Richard Rorty - Michael A. Peters 2001

Richard Rorty's neopragmatist philosophy marks him as one of the most gifted and controversial thinkers of his time. Antifoundationalism and antirepresentationalism are the guiding motifs in his thought. He wants to jettison a set of philosophical distinctions- appearance/reality, mind/body, morality/prudence—that have dominated and shaped the history of Western philosophy since the time of Plato. It is a position that has propelled him into a series of heated debates with philosophers who are the most influential of their generation-analytic philosophers such as Quine, Davidson, Rawls, and Putnam; as well as Continental philosophers, including Habermas, Derrida, Foucault, and Lyotard. At the same time, Rorty's work has helped to break down the artificial separation between these two wings of Western philosophy by acting as an intellectual bridge between them. This distinctive collection by scholars from around the world focuses upon the cultural, educational, and political significance of his thought. The nine essays which comprise the collection examine a variety of related themes: Rorty's neopragmatism, his view of philosophy, his philosophy of education and culture, Rorty's comparison between Dewey and Foucault, his relation to postmodern theory, and, also his form of political liberalism.

Richard Rorty - Richard Rumana 2002

Demonstrating Richard Rorty's breadth of scholarship and his influence on diverse issues across the social sciences and humanities, this comprehensive bibliography contains 1,165 citations. A unique reference work on neo-pragmatism, this bibliography is essential for anyone researching Rorty's work and its impact on philosophy, literature, the arts, religion, the social sciences, politics, and education.


On his death in 2007, Richard Rorty was heralded by the New York Times as “one of the world’s most influential contemporary thinkers.” Controversial on the left and the right for his critiques of objectivity and political radicalism, Rorty experienced a renown denied to all but a handful of living philosophers. In this masterly biography, Neil Gross explores the path of Rorty’s thought over the decades in order to trace the intellectual and professional journey that led him to that

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prominence. The child of a pair of leftist writers who worried that their precocious son “wasn’t rebellious enough,” Rorty enrolled at the University of Chicago at the age of fifteen. There he came under the tutelage of polymath Richard McKeon, whose catholic approach to philosophical systems would profoundly influence Rorty’s own thought. Doctoral work at Yale led to Rorty’s landing a job at Princeton, where his colleagues were primarily analytic philosophers. With a series of publications in the 1960s, Rorty quickly established himself as a strong thinker in that tradition—but by the late 1970s Rorty had eschewed the idea of objective truth altogether, urging philosophers to take a “relaxed attitude” toward the question of logical rigor. Drawing on the pragmatism of John Dewey, he argued that philosophers should instead open themselves up to multiple methods of thought and sources of knowledge—an approach that would culminate in the publication of Philosophy and the Mirror of Nature, one of the most seminal and controversial philosophical works of our time. In clear and compelling fashion, Gross sets that surprising shift in Rorty’s thought in the context of his life and social experiences, revealing the many disparate influences that contribute to the making of knowledge. As much a book about the growth of ideas as it is a biography of a philosopher, Richard Rorty will provide readers with a fresh understanding of both the man and the course of twentieth-century thought.

Philosophers on Education-Amelie Rorty 2005-10-09 Philosophers on Education offers us the most comprehensive available history of philosopher’s views and impacts on the directions of education. As Amelie Rorty explains, in describing a history of education, we are essentially describing and gaining the clearest understanding of the issues that presently concern and divide us. The essays in this stellar collection are written by some of the finest contemporary philosophers. Those interested in history of philosophy, epistemology, moral psychology and education, and political theory will find Philosophers on Education to be both an engaging and fascinating read.

Richard Rorty-Alexander Groeschner 2013-04-11 Richard Rorty was one of the most important philosophers of the last half of the twentieth century. His work helped effect global transformations in the way philosophy thinks about its work and role midst contemporary culture. He was influential across a diversity of disciplines in perturbing our inherited self-understandings of the place of intellectuals in culture and the roles of art, literature, science, and religion in contemporary liberal democratic society. This collection of essays, by an international and interdisciplinary group of eminent scholars and thinkers in their own right, including Jürgen Habermas, Saskia Sassen, Robert Brandom, and Richard Shusterman, presents the first complete posthumous study of Rorty’s work as a whole. The collection reflects on Rorty’s myriad accomplishments, with particular attention on the role of pragmatist philosophy in Rorty’s increasing identification of his thinking with the work of cultural politics. The book covers the full range of Rortyan themes, including the practice of philosophy and metaphilosophy, the politics of culture, and Rorty’s place in the contemporary philosophical and critical-cultural landscapes. These reflections serve to both introduce the arc of Rorty’s thinking and advance the critical reception of his work.

