

**MARXISM  
AND EDUCATION**

**MADAN SARUP**

# Marxism And Education A Study Of Phenomenological And Marxist Approaches To Education

**Albert A Gayle**



## **Marxism And Education A Study Of Phenomenological And Marxist Approaches To Education:**

*Marxism and Education* Madan Sarup, 2011-12-08 This book introduces the student to the various phenomenological and humanistic Marxist perspectives as they are being applied to education and provides an account of the strengths and weaknesses of these perspectives drawing on a variety of disciplines in order to explain the controversies described The opening chapters deal with the phenomenological perspective in the sociology of education discussing its adoption of a phenomenological model of man its use of anthropological studies the importance of classroom studies and its rejection of the liberal philosophy of education The aim is to show the significance of these ideas for education with a discussion of the concept of alienation and schooling developments in Marxism such as the focus on the mode of production and the labour process and the political economy of education

Marxism and Education (RLE Edu L) Madan Sarup, 2013-05-13 This book introduces the student to the various phenomenological and humanistic Marxist perspectives as they are being applied to education and provides an account of the strengths and weaknesses of these perspectives drawing on a variety of disciplines in order to explain the controversies described The opening chapters deal with the phenomenological perspective in the sociology of education discussing its adoption of a phenomenological model of man its use of anthropological studies the importance of classroom studies and its rejection of the liberal philosophy of education The aim is to show the significance of these ideas for education with a discussion of the concept of alienation and schooling developments in Marxism such as the focus on the mode of production and the labour process and the political economy of education

A History of Western Philosophy of Education in the Contemporary Landscape Anna Pagès, 2021-01-28 This volume traces the history of Western philosophy of education in the contemporary landscape 1914 2020 The volume covers the Cuban Revolution in 1959 the events of May 1968 in Paris the Zapatista Revolution in 1994 and the Arab Spring revolutions from 2010 to 2012 It also covers the two World Wars the Cold War the fall of the Berlin Wall and the triumph of science and technology until the hegemony of post liberal societies The philosophical problems covered include justice freedom critical thought equity philosophy for children decolonialism liberal education feminism and plurality These problems are discussed in relation to the key philosophers and pedagogues of the period including Jacques Derrida Paulo Freire Simone De Beauvoir Judith Butler R S Peters bell hooks Martha Nussbaum Matthew Lipman Giorgio Agamben Maxine Greene and Simone Weil among others

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works     *Karl Marx and Friedrich Engels (RLE Marxism)* Cecil L. Eubanks, 2015-04-17 The project to publish the works of Marx and Engels continues and this book published in 1984 puts together a comprehensive bibliography of their works either written in or translated into English including books monographs articles chapters and doctoral dissertations together with the works of their interpreters The inclusion of the secondary literature makes this a particularly valuable bibliography and contributes greatly to the understanding of the thought of Marx and Engels     *EBOOK: Study, Power and the University* Sarah Mann, 2008-11-16 This book highlights the effects of power within the higher educational process and argues that in order to understand the student experience we have to take seriously the institution as a context for learning It considers key questions such as Why is the student experience of higher education sometimes negative or restricted How does power operate within the institution What are the forces that limit or enable student agency How can institutions of higher education create conditions which best support more enabling forces Higher Education has its own particular culture social relations and practices governed by social and discursive norms It is always implicated in relations of power through its function in society and its effects on individuals This book considers how for the student these effects can be enabling and engaging or limiting and diminishing In exploring the effects of the institutionalization of learning and the workings of power implicated within this it sets out to add to more cognitive and pedagogic ways of understanding student experience in higher education Study Power and the University provides key reading for educational researchers and developers academics and higher education managers     **Critical Voices on Special Education** Scott B. Sigmon, 1990-01-01 The authors of this work address special education's most pressing concern the inappropriate placement into special education programs of millions of students who fall behind or do not conform well enough to the academic or behavioral standards of today's public schools Too often these students are misdiagnosed as mildly handicapped and are presumed to have some physical or sensory disability In fact this formal labeling practice may carry consequences that are not only self defeating and potentially ruinous for the stigmatized individual pupil but also ultimately threatening to society as a whole The book includes contemporary discussions about needed institutional change the shortcomings of practice currently in vogue and related to the education of the so called mildly handicapped and an appeal for new attitudes toward children that recognizes them as individual learners The authors offer a unique combination of practical solutions to help set the course for more humane efficacious educational practice with students who have difficulty learning They discuss preplacement interventions such as teaching learning strategies effective short term counseling and new ways to assess reading for instructional rather than special placement purposes     *Children and Media in India* Shakuntala Banaji, 2017-05-18 Is the bicycle like the loudspeaker a medium of communication in India Do Indian children need trade unions as much as they need schools What would you do with a mobile phone if all your friends were playing tag in the rain or watching Indian Idol Children and Media in India illuminates the experiences practices and contexts in which children and young people in diverse locations across India encounter make or

