



# ***SOCIAL RECONSTRUCTION THROUGH EDUCATION***

*The Philosophy, History,  
& Curricula of a Radical Ideal*



*edited by*

*Michael E. James*



# **Social Reconstruction Through Education The Philosophy History And Curricula Of A Radical Idea**

**Jiyuan Zhang**



## **Social Reconstruction Through Education The Philosophy History And Curricula Of A Radical Idea:**

*Social Reconstruction Through Education* Michael E. James, 1995 This volume on the history and philosophy of social reconstruction is the result of Kenneth Benne's discussions, essays and experiences but also includes contributions from other scholars. Each of the essays study the movement as a way of grappling with the critical issue of the relationship between education and social change and each chapter intends to stimulate, broaden and enrich the legacy of what contributing author James Giarelli calls a public philosophy of education. The volume also connects past to present thus bringing the reader fresh insight into the dilemmas facing schooling in the 1990s.

## **Handbook of Research in the Social Foundations of Education**

Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory and cultural studies in education. Parts three, four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture and schooling. This groundbreaking volume helps readers understand the history, evolution and significance of this wide ranging, often misunderstood and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning, formal and informal. It is also appropriate as a textbook for graduate level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education and Curriculum and Instruction.

## **Educating About Social Issues in the 20th and 21st Centuries Vol 1**

Samuel Totten, Jon Pedersen, 2012-04-01 *Educating About Social Issues in the 20th and 21st Centuries* A Critical Annotated Bibliography is comprised of critical essays accompanied by annotated bibliographies on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues facing society. The primary goal of the book is to provide undergraduate and graduate students in the field of education, professors of education and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues. In the introductory essays, authors present an overview of their respective topics, e.g., The Hunt-Metcalf Model, Science Technology, Science, Genocide, Education. In doing so, they address among other concerns the following: key theories, goals, objectives and the research base. Many also provide a set of recommendations for adapting and/or strengthening a particular model, program or the study of a specific social issue. In the annotated bibliographies accompanying the essays, authors include those works that are considered classics and foundational. They also include research and practice oriented articles. Due to space constraints, the annotated bibliographies generally offer a mere sampling of what is available on each approach, program, model or concern. The book is composed of twenty-two chapters and addresses an eclectic array of topics including

but not limited to the following the history of teaching and learning about social issues George S Counts and social issues propaganda analysis Harold Rugg s textbook program Hunt and Metcalf s Reflective Thinking and Social Understanding Model Donald Oliver James Shaver and Fred Newmann s Public Issues Model Massialas and Cox Inquiry Model the Engle Ochoa Decisionmaking Model human rights education Holocaust education education for sustainability economic education global education multicultural education James Beane s middle level education integrated curriculum model Science Technology Society STS addressing social issues in the English classroom genocide education interdisciplinary approaches to incorporating social issues into the curriculum critical pedagogy academic freedom and teacher education

**The Social Frontier** Eugene F. Provenzo, 2011 The Social Frontier is the most interesting and important educational journal to emerge from the Great Depression First published in 1934 by a group of scholars at Teachers College Columbia University that included George Counts and William Heard Kilpatrick the magazine represented a conscious act of social and political reconstruction With a strong collectivist orientation the magazine was widely misperceived as communist in its approach In fact its editorial position called for a greater social role for teachers and a more just and equitable system of schooling The magazine which was published for a total of nine years included articles by major educational and social thinkers of the period from John Dewey to Robert Hutchins and Harold Rugg Within months of the magazine s first issue it came under attack by right wing political groups particularly the Hurst newspaper chain The Social Frontier A Critical Reader provides a selection of the most interesting and historically important articles from the magazine with a comprehensive introduction and critical commentaries on the selected articles which are as timely today as they were when first published seventy five years ago

American Educational History William Jeynes, 2007-01-24 American Educational History School Society and the Common Good is an up to date contemporary examination of historical trends that have helped shape schools and education in the United States Author William H Jeynes places a strong emphasis on recent history most notably post World War II issues such as the role of technology the standards movement affirmative action bilingual education undocumented immigrants school choice and much more

