

OPTIONS FOR TEACHING

# TEACHING CONTEMPORARY THEORY TO UNDERGRADUATES

EDITED BY  
Dianne F. Sadoff  
and William E. Cain

# Teaching Contemporary Theory To Undergraduates



**SJ Ball**

## **Teaching Contemporary Theory To Undergraduates:**

*Teaching Contemporary Theory to Undergraduates* Dianne F. Sadoff, William E. Cain, 1994 In twenty one refreshingly readable essays contributors discuss their techniques for introducing theory to students in classes on a range of levels They describe how they overcame initial apprehensions about teaching theory to undergraduates and enumerate the ways that theory enriched both their and their students experiences The theoretical methodologies covered include feminism poststructuralism deconstruction African American criticism new historicism cultural studies and film theory Intended for teachers who already use theory in their courses as well as for those who are teaching theory for the first time the volume offers history analysis and practical advice

**Teaching Theory** R. Bradford, 2011-01-27 Teaching Theory offers a selection of essays on the pragmatics benefits and shortcomings of Theory as a key aspect of literature teaching in universities They range from reflective discussions of Theory as an intellectual challenge for undergraduates to accounts of the day to day problems of planning and teaching courses and implementing Theory

A Contemporary Theory of Mathematics Education Research Tony Brown, 2020-10-05 This book by passes both psychology and sociology to present an original social theory centered on seeing mathematical learning by everyone as an intrinsic dimension of how mathematics develops as a field in support of human activity Here mathematics is defined by how we collectively talk about it Drawing on psychoanalytic theory the student is seen as participating in the renewal of mathematics through their contributions to our collective gaze on mathematics as the field responds to ever new demands As such learning takes a critical stance on the standard initiations into current practices often promoted by formal education In the field of mathematics education researchers have moved from psychology where individual students were seen as following natural paths of development through existing mathematical knowledge to socio cultural models predicated on students being initiated into the human world and understood through the reflective gazes this world has of itself such as those found in comparisons of student learning in different countries This book addresses the domain purpose and functioning of contemporary research in mathematics education and is an original contribution to this theme The book is aimed at a mathematics education research audience It continues a dialogue with existing publications seen widely as a cutting edge and will also be of interest to students and practitioners in the fields of qualitative research social theory and psychology

Education Policy and Contemporary Theory Kalervo N. Gulson, Matthew Clarke, Eva Bendix Petersen, 2015-06-12 This book aims to posit theory as a central component to the study of education and education policy Providing clear introductory entries into contemporary critical theories and their take up in education policy studies the book offers a generative invitation to further reading thought and exploration Instead of prescribing how theory should be used the contributors elaborate on a set of possibilities for researching and critiquing education policy Education Policy and Contemporary Theory explores examples of how theoretical approaches generate a variety of questions for policy analysis demonstrating the importance of theory as a necessary and inevitable resource for

exploring and contesting various policy realms and dominant discourses Each chapter provides a short overview of key aspects of a particular theory or perspective followed by suggestions of methodological implications and recommended readings to extend the outlined ideas Organized around two parts the first section focuses on theorists while the second section looks at specific theories and concepts with the intention that each part makes explicit the connection between theory and methodology in relation to education policy research Each contribution is carefully written by established and emerging scholars in the field to introduce new scholars to theoretical concepts and policy questions and to inspire extend or challenge established policy researchers who may be considering working in new areas

*The Practice of Rhetoric* Debra Hawhee, Vessela Valiavitcharska, 2022-10-18 Rhetoric broadly conceived as the art of making things matter is both a practice and theory about that practice In recent decades scholars of rhetoric have turned to approaches that braid together poetics performance and philosophy into a practical art By practical art they mean methods tested in practice by trial and error with a goal of offering something useful and teachable This volume presents just such an account of rhetoric The account here does not turn away from theory but rather presumes and incorporates theoretical approaches offering a collection of principles assembled in the heat and trials of public practice The approaches ventured in this volume are inspired by the capacious conception of rhetoric put forth by historian of rhetoric Jeffrey Walker who is perhaps best known for stressing rhetoric's educational mission and its contributions to civic life The Practice of Rhetoric is organized into three sections designed to spotlight in turn the importance of poetics performance and philosophy in rhetorical practice The volume begins with poetics stressing the world making properties of that word in contexts ranging from mouse infested medieval fields to the threat of toxin ridden streams in the mid twentieth century Susan C Jarratt for instance probes the art of ekphrasis or vivid description and its capacity for rendering alternative futures Michele Kennerly explores a little studied linguistic predecessor to prose logos psilos or naked speech exposing the early rumblings of a separation between poetic and rhetorical texts even as it historicizes the idea of clothed or ornamented speech In an essay on the almost magical properties of writing Debra Hawhee considers the curious practice of people writing letters to animals in order to banish or punish them thereby casting the epistolary arts in a new light Part 2 moves to performance Vessela Valiavitcharska examines the intertwining of poetic rhythm and performance in Byzantine rhetorical education and how such practices underlie the very foundations of oratory Dale Martin Smith draws on the ancient stylistic theory of Dionysius of Halicarnassus along with the activist work of contemporary poets Amiri Baraka and Harmony Holiday to show how performance and persuasion unify rhetoric and poetics Most treatments of philosophy and rhetoric begin within a philosophical framework and remain there focusing on old tools like stasis and disputation Essays in part 3 break out of that mold by focusing on the utility and teachability of rhetorical principles in education Jeanne Fahnestock and Marie Secor update stasis a classical framework that encourages aspiring rhetors to ask after the nature of things their facts and their qualities as a way of locating an argument's position Mark

