

The
Intellectual
Foundations of
Twentieth
Century
Liberal
Educational
Policy

REASON & RHETORIC

Walter Feinberg



Reason And Rhetoric The Intellectual Foundations Of Twentieth Century Liberal Educational Policy

Oswald A. J. Mascarenhas, SJ



Reason And Rhetoric The Intellectual Foundations Of Twentieth Century Liberal Educational Policy:

Reason and Rhetoric Walter Feinberg, 1975-01-28 **Reason and Rhetoric** Walter Feinberg, 1985 **Race and the Origins of Progressive Education, 1880-1929** Thomas D. Fallace, 2015 This penetrating historical study traces the rise and fall of the theory of recapitulation and its enduring influence on American education Inherently ethnocentric and racist the theory of recapitulation was pervasive in the social sciences at the turn of the 20th century when early progressive educators uncritically adopted its basic tenets The theory pointed to the West as the developmental endpoint of history and depicted people of color as ontologically less developed than their white counterparts Building on cutting edge scholarship this is the first major study to trace the racial worldviews of key progressive thinkers such as Colonel Francis W Parker John Dewey Charles Judd William Bagley and many others Chapter Summaries Roots traces the intellectual context from which the new child centered education emerged Recapitulation explains how racially segregated schools were justified and a differentiated curriculum was rationalized Reform explores some of the most successful early progressive educational reforms as well as the contents of children s literature and popular textbooks Racism documents the constancy of the idea of racial hierarchy among progressive educators such as Edward Thorndike G Stanley Hall and William Bagley Relativity documents how scholars such as W E B Du Bois Carter Woodson Horace Kallen and Randolph Bourne outlined a new inclusive ideology of cultural pluralism but overlooked the cultural relativism of anthropologist Franz Boas Refashioning examines the enduring effects of recapitulation on education such as child centered teaching and the deficit approach to students of color For American scholars progressive education is something of a talisman we all give it ritual worship but we rarely question its origins or premises By contrast race has become perhaps the dominant theme in contemporary educational studies In this bold and brilliant study Thomas Fallace uses our present day racial lens to critique our historic dogmas about progressive education We might not like what we see but we should not look away Jonathan Zimmerman New York University This is an important and provocative book Fallace provides a thoughtful analysis of how race influenced the foundational ideas of progressive educators in America He has made an important contribution to the history of curriculum and educational reform William B Stanley Professor Curriculum and Instruction Monmouth University **Ideology and Curriculum** Michael W. Apple, 1990-02-22 When *Ideology and Curriculum* was first published in 1979 it was quickly established as a path breaking statement on the relationship between cultural and economic power in education It has been translated into many languages including Chinese Japanese Korean Spanish Portuguese and Greek and it has had a profound impact on the debates about education and democracy in many nations Most recently it has been named one of the 20 most influential volumes in the history of western education *Ideology and Curriculum* Michael Apple, 2004-03-01 To celebrate the 25th anniversary of its publication Michael W Apple has thoroughly updated his influential text and written a new preface The new edition also includes an extended interview circa 2001 in which Apple relates the critical agenda outlined in

