



Discourses Of Education In The Age Of New Imperialism

Joseph Zajda



Discourses Of Education In The Age Of New Imperialism:

Discourses of Education in the Age of New Imperialism Jerome Satterthwaite, Elizabeth Atkinson, 2005 This fourth volume in the Discourse Power Resistance series takes the theme into new territory setting educational thinking and practice firmly in its global political context Drawing on schools of thought as diverse as Marxism and eco feminist theology the contributors to Part 1 Global Imperialism and Terror The Theory and Practice of Othering led by Peter McLaren examine the possibilities for critical thinking and transformative practice in the aftermath of 9 11 and the new age of cultural and political imperialism In Part 2 Praxis Thinking and Doing contributors draw on a range of critical perspectives to examine both the theory and practice of education taking the reader from the self to the system and back again via dynamic systems theory flow theory and a multiplicity of diverse and often conflicting practices of subversion The book closes with two radical departures from the norm a seriously playful transgression into the fields of pop art and film and a searing poetic lament on the current state of educational policy and practice As educators we are all in William Pinar s words behind enemy lines in a field which despite our continued bids for autonomy is increasingly hijacked by globalizing political forces This book offers modes of resistance which are startling unsettling and challenging It will be of deep interest to students tutors and researchers in education policy studies and related fields and to those who are involved in training or becoming the educators of the future The contributors are Peter McLaren William Pinar Mike Cole Lisa Isherwood Elizabeth Atkinson Tamsin Haggis Sue Clegg Gill Boag Munroe Ros Ollin Victoria

Discourses of Education in the Age of New Imperialism Jerome Satterthwaite, Elizabeth Atkinson, 2014-09-16 This fourth volume in the Discourse Power Resistance series takes the theme into new territory setting educational thinking and practice firmly in its global political context Drawing on schools of thought as diverse as Marxism and eco feminist theology the contributors to Part 1 Global Imperialism and Terror The Theory and Practice of Othering led by Peter McLaren examine the possibilities for critical thinking and transformative practice in the aftermath of 9 11 and the new age of cultural and political imperialism In Part 2 Praxis Thinking and Doing contributors draw on a range of critical perspectives to examine both the theory and practice of education taking the reader from the self to the system and back again via dynamic systems theory flow theory and a multiplicity of diverse and often conflicting practices of subversion

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Discourses of Globalisation, Cultural Diversity and Values Education Joseph Zajda, 2023-03-10 This book examines dominant discourses in values education globally It critiques dominant discourses and debates pertaining to values education and cultural identity set against the current backdrop of growing social stratification and unequal access to quality education It addresses discourses concerning globalisation ideologies and the state as well as approaches to values education in schools The book explores the ambivalent and problematic connections between the state globalisation and values education It also explores conceptual frameworks and methodological approaches applicable to research on values education multiculturalism and identity politics Drawing on diverse paradigms ranging from critical theory to globalisation the book focuses on globalisation ideology and values education and critically examines recent research dealing with cultural diversity and its impact of identity politics Given the need for a multiple perspective approach authors from diverse backgrounds offer a wealth of insights contributing to a more holistic understanding of the nexus between values education multiculturalism and national identity With contributions from key scholars worldwide the book should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

Discourse, Resistance and Identity Formation Jerome Satterthwaite, Wendy Martin, Lorna Roberts, 2006 This fifth volume in the Discourse Power Resistance series considers how teachers and learners are under relentless pressure to conform their professional identity to a model imposed by policymakers The book deals with the fundamental question facing teachers and learners worldwide who are we what are we supposed to be doing why Policymakers offer stultifying answers to these questions based on a narrow instrumental view of education that is viewed by teachers and learners with growing anger and dismay What is to be done The official view and the discourse through which that view is articulated is shown in this book to be weighty and vacuous at the same time a massively ponderous discursive absurdity Consequently this book goes on to offer wide ranging and serious strategies of resistance The book encourages faculty and students in universities and partner institutions involved in teaching training and or carrying out research in all areas of education It will appeal to staff and students involved in training for compulsory and post compulsory vocational education and lifelong learning and to lecturers in all areas of Higher Education with an interest in issues of policy and identity formation The contributors are David Selby Cheryl Hunt Christina Schwabenland Eileen Honan Mhairi Mackie James Avis Anne Marie Bathmaker Yota Dimitriadi and

