

Disavowed Knowledge

**Psychoanalysis, Education, and
Teaching**

Peter M. Taubman



Disavowed Knowledge Psychoanalysis Education And Teaching Studies In Curriculum Theory Series

Gail Masuchika Boldt, Paula M. Salvio



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Disavowed Knowledge Peter Maas Taubman, 2012-05-22 This is the first and only book to detail the history of the century long relationship between education and psychoanalysis It provides not only a historical context but also a psychoanalytically informed analysis

Reconceptualizing Teacher Education Anne M. Phelan, William F. Pinar, Nicholas Ng-A-Fook, Ruth Kane, 2020-01-14 This book counters the cultural homogenization of global policy It examines the integrity of teacher education in particular places serving particular communities at particular historical moments In this collection Canadian scholars articulate a response to their collective concerns about the impact of global policy on teacher education provoking a far reaching dialogue about teacher education in and for our times The first two decades of the new millennium have witnessed unprecedented appraisal analysis and educational policy formulations related to teaching K 12 across the Western world In turn teacher education has been greatly impacted as governments around the world see the reform and management of teacher education as a key component in restructuring education toward greater economic competitiveness The result has been an unwarranted and undesirable level of standardization It is vital to the future of teacher education and concomitantly public education that we imagine alternatives to the homogenization of the educational experience that globalizing policies install What is needed are vocabularies that enable educators and teacher educators to discern and articulate educational purposes beyond capital and which focus on the kinds of educational experiences that can help prepare the young to lead good and worthwhile lives Using lessons learned from the Canadian context the authors identify and investigate the importance of initial and continuing professional education that fosters teachers intellectual freedom and study advances an informed and critical appreciation of civic particularity and historical circumstance and cultivates ethical i e pedagogical engagement with ideas and histories teachers own and their students as crucial themes of teacher education globally Published in English

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 **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

Curricular Conversations Margaret Macintyre Latta,2013-01-04 The central theme of Curricular Conversations is this Play is the thing that brings aesthetic curricular complications near educators and their students making the lived consequences very vivid tangible and possible Viewing curriculum as genuine inquiry into what is worth knowing rather than simply a curricular document this book explores the significances instilled and nurtured through aesthetic play Each chapter delves into the space a given artwork reveals The artworks act as points of departure and or generative vehicles foregrounding the roles and possibilities of play within curricular conversations Looking at relevant educational issues traditions and theorists through an illuminating lens this book speaks to curriculum theorists and arts educators everywhere

Trajectories in the Development of Modern School Systems Daniel Tröhler,Thomas Lenz,2015-05-15 As contemporary education becomes increasingly tied to global economic power national school systems attempting to influence one another inevitably confront significant tensions caused by differences in heritage politics and formal structures Trajectories in the Development of Modern School Systems provides a comprehensive theoretical and empirical critique of the reform movements that seek to homogenize schooling around the world Informed by historical and sociological insight into a variety of nations and eras these in depth case studies reveal how and why sweeping convergent reform agendas clash with specific institutional policies practices and curricula Countering current theoretical models which fail to address the potential pressures born from these challenging isomorphic developments this book illuminates the cultural idiosyncrasies that both produce and problematize global reform efforts and offers a new way of understanding curriculum as a manifestation of national identity **The Education of Eros** Dennis L. Carlson,2012-05-22 The Education of Eros is the first and only comprehensive history of sexuality education and the problem of adolescent sexuality from the mid 20th century to the beginning of the 21st It explores how professional health educators policy makers and social and religious

conservatives differed in their approaches and battled over what gets taught about sexuality in schools but all shared a common understanding of the adolescent body and adolescent desire as a problem that required a regulatory and disciplinary education. It also looks the rise of new social movements in civil society and the academy in the last half of the 20th century that began to re frame the problem of adolescent sexuality in a language of rights equity and social justice. Situated within critical social theories of sexuality this book offers a tool for re framing the conversation about adolescent sexuality and reconstructing the meaning of sexuality education in a democratic society.

Making a Difference in Theory Gert Biesta, Julie Allan, Richard Edwards, 2013-07-18 Making a Difference in Theory brings together original work from an international group of authors on the roles of theory in educational research and practice. The book discusses the different roles theory plays can play and should play both from a historical perspective and in light of contemporary discussions and developments. Particular attention is paid to the question of whether there are or should be distinctively educational forms of theory and theorising. The double engagement with the theory question in education and the education question in theory and theorising provides original insights in what theory does might do or should do in educational research and practice. With contributions from internationally renowned authors in the field of educational theory research and practice the book will be of value to academics researchers and postgraduate students in education.

Difficult Knowledge and Social Studies (teacher) Education H. James Garrett, 2010

Novel Education Deborah P. Britzman, 2006 What is a novel education like? The surprising reply supposes that fiction affects the crisis of understanding work within the human professions of teaching and psychoanalysis. The studies of learning and not learning presented begin with the delicate surprise made from representing affective experiences and conflicts within self other relations. Freud's question of presenting psychoanalysis to others and the accidental pedagogy made continues to animate our debates on the uses of affected learning. Novel Education analyzes the perils and pleasures of inviting narrating and interpreting emotional experience in learning and not learning. Drawing upon contemporary psychoanalytic debates on the relation between understanding and therapeutic action these studies open discussion on the unusual world of psychoanalytic methods and link free association and the transference to the aesthetic conflicts made from thinking about sexuality and the difficulties of inhibition in learning listening and the teacher's memory of remembering learning to teach. Novel Education highlights a discussion of the teacher's depression and the difficulty of formulating subjective knowledge from practices philosophies and theories in the human professions. It raises the question of how fields of thought and practice affect themselves. How may we describe the human idiom made in pedagogical and psychoanalytic relationships? And why join learning to not learning? This thought provoking book is essential reading on a broad range of fields for undergraduate and graduate students as well as faculty members.

