

Eros as the Educational Principle of Democracy



K E R R Y T. B U R C H

Eros As The Educational Principle Of Democracy Paperback

Stacy Lee DeZutter



Eros As The Educational Principle Of Democracy Paperback:

Eros as the Educational Principle of Democracy Kerry T. Burch, 2000 In *Eros as the Educational Principle of Democracy* Kerry T Burch argues that eros as a form of love should be treated as the defining educational principle of critical pedagogy and democratic citizenship In tracing representations of eros from ancient to contemporary times including recent feminist accounts Burch s genealogical analysis highlights the remarkable yet unrecognized conceptual affinities that link eros to democracy The author illuminates how qualities and values central to democracy such as questioning the intense desire to know to revise to envision a perceived good and to participate in a community of inquirers are social dispositions enabled by the emotional faculties of eros In rewriting eros as an organizing principle Burch provides an interpretive framework that dares to step outside the liberal paradigm in its search to deepen and extend democratic political education [International Perspectives on Educating for Democracy in Early Childhood](#) Stacy Lee DeZutter, 2023-05-08 This book brings together established and emerging scholars from around the globe to highlight new directions for research on young children as active engaged citizens of classrooms Divided into three sections the volume draws on innovative methods to explore diverse conceptualizations of citizenship children s understandings and effective practice Rejecting traditional views of children as citizens in preparation the volume explores how young children can and do live as citizens and how early childhood educational settings serve as civic forums Chapters discuss the child as citizen in relation to issues including gender class race tribal status and linguistic diversity and ultimately illustrate how sociocultural processes in early years settings can be harnessed to promote the development of democratic dispositions and skills This book establishes citizenship enactment in early childhood education as a robust and growing research area with the potential to shape research policy and practice worldwide As such it will appeal to researchers and academics with an interest in citizenship education democracy and early childhood education as well as postgraduate students of teacher education and those working across international and comparative education more broadly Chapter 20 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Re-Envisioning Education and Democracy Ruthanne Kurth-Schai, Charles R. Green, 2006-09-01 The fate of public education and therefore the future of our democracy is at risk Powerful forces are eroding commitment to public schools and weakening democratic resolve Yet even in deeply troubling times it is possible to broaden social imagination and empower efforts toward systemic progressive reform This book is an invitation for widespread participation in a complex process re envisioning education and democracy To reenvision to envision and then envision again is to join with others in imagining new possibilities and bringing these into existence Re envisioning is a radically social process Although distinct and varied individual contributions are required transformative visions cannot be advanced through the agency of one charismatic person or bound by one influential perspective The process of re envisioning like all forms of democratic living and learning

draws energy and insight when connection and communion are sustained across dimensions of difference Re envisioning is an intensely creative and exploratory process It is not accomplished through careful construction of best laid plans aimed at attaining certainty and control Re envisioning is instead experienced and evolved by preparing for and then acting on informed and strategic glimpses These brief and fleeting impressions multimodal and multi sensory incomplete and ambiguous always in motion offer potentials but no definitive answers Re envisioning is a profoundly ethical and aesthetic process centered in prospects for social justice compassion reform and renewal Social movements are rarely motivated by commitments to narrow objectives aimed at solving specific problems Across time and cultures we are drawn to persons and processes to ideas and images that call us back to remember our highest principles and move us forward to respond with acts of integrity and grace Recurrent themes of beauty and power here mirrored in chapter titles inspire guide and liberate collective vision and principled action Re envisioning although accessible to all remains largely undeveloped and underutilized Our collective ability to realize progressive aspirations for education and democracy can be significantly enhanced by integrating the process of re envisioning with other more familiar educational and political reform strategies

Teaching, Learning, and Loving Daniel P. Liston, James W. Garrison, 2004-01-02 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company **Levinas and the Crisis of Humanism** Claire Elise Katz, 2013 Reexamining Emmanuel Levinas s essays on Jewish education Claire Elise Katz provides new insights into the importance of education and its potential to transform a democratic society for Levinas s larger philosophical project Katz examines Levinas s Crisis of Humanism which motivated his effort to describe a new ethical subject Taking into account his multiple influences on social science and the humanities and his various identities as a Jewish thinker philosopher and educator Katz delves deeply into Levinas s works to understand the grounding of this ethical subject Democratic Transformations Kerry T. Burch, 2012-08-09 What will it take for the American people to enact a more democratic version of themselves How to better educate democratic minds and democratic hearts In response to these crucial predicaments this innovative book proposes that instead of ignoring or repressing the conflicted nature of American identity these conflicts should be recognized as sites of pedagogical opportunity Kerry Burch revives eight fundamental pieces of political public rhetoric into living artifacts into provocative instruments of democratic pedagogy From The Pursuit of Happiness to The Military Industrial Complex Burch invites readers to encounter the fertile contradictions pulsating at the core of American identity transforming this conflicted symbolic terrain into a site of pedagogical analysis and development The learning theory embodied in the structure of the book breaks new ground in terms of deepening and extending what it means to teach the conflicts and invites healthy reader participation with America s defining civic controversies The result is a highly teachable book in the tradition of A People s History of the United States and Lies My Teacher Told Me *American Book Publishing Record* ,2005 **A Way to Move** Dale Jacobs, Laura R. Micciche, 2003 This groundbreaking volume offers a fresh and invigorating examination of emotion as a