Michael Watts **Postcolonial Challenges in Education** Roland Sintos Coloma, 2009 Coloma compiles 20 essays that trace the history of imperialism and colonialism as well as anti imperialism and decolonization noting that there is a lack of consideration of education in studies of these topics and vice versa Education scholars from North America the UK Australia and Qatar consider the operations and effects of colonialism during and after occupation and the way colonized individuals navigate and resist imperialism in schooling educational policy and cultural and knowledge production *The British National Bibliography* Arthur James Wells, 2009 **Affect Theory and Comparative Education Discourse** Irving Epstein, 2019-07-11 What does educational policy making and institutional practice entail in an era of globalization Global interactions challenge conventional assumptions governing the certainty of geographical boundedness simplistic notions of citizenship and identity fixed notions of time space and movement and clear distinctions between economic modes of production and consumption Irving Epstein argues that conventional educational institutions and the policies that support them tend to ignore such anxiety by affirming a belief in educational modernism to the exclusion of other possibilities What is missing in most of these analyses is an appreciation for the role of affect in determining how our encounters with these practices become significant and how our efforts to find meaning in those policies and practices lead to their acceptance or rejection This book is the first application of affect theory to comparative education themes and shows how it can help to form a more robust discussion of the policy making process and the popular reactions to it After discussing the key concepts associated with affect theory he presents a total of six case studies Three of the cases depict relationships between educational cultural and social organizations whose purposes conflict with one another but whose presence is indicative of a loss of faith in the efficacy of public schooling Three of the cases are illustrative of an even greater systematic rejection of educational institutional aim and purpose **Current Discourse on Education in Developing Nations** B. Robert Tabachnick, Robert Lewis Koehl, Michael Oládèjo Afoláyan, Didacus Jules, Dallas Browne, 2006 Comparative studies receive relatively little attention in U S education Comparative work done by people who are either international scholars or have spent extensive and intensive periods of time in international contexts rarely shows up on course syllabi or reading lists in most U S education courses However this volume is comprised of scholars at various phases of their careers early mid and late who have deep investments in issues of international and global education U S students do not know very much about the countries of Africa because these countries cannot be understood outside of the history and foreign policies that implicate the United States The same thing might be said of Latin America the Caribbean and increasingly Asia The only way that broader and more complex perspectives of the post colonial world can emerge are in the presence of post colonial voices Globalisation for better or worse is a part of our post modern postcolonial condition Unless we do systematic study of the way global forces impact material realities and our symbol systems we cannot make sense of our world and our place in it The responsibility for the study of the global transnational transcultural and or comparative does not reside merely on those we

see as other However their perspectives cannot be marginalised in the discourse This collection contains a superb mixture of voices and perspectives from around the world But it also contains a wonderful homage to two scholars B Robert Tabachnick and Robert Koehl whose work represent the leading edge of comparative education Cognitive Capitalism, Education, and Digital Labor Michael A. Peters, Ergin Bulut (Ed), 2011 Cognitive capitalism sometimes referred to as third capitalism after mercantilism and industrial capitalism is an increasingly significant theory given its focus on the socio economic changes caused by Internet and Web 2.0 technologies that have transformed the mode of production and the nature of labor The theory of cognitive capitalism has its origins in French and Italian thinkers particularly Gilles Deleuze and Felix Guattari's Capitalism and Schizophrenia Michel Foucault's work on the birth of biopower and Michael Hardt and Antonio Negri's Empire and Multitude as well as the Italian Autonomist Marxist movement that had its origins in the Italian operaismo workerism of the 1960s In this collection leading international scholars explore the significance of cognitive capitalism for education especially focusing on the question of digital labor Logical Empiricism and Post-empiricism in Educational Discourse, 1997 **Sociological Abstracts** Leo P. Chall, 2003 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1,800 serials publications and also provides abstracts of books book chapters dissertations and conference papers Postcolonial Discourse and Changing Cultural Contexts Gita Rajan, Radhika Mohanram, 1995-10-23 Postcolonial discourse is fast becoming an area of rich academic debate At the heart of coloniality and postcoloniality is the contested authority of empire and its impact upon previously colonized peoples and their indigenous cultures This book examines various theories of colonization and decolonization and how the ideas of a British empire create networks of discourses in contemporary postcolonial cultures The various essays in this book address the question of empire by exploring such constructs as nation and modernity third world feminisms identity politics the status and roles of exiles exilic subjectivities border intellectuals and the presence of a postcolonial body in today's classrooms Topics discussed include African American literature the nature of postcolonial texts in first world contexts jazz films and TV as examples of postcolonial discourse and the debates surrounding biculturalism and multiculturalism in New Zealand and Australia **Ideological Stylistics and Fictional Discourse** Ganakumaran Subramaniam, 2008 This book focuses on ideology and its function in fictional discourse exploring the link between textual ideologies and real ideologies in text production environments It attempts this through a specific focus on the social and linguistic elements that control the presence the use and the presentation of ideology and also the way in which linguistic elements are controlled and manipulated by the collective consciousness of the text producer This correlation between fictional discourse and ideology is revealed through a series of chapters that cover four closely interrelated areas focusing specifically on Malaysian and Singaporean fiction Firstly the positioning of Malaysian and Singaporean literatures in English as individual literary

