

A Political Sociology of Education Policy

Helen M. Gunter



Sociology As Political Education

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Sociology As Political Education:

Sociology As Political Education Karl Mannheim, David Kettler, Colin Loader, German professors and academic intellectuals are often blamed for passivity or complicity in the National Socialist rise to power Karl Mannheim was a leading representative of a vital minority of university personalities who devoted themselves to making sociology and higher education contribute to democratization Sociology as Political Education is both an analytical account of Mannheim's efforts as well as an illustration of the application of sociological knowledge to the world of practical action Together with a second biographical volume by the editors forthcoming next season it comprises a complete record of Karl Mannheim in the university life of the Weimar period The comparatively new discipline of sociology was looked upon with favor by the Weimar Republic's reformers of higher education In advancing its methods Mannheim had first to contend first with prominent and influential figures who attacked sociology as a mere political device to undermine cultural and national values for the sake of narrow interests and partisanship He then had to meet the objections of fellow sociologists who were convinced that the discipline could prosper only as an area of specialized study with no claim to educational goals beyond the technical reproduction Finally he had to separate himself from proponents of politicized sociology Sociological thought should be rigorous critical and attentive to evidence but Mannheim argued its system had to be open and congruent with the ultimate responsibility of human beings for their acts Loader and Kettler supplement Mannheim's groundbreaking volume with previously untranslated Mannheim texts among them a transcript of his 1930 sociology course in which Mannheim answered his critics and clarified his intentions Sociology as Political Education is not only of historical significance but also shows Mannheim's relevance for current discussions of academic integrity and politicization This volume will be of interest to sociologists cultural historians and political scientists Colin Loader is professor of sociology at the University of Nevada Las Vegas David Kettler is scholar in residence at Bard College and professor emeritus at Trent University He is the author with Volker Meja of Karl Mannheim and the Crisis of Liberalism available from Transaction

Karl Mannheim's Sociology as Political Education Colin Loader, 2018-01-16 German professors and academic intellectuals are often blamed for their passivity or complicity in the face of the anti Republican surge of the late Weimar years culminating in the National Socialist rise to power Karl Mannheim was a preeminent member of a vital minority committed to making German universities contribute to democratization Mannheim argued that traditional German emphasis on the cultivation of individuals rooted in a certain high culture had to be adapted to a more egalitarian socially complex community He advocated teaching of sociology to create social awareness to inspire informed political judgments Karl Mannheim's Sociology as Political Education situates Mannheim in the Weimar debates about sociology in the university It shows how his project of political education for democracy informs his work as well as his relations with liberal fascist and orthodox Marxist thinkers In advancing his educational strategy Mannheim had to contend with influential figures who attacked sociology as a mere

political device to undermine cultural and national values for the sake of narrow interests and partisanship He also had to overcome the objections of fellow sociologists who felt the discipline would prosper only if it could persuade other academics that it made no claim to educational goals beyond the reproduction of technical findings He had to separate himself from proponents of a politicized sociology Mannheim argued that sociology should respond to problems that actually confronted individuals in their lives be tolerant of difference and distance and support efforts to generate agreement rather than encourage competition Sociological thought had to be rigorous critical and attentive to evidence but also congruent with the ultimate responsibility of individuals to fashion their lives through their acts Karl Mannheim's *Sociology as Political Education* is a joint effort by two authors who have written separately on Karl Mannheim's sociological work and who write from different disciplines and traditions of commentary The Mannheim who emerges from this volume is remarkably contemporary In particular he supports arguments that the threat to academic integrity is feared less in sociology than in certain areas of cultural studies Certainly the issue of academic politicization was better understood by Mannheim in his time than it is by either side of the debate today *Essays on Political Education* Bernard Crick, Derek Benjamin Heater, 2012 In the 1960s and 1970s there was a remarkable development of interest in political education not only in Britain but also in other countries namely the USA Germany and Australia This volume provides scholars and teachers in this field with a picture of British work in the area of political education *Citizenship and Political Education Today* J. Demaine, 2004-11-10 *Citizenship and Political Education Today* brings together a collection of essays from around the world including discussion of politics and education in Australia The United States of America New Zealand Norway England France Germany and the wider European Union The contributors discuss vital and interesting issues involved in the engagement of citizens in politics and political institutions and the role of education in encouraging education for citizenship The book is an important contribution to ongoing debates on citizenship *The Oxford Handbook of Political Ideologies* Michael Freeden, Lyman Tower Sargent, Marc Stears, 2013-08-15 This is the first comprehensive volume to offer a state of the art investigation both of the nature of political ideologies and of their main manifestations The diversity of ideology studies is represented by a mixture of the range of theories that illuminate the field combined with an appreciation of the changing complexity of concrete ideologies and the emergence of new ones Ideologies however are always with us The Handbook is divided into three sections The first is divided into three sections The first reflects some of the latest thinking about the development of ideology on an historical dimension from the standpoints of conceptual history Marx studies social science theory and history and leading schools of continental philosophy The second includes some of the most recent interpretations and theories of ideology all of which are sympathetic in their own ways to its exploration and close investigation even when judiciously critical of its social impact This section contains many of the more salient contemporary accounts of ideology The third focuses on the leading ideological families and traditions as well as on some of their cultural and geographical manifestations