Ideology and Curriculum to the more contemporary conservative climate Finally a new chapter titled Pedagogy Patriotism and Democracy Ideology and Education After 9 11 is also included *Discovering John Dewey in the Twenty-First Century* C. Gregg Jorgensen,2017-06-21 This book features a unique collection of dialogues with fourteen notable scholars on their opinions and observations about John Dewey a renowned educational philosopher of the twentieth century The book explores varying views about John Dewey his philosophy and his educational theory In revealing positive sometimes negative occasionally surprising and consistently insightful viewpoints the author seeks to enable the reader to reflect on the primary question does John Dewey s consequential educational philosophy have an important role in twenty first century education and in nurturing and sustaining democratic ideals **Dewey & the Dilemma of Race** Thomas Daniel Fallace,2011 This historical study traces how John Dewey as did most of his contemporaries struggled with the major dilemma of how to reconcile evolution pedagogy democracy and race In an original and provocative presentation the author seeks to capture Dewey s original meaning by placing him in his own intellectual and cultural context Fallace argues that Dewey created an ethnocentric curriculum at the famous University of Chicago Laboratory School 1896 1904 that traced the linear development of Western civilization and pointed to it as the cultural endpoint of all human progress However in the years following the First World War Dewey reconstructed his orientation into an interactionist pluralist view that recognized how a diversity of cultures was a necessity for democratic living and intellectual growth Dewey and the Dilemma of Race is the first comprehensive intellectual biography to trace the development of Dewey s educational views Filling an important gap in our understanding of Dewey s thinking on culture and race this book will be of interest to a broad range of educators historians philosophers and scholars *Corporate Ethics for Turbulent Markets* Oswald A. J. Mascarenhas, SJ,2019-04-30 The ebook edition of this title is Open Access thanks to Knowledge Unlatched funding and freely available to read online The book extends the discussion on human dignity to its practical applications maps out strategic approaches for responding to turbulent markets **The SAGE Handbook of Action Research** Peter Reason,Hilary Bradbury,2013-03-26 For anyone seeking to create meaning out of life inspire others with publication of research discoveries and insights and help the world become a better place within which to live and work action research holds great promise as an approach The challenge is to do it well and with rigor The Handbook is a magnificent collection of articles that will help the reader do all of that Richard E Boyatzis Case Western Reserve University and ESADE This second volume will be a welcome extension of the landmark first volume of the SAGE Handbook of Action Research It effectively secures the field s second wave in a particularly powerful and creative articulation of well theorised practice It could not be more timely for a fast growing field that has attracted recent appreciation from parties as disparate as Shell 3M Australian Aboriginal women in outback Australia working to prevent harm to children and the Secretary General of the UN Yoland Wadsworth For anyone thinking about or doing action research this book is an obligatory point of reference If any one text both maps the action research paradigm and at the same time

moves it on this is it Bill Cooke Manchester Business School Building on the strength of the seminal first edition the The SAGE Handbook of Action Research has been completely updated to bring chapters in line with the latest qualitative and quantitative approaches in this field of social inquiry Peter Reason and Hilary Bradbury have introduced new part commentaries that draw links between different contributions and show their interrelations Throughout the contributing authors really engage with the pragmatics of doing action research and demonstrate how this can be a rich and rewarding reflective practice They tackle questions of how to integrate knowledge with action how to collaborate with co researchers in the field and how to present the necessarily messy components in a coherent fashion The organization of the volume reflects the many different issues and levels of analysis represented This volume is an essential resource for scholars and professionals engaged in social and political inquiry organizational research and education

Reworking Vocational Education Anja Heikkinen, Katrin Kraus, 2009 A new political order is transforming the nature of work in advanced industrialised countries What does this mean for the nexus of education and work How does it affect the idea of vocation the reality of lifelong learning the concept of employability and the future of vocational education and training This volume analyses the foundations of this transformation featuring globalisation and individualisation It offers an analysis of the shifting terrain of governance and policy and their impact on the field of vocational education With contributions from scholars located in Europe as well as in Australia and the USA it provides an understanding of a number of important educational policy topics including changing social and cultural conditions of labour migration an aging populace and the spread of cross national discourses Additional chapters tackle the concepts of employability gender earning and lifelong learning and examine their relation to policies practices theory and research in vocational education

Conflicts in Curriculum Theory João M. Paraskeva, 2021-10-25 Since its original publication Conflicts in Curriculum Theory has firmly established itself as the key volume that not only advanced alternative ways to think about education and curriculum but also introduced innovative scholarship and a radical conceptual grammar for the field In this revised second edition Paraskeva addresses current epistemological shifts and avenues within and beyond counter dominant Eurocentric curriculum perspectives In this second edition which includes a new introduction he provides a critical examination of the modern Eurocentric curriculum and introduces readers to new theoretically rich concepts of curriculum momentism curriculum involution and curriculum Occidentosis pushing the curriculum debate far beyond the classical Eurocentric matrix

Feeling Power Megan Boler, 2004-11-23 First published in 1999 Megan Boler combines cultural history with ethical and multicultural analyses to explore how emotions have been disciplined suppressed or ignored at all levels of education and in educational theory FEELING POWER charts the philosophies and practices developed over the last century to control social conflicts arising from gender class and race The book traces the development of progressive pedagogies from civil rights and feminist movements to Boler's own recent studies of emotional intelligence and emotional literacy Drawing on the

formulation of emotion as knowledge within feminist psychobiological and post structuralist theories Boler develops a unique theory of emotion missing from contemporary educational discourses **Critical Theory and Public Life** John