The Philosophy of Richard Rorty Interpreted as a Literary Philosophy of Education-Todd Aaron Bitters 2014 The central question of the dissertation is: what significance do Richard Rorty's ideas have for education and for philosophy of education, broadly defined? Three major themes dominate Rorty’s scholarship, from Philosophy and the Mirror of Nature to his late work, that have consequences for education. One, we should suspend correspondence theories of truth and, instead, focus on a pragmatic concept of truth that eschews Cartesian models of epistemology. Two, people can be viewed as having two distinct sides—one, public, and one private. Each side may share common attitudes with the other, but one’s public and private outlooks are not necessarily reconcilable. Three, literary criticism, or literary study, is the ultimate intellectual enterprise. The primary claim of the dissertation, resulting from the interpretation of Rorty’s three ideas, is that a culture rich in literary study-based on a literary philosophy of education—is preferable to a culture in which only an elite few enjoy the benefits of serious engagement with literature. I review works by a series of scholars, published in the field of philosophy of education, that address Rorty's ideas and their connections to education. I argue that, for the most part, scholars in the field have ignored the intersection of literary criticism and education in Rorty’s work. Finally, I outline several problems
in education, as I see them in my role as an academic advisor and college administrator at The Ohio State University. The final chapter carries out a thought experiment, entitled "The Hypothetical Rorty," that considers a Rortyan perspective on such problems.

**Contingency, Irony, and Solidarity**-Richard Rorty 1989-02-24 In this 1989 book, Rorty examines human solidarity and liberalism through literature, philosophy, social theory and literary criticism.

**Philosophy and the Mirror of Nature**-Richard Rorty 1980

**Philosophy and Education:**-Paul Smeyers 2013-03-14 Many books have been written about Wittgenstein's philosophy, but this collection of articles on Wittgenstein and education is the first study in book form in this area. There have been several articles in scholarly education journals, but the special cachet of this collection is that the contributors come from six countries. The collection has been edited by Paul Smeyers and Jim Marshall, philosophers of education who live in Belgium and New Zealand, respectively. Each of the chapters represents an original study of Wittgenstein, commissioned by the editors from colleagues they know to have written well on Wittgenstein and the implications of his ideas for education. Audience: Teachers, students and academics in the field of philosophy and education. Especially interesting to advanced students in these areas.

**Philosophy as Poetry**-Richard Rorty 2016-12-02 Undeniably iconoclastic, and doggedly practical where others were abstract, the late Richard Rorty was described by some as a philosopher with no philosophy. Rorty was skeptical of systems claiming to have answers, seeing scientific and aesthetic schools as vocabularies rather than as indispensable paths to truth. But his work displays a profound awareness of philosophical tradition and an urgent concern for how we create a society. As Michael Bérubé writes in his introduction to this new volume, Rorty looked upon philosophy as "a creative enterprise of dreaming up new and more humane ways to live." Drawn from Rorty's acclaimed 2004 Page-Barbour lectures, Philosophy as Poetry distills many of the central ideas in his work. Rorty begins by addressing poetry and philosophy, which are often seen as contradictory pursuits. He offers a view of philosophy as a poem, beginning with the ancient Greeks and rewritten by succeeding generations of philosophers seeking to improve it. He goes on to examine analytic philosophy and the rejection by some philosophers, notably Wittgenstein, of the notion of philosophical problems that have solutions. The book concludes with an invigorating suspension of intellectual borders as Rorty focuses on the romantic tradition and relates it to philosophic thought. This book makes an ideal starting place for anyone looking for an introduction to Rorty's thought and his contribution to our sense of an American pragmatism, as well as an understanding of his influence and the controversy that attended his work. Page-Barbour Lectures

**On Philosophy and Philosophers**-Richard Rorty 2020-10-15 "Philosophers suffer from a peculiar occupational hazard; people are always coming up and asking them just what it is that they do and how they do it. This is not the sort of question that biologists or economists or musicians get asked; people know, pretty well, what they do, and they may or may not be interested in the details. But a philosopher is different - it is very hard to imagine just what he does with his time"--

**Richard Rorty**-Christopher J. Voparil 2006-07-10 This book offers a fresh perspective on Richard Rorty by situating his work in the arena of political theory. Reinterpreting Rorty's much-maligned antirepresentationalism as a Romantic affirmation of the power of imaginative writing, Voparil firmly grounds Rorty in an American tradition that includes not only James and Dewey, but Emerson, Whitman, and James Baldwin, and initiates an overdue reassessment of this important thinker's value to the political discourse of the 21st century.