incorporating both historical and contemporary perspectives Each chapter is written by an expert in their field bringing the latest approaches and understandings to their task The Handbook will position the study of ideologies in the mainstream of political theory and political analysis and will attest to its indispensability both to courses on political theory and to scholars who wish to take their understanding of ideologies in new directions

Political Education in Times of Populism

Edda Sant, 2021-06-21 In professional and academic contexts nothing is more important than helping people to understand and engage with democratic society Sant has written an excellent book which helps greatly towards that end She has developed incisive new arguments about the nature of contemporary politics and education Using the most recent as well as classic literature she explores key ideas and issues Through wide ranging discussions and by referring to her own valuable empirical work she characterizes and creates thoughtful insights and innovative pedagogical approaches This book achieves the very difficult task of illuminating complex ideas at the same time as helping to determine practical ways to achieve social justice through education Political education has been neglected for too long This book is a bold new step in its achievement Ian Davies Emeritus Professor University of York UK This book examines political education in times of democratic crisis polarisation and uncertainty Using populism as a diagnostic tool the book scrutinises current democratic practices and considers alternatives for future social studies and citizenship education The author examines contemporary events including Brexit the Catalan referendum for independence and protests in Chile to ask how democratic educators can respond to times of crisis Centered on themes of knowledge and ideology the book draws together political philosophy and educational research to map out critically analyse and offer alternatives to dominant debates on political education It will be of interest and value to scholars examining the relationship between democracy and educational theory and practice Edda Sant is Senior Lecturer at Manchester Metropolitan University UK A former social studies teacher her research interests lie in citizenship political and democratic education She has published widely in this field and in 2016 was recognized with a Children s Identity Citizenship European Association Award

Charting the Future: social and political education in senior cycle of post primary schools , Towards a Political Education Through Environmental Issues

Melki Slimani, 2021-06-16 The growing field of political education through environmental issues is organized around processes which reach beyond the formal ones found in academic disciplines and national curricula into informal processes such as social mobilization and nonformal processes such as those found in various international educational recommendations Using theoretical approaches from the fields of political philosophy and the social sciences this book develops a simultaneously conceptual and analytical framework for the political in educational content involving environmental issues This framework is then used to empirically analyze educational content on sustainable development formulated by UNESCO as well as the Tunisian curriculum The theoretical and empirical studies carried out in this book lead to proposed curriculum tags for political education through environmental issues with the intent of opening this field to inclusion in the didactics of

curriculum research **Who's Afraid of Political Education?** Henry Tam, 2024-12-10 Democracy should enable citizens to play an informed role in determining how power is exercised for their common wellbeing but this only works if people have the understanding skills and confidence to engage effectively in public affairs Otherwise any voting system can be subverted to serve the interests of propagandists and demagogues This book brings together leading experts on learning for democracy to explore why and how the gap in civic competence should be bridged Drawing on research findings and case examples from the UK the US and elsewhere it will set out why change is necessary what could be taught differently to ensure effective political engagement and how a lasting impact in improving citizens learning for democratic participation can be made

