

Power And Ideology In Education

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Ideology, Curriculum, and the New Sociology of Education Peter Lang

The COVID-19 pandemic, Black Lives Matter movement and renewed action against climate change all highlight the increasing gulf between narrowly based dominant political ideologies and popular demands for social justice, global health, environmentalism and human rights. This book examines for the first time the exclusionary nature of prevailing political ideologies. Bringing together theory, practice and the relationship between participation, political ideology and social welfare, it offers a detailed critique of how the crucial move to more participatory approaches may be achieved. It is concerned with valuing people's knowledge and experience in relation to ideology, exploring its conventional social construction including counter ideology and the ideological underpinnings and relations of participation. It also offers a practical guide for change.

Science As Power Waxmann Verlag

The Great American Education-Industrial Complex examines the structure and nature of national networks and enterprises that seek to influence public education policy in accord with their own goals and objectives. In the past twenty years, significant changes have taken place in the way various interest groups seek to influence policies and practices in public education in the United States. No longer left to the experience and knowledge of educators, American education has become as much the domain of private organizations, corporate entities, and political agents who see it as a market for their ideas, technologies, and ultimately profits. Picciano and Spring posit that educational technology is the vehicle whereby these separate movements, organizations, and individuals have become integrated in a powerful common entity, and detail how the educational-industrial complex has grown and strengthened its position of influence. This timely, carefully documented, well argued book brings together Picciano's perspective and expertise in the field of technology and policy issues and Spring's in the history and politics of education in a unique critical analysis of the education-industrial complex and its implications for the future.

Ideology, Curriculum, and the New Sociology of Education Harvard University Press

Power and Ideology in American Sport addresses a wide range of topics, including: how sport is embedded in the social, political, and economic structures of American society; how the sporting experience is shaped by powerful individuals as well as ordinary people; and as such how sport both unifies and segregates individuals, social classes, racial and ethnic groups, and competing political loyalties.

Subversion Through Pedagogy Canberra : Australian National University Press

For more than three decades Michael Apple has sought to uncover and articulate the connections among knowledge, teaching and power in education. Beginning with *Ideology and Curriculum* (1979), Apple moved to understand the relationship between and among the economy, political and cultural power in society on the one hand "and the ways in which education is thought about, organized and evaluated" on the other. This edited collection invites several of the world's leading education scholars to reflect on the relationships between education and power and the continued impact of Apple's scholarship. Like Apple's work itself, the essays will span a range of disciplines and inequalities; emancipatory educational practices; and the linkage between the economy and

race, class and gender formation in relation to schools.

A Critical Analysis of Teacher Training Textbooks and Education Policy in Alberta Temple University Press

This book examines the role textbooks play in the teaching of dominant and non-dominant (first and foreign) languages in a range of cultural contexts worldwide. Each chapter addresses important issues related to what constitutes "legitimate knowledge", the politics of learning materials, global cultural awareness, competing ideologies, and the development of multilingual literacies. *Language, Ideology and Education: The Politics of Textbooks in Language Education* comprehensively surveys theoretical perspectives and methodological issues in the critical examination of language textbooks. In particular, it looks at: *The Cultural Politics of Language Textbooks in the Era of Globalization* *The Politics of Instructional Materials for English for Young Learners* *Ideological Tensions and Contradictions in Lower Primary English Teaching Materials in Singapore* *Creating a Multilingual/multicultural Space in Japanese EFL: A Critical Analysis of Discursive Practices within a New Language Education Policy* The book is primarily addressed to those who teach and research in the areas of Foreign Language Education, TESOL, Applied Linguistics, Language Policy, Critical Pedagogy, and Textual Cultures. Although the book is focused on textbook and materials analysis, rather than evaluation, most chapters discuss implications for curriculum design and materials development and therefore will be relevant to scholars working in those fields.

Cross-cultural Perspectives Human Kinetics Publishers

This book contains three essays presented as lectures at Georgia State University in April and May 1981. The authors are educators in Canada and Great Britain. The introduction, written by Edgar B. Gumbert of Georgia State University, provides an overview of educational trends and developments on which the topics of the three essays are based. In the first paper, "Education against Poverty: Interpreting British and American Policies in the 1960s and the 1970s," by Harold Silver, the social consciousness raising period of the 1960s is examined in relation to an historical analysis of educational policy making in the United States and Great Britain. Connections between national educational systems and their historical and social contexts are described. The second paper, "Ideology and Educational Research," by Michael F. D. Young, addresses educational research as a social institution and concludes with suggested alternatives for conducting and analyzing educational research. The relationships among knowledge, power, and social class are discussed. In the third paper, "Deference to Authority: Education in Canada and the United States," Edgar Z. Friedenberg presents several definitions of authority and assesses the role of schools in shaping children's thought processes. Levels and patterns of authority and understanding of youth are identified. (FG)

