

Foucault And Education Disciplines And Knowledge

First published in 1990, this book was the first to explore Foucault's work in relation to education, arguing that schools, like prisons and asylums, are institutions of moral and social regulation, complex technologies of disciplinary control where power and knowledge are crucial. Original and challenging, the essays assess the relevance of Foucault's work to educational practice, and show how the application of Foucauldian analysis to education enables us to see the politics of educational reform in a new light.

This book focuses on Foucault's later work and his (re)turn to 'the hermeneutics of the subject', exploring the implications of his thinking for education, pedagogy, and related disciplines. What and who is the subject of education and what are the forms of self-constitution? Chapters investigate Foucault's notion of 'the culture of self' in relation to questions concerning truth (parrhesia or free speech) and subjectivity, especially with reference to the literary genres of confession and biography, and the contemporary political forms of individualization (governmentality).

Examines the philosophical foundations of Foucault's writings and discusses his views on knowledge, punishment, power, and subjectivation

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This book argues that the work of educational leadership needs more sophisticated theorisation in order to better understand the complexities that face many school principals.

When one defines "order" as a sorting of priorities, it becomes beautifully clear as to what Foucault is doing here. With virtuoso showmanship, he weaves an intensely complex history of thought. He dips into literature, art, economics and even biology in *The Order of Things*, possibly one of the most significant, yet most overlooked, works of the twentieth century. Eclipsed by his later work on power and discourse, nonetheless it was *The Order of Things* that established Foucault's reputation as an intellectual giant. Pirouetting around the outer edge of language, Foucault unsettles the surface of literary writing. In describing the limitations of our usual taxonomies, he opens the door onto a whole new system of thought, one ripe with what he calls "exotic charm". Intellectual pyrotechnics from the master of critical thinking, this book is crucial reading for those who wish to gain insight into that odd beast called Postmodernism, and a must for any fan of Foucault.

"Olssen ! brings Foucault to life and sheds new light on understanding his work...Educationalists and scholars across the disciplines will welcome this interpretation of Foucault." Michael A. Peters, University of Glasgow "Olssen

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distills in brilliant and succinct language the core of Foucault's most important insights. This is a book that every student should read in order to understand how to link theory to practice, and educational thought to legacy and work of one of Europe's great thinkers." Henry Giroux, McMaster University Michel Foucault is arguably one of the most important thinkers of the twentieth century, and his works are some of the most difficult to grasp. Mark Olssen offers an accessible overview of Foucault's thought, putting into context the relevance of Foucault's ideas. Olssen adds important new insights to Foucault scholarship by bringing to light the influences of other thinkers such as Marx, Nietzsche, Gramsci, Habermas, and others on Foucault's development as a thinker, and their influence on the deep historical materialist strand that grounds and uniquely characterizes so much of Foucault's thought.

Study of the intersection of history and philosophy as it relates to recent French political change, evidenced in essays concerning popular justice, power struggles, and the history of sexuality

This volume offers a unique commentary on the diverse ways that educational inquiry is conceived, designed and critiqued. An international team of scholars examines cross-cutting themes of how research in education is conceptualised, characterised, contextualised, legitimated and represented. Contributions include

specially commissioned essays, critical commentaries, vignettes, dialogues and cases. Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research. The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education.

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In his works on ethics, Foucault turned towards an examination of one's relationship with oneself and others. This differs from the modern approaches that explore the relationship between and the responsibilities of actors to each other by adopting criteria. Ethical criteria engender assumptions about the actors by focusing on their responsibilities. Instead of relying on criteria, Foucault's writing and lectures contributed to an awareness of the activities we take upon ourselves as ethical subjects. His reconstruction of the Greco-Roman ethics seeks to examine the possibilities of the reconstitution and transformation of subjectivity. Through this, he offers an avenue of understanding the formation of ethical subjects in their educational interrelationships.

