the Coll ge de France and soon became the basis for a range of historical and contemporary studies across the social sciences and humanities The concept in part rests on a simple but powerful idea that links government to the freedom of the subject in a novel understanding of liberal politics It also provides an analytics of power based on the examination of actual practices This is the first collection to use Foucault s concept in relation to the field of education where it has a natural home given that much educational theory and practice in the liberal tradition at least since Kant has been directed at the goals of autonomy and self government The volume has three sections a general section on Foucault and governmentality with contributions from some of the world s leading scholars in the area including Colin Gordon Jacques Donzelot and Thomas Lemke and two sections devoted to governmentality and education the first outlining Anglo American perspectives the second focusing on European perspectives with contributions from leading scholars such as Tom Popkewitz James Marshall Tom Osborne Michael Peters Mark Olssen Tina Besley Hermann J Forneck Bernadette Baker Susan Weber Susanne Maurer Linda Graham and Maarten Simons and Jan Masschelein among many others Gramsci and Foucault: A Reassessment David Kreps,2016-04-22 Mapping the resonances dissonances and linkages between the thought of Gramsci and Foucault to uncover new tools for socio political and critical analysis for the twenty first century this book reassesses the widely held view that their work is incompatible With discussions of Latin American revolutionary politics indigenous knowledges technologies of government and the teaching of paediatrics in post invasion Iraq complexity theory medical anthropology and biomedicine and the role of Islam in the transition to modern society in the Arab world this interdisciplinary volume presents the latest theoretical research on different facets of these two thinkers work as well as analyses of the specific linkages that exist between them in concrete settings A rigorous comparative exploration of the work of two towering figures of the twenty first century Gramsci and Foucault A Reassessment will appeal to scholars and students of social and political theory political sociology communication and media studies and contemporary philosophy **The Routledge International Handbook of the Sociology of Education** Michael W. Apple,Stephen J. Ball,Luis Armando Gandin,2009-12-16 This collection brings together many of the world s leading sociologists of education to explore and address key issues and concerns within the discipline The thirty seven newly commissioned chapters draw upon theory and research to provide new accounts of contemporary educational processes global trends and changing and enduring forms of

social conflict and social inequality The research conducted by leading international scholars in the field indicates that two complexly interrelated agendas are discernible in the heat and noise of educational change over the past twenty five years The first rests on a clear articulation by the state of its requirements of education The second promotes at least the appearance of greater autonomy on the part of educational institutions in the delivery of those requirements The Routledge International Handbook of the Sociology of Education examines the ways in which the sociology of education has responded to these two political agendas addressing a range of issues which cover three key areas perspectives and theories social processes and practices inequalities and resistances The book strongly communicates the vibrancy and diversity of the sociology of education and the nature of sociological work in this field It will be a primary resource for teachers as well as a title of major interest to practising sociologists of education

### **Teaching, Responsibility, and the Corruption of Youth**

Tina Besley, Michael A. Peters, 2019-02-19 Teaching Responsibility and the Corruption of Youth explores the concept and practice of responsibility in education and teaching in the new post Cold War era after the long run of globalization and liberal internationalism has been disrupted by the rise of populism anti immigration sentiments and new forms of terrorism The old liberal values and forms of tolerance have been questioned Responsibility is a complex concept in our lives with moral social financial and political aspects It embraces both legal and moral forms and refers to the state of being accountable or answerable for one's actions implying a sense of obligation associated with being in a position of authority such as a parent teacher or guardian having authority over children First used with schools in 1855 the concept's legal meaning was only tested in the 1960s when student conduct especially when materially affecting the rights of other students was not considered immune by constitutional guarantees of freedom This volume investigates the questions left with us today What does responsibility mean in the present era Does loco parentis still hold What of the rights of students In what does teacher responsibility consist Can student autonomy be reconciled with market accountability To what extent can responsibility of or for students be linked to care of the self and care for others And most importantly to what extent if any can teachers be held accountable for the actions of their students



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