

Edited by Monchohail Gordon • Foreword by Massimo Gacci

# Hannah Arendt AND Education



RENEWING OUR COMMON WORLD

# Hannah Arendt And Education Renewing Our Common World

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## **Hannah Arendt And Education Renewing Our Common World:**

**Hannah Arendt And Education** Mordechai Gordon,2018-03-05 Hannah Arendt And Education Renewing Our Common World is the first book to bring together a collection of essays on Hannah Arendt and education The contributors contend that Arendt offers a unique perspective one which enhances the liberal and critical traditions call for transforming education so that it can foster the values of democratic citizenship and social justice They focus on a wide array of Arendtian concepts such as natality action freedom public space authority and judgment which are particularly relevant for education in a democratic society Teachers educators and citizens in general who are interested in democratic or civic education would benefit from reading this book

**Hannah Arendt And Education** Mordechai Gordon,2001-11-19 Hannah Arendt And Education Renewing Our Common World is the first book to bring together a collection of essays on Hannah Arendt and education The contributors contend that Arendt offers a unique perspective one which enhances the liberal and critical traditions call for transforming education so that it can foster the values of democratic citizenship and social justice They focus on a wide array of Arendtian concepts such as natality action freedom public space authority and judgment which are particularly relevant for education in a democratic society Teachers educators and citizens in general who are interested in democratic or civic education would benefit from reading this book

Hannah Arendt on Educational Thinking and Practice in Dark Times Wayne Veck,Helen M. Gunter,2020-02-20 In her renowned and provocative essay The Crisis in Education Hannah Arendt observed that a crisis becomes a disaster only when we respond to it with preformed judgements that is with prejudices Taken as a whole Arendt s work provides an enduring provocation to think and to make judgements about education and the issues that impact on it such as political economic and cultural disruption and uncertainty Drawing together the leading thinkers on Arendtian ideas and education this collection explores the role and promise education can have in preparing the future generation to understand to think about and to act within the world Concluding the same essay on the crisis in education Arendt declared education to be the point at which love for the world meets love for those who are newcomers to it The authors respond to Arendt s call for responsibility and authority in education providing a leading edge thinking analysis and agenda setting for public education systems and the world in dark times

*Wonder and Education* Anders Schinkel,2020-11-12 Many people whether educators or not will agree that an education that does not inspire wonder is barren Wonder is commonly perceived as akin to curiosity as stimulating inquiry and as something that enhances pleasure in learning but there are many experiences of wonder that do not have an obvious place in education In Wonder and Education Anders Schinkel theorises a kind of wonder with less obvious yet fundamental educational importance which he calls contemplative wonder Contemplative wonder disrupts frameworks of understanding that are taken for granted and perceived as natural and draws our attention to the world behind our constructions sparking our interest in the world as something worth attending to for its own sake rather than for our purposes It opens up space for the consideration of radical

alternatives wherever it occurs and in many cases is linked with deep experiences of value therefore it is not just important for education in general but also more specifically for moral and political education      Hannah Arendt and the Politics of Friendship Jon Nixon,2015-01-29 This book is available as open access through the Bloomsbury Open Access programme and is available on [www.bloomsburycollections.com](http://www.bloomsburycollections.com) For Hannah Arendt friendship had political relevance and importance The essence of friendship she believed consisted in discourse and it is only through discourse she argued that the world is rendered humane This book explores some of the key ideas in Hannah Arendt's work through a study of four lifelong friendships with Heinrich Blücher Martin Heidegger Karl Jaspers and Mary McCarthy The book draws on correspondence from both sides illuminating our understanding of the social contexts within which Arendt's thinking developed and was clarified It offers a cultural history of ideas shedding light on two core ideas in Arendt of plurality and promise and on how those particular ideas emerged through a particular set of relationships at a significant moment in the history of the West This book offers an original and accessible way in to Arendt's work for students and scholars of politics philosophy intellectual history and literature      *Postcolonial Education and National Identity* Rowena Azada-Palacios,2024-10-31 Recognizing the strategic role that national identities play in post colonial struggles for justice this book conceptualizes a new approach to teaching national identity that following Hannah Arendt emphasizes children's ability to renew culture The book uses the Philippine colonial experience as a case study and includes a genealogy of Hannah Arendt's concept of the social including an analysis of how she used this idea to explore the role that schools play within the political community Azada Palacios problematizes the way that national identity is valued as an educational goal in Philippine schools and the way that Philippine citizenship education continues to aspire towards a homogeneity of culture Through an examination of colonial era documents she traces this characteristic of colonial history and identifies this aspiration as an unreflective perpetuation of American colonial educational policy that has not been sufficiently criticized      Hannah Arendt Jon Nixon,2020-01-01 This book gathers some of Hannah Arendt's core themes and focuses them on the question What is education for For Arendt as for Aristotle education is the means whereby we achieve personal autonomy through the exercise of independent judgement attain adulthood through the recognition of others as equal but different gain a sense of citizenship through the assumption of our civic rights and responsibilities and realize our full potential as sentient beings with the capacity for human flourishing and happiness eudaimonia In order to appreciate the pivotal role that education plays in Arendt's analysis of the human condition we have to understand the emphasis she placed on thoughtfulness as the measure of our humanity and on thoughtlessness as the measure of our inhumanity Education sustains and develops the human capacity to think together phronesis to think for oneself what Arendt called the two in one of thinking and to think from the point of view of others what she termed representative thinking From the developing constellation of ideas embedded in her vast and varied body of work the author infers a notion of education as a necessary preparation for personal