This book considers Foucault as educator in three main ways. First, through some consideration of what his work says about education as a social and political practice. That is, education as a form of what Allen (2014) calls benign

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violence – which operates through mundane, quotidian disciplinary technologies and expert knowledges which together construct a ‘pedagogical machine’. Second, through an exploration of his ‘method’ as a form of critique. That is, as a way of showing that things are ‘not as necessary as all that’, a way of addressing what is intolerable. This suggests that critique is education of a kind. Third, through a discussion of some of Foucault's later work on subjectivity and in particular on ‘the care of the self’ or what we might call ‘a pedagogy of the self’. Each chapter introduces and discusses some relevant examples from educational settings to illustrate and enact Foucault’s analytics.

Foucault, Power, and Education invites internationally renowned scholar Stephen J. Ball to reflect on the importance and influence of Foucault on his work in educational policy. By focusing on some of the ways Foucault has been placed in relation to educational questions or questions about education, Ball highlights the relationships between Foucault's concepts and methods, and educational research and analysis. An introductory chapter offers a brief explanation of some of Foucault's key concerns, while additional chapters explore ways in which Ball himself has sought to apply Foucault's ideas in addressing contemporary educational issues. In this intensely personal and reflective text, Ball offers an interpretation of his Foucault--That is, his own particular reading of the

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Foucauldian toolbox. Ideal for courses in education policy and education studies, this valuable teaching resource is essential reading for any education scholar looking for a starting point into the literature and ideas of Foucault.

Michel Foucault had a great influence upon a wide range of disciplines, and his work has been widely interpreted and is frequently referred to, but it is often difficult for beginners to find their way into the complexities of his thought. This is especially true for readers whose background is Anglo-American or "analytic" philosophy. C. G. Prado argues in this updated introduction that the time is overdue for Anglo-American philosophers to avail themselves of what Foucault offers. In this clear and greatly-revised second edition, Prado focuses on Foucault's "middle" or genealogical work, particularly *Discipline and Punish* and Volume One of *The History of Sexuality*, in which Foucault most clearly comes to grips with the historicization of truth and knowledge and the formation of subjectivity. Understanding Foucault's thought on these difficult subjects requires working through much complexity and ambiguity, and Prado's direct and accessible introduction is the ideal place to start.

Contributes to Foucauldian scholarship by contextualizing Foucault's key concepts and identifying current and emerging applications of his work.

Drawing from the ideas of Michel Foucault, this book offers a critical examination

of today's dominant discourse of educational leadership. Foucault's understanding of critique is as a 'permanent' ethos in which humans explore the nature of their existence but at the same time query the limits imposed upon them, and probe opportunities for increasing freedom. This book outlines the key concepts in the work of Foucault, and demonstrates how his concepts of discourse, power/knowledge, and governmentality offer an understanding of how ideas of educational leadership and management have emerged, how they serve to establish a discipline, and how they construct individuals – pupils, teachers, and head teachers - in particular ideological ways. The discourse of educational leadership and management not only represents a specific means of 'governing' education but also calls for the development of approved management and leadership skills and behaviours. The related focus on cultivating, valuing, and rewarding effective leaders is eminently suited to Foucauldian critique, which not only questions the basis for its assumptions and norms, but also examines the way in which the subjects of ELMA - today's educational professionals - are both constructed by the discourse and are called upon to shape themselves accordingly. Included in the book: - educational leadership as discourse - educational leadership as discipline - power and educational leadership - governmentality and educational leadership. By both applying theory and

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examining empirical exemplars, this volume offers a challenge to dominant leadership discourse and suggests alternative understandings of the field and approaches to practice. The book will be of value to researchers and postgraduate students with an interest in educational leadership, management and administration, as well as to practitioners in the school system.