Garrett Longaker probes the medieval practice of disputation in order to marshal a new argument about why exactly John Locke detested rhetoric and the longstanding opposition between science and rhetoric as modes of proof that has lasting implications for the way argument works today Ranging across centuries and contexts the essays collected here demonstrate the continued need to attend carefully to the co operation of descriptive language and normative reality conceptual vocabulary and material practice public speech and moral self shaping The volume promises to rekindle long standing conversations about the public world making practice of rhetoric thereby enlivening anew its civic mission **Fear and Learning** Aalya Ahmad, Sean Moreland, 2013-03-29 This groundbreaking collection of new essays presents critical reflections on teaching horror film and fiction in many different ways and in a variety of academic settings from cultural theory to film studies from women s and gender studies to postcolonialism from critical thinking seminars on the paranormal to the timeless classics of English horror literature Together the essays show readers how the pedagogy of horror can galvanize unsettle and transform classrooms giving us powerful tools with which to consider interwoven issues of identity culture monstrosity the relationship between the real and the fictional normativity and adaptation Includes a foreword by celebrated horror writer Glen Hirshberg **Street Smarts and Critical Theory** Thomas McLaughlin, 1996-11-15 Like academic theorists who are trained in a tradition of philosophical and political skepticism that challenges all orthodoxies the vernacular theorists McLaughlin identifies display a lively and healthy alertness to contradiction and propaganda They are not passive victims of ideology but active questioners of the belief systems that have power over their lives Their theoretical work arises from the circumstances they confront on the job in the family in popular culture And their questioning of established institutions McLaughlin contends is essential and healthy for it clarifies the purpose and strategies of institutions and justifies the existence of cultural practices **Learning from Scant Beginnings** John V. Knapp, 2008 Using the teaching of John Milton as a case study this book describes how a university English professor teaches an undergraduate course over a semester Employing a situated learning model the author describes the details of literary learning and student development **Methods for Teaching Travel Literature and Writing** Eileen Groom, 2005 The contributors to Methods for Teaching Travel Literature and Writing Exploring the World and Self discuss how and why they have integrated travel literature and writing into their courses Subjects range from the study of travel literature granting insight into how travel authors such as Bill Bryson and Paul Theroux convince readers to buy into their worlds and reflect the readers positions in society to contemplating the meanings of the words traveler and tourist Other chapters examine how actual traveling can shape students writing and vice versa whereas still others address how the study of the genre and actually writing it promotes interdisciplinarity **Teaching Music to Students with Special Needs** Alice M. Hammel, Ryan M. Hourigan, 2011-02-09 A practical guide reference manual Teaching Music to Students with Special Needs addresses special needs in the broadest possible sense to equip teachers with proven research based curricular strategies that are grounded in both best practice

and current special education law Chapters address the full range of topics and issues music educators face including parental involvement student anxiety field trips and performances and assessment strategies The book concludes with an up to date section of resources and technology information

*Theory's Empire* Daphne Patai, Wilfrido Corral, 2005-04-20 Not too long ago literary theorists were writing about the death of the novel and the death of the author today many are talking about the death of Theory Theory as the many theoretical isms among them postcolonialism postmodernism and New Historicism are now known once seemed so exciting but has become ossified and insular This iconoclastic collection is an excellent companion to current anthologies of literary theory which have embraced an uncritical stance toward Theory and its practitioners Written by nearly fifty prominent scholars the essays in Theory's Empire question the ideas catchphrases and excesses that have let Theory congeal into a predictable orthodoxy More than just a critique however this collection provides readers with effective tools to redeem the study of literature restore reason to our intellectual life and redefine the role and place of Theory in the academy

