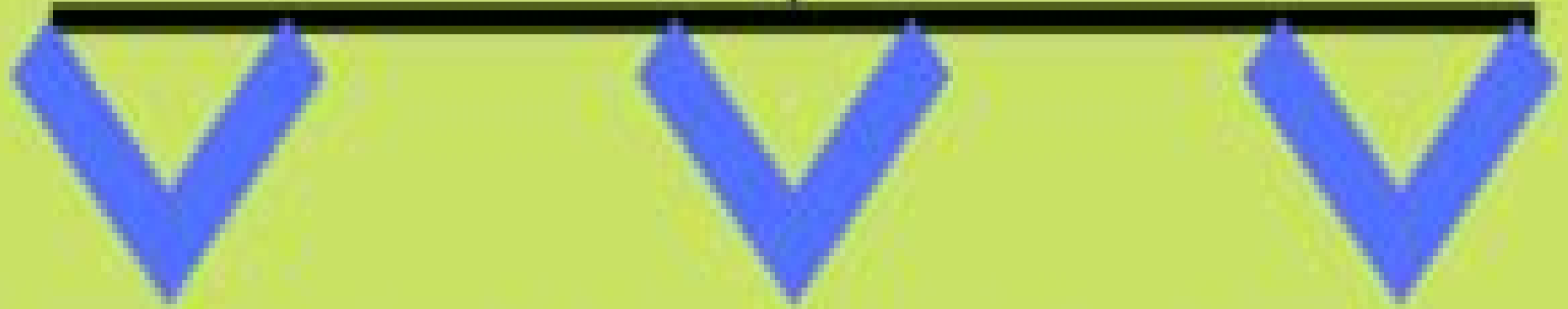


TYPES OF POLITICAL THEORY



**Normative or Traditional
Political Theory**

**Emperical or Modern
Political Theory**

**Contemporary
Political Theory**

Educational Theory As Political Theory

G Bantock



Educational Theory As Political Theory:

Educational Theory as Political Theory Anne Michaels Edwards, 1993 **On the Politics of Educational Theory**
Tomasz Szkudlarek, 2016-11-03 *On the Politics of Educational Theory* considers the political significance of educational theory as a specific genre of public discourse. Rather than understanding educational theories solely as addressing issues of childrearing and instruction, this book aims to view educational theories in a broader socio-political context. It explores the role of educational theories in the construction of collective and political identities and analyses them as rhetorical strategies operating as political discourses. Defining the methodological framework through the perspectives of Michel Foucault and Ernesto Laclau, each chapter examines the ways in which theories of education contribute to the creation of social realities and identities. Such issues as the construction of visibility and invisibility of power, the tropes of temporality or the use of postulational language where theorists say what should be done in and by education are some of the threads that weave through particular theories from Rousseau to the discourse of education in the knowledge-based society, analysed as ontological rhetorics constitutive of political identities. This book suggests a direction for a more conscious way of dealing with the political in education. As such, it will appeal to researchers, academics and postgraduate students in the fields of educational research, philosophy of education, curriculum studies, social and political theory and theory of education. The Open Access version of this book is available at <http://www.taylorfrancis.com/books/e/9781315712505>. It has been made available under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 license.

Political Theory and Political Education
Melvin Richter, 2014-07-14 By presenting alternative conceptions of how to link political theory to practice and education, this volume inaugurates a discussion hitherto not often attempted by modern political philosophers. Originally published in 1980, The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

The Political Theory of State-supported Elementary Education in England, 1750-1833 Henrietta Cooper Jennings, 1928 **Towards a Political Theory of the University** Morgan White, 2016-11-25
Towards a Political Theory of the University argues that state and market forces threaten to diminish the legitimacy, authority and fundamental purposes of higher education systems. The political role of higher education has been insufficiently addressed by academics in recent decades. By applying Habermas's theory of communicative action, this book seeks to reconnect educational and political theory and provide an analysis of the university which complements the recent focus on the intersections between political philosophy and legal theory. In this book, White argues that there is considerable overlap between crises in democracy and in universities. Yet while crises in democracy are often attributed to the inability of political

institutions to adapt to the pace of social and cultural change this diagnosis wilfully ignores the effects of privatisation on public institutions Under present political conditions the university is regarded in instrumental and economic terms which not only diminishes its functions of developing and sustaining culture but also removes its democratic capabilities This book explores these issues in depth and presents some of the practical problems associated with turning an independent higher education system into a state dominated and then subsequently marketised system This book bridges political and educational theory in an original and comprehensive way and makes an important contribution to the debate over the role of the university in a democracy As such it will appeal to researchers academics and postgraduate students in the fields of the philosophy of education higher education and political and educational theory With its implications for policy and practice it will also be of interest to policy makers