*This Happened in America* Ronald W. Evans, 2007-07-01 This long awaited biography of Harold Rugg is a dramatic and compelling story with profound implications for today s educators Harold Rugg one of the leading progressive educators of the 20th century developed an innovative social studies program and textbook series that was censured by conservative critics during the 1940s Read the full story behind Rugg the man and the educator and the critics who attacked him Harold O Rugg was professor at Teachers College Columbia University and a key leader among the social frontier group that emerged in the 1930s to argue that schools should play a stronger role in helping to reconstruct society He was author of a best selling social studies textbook series that came under attack from patriotic and business groups in the early years of World War II The story of his rise and fall encapsulates a pivotal episode in the history of American education and reveals a great deal about the direction of schooling in American life the many roads not taken

and possibilities for the future This in depth examination of Rugg s life and career provides historical perspective on the recurring struggles over education It will be of interest to every citizen concerned about the future of our democracy Includes more than 60 photos and graphics

**Democratic Transformations** Kerry T. Burch,2012-08-09 What will it take for the American people to enact a more democratic version of themselves How to better educate democratic minds and democratic hearts In response to these crucial predicaments this innovative book proposes that instead of ignoring or repressing the conflicted nature of American identity these conflicts should be recognized as sites of pedagogical opportunity Kerry Burch revives eight fundamental pieces of political public rhetoric into living artifacts into provocative instruments of democratic pedagogy From The Pursuit of Happiness to The Military Industrial Complex Burch invites readers to encounter the fertile contradictions pulsating at the core of American identity transforming this conflicted symbolic terrain into a site of pedagogical analysis and development The learning theory embodied in the structure of the book breaks new ground in terms of deepening and extending what it means to teach the conflicts and invites healthy reader participation with America s defining civic controversies The result is a highly teachable book in the tradition of A People s History of the United States and Lies My Teacher Told Me

Stealing from the Mother Jerry Aldridge,Lois McFadyen Christensen,2013-08-11 This book is the only available compilation of women in education and psychology whose work has been marginalized forgotten or attributed to their male colleagues This resource includes women from the progressive era 1900 1950 the psychological period 1950 2000 and the political period 2000 2010 Caucasian and African American scholars from the Northeast Southern and Midwestern states are highlighted Some of the chapters are shorter than others due to the limited literature concerning some of the women In addition chapters describing the elimination of gender inequity in early childhood education the marginalization of women in education under No Child Left Behind as well as discrimination of women in higher education are included The book concludes with the need to rethink teacher education to include the exceptional contributions of the women who are showcased in this book Finally this source is an attempt to eliminate gender inequity in teacher education and educational psychology by restoring the contributions of feminine scholars

*Cultures of Curriculum* Pamela Bolotin Joseph,2011-05-20 Using cultures of curriculum as a lens this clear compelling text reveals and critically examines the belief systems and classroom practices of curricular orientations in contemporary American society It is designed to foster awareness examination and deliberation about the curricula planned for and carried out in classrooms and schools to inspire conversations about theory and practice as well as political social and moral issues and to expand critical consciousness about approaches to curriculum and practice Readers are encouraged to give serious attention to the issues this book raises for them and to join with their colleagues students and communities in considering how to create curricula with purpose and congruent practices and to reculture classrooms and schools A framework of inquiry is presented to facilitate such reflection and to accomplish these goals *Cultures of Curriculum Second Edition* Introduces the field of curriculum studies by describing