National Service, Citizenship, and Political Education Eric B. Gorham, 1992-09-01 This book analyzes the issues surrounding civilian national service policy from a fresh and original perspective The author connects national service programs to the political theories of civic republicanism and communitarianism assesses the practical consequences of these theories and examines past youth service programs such as the CCC and Peace Corps to see if they are appropriate models or ideals for a national program Gorham engages the issue of compulsory versus voluntary service and questions whether service tasks can instill a sense of citizenship in young people as defenders of the program claim Using the work of Michel Foucault Charles Taylor Carole Pateman and others he suggests that national service as presently planned will not create the citizen so much as a post industrial and gendered subject In the concluding chapters he presents an argument for a democratic national service and offers an alternative program for policymakers to consider *A Political Sociology of*

Educational Knowledge Thomas A. Popkewitz, Jennifer Diaz, Christopher Kirchgaser, 2017-01-20 Bringing together the sociology of knowledge cultural studies and post foundational and historical approaches this book asks what schooling does and what are its limits and dangers The focus is on how the systems of reason that govern schooling embody historically generated rules and standards about what is talked about thought and acted on about the nature of children about the practices and paradoxes of educational reform These systems of reason are examined to consider issues of power the political and social exclusion The transnational perspectives interrelate historical and ethnographic studies of the modern school to explore how curriculum is translated through social and cognitive psychologies that make up the subjects of schooling and how educational sciences act to order and divide what is deemed possible to think and do The central argument is that taken for granted notions of educational change and research paradoxically produce differences that simultaneously include and exclude Resources in Education , 1985 **Education of Minorities and Peace Education in Pluralistic Societies**

Yaacov Iram, 2003-05-30 The existence of minorities will grow in most countries of the world because of sociopolitical upheaval and economic crisis both of which result in waves of migration Contributors to this volume discuss the task of education to alleviate the problems arising from the mix of peoples of various ethnic cultural linguistic and religious backgrounds No education system alone can create a just and equal society and education by itself is not enough to achieve

peace Nevertheless educational efforts assisted by other institutional commitments and actions are essential in order to create an atmosphere of justice mutual recognition and acceptance as preconditions for peaceful coexistence within groups and between people As a result of worldwide migration in reaction to wars and other geopolitical conflicts as well as economic crisis many modern nation states consist of a mix of people of various ethnic cultural linguistic and religious backgrounds Indeed there are very few countries that are monocultural Here contributors discuss how it is imperative that multicultural education be promoted to achieve awareness then tolerance and finally acceptance of ethnic and other diversity within societies **Proceedings of the Annual Meeting - National Education Association of the United States**

National Education Association of the United States,1893 **Global Education** Kristy Kelly,2025-07-24 Bringing together leading education scholars Kristy Kelly s Global Education Linking Theory and Practice illustrates education whether studied locally globally or internationally as shaped by and with the potential to shape social political and economic change on a global scale **A New Handbook of Political Science** Robert E. Goodin,Hans-Dieter Klingemann,1998 Aimed at political scientists A New Handbook of Political Science provides the definitive survey of new developments over the last 20 years assessed in the context of historical trends in the field Political Learning and Citizenship Education Under Conflict Orit Ichilov,2004-09-30 This book analyses social environments in conflict situations with a focus on Israel and Palestine and looks at the impact these environments have on the political learning and citizenship orientations of youngsters **1986**

International Association of Universities,Franz Eberhard,Ann C. Taylor,2020-10-26 No detailed description available for 1986

Ibss: Political Science: 1987 British Library of Political and Economic Science,1991 IBSS is the essential tool for librarians university departments research institutions and any public or private institutions whose work requires access to up to date and comprehensive knowledge of the social sciences **Register of the University of California** University of California (1868-1952),1950

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