category of critical thought in Composition Studies Places Made After Their Stories Paul Carter, 2015 Places Made After Their Stories shows how the emotional geographies we carry inside us and the ecstatic desire at the heart of democratic community making can come together to inform contemporary landscape and urban design Using Australian case studies of public space design from Alice Springs to Perth and Melbourne Paul Carter describes a new approach to place making in which topography and choreography fuse He counters the symbolic neglect of functionalist design with a brilliant account of poetic and graphic techniques developed to materialize ambience Carter describes a practice of sense making and form making that embodies fundamental gestures of welcome arrangement and exchange in the built setting **Caring**

Confrontations for Education and Democracy R. Scott Webster, 2021-11-29 **Caring Confrontations for Education and Democracy** makes a compelling case for redirecting current practices of education to focus on being educated rather than having an education The book offers a detailed analysis of how an education for democracy must encourage commitment to important ideals and strengthen the vulnerabilities of people which make them easily manipulated by politicians and the media It addresses the need for education that focusses on people's mode of being so that in addition to becoming knowledgeable and skilful people develop the disposition that is more appropriate for democratic living Through embodying this approach of authentic spiritual growth through education this book explores the idea of caring confrontations and critical reflection to enable personal change and growth Providing a thoughtful analysis of the role of education in democracy the book will be of great interest to researchers academics and students in the fields of philosophy of education educational theory and democratic education **The Phenomenon of Obama and the Agenda for Education - 2nd Edition** Paul R. Carr, Brad J. Porfilio, 2015-02-01 Anyone who is touched by public education teachers administrators teacher educators students parents politicians pundits and citizens ought to read this book a revamped and updated second edition It will speak to educators policymakers and citizens who are concerned about the future of education and its relation to a robust participatory democracy The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex multilayered factors that shape and are shaped by education institutions today The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in United States and beyond a dialogue that must seek the kind of change that represents hope for all students As for the question contained in the title of the book **The Phenomenon of Obama and the Agenda for Education Can Hope Still Audaciously Trump Neoliberalism Second Edition** Carr and Porfilio develop a framework that integrates the work of the contributors including Christine Sleeter and Dennis Carlson who wrote the original forward and afterword respectively and the updated ones written by Paul Street Peter McLaren and Dennis Carlson which problematize how the Obama administration has presented an extremely constrained conservative notion of change in and through education The

rhetoric has not been matched by meaningful tangible transformative proposals policies and programs aimed at transformative change and now fully into a second mandate this second edition of the book is able to more substantively provide a vigorous critique of the contemporary educational and political landscape There are many reasons for this and according to the contributors to this book it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for Addressing systemic inequities embedded within neoliberalism Carr and Porfilio argue is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency

Book Review Index - 2009 Cumulation Dana Ferguson, 2009-08 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and professional interests The up to date coverage wide scope and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool More than 600 publications are indexed including journals and national general interest publications and newspapers Book Review Index is available in a three issue subscription covering the current year or as an annual cumulation covering the past year

Eros in Plato, Rousseau, and Nietzsche Laurence D. Cooper, 2009-02-27 Human beings are restless souls ever driven by an insistent inner force not only to have more but to be more to be infinitely more Various philosophers have emphasized this type of ceaseless striving in their accounts of humanity as in Spinoza's notion of conatus and Hobbes's identification of a perpetual and restless desire of power after power In this book Laurence Cooper focuses his attention on three giants of the philosophic tradition for whom this inner force was a major preoccupation and something separate from and greater than the desire for self preservation Cooper's overarching purpose is to illuminate the nature of this source of existential longing and discontent and its implications for political life He concentrates especially on what these thinkers share in their understanding of this psychic power and how they view it ambivalently as the root not only of ambition vigorous virtue patriotism and philosophy but also of tyranny imperialism and varieties of fanaticism But he is not neglectful of the differences among their interpretations of the phenomenon either and especially highlights these in the concluding chapter

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

Students as Curriculum William H. Schubert, Brian D. Schultz, 2025-05-30 This book explores possibilities for students to have a much greater role in curriculum than mere receivers of it In fact we suggest what happens when students are the curriculum