Revisiting the Work of Michael Apple Routledge

This book lays bare the ideological and political character of the positivist rationality that has been the primary theoretical underpinning of educational research in the United States. These assumptions have expressed themselves in the form and content of curriculum, classroom social relations, classroom cultural artifacts, and the experiences and beliefs of teachers and students. Have existing radical critiques provided the theoretical building blocks for a new theory of pedagogy? The author attempts to move beyond the abstract, negative characteristics of many radical critiques, which are often based on false dualisms that fail to link structure and intentionally, content and process, ideology and hegemony, etc. He also is critical of the over-determined models of socialization and the abstract celebration of subjectivity that underlies much of the false utopianism of many radical perspectives. Professor Giroux begins to lay the theoretical groundwork for developing a radical pedagogy that connects critical theory with the need for social action in the interest of individual freedom and social reconstruction. Author note: Henry A. Giroux is Assistant Professor of Education at Boston University. He is the co-editor of *Curriculum and Instruction: Alternatives in Education* and *The Hidden Curriculum and Moral Education*.

What Americans Are Not Allowed To Know Westview Press

Collects a dozen 1983-1998 essays by Apple (curriculum and instruction; educational policy, U. of Wisconsin-Madison) on the themes of the state of the field of critical educational studies (where the personal becomes politicized in relational analysis), the curriculum as compromised knowledge, and doing critical theory. Annotation copyrighted by Book News, Inc., Portland, OR

Designer Immigrants Learning English in Singapore Routledge

This critical ethnographic school-based case study offers insights on the interaction between ideology and the identity development of individual English language learners in Singapore.

Illustrated by case studies of the language learning experiences of five Asian immigrant students in an English-medium school in Singapore, the author examines how the immigrant students negotiated a standard English ideology and their discursive positioning over the course of the school year. Specifically, the study traces how the prevailing standard English ideology interacted in highly complex ways with their being positioned as high academic achievers to ultimately influence their learning of English. This potent combination of language ideologies and circulating ideologies created a designer student immigration complex. By framing this situation as a complex, the study problematizes the power of ideologies in shaping the trajectories and identities of language learners.

Ideology and Hegemony of English Foreign Language Textbooks Oxford University Press on Demand

The renowned activist's lectures on Cold War foreign policy delivered in Nicaragua during the US-backed war against the Sandinista government. One of Noam Chomsky's most accessible books, *On Power and Ideology* is a product of his 1986 visit to Managua, Nicaragua, for a lecture series at Universidad Centroamericana. Delivered at the height of US involvement in the Nicaraguan civil war, this succinct series of lectures lays out the parameters of Noam Chomsky's foreign policy analysis. The book consists of five lectures on US international and security policy. The first two lectures examine the persistent and largely homogenous features of US foreign policy, and overall framework of order. The third discusses Central America and its foreign policy pattern. The fourth looks at US national security and the arms race. And the fifth examines US domestic policy. These five talks, conveyed directly to the people bearing the brunt of devastating US foreign policy, make historic and exciting reading.

The politics of textbooks in language education London ; Boston : Routledge & K. Paul

This book identifies the origins and central assertions of bourgeois ideology as well as the reasons for their persuasive power, and offers pedagogical tools to weaken them. The author suggests techniques for use in the classroom, the community and the imagination that subvert negative stereotypes about poor people and individualist explanations for socio-economic status. Written from an ecumenical socialist perspective combining Marxist, neo-Marxist, and anarchist perspectives, this book utilizes a broad interdisciplinary scope, encompassing political theory, religion, political psychology, and literature.

Ideology, Technology, and Profit Praeger Pub Text

Law, Rights and Ideology in Russia provides a rich examination of Russia's particular attitude to political liberalism, the rule of law, and rights.

Language, Ideology and Education Springer Nature

Drawing on personal interviews with over 250 Brazilian leaders in industry, banking, politics, labor, the civil service, and the church, Peter McDonough challenges the conventional notion of elites in authoritarian regimes as unideological pragmatists. He demonstrates that the Brazilian Originally published in 1981. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Multicultural Education, Power, and Ideology Routledge

The thirty-seven articles of this volume provide an interdisciplinary approach to the understanding of educational institutions in modern society. Written by historians, anthropologists, sociologists, and economists, they create a synthesis of the variety of theoretical perspectives and methodological approaches now competing for attention in educational research.