make meaning from media in the course of their everyday lives From textbooks television film and comics to mobile phones and digital games this book examines the media available to different socioeconomic groups of children in India and their articulation with everyday cultures and routines An authoritative overview of theories and discussions about childhood agency social class caste and gender in India is followed by an analysis of films and television representations of childhood informed by qualitative interview data collected between 2005 and 2015 in urban small town and rural contexts with children aged nine to 17 The analysis uncovers and challenges widely held assumptions about the relationships among factors including sociocultural location media content and technologies and children s labour and agency The analysis casts doubt on undifferentiated claims about how new technologies affect endanger and or empower pointing instead to the importance of social class and caste in mediating relationships among children young people and the poor The analysis of children s narratives of daily work education caring and leisure supports the conclusion that although unrecognised and underrepresented subaltern children s agency and resourceful conservation makes a significant contribution to economic interpretive and social reproduction in India      Educational Attainment and Society Nigel Kettley,2007-01-15 Sophisticated monograph focussing on attainment at the end of secondary high school education and the interface with tertiary education Combines re analysis of secondary literature including official statistics institutional histories interview data and analysis of qualitative and quantitative primary research using descriptive and inferential statistics value added analysis and grounded theory The results show the significance and weakness of both the mid twentieth century classic analyses of social class and the late twentieth century feminist approaches Shows how a joint consideration of social issues in particular of gender and social stratification produce a powerful model for explaining attainment with important implications for policy on a boys underachievement and b participation in higher education      **Routledge Library Editions: Education Mini-Set L**

**Sociology of Education** Various,2021-06-23 Mini set L Sociology of Education re issues 48 volumes originally published between 1928 and 1990 The books in this mini set discuss Teaching and social change research processes in education class race culture and education marxist perspectives in the sociology of education the family and education the sociology of the classroom and school organization      *Revista de educación* nº 275 ,      **Perspectives on the Sociology of Education** Philip Robinson,2017-05-08 First published in 1981 this book provides a basic introduction to the sociology of education It brings together many of the principal arguments in order to help the student reach an understanding of the multitude of conflicting opinions theoretical positions and biases within the field The work considers the structures within which the child the family and the classroom are located focusing on the theory and the ways in which they can be used to explain the workings of the educational system It introduces not only the work of classical educational sociologists such as Durkheim Weber and Marx but also more recent scholars such as Halsey Becker and Althusser With a global coverage the book emphasizes the implications of the developments of the sociology of education for educational policy      **Encyclopedia of**

**Educational Theory and Philosophy** D. C. Phillips, 2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses

**Marxismo y sociología de la educación** Mariano Fernández Enguita, Michael W. Apple, 1986-05-30 Este libro recoge un conjunto de ponencias referidas a la educación expuestas en el simposio de diciembre de 1983 en la Universidad Complutense por especialistas de todo el mundo En ellas se presentan diversos análisis con frecuencia enfrentados sobre la sociología de la educación combinándose las aportaciones teóricas con el análisis de situaciones concretas

