

Heightened Consciousness, Cultural Revolution and Curriculum Theory

Pinar, William

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Heightened Consciousness Cultural Revolution And Curriculum Theory

William F. Pinar



Heightened Consciousness Cultural Revolution And Curriculum Theory:

Heightened Consciousness, Cultural Revolution, and Curriculum Theory William F. Pinar, 1974 *Understanding Curriculum* William F. Pinar, 1995 Perhaps not since Ralph Tyler's 1949 *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum*. From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike. *The Reconceptualization of Curriculum Studies* Mary Aswell Doll, 2016-06-23 In this volume, scholars from around the world consider the influential work of William F. Pinar from a variety of conversations his ideas have generated. The major focus is on the What, Why, and How of the word reconceptualization, which involves engaging critically and ethically as public intellectuals with gender, class, and race issues theorized in a variety of disciplines. The book introduces Pinar's seminal argument for curriculum to return to its root in the word *currere*, the running of the course of study, and its key concepts: autobiography as alternative to the denial of subjectivity in traditional curriculum studies; study and place; issues addressed include the ethics of study, both of self and of the discipline of curriculum studies; the politics of presence; the curricular importance of entering the public sphere; the openness to complicating simple solutions; and the ethical dealing with alterity, the state of being other or different, otherness. *A Praxis of Presence in Curriculum Theory* William F. Pinar, 2022-08-31 Building on his seminal methodological contribution to the field, *currere* here, William F. Pinar posits a praxis of presence as a unique form of individual engagement against current cultural crises in education. Bringing together a series of updated essays, articles, and new writings to form this comprehensive volume, Pinar first demonstrates how a praxis of presence furthers the study of curriculum as lived experience to overcome self-enclosure, restart lived and historical time, and understand technology through a process of regression, progression, analysis, and synthesis. Pinar then further illustrates how this practice can inform curricular responses to countering presentism, narcissism, and techno-utopianism in educators' work with digital natives. Ultimately, this book offers researchers, scholars, and teacher educators in the fields of curriculum theory, the sociology of education, and educational policy more broadly the analytical and methodological tools by which to advance their understanding of *currere* and, in doing so, allows them to tackle the main cultural issues that educators face today. *Rethinking Curriculum Studies* Martin Lawn, Senior Research Fellow in the Department of Education, Martin Lawn, Len Barton, 2012 This book reappraises the British and American experience in curriculum studies, the curious way in which it has been dominated by certain ideas, and introduces the reader to alternative ways of perceiving, defining, and approaching its problems. It provides a radical critique of the whole area, presenting both Marxist and phenomenological perspectives on the current dilemmas that teachers face. The book argues that in order to understand the problems teachers face in coping with the curriculum, we must look at the

situation from the point of view of the individual rather than prescribing a norm for all teachers The dynamic relationship between the individual and the collective and the teacher and the state is one of the fundamental issues in solving the present problems in curriculum studies The book focuses on this central problem and suggests a variety of ways in which new solutions may be found

Curriculum Studies Handbook - The Next Moment Erik Malewski, 2009-09-10 What comes after the reconceptualization of curriculum studies What is the contribution of the next wave of curriculum scholars Comprehensive and on the cutting edge this Handbook speaks to these questions and extends the conversation on present and future directions in curriculum studies through the work of twenty four newer scholars who explore each in their own unique ways the present moment in curriculum studies To contextualize the work of this up and coming generation each chapter is paired with a shorter response by a well known scholar in the field provoking an intra inter generational exchange that illuminates both historical trajectories and upcoming moments From theorizing at the crossroads of feminist thought and post colonialism to new perspectives that include critical race currere queer southern studies Black feminist cultural analysis post structural policy studies spiritual ecology and East West international philosophies present and future directions in the U S American field are revealed

