

# DISCOURSES ON NEOHUMANIST EDUCATION

Edited by *Armin Greder and Barbara Schöler*

# Discourses On Neohumanist Education

**Friedrich A. Kittler**



## **Discourses On Neohumanist Education:**

*Discourses on Neohumanist Education* Prabhat Ranjan Sarkar, 1998      *Adorning the Dawn: Discourses on Neohumanist Education* Shrii Shrii Anandamurti, 2013-06-18 The Neohumanist educational paradigm is one of the lesser known but most unique in the world today The present volume is intended as a comprehensive volume on Neohumanist education that reveals the context of this educational paradigm within the context of the kaleidoscopic dimensions of Neohumanism It aims to serve as a resource for those who desire to study Neohumanist education in depth by providing information concerning the conceptual and existential background of the philosophy of Shrii Shrii Anandamurti By exploring unique features of its vision of cardinal values psychology epistemology culture social justice aesthetics and mystical love the roles of the Neohumanist educator is revealed Unique to most pedagogical paradigms are explorations of the nature of spiritual practice or meditation as well an introduction to the spiritual cosmology of the author Finally various aspects of Neohumanism and education are explained in a series of discourses      **Beyond Religion and the Secular** Wayne Hudson, 2022-11-17 Deploying a distinctive disaggregative approach to the study of religion this volume shows that spiritual movements with extensive counterfactual beliefs have been much more creative than one might expect Specifically Wayne Hudson explores the creativity of six spiritual movements the Bah s a Persian movement Soka Gakkai a Japanese movement Ananda Marga and the Brahma Kumaris two reformed Hindu movements and two controversial American churches The Church Universal and Triumphant and the Church of Jesus Christ of Latter day Saints Most of these movements have counterintuitive features that have led Western scholars making Enlightenment assumptions to dismiss them as irrational and or inconsequential However this book reveals that these movements have responded to modernity in ways that are creative and practical resulting in a wide range of social educational and cultural initiatives Building on research surrounding the ways in which spiritual movements engage in cultural productions this book takes the international research in a new direction by exploring the utopian intentionality such cultural productions reveal      **Discourse Networks, 1800/1900** Friedrich A. Kittler, 1990 This is a highly original book about the connections between historical moment social structure technology communication systems and what is said and thought using these systems notably literature The author focuses on the differences between discourse networks in 1800 and in 1900 in the process developing a new analysis of the shift from romanticism to modernism The work might be classified as a German equivalent to the New Historicism that is currently of great interest among American literary scholars both in the intellectual influences to which Kittler responds and in his concern to ground literature in the most concrete details of historical reality The artful structure of the book begins with Goethe s Faust and ends with Vale ry s Faust In the 1800 section the author discusses how language was learned the emergence of the modern university the associated beginning of the interpretation of contemporary literature and the canonization of literature Among the writers and works Kittler analyzes in addition to Goethe s Faust are Schlegel Hegel E T A Hoffman s The Golden Pot and Goethe s Tasso The

1900 section argues that the new discourse network in which literature is situated in the modern period is characterized by new technological media film the photograph and the typewritten page and the crisis that these caused for literary production Along the way the author discusses the work of Nietzsche Gertrude Stein Mallarme Bram Stroker the Surrealists Rilke Kafka and Freud among others

*Edutopias* Michael A. Peters, D. John Freeman-Moir, 2006 This unique collection of essays by well known scholars from around the world examines the role of edutopias in the utopian tradition examining its sources and sites as a means for understanding the aims and purposes of education for realizing its societal value and for criticizing its present economic technological and organizational modes

**Social Theory and Asian Dialogues** Ananta Kumar Giri, 2018-03-30 Critically exploring the presuppositions of contemporary social theory this collection argues for a trans civilizational dialogue and a deepening of the universe of intellectual discourse in order to transform sociology into a truly planetary conversation on the human condition Focusing on perspectives from Asia notably East Asia and India it interrogates presuppositions in contemporary critical social theory about man culture and society and considers central themes such as knowledge and power knowledge and liberation The diverse contributions tackle key questions such the globalization of social theory identity and society in east asia as well as issues such as biopolitics social welfare and eurocentrism They also examine dialogues along multiple trajectories between social theorists from the Euro American world and from the Asian universe such as between Kant and Gandhi Habermas and Sri Aurobindo the Bildung tradition in Europe and the Confucian traditions Arguing for a global comparative engagement and cross cultural dialogue this is a key read for all those interested in the future of social theory in the wake of globalization and the rise of the global south