theories and questions pertinent to curriculum inquiry Describes the process of curriculum leadership drawing from historical and contemporary research on curriculum change and transformation Presents the concept of cultures of curriculum as a way of thinking of curriculum as cultural text encompassing histories norms beliefs values roles and environments Connects theory to practice by describing curricular orientations as depicted in practice providing educators with approaches to instruction planning and assessment for creating intentional practices in classrooms and schools Uses a heuristic that helps educators to understand curricular orientations examine curriculum in classrooms and schools and reflect upon their own beliefs and practices Integrates moral and political discourse into discussions of curriculum orientations so that educators can recognize question and challenge aims and actions by examining dominant paradigms and both their direct and unforeseeable influences upon schooling Changes in the second edition Four new chapters Narrowing the Curriculum current trends of standardization and high stakes testing Educating Through Occupations Deweyan progressive and career technical education Sustaining Indigenous Traditions Native American indigenous education Envisioning Peace peace global human rights environmental education Updates and pertinent scholarship in all chapters reflecting recent events and discourses Curricular cultures all are examples of progressive alternatives to traditional education New two part structure Curriculum Studies and Curricular Cultures

**Parental Involvement and Academic Success** William Jeynes, 2010-09-13 Providing an objective assessment of the influence of parental involvement and what aspects of parental participation can best maximize the educational outcomes of students this volume is structured to guide readers to a thorough understanding of the history practice theories and impact of parental involvement Cutting edge research and meta analyses offer vital insight into how different types of students benefit from parental engagement and what types of parental involvement help the most Unique among works on the topic Parental Involvement and Academic Success uses meta analysis to enable readers to understand what the overall body of research on a given topic indicates examines research results in terms of their practical implications focuses significantly on the influence of parental involvement on minority students academic success Important reading for anyone involved in home school relations parental involvement in education this book is highly relevant for courses devoted to or which include treatment of the topic

**Parental Involvement and Academic Success**, *Social Reconstruction Learning* Jennifer Bleazby, 2013-01-04 This volume argues that educational problems have their basis in an ideology of binary opposites often referred to as dualism which is deeply embedded in all aspects of Western society and philosophy and that it is partly because mainstream schooling incorporates dualism that it is unable to facilitate the thinking skills dispositions and understandings necessary for autonomy democratic citizenship and leading a meaningful life Drawing on the philosophy of John Dewey feminist pragmatism Matthew Lipman s Philosophy for Children program and the service learning movement Bleazby proposes an approach to schooling termed social reconstruction learning in which students engage in philosophical inquiries with

members of their community in order to reconstruct real social problems arguing that this pedagogy can better facilitate independent thinking imaginativeness emotional intelligence autonomy and active citizenship

**The Politics of Race and Schooling** Thomas V. O'Brien, 1999-06-10 Access to fair and free public education is one of the cornerstones of American democracy Yet in many parts of the country this ideal has only been realized in the twentieth century As Thomas O'Brien argues access to education in the state of Georgia has historically been restricted along the lines of race class and region Black poor and rural students fared extremely poorly in the Jim Crow era Georgia public school system as politically powerful groups fought to maintain a two tier educational structure that favored their own children over those from the disadvantaged voiceless majority O'Brien shows that even after 1961 when opponents of segregation managed to open the doors of Atlanta's top public schools to minority students the vast majority of Georgia's public schoolchildren continued to receive barely adequate or substandard education at the hands of local and state authorities This is an important and timely contribution to an ongoing debate about the shamefully uneven quality of public education in this country the historic roots of the problem and the difficulties standing in the way of reform

*Whitaker's Books in Print* ,1998      [Research in Education](#) ,1974

**Resources in Education** ,1998      **The Journal of the National Education Association** National Education Association of the United States,1929      *Social Studies for the Twenty-First Century* Jack Zevin,2023-03-17 Now in its 5th edition this popular text offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers Theory curriculum methods and assessment are woven into a comprehensive model for setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field's most popular and enduring programs The reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another building the groundwork for taking stands on issues past and present At the center is the author's belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion This new edition is heavily revised and condensed to promote ease of use Build Your Own Lesson additions to each chapter encourage improvisation and inquiry based teaching and learning across subjects A Companion Website offers additional activities lessons and resources for pre service and practicing social studies teachers

*Journal of the National Education Association* ,1929      **America, History and Life** ,1997 Article abstracts and citations of reviews and dissertations covering the United States and Canada

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