Forester, 1987 Jürgen Habermas's critical communications theory of society has excited widespread interest in recent years. The essays in this book explore the research implications of Habermas's theory for the analysis of modern problems of public life. Spanning the spectrum of the social sciences, the essays relate critical theory to industrial policy under advanced capitalism, education, the mass media, and consumerism, public participation in planning, policy analysis, and critical historical studies. John Forester is Associate Professor of City and Regional Planning at Cornell University. **Critical Theory and Public Life** is included in the series *Studies in Contemporary German Social Thought* edited by Thomas McCarthy. [Catalog of](#)

[Copyright Entries. Third Series](#) Library of Congress. Copyright Office, 1976 **Works about John Dewey, 1886-1995**

Barbara Levine, 1996 Although she has devised a new format for this bibliography, Barbara Levine has included most of the materials published in the two editions of the Checklist of Writings about John Dewey. Material new to this volume includes recently discovered items published during the ninety years covered by the Checklist as well as items published since 1977. Because certain studies at best have only marginal value or because they can be obtained through ordinary library research tools, Levine has deleted some classes of material that appeared in the 1974 and 1978 Checklist editions: primary sources with only brief references to Dewey; the entire section entitled Unpublished Works about Dewey which included theses, dissertations, and papers presented at meetings; and Educational Resources Information Center (ERIC) documents. Levine has included all of the material published about Dewey during the 108 years between 1886 and 1994 and has included many 1995 items as well. She has verified all items and, whenever possible, obtained copies. She has discovered hundreds of items omitted from the second edition of the Checklist and has augmented the current bibliography by nearly two thousand items published since 1977. The bibliography is divided into four parts. The first, Books and Articles about Dewey, lists works alphabetically by author. Replies and responses to articles immediately follow the work cited. The Reviews of Dewey's Works lists titles alphabetically. Reviews are grouped alphabetically by journal under the Dewey work reviewed. The Author Index includes multiple authors and editors, authors of replies and responses, and reviewers of works both by and about Dewey. The Title/Key Word Index lists key words from most titles and subtitles. The CD-ROM version of Works about John Dewey contains both Windows and Macintosh formats and provides increased search capabilities. *Leaders in Philosophy of Education*

, 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field. Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R. S. Peters and Paul Hirst at the London Institute of Education, analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching, learning, explanation, curriculum, aims, and objectives, freedom, and authority, equality, and liberal education. They also examined theoretical issues in educational research and critiqued

reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

Handbook of Adult and Continuing Education Arthur L. Wilson, Elisabeth Hayes, 2009-04-27 Sponsored by the American Association of Adult Continuing Education This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes It is a veritable feast for nourishing our understanding of the current field of adult education The editors and their well chosen colleagues consistently question how we know and upon what grounds we act They invite us to consider not only how we can design effective adult education but also why we practice in a particular socio economic context Jane Vella author of Taking Learning to Task and Learning to Listen Learning to Teach This new handbook captures the exciting intellectual and professional development of our field in the last decade It is an indispensable resource for faculty students and professionals Jack Mezirow emeritus professor Adult and Continuing Education Teachers College Columbia University For nearly seventy years the handbooks of adult and continuing education have been definitive references on the best practices programs and institutions in the field In this new edition over sixty leading authorities share their diverse perspectives in a single volume exploring a wealth of topics including learning from experience adult learning for self development race and culture in adult learning technology and distance learning learning in the workplace adult education for community action and development and much more Much more than a catalogue of theory and historical facts this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices

Policy Making in Education Ann Lieberman, Milbrey Wallin McLaughlin, 1982 The Eighty First Yearbook of the National Society for the Study of Education Part II

John Dewey: Political theory and social practice J. E. Tiles, 1992

Educational Philosophy Edward J. Power, 2021-12-12 The first step in education's long road to respectability lay in the ability of its proponents to demonstrate that it was worthy of collaborating with traditional disciplines in the syllabus of higher learning The universities where the infant discipline of education was promoted benefited from scholars who engaged in teaching and research with enthusiasm and preached the gospel of scientific education These schools Teachers College Columbia University the University of Chicago and Stanford University gained a reputation as oases of pedagogical knowledge Soon public and private colleges alike introduced professional academic programs for the preparation of teachers Foremost among the subjects for these

programs was education philosophy with its long history and the impeccable credentials of its ancient and modern expositors. Although the principal focus of this study is the history of educational philosophy in colleges and universities, it also recognizes educational philosophy's antecedents. Chapters cover ancient roots, Christian educational theory, educational theory and the modern world, philosophy and education in early America, development of philosophies of education, disciplinary maturity for educational philosophy, and prospects. There is a bibliography and an index.

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