fulfillment social engagement and civic participation      *Arts-based and Contemplative Practices in Research and Teaching*  
Susan Walsh, Barbara Bickel, Carl Leggo, 2014-11-13 This volume presents a scholarly investigation of the ways educators engage in artistic and contemplative practices and why this matters in education Arts based learning and inquiry can function as a powerful catalyst for change by allowing spiritual practices to be present within educational settings but too often the relationship between art education and spirituality is ignored Exploring artistic disciplines such as dance drama visual art music and writing and forms such as writing witnessing freestyle rap queer performative autoethnograph and poetic imagination this book develops a transformational educational paradigm Its unique integration of spirituality in and through the arts addresses the contemplative needs of learners and educators in diverse educational and community settings

What is Education for?: The View of the Great Thinkers and Their Relevance Today Nicholas Tate, 2015-07-01 Dr Nicholas Tate looks at the philosophies of 10 great thinkers from history and explains how their ideas put current education issues into a new perspective while suggesting additional ones to be addressed The aim is to show how engaging with interesting past minds can both help put current issues in a new perspective and suggest additional ones to be addressed      **The**

**Conservative Case for Education** Nicholas Tate, 2017-07-20 The Conservative Case for Education argues that educational thinking in English speaking countries over the last fifty years has been massively influenced by a dominant liberal ideology based on unchallenged assumptions Conservative voices pushing against the current of this ideology have been few but powerful and drawn from across the political spectrum The book shows how these twentieth century voices remain highly relevant today using them to make a conservative case for education Written by a former government adviser and head teacher the book focuses on four of the most powerful of these conservative voices the poet and social critic T S Eliot the philosopher Michael Oakshott the political thinker Hannah Arendt and the educationist E D Hirsch In the case of each thinker the book shows how their ideas throw fresh light on contemporary educational issues These issues range widely across current educational practice and include creativity cultural literacy mindfulness the place of religion in schools education for citizenship the teaching of history and Classics the authority of the teacher the arguments for and against a national curriculum the educational response to cultural diversity and more A concluding chapter sums up the conservative case for education in a set of Principles that would be acceptable to many from the Left as well as the Right of the political spectrum The book should be of particular interest to educators and educational policy makers at a time when conservative governments are in power in the UK and the USA as well as to researchers academics and postgraduate students engaged in the study of educational policy or those studying educational issues from an ethical philosophical and cultural standpoint

Education in a Cultural War Era Mordechai Gordon, 2022-04-28 In the past couple of years much has been said and written in the media about the notion of cancel culture and the way in which various celebrities journalists politicians ideas and monuments have been cancelled Yet the conversations taking place on this issue have been largely uninformed lacking

intellectual rigor and devoid of the historical and cultural context that could help make the contested debates more enlightening Mordechai Gordon investigates the phenomenon of cancelling historically as well as how it became an issue recently The book presents some compelling philosophical arguments against the practice of cancelling and highlights various educational dangers and risks that emerge from this practice and deserve our attention