Jesuit Higher Education in a Secular Age Daniel S. Hendrickson, 2022-04-01 In *Jesuit Higher Education in a Secular Age* Creighton University President Daniel S Hendrickson SJ explores three pedagogies of fullness study solidarity and grace to show how Jesuit education can foster greater self awareness a stronger sense of global solidarity and an aptitude for inspiration awe and gratitude among their students

Curriculum Leadership Development Carol A. Mullen, 2012-11-12 Curriculum Leadership Development is an up to date user friendly textbook offering unique approaches to help readers understand the complexity of curriculum leadership It is grounded in current and relevant theory research legislation and application in the closely related areas of curriculum leadership development and scholarship The text solidifies the concepts of curriculum and leadership in experiential learning contexts and promotes democratic action and critical thinking Author Carol A Mullen uses a descriptive qualitative approach that integrates case study data analysis personal reflection and lessons learned Among the most important elements of the book are the inclusion of the voice and curricular experiences of the professional student who is a seasoned teacher or beginning administrator detailed illustrations of practitioners experiences as curriculum makers and action researchers an articulation of the links among curriculum development constructivist curricula and mentoring scaffolds and practical exercises to accompany case studies Graduate and advanced undergraduate students in education will find this textbook of value in their coursework as will curriculum professionals who teach practicing teachers

Global Democracy and Human Self-Transcendence Glen T. Martin, 2019-01-15 This volume examines the dynamics of self transcendence for both individuals and humanity as a whole In doing so it illuminates the definitive relationship between self transcendence and global democracy Drawing upon a vast literature of philosophy psychology and religion ancient and modern East and West this book reveals the power of human futurity in actualizing our higher potential It represents a real breakthrough in understanding our emerging new era in the evolution of humanity It describes our transition from personal consciousness to global consciousness The book includes chapters on the fundamental ideas that animate our self understanding and define our common humanity Through careful scholarship it examines the dynamics of human dignity freedom love community intrinsic rights and global ethics It explores each of these concepts as a dimension of our human temporality as we envision and move into an ever transcending future a future that includes a World Parliament and planetary democracy In our time of apparent hopelessness and despair this

volume reveals the grounds for a powerful hope that we can establish one world civilization of peace justice freedom and sustainability It makes a truly unique contribution not found elsewhere in today s literature revealing the astonishing dignity and potential of being human It is essential reading for all those concerned for the future of humanity and our precious planet Earth **Socrates' Second Sailing** Seth Benardete,1992-10-15 In this section by section commentary Benardete argues that Plato s Republic is a holistic analysis of the beautiful the good and the just This book provides a fresh interpretation of the Republic and a new understanding of philosophy as practiced by Plato and Socrates Cryptic allusions startling paradoxes new questions all work to give brilliant new insights into the Platonic text Arlene W Saxonhouse Political Theory The Spectator ,1881

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Table of Contents Eros As The Educational Principle Of Democracy Paperback

1. Understanding the eBook Eros As The Educational Principle Of Democracy Paperback
 - The Rise of Digital Reading Eros As The Educational Principle Of Democracy Paperback
 - Advantages of eBooks Over Traditional Books
2. Identifying Eros As The Educational Principle Of Democracy Paperback
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Eros As The Educational Principle Of Democracy Paperback
 - User-Friendly Interface
4. Exploring eBook Recommendations from Eros As The Educational Principle Of Democracy Paperback
 - Personalized Recommendations
 - Eros As The Educational Principle Of Democracy Paperback User Reviews and Ratings
 - Eros As The Educational Principle Of Democracy Paperback and Bestseller Lists

5. Accessing Eros As The Educational Principle Of Democracy Paperback Free and Paid eBooks
 - Eros As The Educational Principle Of Democracy Paperback Public Domain eBooks
 - Eros As The Educational Principle Of Democracy Paperback eBook Subscription Services
 - Eros As The Educational Principle Of Democracy Paperback Budget-Friendly Options
6. Navigating Eros As The Educational Principle Of Democracy Paperback eBook Formats
 - ePub, PDF, MOBI, and More
 - Eros As The Educational Principle Of Democracy Paperback Compatibility with Devices
 - Eros As The Educational Principle Of Democracy Paperback Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Eros As The Educational Principle Of Democracy Paperback
 - Highlighting and Note-Taking Eros As The Educational Principle Of Democracy Paperback
 - Interactive Elements Eros As The Educational Principle Of Democracy Paperback
8. Staying Engaged with Eros As The Educational Principle Of Democracy Paperback
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Eros As The Educational Principle Of Democracy Paperback
9. Balancing eBooks and Physical Books Eros As The Educational Principle Of Democracy Paperback
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Eros As The Educational Principle Of Democracy Paperback
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Eros As The Educational Principle Of Democracy Paperback
 - Setting Reading Goals Eros As The Educational Principle Of Democracy Paperback
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Eros As The Educational Principle Of Democracy Paperback
 - Fact-Checking eBook Content of Eros As The Educational Principle Of Democracy Paperback
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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