**For the Love of Perfection**-René Vincente Arcilla 1995 For the Love of
Perfection examines Richard Rorty's pragmatist philosophy for thinking about the aims and processes of liberal education. Offering a radical re-interpretation of the philosopher's arguments against metaphysics, René V. Arcilla demonstrates how Rorty's thinking may be re-envisioned to take greater account of today's multicultural society.

**Wittgenstein, Anti-foundationalism, Technoscience and Philosophy of Education**-Michael A. Peters 2020-02-25 This book is a collection of essays motivated by a "cultural" and biographical reading of Wittgenstein. It includes some new essays and some that were originally published in Educational Philosophy and Theory. The book focuses on the concept of “technoscience”, and the relevance of Wittgenstein’s work for philosophy of technology which amplifies Lyotard’s reading and provides a critique of education as an increasingly technology-led enterprise. It includes a distinctive view on the ethics of reading Wittgenstein and the ethics of suicide that shaped him. It also examines the reception and engagement with Wittgenstein’s work in French philosophy with a chapter on post-analytic philosophy of education as a choice between Richard Rorty and Jean-François Lyotard. Peters examines Wittgenstein’s academic life at Cambridge University and his involvement as a student and faculty member in the Moral Sciences Club. Finally, the book provides an understanding of Wittgensteinian styles of reasoning and the concept of worldview. Is it possible to escape the picture that holds us captive? This constitutes a challenging introduction to Wittgenstein’s work for academics, researchers and postgraduate students in the fields of education, technology and philosophy.

**Richard Rorty**-Richard Rumana 2021-12-13 Demonstrating Richard Rorty’s breadth of scholarship and his influence on diverse issues across the social sciences and humanities, this comprehensive bibliography contains 1,165 citations. A unique reference work on neo-pragmatism, this bibliography is essential for anyone researching Rorty’s work and its impact on philosophy, literature, the arts, religion, the social sciences, politics, and education.

**Philosophy and Social Hope**-Richard Rorty 2000-01-01 Richard Rorty is one of the most provocative figures in recent philosophical, literary and cultural debate. This collection brings together those of his writings aimed at a wider audience, many published in book form for the first time. In these eloquent essays, articles and lectures, Rorty gives a stimulating summary of his central philosophical beliefs and how they relate to his political hopes; he also offers some challenging insights into contemporary America, justice, education and love.

**Critical Conversations in Philosophy of Education**-Wendy Kohli 2013-09-13 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 up these challenges through a dialogical structure, expressing differing positions without engaging in destructive critique.

**Contingency and Normativity: The Challenges of Richard Rorty**-Rosa Maria Calcaterra 2019-03-27 Contingentism depicts normativity as one of our human effective possibilities rather than as a metaphysical bottleneck which we should necessary fulfill. The book is a critical survey of Richard McKay Rorty’s “neo-pragmatism”, in the light of various theoretical arguments as well as of his own resourceful attempts to renew philosophy from within its practice.

**Richard Rorty**-Alan Malachowski 2002-09-15 Richard Rorty is one of the world's most influential living thinkers. He is notorious for contending that
the traditional, foundation-building and truth-seeking ambitions of systematic philosophy should be set aside in favor of a more pragmatic, conversational, hermeneutically guided project. This challenge has not only struck at the heart of philosophy but has ricocheted across other disciplines, both contesting their received self-images and opening up new avenues of inquiry in the process. Alan Malachowski provides an authoritative overview of Rorty’s considerable body of work and a general assessment of his impact both within philosophy and in the humanities more broadly. He begins by explaining the genesis of Rorty’s central ideas, tracking their development from suggestions in his early papers through their crystallization in his groundbreaking book, Philosophy and the Mirror of Nature. Malachowski evaluates in detail some of the common criticisms of Rorty’s position and his ensuing pragmatism. The book goes on to examine the subsequent evolution of his ideas, focusing particularly on the main themes of his second major work, Contingency, Irony, and Solidarity. The political and cultural impact of Rorty’s writings on such diverse fields as feminism, cultural and literary theory, and international relations are also considered, and the author explores why Rorty's work has generally found its warmest reception in these areas rather than among mainstream philosophers. As the best available introduction to Rorty’s thought, this is the ideal entry point for anyone seeking to learn what he has said and why it has been and continues to be so influential.