*British Paperbacks in Print* , 1985

**Marxism and Phenomenology** Bryan Smyth, Richard Westerman, 2021-10-25 Marxism and Phenomenology The Dialectical Horizons of Critique edited by Bryan Smyth and Richard Westerman offers new perspectives on the possibility of a philosophical outlook that combines Marxism and phenomenology in the critique of capitalism Although Marxism's focus on impersonal social structures and phenomenology's concern with lived experience can make these traditions appear conceptually incompatible the potential critical force of a theoretical reconciliation inspired several attempts in the twentieth century to articulate a phenomenological Marxism Updating and extending this approach the contributors to this volume identify and develop new and previously overlooked connections between the traditions offering new perspectives on Marx Husserl and Heidegger exploring themes such as alienation reification and ecology and examining the intersection of Marxism and phenomenology in figures such as Michel Henry Walter Benjamin and Frantz Fanon These glimpses of a productive reconciliation of the respective strengths of phenomenology and Marxism offer promising possibilities for illuminating and resolving the increasingly intense social crises of capitalism in the twenty first century

*Books in Print* , 1991

**Wittgenstein, Education and the Problem of Rationality** Michael A. Peters, 2021-01-21 This book develops an argument for a historicist and non foundationalist notion of rationality based on an interpretation of Wittgenstein of the Philosophical Investigations and On Certainty The book examines two notions of rationality a universal versus a constitutive conception and their significance for educational theory The former advanced by analytic philosophy of education as a form of conceptual analysis is based on a mistaken reading of Wittgenstein Analytic philosophy of education used a reading of Wittgenstein's philosophy of language to set up and justify an absolute universal and ahistorical notion of rationality By contrast the book examines the underlying influence of the later Wittgenstein on the historicist turn in philosophy of science as a basis for a non foundationalist and constitutive notion of rationality which is both historical and cultural and remains consistent with wider developments in philosophy hermeneutics and social theory This book aims to understand the philosophical motivation behind this view to examine its intellectual underpinnings and to substitute this universal conception of rationality by

reference to a Hegelian interpretation of the later Wittgenstein that emphasizes his status as an anti foundational thinker

**Social Efficiency and Instrumentalism in Education** James M. Magrini, 2014-04-03 Distinct among contemporary philosophical studies focused on education this book engages the history of phenomenological thought as it moves from philosophy proper the European phenomenological hermeneutic tradition through curriculum studies It thus presents the best of both worlds for the reader there is a play or movement from philosophy proper to educational philosophy and then back again in order to locate and explicate what is intimated suggested and in some cases left unsaid by educational philosophers This amounts to a work on education philosophy that elucidates through various permutations within the unique foci of each essay the general phenomenological theme of the fundamental ontology of the human being as primordial learner Reflecting his experience as scholar teacher and perennial learner the author suggests how research in phenomenology might prove beneficial to the enhancement of both the theoretical and practical aspects of education readers are invited to envision education as far more than merely a means by which to organize an effective learning experience in which knowledge is assimilated and skill sets are efficiently imparted but rather as a holistic and integrated process in which knowing acting and valuing are original ways of Being in the world *Routledge Library Editions: Philosophy of Education* Various Authors, 2022-07-30 This set of 21 volumes originally published between 1955 and 1997 amalgamates several topics on the philosophy of education with a particular focus on religious education curriculum studies and critical thinking This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject and will be of particular interest to students of philosophy education and those undertaking teaching qualifications

**Sociological Theory and Educational Reality** Alan Barcan, 1993 An examination of the major classical sociological theories relevant to education and of the rise and decline of the new sociology of education Author also discusses the vexed questions of equality of opportunity the relationship between school and society the growth of educational bureaucracies and the roles of state church and family in education in Australia since 1949 Includes endnotes tables and index

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