



\* On Learning to Be—Variously \*  
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## Annotated Bibliography for Learning to Be—Variously

The following are some examples of the books  
used in the writing of this text:

Education, Culture, and Critical Thinking. Ken Brown. Ashgate, Brookfield, VT. 1998

\*Meticulous, scholarly consideration of various perspectives upon what critical thinking is, how it is conditioned by philosophical beliefs, language usage, cultural values, and cognitive functions, learning theory, etc.

Authors Considered: Oakshot, McPeck, Siegel, Chomsky, Mill, Feynman, Worf, Searle, Wittgenstein, Sapir, Vygotsky, Fodor, Pinker, Benedict, Gellner, Holyrod,

From Child to Adult. John Middleton, ed. Natural History Press, New York, 1970

\*Selection of essays on educational efforts in various non-Western societies from field work in 1930s, '40s, and '50s.

Theory and Resistance: A Pedagogy for the Opposition. Henry A. Giroux. Bergin & Garvey, Massachusetts, 1983

\*Elucidation of how critical theory and discourse relate to schooling and the socio-political forces shaping it. Considers the notion of 'hidden curriculum,' schooling as social reproduction, rationality in citizenship, means of resisting indoctrination.

Education and the Rise of the Global Economy. Joel Spring. Lawrence Erlbaum Associates, Mahwah, NJ.

\*Analysis of how educational efforts and schooling are being shaped by transnational values of global economy. Considerations of effects in various countries, under differing social structures. Asks if there is a “human right to an education?”

Hermeneutics and Education. Shaun Gallagher. State University of New York, Albany, NY, 1992

\*Meticulous examination of interpretational methods in hermeneutics and how these configure education and schooling. Considers “conservative,” “critical,” and “radical” hermeneutics for educational theory. Diverse association of philosophical perspectives relative to rational basis for interpretation.

Authors Cited: Foucault, Derrida, Betti, Sarte, Bruffee, Heidegger, Gaddamer, Ricour, Meuller-Vollmer, Lyotard, Habermas, Rorty, Frierie, Bourdieu, Caputo, Ulmer, Giroux, Glaser, Barthes, Hirsch, Dewey,

The Foundations of Modern Education. Elmer H. Wilds, Kenneth V. Lottich. Holt, Rinehart and Winston, New York, 1970.

\*Comprehensive study of educational efforts and schooling from antiquity to late 20<sup>th</sup> century. Each historical and cultural context is considered in the categories of “aims, types, content, agencies, organization, method.” Attention given to social, religious, political, psychological, and philosophical factors.

Philosophical Foundations of Education. Howard Ozmon, Samuel Craver. Merrill, Englewood Cliffs, NJ, 1992.

\*Associates various historical philosophical perspectives to educational aims and methods with a critique of each category from Platonic idealism to modern realism, pragmatism, existentialism, and postmodernist perspectives. Provides extensive comparative analysis of differing aims, methods, and curriculum and related theorists

Foucault’s Challenge: Discourse, Knowledge, and Power in Education. Tomas Popkewitz and Marie Brennan, ed. Teacher’s College, New York, 1998.

\*Essays applying the theories of Michael Foucault on the relations of power and knowledge to a “social epistemology of school practices.” Considerations of the “historical constructions of reasoning of schooling,” the roles of discipline in asserting

power over students, the configuring of “pedagogical spaces,” and the political character of intellectual work.

The Dialectic of Freedom. Maxine Greer, Teachers College, New York, 1988.

\*Extended essay considering the contrasts and conflicts of systematic social order and egalitarian individuality, between mutual equality and personal freedom, particularly in relation to educational intentions and methods.

Border Crossings: Cultural Workers and the Politics of Education. Henry Giroux, Routledge, New York, 1992.

\*Pedagogy as “cultural work” that is necessarily political in its implications and effects. Educational practices are criticized for their aversion to social and cultural critique and broader critical consideration of all ideological perspectives is advocated as “radical education.” The latter is characterized as interdisciplinary, critically analytical of all disciplinary categories, and dedicated to making society more democratic. Identifies a dominance of instrumentalist perspectives in educational aims and schooling practices.

Identity and Ideology: Sociological Theories of Schooling. Stanely Rothstein, Greenwood Press, New York, 1991.

\*Presents an analysis of educational theory and schooling practices as expressions of dominant social structures. Considers the role of schooling as an extension of state power in social reproduction and its effects as “symbolic violence” to the development of individualized self-identity. Poses the question of how to separate theory and practice.

Education in an Age of Nihilism. Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish. Routledge, London, 2000.

\*Explores the often misunderstood role of Nietzschean nihilism in analyzing the status of values in modernity, particularly in relation to education. Emphasis is placed upon how ethics and integrity in education require valuing what is typically regarded as ‘negative’—immorality in respect to dominant conventions, failure to belong or succeed, ignorance, rebellion, pain.

Cultural Pluralism and American Education. Seymour Itzkoff, International Textbook Company, Scranton, Pennsylvania. 1969.

\*Analysis of inherent conflict between the systematical centralization of technological society (“mass culture”) and the tenets of cultural pluralism as expressed in education and schooling. Considers humans consciousness as more inherently symbolical than instrumentally rational—the latter being regarded as incapable of producing culture. Promotion of cultural pluralism and individualized equality are seen to require radical reconsideration of standardized public schooling and its curriculum.

Education and the Postmodern Condition. Ed. By Michael Peters, Bergin & Garvey, London, 1995

\*Essays considering import of concepts stemming from writings of Lyotard and Foucault that provoke reconsideration of what knowledge and education are and how these function in contemporary society. Investigates how education is to act in service to knowing and individuality that are not defined by state authority or power.

Naming the Multiple: Poststructuralism and Education  
Ed. By Michael Peters, Bergin & Garvey, London, 1998

\*Collection of essays considering import of poststructuralist style thinkers: Lacan, Althusser, Foucault, Kristeva, Derrida, Deleuze, Irigaray, Baudrillard, Mouffe. Provides summary analysis and application to educational concerns. Concise and cogent considerations of these theorists and their impact on concepts of knowing, knowledge, selfhood, and social power in relation to these.

The Primal Teen: What the New Discoveries about the Teenage Brain Tell Us about Our Kids. Barbara Strauch, Doubleday, New York, 2003

\*Accessible review of current brain studies that indicate previously unknown developmental complexities of brain functions and effects upon personality, cognitive function, and learning dynamics in adolescents. Provocative neurological evidence for both need of diverse, individualized approaches to educational intents, schooling methods, and initiatory socialization.

The Underground History of American Education: A School Teacher’s Intimate Investigation into the Problem of Modern Schooling. Gatto, John Taylor, Oxford Village Press, New York, 2001

\* A rather radical review of unacknowledged influences on the shaping of schooling practices in American society since its inception. The author spent 30 years teaching in New York City’s public school systems, receiving high honors while struggling against the influences of bureaucracy and politics. This books represents his personal

investigation of ‘how things got the way they are.’ He reveals the insidious roles of hierarchical economic, social, and political interests in the development of modern schooling—sources of ‘the hidden curriculum.’