Bridging Theory and Practices for Educational Sciences Abdülkadir Kabadayı, 2021-09-15 *Bridging Theory and Practices for Educational Sciences* *What Comes After Postmodernism in Educational Theory?* Michael A. Peters, Marek Tesar, Liz Jackson, Tina Besley, 2020-06-09 Marking the fiftieth anniversary of the Educational Philosophy and Theory journal this book brings together the work of over 200 international scholars who seek to address the question What happened to postmodernism in educational theory after its alleged demise Declarations of the death knell of postmodernism are now quite commonplace Scholars in various disciplines have suggested that if anything postmodernism is at an end and has been dead and buried for some time An age dominated by playfulness hybridity relativism and the fragmentary self has given way to something else as yet undefined The lifecycle of postmodernism started with Derrida's 1966 seminal paper Structure Sign and Play in the Discourse of the Human Sciences its peak years were 1973 1989 followed by uncertainty and reorientation in the 1990s and the aftermath and beyond McHale 2015 What happened after 2001 This collection provides responses by over 200 scholars to this question who also focus on what comes after postmodernism in educational theory This book was originally published as a special issue of the journal Educational Philosophy and Theory

Marxism Against Postmodernism in Educational Theory Mike Cole, Dave Hill, Peter McLaren, 2002-12-11 Postmodernism has become the orthodoxy in educational theory It heralds the end of grand theories like Marxism and liberalism scorning any notion of a united feminist challenge to patriarchy of united anti racist struggle and of united working class movements against capitalist exploitation and oppression For postmodernists the world is fragmented history is ended and all struggles are local and particularistic Written by internationally renowned British and American educational theorists Marxism Against Postmodernism in Educational Theory a substantially revised edition of the original 1999 work Postmodernism in Educational Theory critically examines the infusion of postmodernism and theories of postmodernity into educational theory policy and research The writers argue that postmodernism provides neither a viable educational politics nor the foundation for effective radical educational practice and offer an alternative politics of human resistance which puts the challenge to capitalism firmly on the agenda of educational theory politics and practice

Encyclopedia of Educational Theory and Philosophy D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems 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 In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board Entries are followed by cross references and further reading suggestions A Chronology of Theory within the field of education highlights developments over the centuries a Reader s Guide groups entries thematically and a master Bibliography facilitates further study The Reader s Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory **Greek Political Theory** Sir Ernest Barker, 1918 **Studies in the History of Educational Theory Vol 2** G Bantock, 2012-05-16 This volume completes G H Bantock s comprehensive study of educational thought and its relationship to the broad development of European culture from the time of the Renaissance to the present day During the period under consideration the new freedom from dogma and hierarchy allowed for the emergence of a large number of models of education intended to accommodate the autonomous personality and at the same time to meet the demand for educational expansion The need to educate the masses was increasingly recognized and the dilemma posed by mass civilisation and minority culture became acute as liberal autonomy was increasingly threatened by new egalitarian and collectivist notions The author considers the work of key theorists from the period including such writers as Coleridge Nietzsche and Tolstoy all relatively neglected as educationists **The Theory and Practice of Virtue Education** Tom Harrison, David Walker, 2018-01-03 The Theory and Practice of Virtue Education offers the reader a comprehensive and authoritative account of both the theoretical and practical complexities of cultivating virtue in education and beyond The book moves beyond the usual philosophical literature that merely discusses virtue in the abstract and offers scholarly research informed suggestions for practice Drawn from a highly successful international conference organised by the Jubilee Centre for Character and Virtues the chapters in this volume offer a unique insight into the varieties of approaches that leading scholars have identified for putting the learning and nurturing of virtues into practice Featured are chapters from internationally acclaimed scholars primarily in the fields of philosophy psychology and education which are categorised under three headings philosophical and theoretical foundations

for cultivating virtues developing virtues in practice and nurturing specific virtues Beginning with chapters that examine differing theoretical complexities of virtue education the book then moves on to explore different approaches to nurturing virtue in the classroom and beyond This practical approach is further evidenced in the final section where individual virtues are discussed The Theory and Practice of Virtue Education highlights the theoretical complexity of putting virtue education into practice and as a result is of real use to researchers academics and postgraduates in the fields of education philosophy psychology sociology and theology It should also be essential reading for educators in character and virtue

Encyclopedia of Modern Political Thought (set) Gregory Claeys, 2013-08-20 This groundbreaking new work explores modern and contemporary political thought since 1750 looking at the thinkers concepts debates issues and national traditions that have shaped political thought from the Enlightenment to post modernism and post structuralism Encyclopedia of Modern Political Thought is two volume A to Z reference that provides historical context to the philosophical issues and debates that have shaped attitudes toward democracy citizenship rights property duties justice equality community law power gender race and legitimacy over the last three centuries It profiles major and minor political thinkers and the national traditions both Western and non Western which continue to shape and divide political thought More than 200 scholars from leading international research institutions and organizations have provided signed entries that offer comprehensive coverage of Thought of regions and countries including African political thought American political thought Australasian political thought Australian and New Zealand Chinese political thought Indian political thought Islamic political Thought Japanese political thought and more Thought regarding contemporary issues such as abortion affirmative action animal rights European integration feminism humanitarian intervention international law race and racism and more The ideological spectrum from Marxism to neoconservatism including anarchism conservatism Darwinism and Social Darwinism Engels fascism the Frankfurt School Lenin and Leninism socialism and more Connections of political thought to key areas of politics and other disciplines such as economics psychology law and religion Notable time periods of political thought since 1750 Concepts including class democratic theory liberalism nationalism natural and human rights and theories of the state Theorists and political intellectuals both Western and non Western including John Adams Edmund Burke Mohandas Gandhi Immanuel Kant Ayatollah Khomeini Ernst Friedrich Schumacher George Washington and Mary Wollstonecraft