### **Consuming Schools**

Trevor Norris,2011-01-01 The increasing prevalence of consumerism in contemporary society often equates happiness with the acquisition of material objects Consuming Schools describes the impact of consumerism on politics and education and charts the increasing presence of commercialism in the educational sphere through an examination of issues such as school business partnerships advertising in schools and corporate sponsored curriculum First linking the origins of consumerism to important political and philosophical thinkers Trevor Norris goes on to closely examine the distinction between the public and the private sphere through the lens of twentieth century intellectuals Hannah Arendt and Jean Baudrillard Through Arendt s account of the human activities of labour work and action and the ensuing eclipse of the public realm and Baudrillard s consideration of the visual character of consumerism Norris examines how school commercialism has been critically engaged by in class activities such as media literacy programs and educational policies regulating school business partnerships

### Musician-Teacher Collaborations

Catharina Christophersen,Ailbhe Kenny,2018-01-09 Musician Teacher Collaborations Altering the Chord explores the dynamics between musicians and teachers within educational settings illustrating how new musical worlds are discovered and accessed through music in education initiatives An international array of scholars from ten countries present leading debates and issues both theoretical and empirical in order to identify and expand upon key questions How are visiting musicians perceived by various stakeholders What opportunities and challenges do musicians bring to educational spaces Why are such initiatives often seen as saving children music and education The text is organized into three parts Critical Insights presents new theoretical frameworks and concepts providing alternative perspectives on musician teacher collaboration Crossing Boundaries addresses the challenges faced by visiting musicians and teaching artists in educational contexts while discussing the contributions of such music in education initiatives Working Towards Partnership tackles some dominant narratives and perspectives in the field through a series of empirically based chapters discussing musician teacher collaboration as a field of tension In twenty chapters Musician Teacher Collaborations offers critical insights into the pedagogical role music plays within educational frameworks The geographical diversity of its contributors ensures varied and context specific arguments while also speaking to the larger issues at play When musicians and teachers collaborate one is in the space of the other and vice versa Musician Teacher Collaborations analyzes the complex ways in which these spaces are inevitably altered

### **A History of Western**

**Philosophy of Education in the Modern Era** Andrea R. English,2021-01-28 This volume traces the history of Western philosophy of education through the Modern Era The period between 1850 and 1914 was a time of struggle for justice and

opportunity during which influential thinkers among them John Dewey Maria Montessori and W E B Du Bois addressed how education is fundamentally connected to questions of what it means to be human Readers will find a provocative collection of educational theories and concepts that point to the inherent value of the diversity of human experience and background Each chapter illuminates how the ideas of the modern era hold promise for a meaningful re envisioning of educational practice and policy today About A History of Western Philosophy of Education An essential resource for researchers scholars and students of education this five volume set that traces the development of philosophy of education through Western culture and history Focusing on philosophers who have theorized education and its implementation the series constitutes a fresh dynamic and developing view of educational philosophy It expands our educational possibilities by reinvigorating philosophy s vibrant critical tradition connecting old and new perspectives and identifying the continuity of critique and reconstruction It also includes a timeline showing major historical events including educational initiatives and the publication of noteworthy philosophical works

**The Future of Action Research in Education** Kurt W. Clausen, Glenda Black, 2020-08-20 While the action research community across Canada is a vibrant one it remains scattered dismissed as rootless and still unproven This book illuminates action research as a vital and long established Canadian perspective taking stock of its use in education by a wide array of scholars and practitioners Reflecting an inclusive range of viewpoints from twenty two scholars across the nation chapters show without question that action research encompassing collaborative iterative and practice based research is a growing field in Canada Authors bring a range of experiences that speak to the many facets of this movement They discuss historical foundations individual and large scale projects dealing with a multitude of subject areas and educational practices and participatory methods that speak to the discipline s capacity to engage with the pressing social issues of our time A timely intervention that threads the field together and serves as both a reference and a guide to further work The Future of Action Research in Education draws clear links between the past and future and maps bold new directions for this approach