Curriculum Studies as an International Conversation Daniel F. Johnson-Mardones, 2018-04-09 Examining Curriculum Studies from an international perspective this book focuses on the relations between the Anglo Saxon and Latin American educational traditions Informed by William F Pinar s conceptualization of curriculum as currere Johnson Mardones reconsiders curriculum as an international conversation and advances an intercultural dialogue among educational traditions to put forth a more comprehensive and inclusive theory of curriculum Moving beyond the Anglo Saxon space and into the Global South Johnson Mardones brings in his own non Western educational experience to the center of this inquiry and situates cosmopolitanism as a necessary but complex component of Curriculum Studies

Sounds of Silence Breaking Janet L. Miller, 2005 This book contains a broad range of Millers writings and intertwines interpretations of educational theories events and practices throughout private and public dimensions of Miller s life

Key Concepts for Understanding Curriculum Colin J. Marsh, 2009 Key Concepts for Understanding Curriculum is an invaluable guide for all involved in curriculum matters Now fully updated this revised and enlarged fourth edition provides not only a solid grounding in the subject but also covers the latest trends and issues affecting the field Written in Marsh s clear and accessible style the book details the strengths weaknesses and controversies around major concepts in curriculum including curriculum planning and development curriculum management teaching perspectives collaborative involvement in curriculum curriculum ideology Now updated with new chapters on curriculum models school based curriculum development learning studies ICT developments in assessment the new edition includes extra detail on standards and essential learning factors that have recently been introduced in a number of countries including the UK USA and Australia This up to date edition of a definitive text will be essential reading for anyone involved in

curriculum planning or development It will be especially useful to students training to be teachers and practising teachers following professional development programmes

Seven Curricular Landscapes Clifford Mayes, 2003 Seven Curricular Landscapes offers a holistic presentation and critique of what the author considers to be the seven major types of curricula This book which is suitable for both upper division and graduate education courses differs from previous holistic approaches in that it closely considers the holistic implications of postmodernism adds new categories and terms to the holistic repertoire includes the latest developments in transpersonal theory examines the Existentialist curriculum as a spiritual phenomenon and discusses the curricular implications of both Eastern and Western spirituality

The Lure of the Transcendent Dwayne Huebner, 2012-12-06 In 1969 Bill Pinar was privileged to study with Dwayne Huebner at Teachers College In a large room with 70 others he watched an extraordinary figure in the distance speaking a tongue few of them grasped whom they all found compelling They knew they were in the presence of a most remarkable and learned man Huebner helped create the world which contemporary curriculum scholars now inhabit and labor to recreate as educators and theoreticians His generative influence has been evident in many discourses including the political the phenomenological the aesthetic and the theological This volume situates Huebner's work historically emphasizing the ways it foreshadowed the reconceptualization of the field in the 1970s

Moving Images of Eternity William F. Pinar, 2019-03-26 William F Pinar presents a comprehensive and original study that demonstrates the significance and pertinence of the scholarship of George Grant for teaching today While there are studies of Grant's political philosophy there has been no sustained study of his teaching Pinar not only draws upon the collected works he has also consulted Grant's PhD thesis at Oxford as well as the philosopher's biography collected letters and the vast secondary literature What emerges is a treatise that reveals Grant's timeliness and his prescience in identifying and critiquing key educational issues nearly half a century ago from academic vocationalism and educational technology to privatization and the ascendancy of research issues that are eminently relevant today Beyond the classroom Grant's concerns extended to the impact of economic globalization which he feared would erase distinctive national histories and cultures As such Grant foresaw the current issues of right wing populism notably in the UK and the US as reactions against these historical tendencies This volume is destined to become an indispensable reference work for students of Grant in particular and for students of education in general This book is published in English

Il existe des tudes portant sur la philosophie politique et la th ologie de George Grant il n y avait jusqu maintenant aucune tude soutenue sur son enseignement et plus pr cis ment sur la relation de son approche p dagogique celles ci Aucune tude ne puisait de fa on aussi pouss e l uvre compl te y compris ses pr sentations aux enseignants et sa th se doctorale d Oxford en philosophie ou sa biographie sa correspondance et la vaste litt rature secondaire Con u comme livre de r frence pour les adeptes de Grant de m me que comme un manuel pour les tudants en ducation cet ouvrage arrive point nomm Pinar souligne la prescience de Grant qui identifiait et critiquait il y a d j cinquante ans des questions d ordre ducationnel vocation acad