*Literature of the Sturm und Drang* David Hill, 2003 Carefully focused essays on major aspects of one of the most significant German literary movements the Storm and Stress Sturm und Drang refers to a set of values and a style of writing that arose in Germany in the second half of the eighteenth century a particularly intense kind of pre Romanticism that has often been represented as marking the beginning of an independent modern German culture The circle of writers around the young Goethe including Herder Lenz Klinger and later Schiller felt frustrated by the Enlightenment world of reason balance and control and turned instead to nature as the source of authentic experience Inspired by Rousseau and Herder by Shakespeare and by folk culture they rebelled against propriety and experimented with new literary forms their creative energy bursting through conventions that seemed staid and artificial The Sturm und Drang has often been cited by those attempting to legitimate nationalism and irrationalism but scholars have more recently emphasized the diversity of the movement and the links between it and the Enlightenment This volume of essays by leading scholars from the UK the US and Germany illuminates the guiding ideas of the movement discussing its most important authors texts and ideas and taking account of the variety and complexity of the movement placing it more securely within late eighteenth century European history The main focus is on literature and in particular on the drama which was of special importance to the Sturm und Drang However

the essays also outline the social conditions that gave rise to the movement and consideration is given to different currents of ideas that underlie the movement including areas of thought and bodies of work that traditional approaches have tended to marginalize Contributors Bruce Duncan Howard Gaskill Wulf Koepke Susanne Kord Frank Lamport Alan Leidner Matthias Luserke Michael Patterson Gerhard Sauder Margaret Stoljar Daniel Wilson Karin Wurst David Hill is a Senior Lecturer in the Department of German Studies at the University of Birmingham UK     The Theory-practice Discourse in Initial Teacher Education Proscovia Ssentamu Namubiru,2007     **The University in Transformation** Sohail Inayatullah,Jennifer Gidley,2000-01-30 Taking a long term historical and future perspective on the university is critical at this time The university is being refashioned often by forces out of the control of academics students and even administrators However there remain possibilities for informed action for steering the directions that the university can take This book maps both the historical factors and the alternative futures of the university Whereas most books on the university remain focused on the European model this volume explores models and issues from non Western perspectives as well Inayatullah and Gidley draw together essays by leading academics from a variety of disciplines and nations on the futures of the university weaving historical factors with emerging issues and trends such as globalism virtualization multiculturalism and politicization They attempt to get beyond superficial debate on how globalism and the Internet as well as multiculturalism are changing the nature of the university and they thoughtfully assess these changes     **The Neo-humanist Protest in American Education, 1890-1930** Clarence J. Karier,1960     **Youth Futures** Jennifer Gidley,Sohail Inayatullah,2002-08-30 How do young people see the future Are they optimistic or pessimistic Do their views vary from culture to culture Are young people actively engaged in creating their desired futures or are they passively receiving the future What effect has globalization on youth culture How is the future taught in schools These and many other questions are dealt with in this volume of comparative empirical research from around the world on how youth see the future Generally youth are considered immature irresponsible toward the future cliquish impressionistic and dangerous toward self and others They are considered as a mass market two billion strong the passive recipients of globalization Most recently in OECD nations youth have become fodder for political speeches they are the problem that reflects both the failure of the welfare state dependence on the state the failure of globalization unemployment and postmodernism loss of meaning and the crisis of the spirit In the Third World youth are seen not only as the problem but equally as the force that can topple a regime as in Yugoslavia However youth can also be seen as carriers of a new worldview a new ideology These and other views concerning youth are examined in this volume of comparative empirical research Studies from around the world provide intriguing answers to questions about how youth see the future and their future roles This book will be of particular interest to scholars students researchers and policymakers involved with youth issues and future studies     Dominant Culture and the Education of Women Julia C. Paulk,2008 This title addresses the educational experiences of women from the fourth to the 21st century in Europe and the Americas