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and

practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners

Introduction to Political Theory Paul Graham, John Hoffman, 2015-02-20 *Introduction to Political Theory* is a text for the 21st century It shows students why an understanding of theory is crucial to an understanding of issues and events in a rapidly shifting global political landscape Bringing together classic and contemporary political concepts and ideologies into one book this new text introduces the major approaches to political issues that have shaped the modern world and the ideas that form the currency of political debate *Introduction to Political Theory* relates political ideas to political realities through effective use of examples and case studies making theory lively contentious and relevant This updated third edition comes with significant revisions which reflect the latest questions facing political theory such as the French burqa controversy ethnic nationalism and the value of research from sociobiology Accompanying these debates is a wealth of new and thought provoking case studies for discussion including consensual sadomasochism affirmative action and same sex marriage A new chapter on difference has also been added to complement those on feminism and multiculturalism The revised glossary revamped website for further reading and new streamlined layout make *Introduction to Political Theory* third edition the perfect accompaniment to undergraduate study

Against Aristotelian Character Education Benjamin Miller, 2025-08-13 This book argues that Aristotelian character education cannot

work in liberal democracies today It shows that when we clearly understand the basic structure of Aristotle's value theory and correctly grasp the core requirements of liberalism we will see that they are incompatible with one another through and through Neo-Aristotelian theories of character have been immensely influential receiving endorsements from academics educators and elected representatives while establishing and influencing major academic centers and numerous K-12 schools especially in the UK and US This book argues that despite its meteoric rise and its widespread public influence neo-Aristotelian character education should be rejected The author argues that the underlying structure of the theory is incompatible with the sort of value pluralism and antipaternalism that liberal democracies require The main features that make Aristotelianism attractive its robust theory of human flourishing that grounds character and its account of the virtue of practical wisdom are the very same features that make its educational theory illiberal Understanding the problematic structure of neo-Aristotelian education helps us to better grasp the demands of liberal democracy while also bringing attention to the neglected question of how education for democratic citizenship can be made to fit with equal respect and tolerance of all liberal compatible ways of living and worldviews Against Aristotelian Character Education is essential reading for scholars and graduate students interested in philosophy of education education theory virtue ethics practical wisdom political theory and Aristotle

Locke's Education for Liberty Nathan Tarcov, 1999-01-01 Locke's Education for Liberty presents an analysis of the crucial but often underestimated place of education and the family within Lockean liberalism Nathan Tarcov shows that Locke's neglected work Some Thoughts Concerning Education compares with Plato's Republic and Rousseau's Emile as a treatise on education embodying a comprehensive vision of moral and social life Locke believed that the family can be the agency not the enemy of individual liberty and equality Tarcov's superb reevaluation reveals to the modern reader a breadth and unity heretofore unrecognized in Locke's thought

Madras Christian College Magazine, 1912 **Theory and Resistance in Education** Henry A. Giroux, 2024-12-26 Reissued with a new introduction from Henry A. Giroux this classic work provides theoretical and political tools for addressing how pedagogy knowledge resistance and power can be analyzed within and across a variety of cultural spheres including but not limited to the schools The time for radical social change has never been so urgent since the fate of an entire generation of young people if not democracy itself is at stake Giroux argues that challenge gives new meaning to the importance of resistance the relevance of pedagogy and the significance of political agency In a time of growing fascism Giroux argues that resistance is not an option but a necessity The book includes a foreword by Paulo Freire and a preface by Stanley Aronowitz

Educational Philosophy in the French Enlightenment Dr Natasha Gill, 2013-06-28 Though Emile is still considered the central pedagogical text of the French Enlightenment a myriad of lesser known thinkers paved the way for Rousseau's masterpiece Natasha Gill traces the arc of these thinkers as they sought to reveal the correlation between early childhood experiences and the success or failure of social and political relations and set the terms for the modern debate about the influence of nature and nurture in

individual growth and collective life Gill offers a comprehensive analysis of the rich cross fertilization between educational and philosophical thought in the French Enlightenment She begins by showing how in *Some Thoughts Concerning Education* John Locke set the stage for the French debate by transposing key themes from his philosophy into an educational context Her treatment of the abb Claude Fleury the rector of the University of Paris Charles Rollin and Swiss educator Jean Pierre de Crousaz illustrates the extent to which early Enlightenment theorists reevaluated childhood and learning methods on the basis of sensationist psychology Etienne Gabriel Morelly usually studied as a marginal thinker in the history of utopian thought is here revealed as the most important precursor to Rousseau and the first theorist to claim education as the vehicle through which individual liberation social harmony and political unity could be achieved Gill concludes with an analysis of the educational philosophical dispute between Helv tius and Rousseau and traces the influence of pedagogical theory on the political debate surrounding the expulsion of the Jesuits in 1762

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