Michel Foucault's *History of Sexuality* has been one of the most influential books of the last two decades. It has had an enormous impact on cultural studies and work across many disciplines on gender, sexuality, and the body. Bringing a new set of questions to this key work, Ann Laura Stoler examines volume one of *History of Sexuality* in an unexplored light. She asks why there has been such a muted engagement with this work among students of colonialism for whom issues of sexuality and power are so essential. Why is the colonial context absent from Foucault's history of a European sexual discourse that for him defined the bourgeois self? In *Race and the Education of Desire*, Stoler challenges Foucault's tunnel vision of the West and his marginalization of empire. She also argues that this first volume of *History of Sexuality* contains a suggestive if not studied treatment of race. Drawing on Foucault's little-known 1976 College de France lectures, Stoler addresses his treatment of the relationship between biopower, bourgeois sexuality, and what he identified as "racisms of the state." In this

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critical and historically grounded analysis based on cultural theory and her own extensive research in Dutch and French colonial archives, Stoler suggests how Foucault's insights have in the past constrained—and in the future may help shape—the ways we trace the genealogies of race. *Race and the Education of Desire* will revise current notions of the connections between European and colonial historiography and between the European bourgeois order and the colonial treatment of sexuality. Arguing that a history of European nineteenth-century sexuality must also be a history of race, it will change the way we think about Foucault.

Using the work of Foucault, this study examines changing notions of the self and identity and how psychological and sociological discourses have conceptualized and constituted adolescence/youth as the primary client in school counseling. Case studies of mental hygiene films in the United States and a moral panic in New Zealand are used to examine how youth were morally constituted in the postwar period—a time when guidance counseling emerged in Western countries such as the United States, the United Kingdom, Australia, Canada, and New Zealand. The author uses Foucault's notion of governmentality to critically examine how counseling professionalized itself as a disciplinary body.

This book offers critical explorations of how the psy-disciplines, Michel Foucault's collective

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term for psychiatry, psychology and psycho-analysis, play out in contemporary educational spaces. With a strong focus on Foucault's theories, it critically investigates how the psy-disciplines continue to influence education, both regulating and shaping behaviour and morality. The book provides insight into different educational contexts and concerns across a child's educational lifespan; early childhood education, inclusive education, special education, educational leadership, social media, university, and beyond to enable reflection and critique of the implications of psy-based knowledge and practice. With chapters by a mixture of established and emerging international scholars in the field this is an interdisciplinary and authoritative study into the role of the psy-disciplines in the education system. Providing vivid illustrations from throughout the educational lifespan the book serves as an invaluable tool for reflection and critique of the implications of psy-based practice, and will be of particular interest to academics and scholars in the field of education policy and psychology.

Foucault and Education Disciplines and Knowledge Routledge

Gathers selections from the writings of the modern French philosopher about truth, knowledge, madness, science, sexuality, politics, and ethics

Michel Foucault's influential work spanned a wide array of intellectual disciplines, his writings having been widely taken up in philosophy, history, literary criticism and political theory.

Focusing on the implications of Foucault's theories for education, whilst characterizing them as provocative, problematizing, poetic and playful, Lynn Fendler describes the historical context for understanding Foucault's ground breaking critiques. Including a discussion of his major theories of disciplinary power, genealogy, discourse and subjectivity, this text provides generative explanations of concepts, using analogies to the Internet and to food, in order to

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connect Foucault's theories to everyday experience.

This book explores the works of Michel Foucault and their relevance for educational theory and practice. Gail McNicol Jardine investigates Foucault's early examinations of the transformation of systems of knowledge as societies change, his in-depth, critical analyses of Knowledge-Power, and his increasingly more explicit examination of the relationship of the Self to acts of Knowledge-Power. Specific themes that are explored from Foucault's work are archeology, genealogy, disciplinary knowledge and power, normality, the gaze, panopticism, the examination, critique and resistance. This primer contains ample references that allow the reader to examine Foucault's own use of these important analytic concepts and tools. This book will be useful in undergraduate and graduate courses in education, critical theory, educational theory, critical pedagogy, philosophy, psychology, and sociology.