mique technologie pédagogique privatisation de l'enseignement ascendance de la recherche sur l'enseignement qui sont d'actualité Grant était aussi préoccupé par le destin de ce qu'il appelait la particularité au Canada et l'étranger et s'inquiétait que la mondialisation économique effacerait les histoires et cultures nationales distinctives Un état mondial universel et homogène les remplacerait ce qui représenterait la pire tyrannie infligée à l'humanité Grant avait vu venir le populisme de droite que l'on voit actuellement prendre prise notamment au Royaume-Uni et aux États-Unis comme réaction ces tendances historiques Ce livre est publié en anglais

What Is Curriculum Theory? William F. Pinar, 2004-02-26 This primer for teachers prospective and practicing asks students to question the historical present and their relation to it and in so doing to construct their own understandings of what it means to teach to study to become educated Educational Experience as Lived: Knowledge, History, Alterity William F. Pinar, 2015-02-11 In this volume Pinar enacts his theory of curriculum detailing the relations among knowledge history and alterity The introduction is Pinar's intellectual life history naming the contributions he has made to understanding educational experience Study is the center of educational experience as he demonstrates in the opening chapter The alterity of educational experience is evident in his conceptions of disciplinarity and internationalization interrelated projects of historicization dialogical encounter and recontextualization By reactivating the past not by instrumentalizing the present we can find the future explicated in his studies of the Eight Year Study the Tyler Rationale and the gendering and racialization of U.S. school reform The interrelation of race and gender is emphasized in the chapters on Ida B. Wells and Jane Addams The technologization of education is critiqued through analysis of the achievements of George Grant and Pier Paolo Pasolini The educational project of subjective and social reconstruction is explored through study of Musil's essayism a genre that corrects the problems accompanying ethnography and created by identity politics

Contemporary Curriculum Discourses William F. Pinar, 1999 JCT was the most important journal of curriculum studies during the field's paradigm shift in the 1970s Its editors sponsored a yearly conference which also supported the intellectual breakthrough that was the reconceptualization of American curriculum studies This collection brings together the best of JCT articles plus key documentary material of importance to scholars and students alike Undergraduate and graduate students in curriculum instruction and foundations would find this book useful and insightful **Routledge Library Editions:**

Curriculum Various, 2021-07-09 Reissuing works originally published between 1971 and 1994 this collection includes books which offer a broad spectrum of views on curriculum both within individual schools and the wider issues around curriculum development reform and implementation Some cover the debate surrounding the establishment of the national curriculum in the UK while others are more international in scope Many of these books go beyond theory to discuss practical issues of real curriculum changes at primary or secondary level The Set includes books on cross-curricular topics such as citizenship and environment and also guidance careers life skills and pastoral care in schools A fantastic collection of education history with much still relevant today **Key Concepts for Understanding Curriculum: Planning, management, and ideology**

Colin J. Marsh,1997 Each chapter of this book is devoted to a separate concept which is analyzed in terms of its major features Follow up questions at the end of each chapter are designed to challenge the reader to reflect further on the specific issues raised *The Synoptic Text Today and Other Essays* William F. Pinar,2006 Synoptic textbooks have played a major role in the intellectual advancement of U S curriculum studies William F Pinar argues for a new synoptic text summarizing recent and relevant research in the academic disciplines toward the subjective and social reconstruction of the public sphere that is the school classroom Such a reconceptualization of curriculum development enables teachers to complicate the classroom conversations they themselves will lead Subsequent essays demonstrate the thematic and methodological forms such curriculum development might take *Resources in Education* ,1975 **New Directions in Curriculum Studies** Philip H. Taylor,2018-10-03 Originally published in 1979 Celebrating the tenth anniversary of the Journal of Curriculum Studies This edited collection of ten significant papers five of them specially commissioned to critically survey a decade of intellectual effort in selected areas of curriculum studies not only identifies the emerging frontiers in an important field within the study of education but also provides an excellent set of teaching and learning resources in an area where the usual text book can be counter productive

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