Richard Rorty—Michael A. Peters 2001 Richard Rorty's neopragmatist philosophy marks him as one of the most gifted and controversial thinkers of his time. Antifoundationalism and antirepresentationalism are the guiding motifs in his thought. He wants to jettison a set of philosophical distinctions appearance/reality, mind/body, morality/prudence that have dominated and shaped the history of Western philosophy since the time of Plato. It is a position that has propelled him into a series of heated debates with philosophers who are the most influential of their generation analytic philosophers such as Quine, Davidson, Rawls, and Putnam; as well as Continental philosophers, including Habermas, Derrida, Foucault, and Lyotard. At the same time, Rorty's work has helped to break down the artificial separation between these two wings of Western philosophy by acting as an intellectual bridge between them. This distinctive collection by scholars from around the world focuses upon the cultural, educational, and political significance of his thought. The nine essays which comprise the collection examine a variety of related themes: Rorty's neopragmatism, his view of philosophy, his philosophy of education and culture, Rorty's comparison between Dewey and Foucault, his relation to postmodern theory, and, also his form of political liberalism.

The Philosophy of Richard Rorty—Richard Rorty 2010 The Library of Living Philosophers has exceeded even Schilpp's expectations, enabling the outstanding philosophers of each generation to do more than clarify, by extending and elaborating their thoughts. A volume in the Library of Living Philosophers is not merely a commentary on a philosopher's work: it is a crucial part of that work. --

John Dewey's Philosophy of Education—J. Garrison 2012-09-06 John Dewey is considered not only as one of the founders of pragmatism, but also as an educational classic whose approaches to education and learning still exercise great influence on current discourses and practices internationally. In this book, the authors first provide an introduction to Dewey's educational theories that is founded on a broad and comprehensive reading of his philosophy as a whole. They discuss Dewey's path-breaking contributions by focusing on three important paradigm shifts – namely, the cultural, constructive, and communicative turns in twentieth-century educational thinking. Secondly, the authors recontextualize Dewey for a new generation who has come of age in a very different world than that in which Dewey lived and wrote by connecting his philosophy with six recent and influential discourses (Bauman, Foucault, Bourdieu, Derrida, Levinas, Rorty). These serve as models for other recontextualizations that readers might wish to carry out for themselves.

Routledge Philosophy GuideBook to Rorty and the Mirror of Nature—James Tartaglia 2007-08-14 Richard Rorty is one of the most influential, controversial and widely-read philosophers of the twentieth century. In this GuideBook to Philosophy and the Mirror of Nature Tartaglia analyzes this challenging text and introduces and assesses: Rorty's life and the
background to his philosophy the key themes and arguments of Philosophy
and the Mirror of Nature the continuing importance of Rorty's work to
philosophy. Rorty and the Mirror of Nature is an ideal starting-point for
anyone new to Rorty, and essential reading for students in philosophy,
cultural studies, literary theory and social science.

Teaching for Dissent-Sarah Marie Stitzlein 2015-11-17 Teaching for
Dissent looks at the implications of new forms of dissent for educational
practice. The reappearance of dissent in political meetings and street
protests opens new possibilities for improved democratic life and citizen
participation. This book argues that this possibility will not be fulfilled if
schools do not cultivate the skills necessary for our citizens to engage in
political dissent. The authors look at how practices in schools, such as the
testing regime and the 'hidden curriculum', suppress students' ability to
voice ideas that stand in opposition to the status quo. Teaching for Dissent
calls for a realignment of the curriculum and the practices of schooling with
a guiding vision of democratic participation.

Mediumism-René Vincente Arcilla 2011-01-02 Explores the contemporary
pedagogical significance of modernism. Mediumism considers what the
modernist movement in the arts could mean for us today. It examines how
artists and critics, particularly in the visual arts, responded to the growth of
industries of distraction since the nineteenth century by creating new kinds
of artworks that stress their mediums. René V. Arcilla draws out the
metaphysical and ethical implications of the work of critics Clement
Greenberg, T. J. Clark, and Michael Fried from a perspective rooted in
existentialism. He finds in the resulting moral orientation a way to
understand the distinctive purpose of liberal education and its political
resistance to consumerism. Eschewing terminology that would be familiar
to only one set of specialists, the book aims to be accessible to a general
audience as well as to readers interested in modernist art, cultural politics,
existentialist philosophy, and the philosophical principles of liberal
education.