Are the disciplines of education ghosts of a productive past or creative and useful forms of inquiry? Are they in a demographic and organisational crisis today? The contribution of the 'foundation disciplines' of sociology, psychology, philosophy, history and economics to the study of education has always been contested in the UK and in much of the English-speaking world. But such debates are now being brought to a head in education by the demographic crisis. Recent research has shown that with the an ageing population of education academics, in ten years' time, there could be very few disciplinary specialists left working within faculties of education in UK universities. But does that matter and is the UK no more than a special case? How does this 'crisis' look from Europe where the disciplines of education are more embedded, and from the USA with its more diverse higher education system? In this book, leading scholars – including A.H. Halsey, David Bridges, John Furlong, Hugh Lauder, Martin

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Lawn and Sheldon Rothblatt – consider the changing fortunes of each discipline as education moved away from the dominance of psychology in the 1930s, 1940s and 1950s as a result of the growing importance of the other disciplines and new social questions, and how the changing epistemological and political debates of the last twenty years have resulted in their progressive demise. Finally, the book confronts the question as to whether the disciplines have a place in education in the twenty-first century. The book brings the coming crisis into the public view and explores the issue of the past, current and future relevance of the disciplines to the study of education. It will be of interest to all international academics and researchers in the field of education and the contributory disciplines as well as to students on educational research methods courses.

Foucault's writings on power and control in social institutions have made him one of the modern era's most influential thinkers. Here he argues that punishment has gone from being mere spectacle to becoming an instrument of systematic domination over individuals in society not just of our bodies, but our souls. Throughout history, some books have changed the world. They have transformed the way we see ourselves and each other. They have inspired debate, dissent, war and revolution. They have enlightened, outraged, provoked and comforted. They have enriched lives and destroyed them. Now Penguin brings you the works of the great thinkers, pioneers, radicals and visionaries whose ideas shook civilization and helped make us who we are."

Foucault and the Government of Disability considers the continued relevance of Foucault to disability studies, as well as the growing significance of disability studies to understandings of Foucault. A decade ago, this international collection provocatively responded to Foucault's call

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to question what is regarded as natural, inevitable, ethical, and liberating. The book's contributors draw on Foucault to scrutinize a range of widely endorsed practices and ideas surrounding disability, including rehabilitation, community care, impairment, normality and abnormality, inclusion, prevention, accommodation, and special education. In this revised and expanded edition, four new essays extend and elaborate the lines of inquiry by problematizing (to use Foucault's term) the epistemological, political, and ethical character of the supercrip, the racialized war on autism, the performativity of intellectual disability, and the potent mixture of neoliberalism and biopolitics in the context of physician-assisted suicide. "[A]n important, prescient, and necessary contribution...a kind of litmus test for the efficacy of Foucault's concepts in the study of disability, concepts that lead to a refusal of the biological essentialism implied in the disability/impairment binary." —Foucault Studies "Tremain has done an exceptional job at organizing and procuring important, rigorously argued, and entertaining essays.... This book should be a mandatory read for anyone interested in contemporary philosophical debates surrounding the experience of disability." —Essays in Philosophy "A beautiful exploration of how Foucault's analytics of power and genealogies of discursive knowledges can open up new avenues for thinking critically about phenomena that many of us take to be inevitable and thus new ways of resisting and possibly at times redirecting the forces that shape our lives. Every scholar, every person with an interest in Foucault or in political theory generally, needs to read this book." —Ladelle McWhorter, University of Richmond First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company. This book covers the topics Foucault helped make the core agenda of Western political culture - medicine, prisons, psychiatry, government and sexuality - emphasising Foucault's practical

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concern with discrimination, coercion and exclusion in human society.

Discipline is of profound educational importance, both inside educational institutions and outside of them in personal and social life. *Reclaiming Discipline for Education* revisits neglected philosophical ideas about discipline in education and uses these ideas to re-think practices and discourses of discipline in education today. Chapters in this book trace the evolution of thought regarding discipline in education all the way from Kant through to Durkheim, Foucault, Peters, Dewey and Macmurray. MacAllister also critically examines the strengths and weaknesses of contemporary school discipline practices in the UK, the US and Australia, including behaviour management, zero tolerance and restorative approaches. The educational credentials of psychological constructs of grit and self-discipline are also questioned. This book concludes by considering the current and future state of discipline in education on the basis of the different philosophical, practical and policy perspectives discussed. In particular, MacAllister examines why it is problematic to consider practices of discipline in isolation from the wider purposes of education. This book is suitable for an international audience and should be read by anyone who is interested in education and educational leadership, as well as those interested in the philosophy of education.