Power, Ideology, and Control Hampton Press (NJ)

Provides a systematic evaluation of the work of Michael Apple, one of the most influential, critical education sociologists in the US. Taking in a range of disciplines and topics, these essays form a rigorous review of the development of current education systems, and the curricula, practices and cultural practices within them.

Law, Rights and Ideology in Russia Routledge

A historical investigation into the political and ideological foundations of the "miseducation of the Negro" in America, this timely and provocative volume explores the men and ideas that helped shape educational and societal apartheid from the Civil War to the new millennium. It is a study of

how big corporate power uses private wealth to legislate, shape unequal race relations, broker ideas, and define "acceptable" social change. Drawing on little-known biographies of White power brokers who shaped Black education, William Watkins explains the structuring of segregated education that has plagued the United States for much of the 20th century. With broad and interdisciplinary appeal, this book is written in a language accessible to lay people and scholars alike.

Ideologies in Education Power and Ideology in Education

"Contributes to a radical formulation of pedagogy through its revitalization of language, utopianism, and revolutionary message. . . . The book enlarges our vision with each reading, until the meanings become our own." *Harvard Educational Review* "Constitutes the voice of a great teacher who has managed to replace the melancholic and despairing discourse of the post-modern Left with possibility and human compassion." *Educational Theory* "An affirmation of Freire's prodigiously activist approach to popular education and its capacity for securing transformative change." *Contemporary Sociology*

Capital and Ideology Springer

In today's post-modern and post-traditional institutions, power is mainly exercised through the generation of consent, through the distribution of ideologies and through the subtle indoctrination of self-disciplining practices, rather than through the use of force or brute authority. This change in the nature of institutional practices focuses the role that language has always had in the exercise of power. To address the topic as it affects educational organisations, the editor combines two central traditions in contemporary social science inquiry; concern for the post-modern and post-positivist condition of the contemporary world; and concern for the praxis of critical theory. Contributors to the book's 14 chapters approach their topics from either or both of these traditions. In his introductions to the two parts of the book, the editor suggests how these traditions can combine and at the same time respond to the challenges of educational concerns within the post-modern condition. This book's style and content should appeal to students and researchers in educational research, curriculum studies, policy studies and educational administration. The authors are all noted for their contributions to the analysis of discourse and its power co-ordinates. They will introduce some readers to new worlds - the worlds of teacher supervision, female leadership, critical language awareness, the signing deaf and minority outgroups.

Power and Ideology in Victorian Education Peter Lang Pub Incorporated

Exposes the invisible yet pervasive nature of oppressive dominant ideologies, the urgent need to articulate their existence, and the harmful impact they have on education. The solutions to many of the educational challenges facing subordinated students are not purely technical or methodological in nature, but are instead rooted in commonly unacknowledged discriminatory ideologies and practices. The invisible foundation, hegemonic ideologies that inform our perceptions and treatment of subordinated students, needs to be made explicit and studied critically in order to comprehend the challenges presented in minority education, and possible solutions, more accurately. Confronts the continuing existence and vigorous resurgence of not-easily-named discriminatory perspectives toward students from subordinated cultural groups, as well as their numerous manifestations in schools, and identifies the measures necessary to neutralize unequal material conditions and biased beliefs. From publisher description.

Racism, Sexism, Power and Ideology Haymarket Books+ORM

Since the Roman Empire, leaders have used ideology to organize the masses and instil amongst them a common consciousness, and equally to conquer, assimilate, or repel alternative ideologies. Ideology has been used to help create, safeguard, expand, or tear down political communities, states, empires, and regional or world systems. This book explores the multiple effects that competing ideologies have had on the world system for the past 1,700 years: the author examines the nature and content of Christianity, Islam, Confucianism, Protestantism, secularism, balance-of-power doctrine, nationalism, imperialism, anti-imperialist nationalism, liberalism, communism, fascism, Nazism, ethno-nationalism, and transnational radical Islamism; alongside the effects their originators sought to craft and the consequences they generated. This book argues that for centuries world actors have aspired to propagate through the world arena a structure of meaning that reflected their own system of beliefs, values and ideas: this would effectively promote and protect their material interests, and - believing their system to be superior to all others - they felt morally obliged to spread it. Radical transnational Islamism, Hybel argues, is driven by the same set of goals. This book will be of interest to students and scholars of international politics, international relations theory, history and political philosophy.

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