**Empathic Communities** Johanna M. Selles, 2011-05-01 Empathy is generally considered a useful skill for professional students in the helping professions such as medicine nursing teaching and clergy This book examines the pedagogical and curricular implications of educating for empathy Empathy is described as consisting of both cognitive and affective elements Students may demonstrate empathic abilities on a continuum from an empathic deficit to empathic overload Mentoring reflection journaling and an understanding of spiritual formation can be helpful to professional students in learning how to engage empathy For both the professional and the client empathy can enhance the encounter and the professional relationship Building on the inherent potential for relationality professionals engaging empathy bring respectful humility into their encounters that can facilitate intercultural understanding in a diversifying and complex world

**Higher Education in Austerity Europe** Jon Nixon, 2017-09-21 The financial crisis of 2007 2008 prompted governments across Europe to adopt austerity measures aimed at the reduction of their escalating budget deficits Higher Education in Austerity

Europe explores how the resulting cuts in public expenditure together with the increasing reliance on the privatisation of services have impacted on higher education directly through the reduction of public sector provision and indirectly as a result of the social and political consequences of that reduction. Moreover it explores how the effects of these economic policies have differed markedly across the national regions of Europe with the result that inequality has increased significantly both within and between national regions and this in turn has led to social and political dislocation within and across communities. It is only by viewing higher education within this broader context that we can begin to understand the full implications of the austerity measures introduced over the last ten years. Jon Nixon draws together leading scholars to delve into the complexity of impact and response generated by these measures. Part 1 focuses on cross European perspectives, Part 2 on the impact of austerity measures within national systems and Part 3 on new perspectives and possibilities. The volume also includes considered responses from outsiders by academics located in Asia, Australia and the USA providing an additional dimension to the analysis. As well as analysing the full impact of austerity measures across some of the worst hit national regions of Europe, the contributors also identify openings and possibilities for renewal.

Bridging Theory and Practice in Teacher Education, 2007-01-01. This book addresses both the concerns of teacher candidates and their misconceptions about the relation of theory and practice in education. The contributors to this volume share the belief that theories provide teachers with a frame of reference and a language with which to name and critically analyze many of the problems they face daily. The significance of theory is in its ability to define the problems that teachers face, clarify their confusions and suggest possible solutions to these problems. Once educational theories are viewed as guides to thought and instruments of interpretation rather than as established facts, it becomes clear that they cannot simply be plugged into a particular classroom. Instead, a theory must be applied in more nuanced and contextual ways, taking into account the social historical context in which it was created as well as the various particulars of each classroom situation. Experienced educators and scholars in the field have been recruited to write essays that speak to the relevance of different theories in philosophy, psychology, sociology, English, history, science, art, technology and multiculturalism for the practice of teaching. This book would appeal to teacher educators, teacher candidates and teachers in general. **Obstinate Education** Gert Biesta, 2019-07-22. What should the relationship between school and society be? *Obstinate Education: Reconnecting School and Society* argues that education is not just there to give individuals, groups and societies what they want from it, but that education has a duty to resist. Education needs to be obstinate, not for the sake of being difficult, but in order to make sure that it can contribute to emancipation and democratisation. This requires that education always brings in the question whether what is desired from it is going to help with living life well individually and collectively on a planet that has a limited capacity for giving everything that is desired from it. This book argues that education should not just be responsive but should keep its own responsibility; should not just focus on empowerment but also on emancipation and through this should help



students to become world wise It argues that critical thinking and classroom philosophy should retain a political orientation and not be reduced to useful thinking skills and shows the importance of hesitation in educational relationships This text makes a strong case for the connection between education and democracy both in the context of schools colleges and universities and in the work of public pedagogy Contemplating Curriculum Wanda Hurren,Erika Hasebe-Ludt,2013-08-29

Contemplating Curriculum takes up world renowned curricular scholar teacher and mentor Ted T Aoki s invitation to contemplate where curriculum scholars situate themselves in their work At the same time it probes into the historical and present conditions that make it both possible and impossible to attend to this work in classrooms and communities in mindful embodied and aesthetic ways both locally and globally The book offers a strong representative sampling of contemporary thinking in the field with a focus on contemplative approaches to curriculum In their theorizing contributors call on literary and other mixed genre formats such as creative nonfiction poetry and essay They acknowledge the importance of intergenerational dialogue and recognize the importance of time and place in curricular pedagogical and personal sense making These written and visual texts invite contemplation on notions of curriculum both planned and lived in an Aokian spirit of intertextuality

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