*Theory for Beginners* Kenneth B. Kidd, 2020-11-03 Since its inception in the 1970s the Philosophy for Children movement P4C has affirmed children's literature as important philosophical work Theory meanwhile has invested in children's classics especially Lewis Carroll's Alice books and has also developed a literature for beginners that resembles children's literature in significant ways Offering a novel take on this phenomenon Theory for Beginners explores how philosophy and theory draw on children's literature and have even come to resemble it in their strategies for cultivating the child and or the beginner Examining everything from the rise of French Theory in the United States to the crucial pedagogies offered in children's picture books from Alison Bechdel's graphic memoir *Are You My Mother* and Lemony Snicket's *A Series of Unfortunate Events* to studies of queer childhood Kenneth B Kidd deftly reveals the way in which children may learn from philosophy and vice versa

*Literary Intention, Literary Interpretations, and Readers* John Maynard, 2009-04-17 This accessible personal and provocative study returns to the major subject in literary discussion before and during the relatively recent flourishing of literary theory that of literary intention Does the author's personal intention or historical site determine a correct interpretation of a literary work Probing the entire range of issues connected with this many faceted and knotty concept this book engages with interpretation on both theoretical and practical levels It argues that the hard questions about interpretation connected to issues of intention cannot be sidestepped or ignored It does not argue for conservative concepts of literature itself nor against the major historical engagements of critics in our time But in addressing those who continue to read or teach literature it does insist on a level of sophistication in issues of literary interpretation that cannot be assured by historical research and knowledge of the social and cultural connections to literary works The overall aim of the work is to recall readers to the great complexity pleasure and interest of literary interpretation

**English Studies Beyond the 'Center'** Myles Chilton, 2015-11-06 This book addresses the shape of English studies beyond the center by analyzing how the discipline has developed and by considering how lessons from this analysis relate to

the discipline as a whole The book aims to open a cross disciplinary conversation about the nature of the English major in both non Anglophone and Anglophone countries by addressing the tensions between language and literature pedagogy the relevance of a focus on hyper canonical Anglophone literature in a world of global Englishes world literature and multilingual students and by reflecting on the necessary contingency and cross purposes of blended literature and language classrooms Many of the book s points of discussion arise from the author s experience as an English professor in Japan where the particularities of English language and literature pedagogy raise significant challenges to Anglo centric critical and pedagogical assumptions English Studies Beyond the Center Teaching Literature and the Future of Global English therefore argues that English literature must make a case for itself by understanding its place in a newly configured discipline Issues discussed in the book include English language and literature pedagogy in Japan The modes through which EFL and English literary studies converge and diverge Globalized English beyond the Anglo American perspective English classroom practices particularly in Japan Teacher Commentary on Student Papers Ode Ogede,2002-09-30 Never before have parents teachers and other advocates for young people been more concerned about the declining quality of higher education One skill that many students lack when they arrive at college is the ability to write well The contributors to Teacher Commentary on Student Papers analyze some of the cultural social and moral changes that have altered the way in which education is given and received and they offer approaches that have assisted them as teachers both in evaluating the quality of student writing and guiding students to improve their writing Areas of expertise of the contributors include composition cultural studies English education literature writing and rhetoric The collection will appeal to both graduate and undergraduate students as well as to experienced and beginning teachers **A Conflict of Paradigms** Rebecca K. Webb,2008-08-21 In this combined examination of the history theories and practices in the teaching of English the author presents compelling insight and practical solutions to the crisis in English education and the conflict among critical theories radical pedagogy classroom practice epistemics the pressure to vocationalize the curriculum and the corporatization of institutes of learning **The International Cyclopedia of Music and Musicians** Oscar Thompson,1975 *Handbook of Teaching and Learning in Sociology* Sergio A. Cabrera,Stephen Sweet,2023-01-20 Showcasing advanced research from over 30 expert sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum Woolf and the City Elizabeth F. Evans,Sarah E. Cornish,2010 Edited collection from acclaimed contemporary Woolf scholars focusing on urban issues These include addressing the ethical and political implications of Virginia Woolf s work a move that suggests new insights into Woolf as a real world social critic Issues in Education by Subject, Profession, and Vocation: 2013 Edition ,2013-05-01 Issues in Education by Subject Profession and Vocation 2013 Edition is a ScholarlyEditions book that delivers timely authoritative and comprehensive

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