Michel Foucault was one of the twentieth century's most influential and provocative thinkers. His work on freedom, subjectivity, and power is now central to thinking across an extraordinarily wide range of disciplines, including philosophy, history, education, psychology, politics, anthropology, sociology, and criminology. "Michel Foucault: Key Concepts" explores Foucault's central ideas, such as disciplinary power, biopower, bodies, spirituality, and practices of the self. Each essay focuses on a specific concept, analyzing its meaning and

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uses across Foucault's work, highlighting its connection to other concepts, and emphasizing its potential applications. Together, the chapters provide the main co-ordinates to map Foucault's work. But more than a guide to the work, "Michel Foucault: Key Concepts" introduces readers to Foucault's thinking, equipping them with a set of tools that can facilitate and enhance further study.

In this brilliant work, the most influential philosopher since Sartre suggests that such vaunted reforms as the abolition of torture and the emergence of the modern penitentiary have merely shifted the focus of punishment from the prisoner's body to his soul.

This book brings together an outstanding group of scholars who draw on the works of Michel Foucault. Eclectic in topic and method, the essays illustrate Foucault's usefulness. *Dangerous Coagulations?* constitutes a departure from the more formulaic Foucault work that has emerged and highlights new possibilities for undertaking problematizing approaches to educational research.

An essential critical history of German studies as an academic discipline. German studies has confronted many crises, as well as severe criticism and self-criticism, and yet it has managed to maintain its disciplinary system through every upheaval--the revolution of 1848, the establishment of the Second Reich in 1871, the Weimar Republic, the Nazi Third Reich, the Second World War and the reconstruction era, the creation and reunification of the two German states. Pier Carlo Bontempelli focuses on this continuity, dating back to the early nineteenth century, when the "founding fathers" of Germanistik secured its status by grounding it in a set of fixed principles, revived by each successive generation of scholars in order to legitimize their position of power--and to ensure their capacity for cultural reproduction. Using

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the works of Michel Foucault and Pierre Bourdieu, Bontempelli investigates the institution and principles of German studies and critically reconstructs its history. Mindful of the mechanisms of choice and domination operating at every turn in this history, his book exposes the repressed social and political history of German studies.

Argues that teachers should engage in research to increase their skills in the classroom and improve the quality of education for their students.

This book explores the theoretical contribution of Michel Foucault to the fields of criminology, law, justice and penology. It surveys both the ways in which the work of Foucault has been applied in criminology, but also how his work can be used to understand and explain contemporary issues and policies. Moreover, this book seeks to dispel some of the common misconceptions about the relevance of Foucault's work to criminology and law. Mariana Valverde clearly explains the insights that Foucault's rich body of work provides about different practices found in the fields of law, security, justice, and punishment; and how these insights have been used or could be used to understand and explain issues and policies that Foucault himself did not write about, including those that had not yet emerged during his lifetime. Drawing on key texts by Foucault such as *Discipline and Punish*, and also lectures he gave at the College de France and Louvain Criminology Institute which offer a more nuanced account of the development of criminal justice, Mariana Valverde offers the essential text on Foucault and his contribution and continued relevance to criminology. This book will be important reading for students and scholars of criminology, law, sociolegal studies, security

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studies, political theory and sociological theory.

Michel Foucault's *Discipline and Punish* is one of the best-selling works of critical theory and a key text on many undergraduate courses. However, it is a long, difficult text which makes Anne Schwan and Stephen Shapiro's excellent step-by-step reading guide a welcome addition to the *How to Read Theory* series. Undergraduates across a wide range of disciplines are expected to have a solid understanding of Foucault's key terms, which have become commonplace in critical thinking today. While there are many texts that survey Foucault's thought, these are often more general overviews or biographical précis that give little in the way of robust explanation and discussion. In contrast, *How to Read Foucault's Discipline and Punish* takes a plain-speaking, yet detailed, approach, specifically designed to give students a thorough understanding of one of the most influential texts in contemporary cultural theory.