**Early Feminists and the Education Debates** Carol Strauss Sotiropoulos, 2007 Early Feminists and the Education Debates argues that most reformists creatively borrowed from the Romantic semantics of their opposition as well as from strategies associated with fictional narratives of education to subvert the ideology of training for domesticity In particular many invoked the construct of the maternal educator adapting and reshaping it to stake their claim for women s advanced education BOOK JACKET *The Philosopher's Index*, 2006 Vols for 1969 include a section of abstracts **Brill's New Pauly** Manfred Landfester, Hubert Cancik, Helmuth Schneider, Francis G. Gentry, 2006 If you have already purchased volumes of Brill s New Pauly please click here to register your purchase and ensure that you will receive the latest information about publication schedules and pricing for all future volumes **Handbook of Online Learning** Kjell Erik Rudestam, Judith Schoenholtz-Read, 2002-02-19 I found the book excellent and read every one of the 450 pages Many of the chapters reflect the Fielding Institute s focus on human and organizational behaviour educational leadership and organizational management The book will be particularly appropriate for readers from a corporate training or business school background though there is much for academics and online educators at all levels and subject areas to learn from this well crafted book There are many books and articles about online learning This is one of the better ones Robin Mason Computers and Education Technology mediated instruction has taken the university and the corporate sector by storm As more instructors teach online for a dispersed learning community in both academic and business environments there s a need for resources that will help them adapt to this new teaching method Educators who come out of traditional academic institutions tend to use traditional methods when offering courses online e g lectures textbooks and readings examinations rather than attend to small group processes and principles of what the editors of this volume call andragogy This Handbook goes beyond the mechanics of how to create and direct an online learning experience to consider such a new approach to pedagogy in doing so The editors primary purpose is to clarify the conceptual issues that underlie effective online teaching and to offer practical guidance to educators and corporate trainers who plan to teach in a virtual environment Their central tenet is the adoption of computer networks as the teaching vehicle of the future demands a re examination of our core beliefs about pedagogy and how students learn The transfer of a classroom curriculum into cyberspace is deceptively simple but doing so without an appreciation of the nuances and implications of learning online ignores not only the potential of this medium but the inevitable realities of entering it Rather than fear the challenges that new technology brings to systems of learning the editors hope to help instructors embrace it by re thinking how knowledge is acquired and how educational processes may be optimally designed in a new age of teaching and learning Features Benefits Part I provides an overview and includes discussion of the unique structural aspects of the electronic learning environment pedagogical issues curriculum design psychological and group dynamics and ethical issues Part II examines practical issues associated with implementing courses online both in the traditional university setting and in professional corporate training environments The book draws heavily on

personal case examples many from The Fielding Graduate Institute's 26 years of teaching in nontraditional distributed learning environments

*German Universities Past and Future* Mitchell G. Ash, 1997 Eight contributions examine the discrepancies between the traditional ideals and the present reality of West German universities and their impact on the universities of a unified Germany The first half of the text describes universities in 19th and 20th century Germany and the influence of Wilhelm Von Humboldt The second half addresses the future and the relationship between education and the politics of its time Annotation copyrighted by Book News Inc Portland OR

*The Edinburgh Encyclopaedia of Modern Criticism and Theory* Julian Wolfreys, 2002 This work takes the reader through introductions to historically

*Teaching Revolutions* Eric Stephen Daigre, 2001

*The Continuum Encyclopedia of Modern Criticism and Theory* Julian Wolfreys, Ruth Robbins, Kenneth Womack, Kara Kalenius, 2002-04-10 The Continuum Encyclopedia of Modern Criticism and Theory offers the student of literary and cultural studies a comprehensive single volume guide to the history and development of criticism in the humanities as the twenty first century opens While emphasizing the theory and practice of literary and cultural criticism it provides extensive coverage of related and contextual discourses as well as critical overviews of the work and reception of major figures responsible directly or indirectly for the development of those discourses in the now related areas of philosophy poetics politics aesthetics linguistics and psychoanalysis From the Foreword

## **Discourses On Neohumanist Education** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the energy of words has been much more evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Discourses On Neohumanist Education**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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