traditions This is to counter the non recognition of Malaysian and Singaporean literatures as individual traditions in spite of five decades of independence Secondly establishing a contextual socio cultural and political framework as a basis for discussion on real ideology arguing that Malaysian and Singaporean writers have moved beyond the anti western nationalistic stage and on to more personal and communal concerns such as race relations identity and a sense of belonging Thirdly rationalising the social structures of ideology that are likely to be found in the Malaysian and Singaporean social milieus especially location and text specific social variables of ideology Lastly it seeks to reveal a linguistic oriented approach for the study of textual ideologies and for linking textual ideologies to ideologies in the overall text production environment The book ultimately shows the significant possibilities of systematic links between textual ideology and the real ideology in the text production environment through what can best be termed as ideological stylistics In doing so it aims to contribute significantly to studies of ideology in general and more specifically on ideology on Malaysian and Singaporean literatures in English

The Journal of Education, 1905 **Issues in Education Research** Ellen Condliffe Lagemann, Lee S. Shulman, 1999-06-29 More than twenty prominent scholars examine education research and discuss how it is changing and where it needs to go They highlight some of the major trends that have galvanized the field including removing research from the laboratory to the school site qualitative research as a widely validated method and the increasing interdisciplinary aspect of educational research

Multicultural Education 2000-2001 Fred Schultz, 2000 This volume of public press readings offers samples from contemporary journal literature in which the knowledge bases for multicultural education are developed

New Horizons in Education, 2000 **Knowledge & Power in the Global Economy** David Gabbard, 2008 The second edition of Knowledge and Power in the Global Economy examines how neoliberal and neoconservative policies are working in tandem to privatize and commercialize public schools It looks at how these policies and the agendas behind them have impacted the internal dynamics of school management teaching and learning as well as how they have transformed the external dynamics of education from a public good or service offered to serve public interests to a private enterprise primarily serving private interests In addition to information critique and analysis multiple perspectives are provided that readers can draw upon to formulate an alternative vision of education as a crucial element of social change along democratic and egalitarian lines The first edition of this volume provided a critical encyclopedic approach to the rhetoric of educational reform as it developed from the 1980s through the 1990s critiquing its vocabulary elaborating the multiplicity of ways that the logic of neoliberalism and the emerging patterns of high stakes testing and accountability were impacting the curriculum and introducing ideas associated with alternative and liberatory educational projects Since its publication in 2000 policy developments such as the No Child Left Behind Act of 2001 in the U S and others in the U K and other parts of the world have nationalized and intensified these patterns deepening the logic and extent of neoliberalism's hold over educational reforms At the same time it is impossible to understand the current crises in education solely in terms of neoliberalism the

impact of neoconservatism must also be considered Hence this second edition has a new subtitle The Effects of School Reform in a Neoliberal Neoconservative Age This edition is structured around five themes Political and Social Foundations Anti Educational Foundations The Set Up Anti Educational Foundations The Trap Classroom Consequences and Democracy s Path This volume will particularly interest scholars and professionals across the fields of educational foundations curriculum theory and educational policy and is well suited as a text for courses in these areas Power, Crisis, and Education for Liberation Noah De Lissovoy, 2008-06-15 Progressive educational approaches are currently in crisis in the face of globalization and conservative retrenchment This book proposes a new framework for critical pedagogy that develops strategies for responding to the proceduralization of schooling and public life in general

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