In his hugely influential book *Discipline and Punish*, Foucault used the example of Jeremy Bentham's Panopticon prison as a means of representing the transition from the early modern monarchy to the late modern capitalist state. In the former, power is visibly exerted, for instance by the destruction of the body of the criminal, while in the latter power becomes invisible and focuses on the mind of the subject, in order to identify, marginalize, and 'treat' those who are regarded as incapable of participating in, or unwilling to submit to, the disciplines of production. The Panopticon links the worlds of Bentham and Foucault scholars yet they are often at cross-purposes; with Bentham

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scholars lamenting the ways in which Foucault is perceived to have misunderstood panopticon, and Foucauldians apparently unaware of the complexities of Bentham's thought. This book combines an appreciation of Bentham's broader project with an engagement of Foucault's insights on economic government to go beyond the received reading of panopticism as a dark disciplinary technology of power. Scholars here offer new ways of understanding the Panopticon projects through a wide variety of topics including Bentham's plural Panopticons and their elaboration of schemes of 'panoptic Utopia', the 'inverted Panopticon', 'panoptic governance', 'political panopticism' and 'legal panopticism'. French studies on the Panopticon are groundbreaking and this book brings this research to an English-speaking audience for the first time. It is essential reading, not only for those studying Bentham and Foucault, but also those with an interest in intellectual history of the eighteenth and nineteenth centuries, and those studying contemporary surveillance and society.

In the Middle Ages there were gaols and dungeons, but punishment was for the most part a spectacle. In this provocative work, Michel Foucault argues that the development of the Western system of prisons, police and legal hierarchies have merely shifted the focus of social control from our bodies to our souls.

Clare O'Farrell offers an introduction to Foucault's enormous, diverse & challenging output.

Over the last twenty years there has been increasing interest in the work of Michel

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Foucault in the social sciences and in particular with relation to education. This, the first book to draw on his work to consider lifelong learning, explores the significance of policies and practices of lifelong learning to the wider societies of which they are a part. With a breadth of international contributors and sites of analysis, this book offers insights into such questions as: What are the effects of lifelong learning policies within socio-political systems of governance? What does lifelong learning do to our understanding of ourselves as citizens? How does lifelong learning act in the regulation and re-ordering of what people do? The book suggests that understanding of lifelong learning as contributory to the knowledge economy, globalisation or the new work order may need to be revised if we are to understand its impact more fully. It therefore makes a significant contribution to the study of lifelong learning.

Critical Conversations in Philosophy of Education presents a series of conversations expressing many of the multiple voices that currently constitute the field of philosophy of education. Philosophy of education as a discipline has undergone several turns--the once marginal perspectives of the various feminisms, critical Marxism, and poststructuralist, postmodernist and cultural theory have gained ground alongside those of Anglo-analytic and pragmatic thought. Just as Western philosophers in general are coming to terms with the "end of philosophy" pronouncement implicit in postmodernism, so too are philosophers of education faced with similar challenges--challenges to long-held moral, political, aesthetic and epistemological commitments. The contributors take

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up these challenges through a dialogical structure, expressing differing positions without engaging in destructive critique.

Madness, sexuality, power, knowledge—are these facts of life or simply parts of speech? In a series of works of astonishing brilliance, historian Michel Foucault excavated the hidden assumptions that govern the way we live and the way we think. The *Archaeology of Knowledge* begins at the level of "things said" and moves quickly to illuminate the connections between knowledge, language, and action in a style at once profound and personal. A summing up of Foucault's own methodological assumptions, this book is also a first step toward a genealogy of the way we live now. Challenging, at times infuriating, it is an absolutely indispensable guide to one of the most innovative thinkers of our time.

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