Relational Psychoanalysis at the Heart of Teaching and Learning Lissa D'Amour, 2019-12-09 This book introduces the insights of contemporary relational psychoanalysis to educational thought and uses them as the foundation for a comprehensive model for understanding and

informing teaching and learning practice The model integrates what we know about conscious thought motivation and the physical body and translates these understandings in ways that are meaningful and relevant to the circumstances of practicing teachers school leaders and teachers of teachers It will be of great interest to them and to those educational scholars whose attentions turn to the exigencies of the current era Echoing calls for inclusivity the book stands against admonishing anyone on the right way to be a person Instead it emphasises understanding and in understanding practicing well Readers will gain a deeper appreciation of the nature of sense making and awareness and of the practical implications of cognition as embodied life forms as non linear dynamic systems and relationships as core to human development and classroom life It was Einstein who in a letter to Freud once asked for an educational solution to the menace of war Today s urgencies of nations divided diminishing planetary resources and certain ecological disasters press for wisdom beyond our collective habit Thankfully the once elusive mysteries of life mind learning and learning systems now yield in ways to help shape answers to Einstein s question Relational psychoanalysts psychotherapists educational theorists teachers and those who work with them will be intrigued by the convergences and heartened at the possibilities

The Very Thought of Education Deborah P. Britzman, 2009-05-26 Winner of the 2009 Gary A Olson Award presented by JAC a journal of rhetoric culture and politics For anyone who has ever been to school the very thought of education recalls an emotional world denounced What happens then if we try to understand the emotional scenery of education Author Deborah P Britzman proposes that the psychoanalysis of love and hate in learning provides creative commentary on our contemporary educational controversies Drawing upon novels art psychoanalytic theory clinical material and philosophical debates on human nature Britzman presents a psychoanalytic education of uncertainty She focuses on key encounters thinking development reading psychology transference countertransference and learning a profession From the collapse of contemporary pedagogical themes to the work of reparation Britzman explores the fantasies of education for the purpose of returning ideas of grace hope humor and humility to the impossible professions education government and medicine

Lost Subjects, Contested Objects Deborah P. Britzman, 1998-01-01 A study of love and hate in learning and an argument for why educators might begin with consideration of these psychical dynamics when interpreting the conflictive dreams of education

Psychoanalysis and the University Max Cavitch, 2025-04-23 This book charts the past and present vicissitudes of psychoanalysis s relation to education and emphasizes on the necessity of its increased presence in university settings Why can fewer and fewer people afford either time intensive psychoanalytic psychotherapy or a three to four year college education Why have psychoanalytic teaching and research become so marginalized Where and how does psychoanalysis retain a foothold in academia In an era when the futures of both psychoanalysis and higher education seem evermore uncertain Psychoanalysis and the University argues for the need to overcome existing precarities and mutual resistances and suggests ways in which their prospects for survival could be reciprocally enhanced Each chapter surveys and interprets

present conditions while arguing the necessity of supporting and expanding psychoanalytic teaching and research at both the undergraduate and graduate levels Drawing on Cavitch's deep understanding of both psychoanalysis and university settings this is essential reading for psychoanalysts university teachers and administrators and all students interested in how augmented psychoanalytic education could enhance their understanding of the world **Relational Psychoanalysis at the Heart of Teaching and Learning** Lissa D'Amour, 2020 This book introduces the insights of contemporary relational psychoanalysis to educational thought and uses them as the foundation for a comprehensive model for understanding and informing teaching and learning practice The model integrates what we know about conscious thought motivation and the physical body and translates these understandings in ways that are meaningful and relevant to the circumstances of practicing teachers school leaders and teachers of teachers It will be of great interest to them and to those educational scholars whose attentions turn to the exigencies of the current era Echoing calls for inclusivity the book stands against admonishing anyone on the right way to be a person Instead it emphasises understanding and in understanding practicing well Readers will gain a deeper appreciation of the nature of sense making and awareness and of the practical implications of cognition as embodied life forms as non linear dynamic systems and relationships as core to human development and classroom life It was Einstein who in a letter to Freud once asked for an educational solution to the menace of war Today's urgencies of nations divided diminishing planetary resources and certain ecological disasters press for wisdom beyond our collective habit Thankfully the once elusive mysteries of life mind learning and learning systems now yield in ways to help shape answers to Einstein's question Relational psychoanalysts psychotherapists educational theorists teachers and those who work with them will be intrigued by the convergences and heartened at the possibilities *Love's Return* Gail Masuchika Boldt, Paula M. Salvio, 2006 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company

After-Education Deborah P. Britzman, 2012-02-01 In *After Education* Deborah P Britzman raises the startling question What is education that it should give us such trouble She explores a series of historic and contemporary psychoanalytic arguments over the nature of reality and fantasy for thinking through the force and history of education Drawing from the theories of Anna Freud and Melanie Klein she analyzes experiences of difficult knowledge pedagogy group psychology theory and questions of loneliness in learning education Throughout the book education appears and is transformed in its various guises as a nervous condition as social relation as authority as psychological knowledge as quality of psychical reality as fact of natality as the thing between teachers and students as an institution and as a play between reality and fantasy **From Learning for Love to Love of Learning** Rudolf Ekstein, Rocco L. Motto, 1969 **When History Returns** Deborah P. Britzman, 2024-11-02 Turns to theories and cultural representations of psychosocial life to reflect on and better understand the challenges of learning in times of social strife **Novel Education** Deborah P. Britzman, 2022 *Novel Education* is at once an introduction to psychoanalytic theories of everyday education and a guide to perplexed learning The second edition

includes a new opening note and concluding chapter and promises to be essential reading for those involved in the learning lives of others

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