Discipleship or Pilgrimage?-Tony W. Johnson 1995-01-01 This
interpretive history and critique of educational philosophy offers a
reexamination and reconstruction of John Dewey's vision.

The Ethics, Epistemology, and Politics of Richard Rorty-Giancarlo
Marchetti 2021-10 "This book features thirteen original essays that critically
engage the philosophy of Richard Rorty, with an emphasis on his ethics,
epistemology, and politics. Inspired by James' and Dewey's pragmatism,
Rorty urged us to rethink the role of science and truth with a liberal-
democratic vision of politics. In doing so, he criticized philosophy as a sheer
scholastic endeavor and put it back in touch with our most pressing cultural
and human needs. The essays in this volume employ the conceptual tools
and argumentative techniques of analytic philosophy and pragmatism and
demonstrate the relevance of Rorty's thought to the most urgent questions
of our time. They touch on a number of topics, including but not limited to
structural injustice, rule-following, Black feminist philosophy, legal
pragmatism, moral progress, relativism, and skepticism. This book will be of
interest to a wide range of scholars across disciplines who are engaging
with the work of Richard Rorty"--

Educational Conversation, The-Jim Garrison This book discusses topics
normally excluded from the current educational conversation such as soul,
authority, irony, memory, style, luck, privacy, power, and hospitality.

Richard Rorty-Hiley 2003-07-28 Table of contents

Revisiting Richard Rorty-Pedro Góis Moreira 2020-05-05 Richard Rorty is
considered one of the most original philosophers of the last decades, and he
has generated warm enthusiasm on the part of many intellectuals and
students, within and outside the field of philosophy. The collection opens
with an essay by Robert Brandom, in which he continues the discussion of
Rorty's "vocabulary vocabulary" that he began in Rorty and his Critics, and
ends with an interview in which Brandom talks about Rorty himself as a
teacher and friend. The collection is then divided into three further sections, each addressing an aspect of Rorty’s thought. First, a political section contains several essays discussing Rorty’s notorious “prophecy” in Achieving our Country and the idea that he would have foreseen the rise of a political “strongman.” Also discussed are Rorty’s view of the cultural left, his view of the relation between truth and democracy, and Rorty on the concept of fraternity. In a second, epistemological section, several essays address Rorty’s historicism, anti-representationalism, and his views on truth and on religion, often through the lenses of his critics (Putnam, Habermas, Dews). A final section addresses the relations between Rorty and other philosophers such as Hume, Heidegger, and Ortega y Gasset. This works contains valuable essays in three languages — English, Portuguese, and Spanish — and is a small example of the reach of Rorty’s thought and its expansion beyond the Anglo-Saxon world in only ten years after his death. It will appeal to Rorty’s scholars and researchers as well as any student of pragmatism and anti-foundationalist thought.

Education, Philosophy and Politics-Michael A Peters 2013-06-17 In the World Library of Educationalists series, international experts themselves compile career-long collections of what they judge to be their finest pieces - extracts from books, key articles, salient research findings, major theoretical and/practical contributions - so the world can read them in a single manageable volume. Michael A. Peters has spent the last 30 years researching, thinking and writing about some of the key and enduring issues in education. He has contributed over 60 books (authored, co-authored and edited) and 500 articles to the field. In Education, Philosophy and Politics, Michael A. Peters brings together 15 of his key writings in one place, including chapters from his best-selling books and articles from leading journals. Starting with a specially written Introduction, which gives an overview of Michael’s career and contextualises his selection, the essays are then arranged thematically to create a pathway of a way of thinking in philosophy of education which is forward looking but takes account of tradition and the past. The subjects of the chapters include; Wittgenstein Studies Philosophical Critique of Modernity French Poststructuralism Jean-Francois Lyotard Foucault & Deleuze Derrida American Pragmatism Rorty Cavell Philosophy and racism Through this book, readers can follow the themes and strands that Michael A. Peters has written about for over three decades and clearly see his important contribution to the field of education.

The Ethics, Epistemology, and Politics of Richard Rorty-Giancarlo Marchetti 2021-11-05 This book features fourteen original essays that critically engage the philosophy of Richard Rorty, with an emphasis on his ethics, epistemology, and politics. Inspired by James’ and Dewey’s pragmatism, Rorty urged us to rethink the role of science and truth with a liberal-democratic vision of politics. In doing so, he criticized philosophy as a sheer scholastic endeavor and put it back in touch with our most pressing cultural and human needs. The essays in this volume employ the conceptual tools and argumentative techniques of analytic philosophy and pragmatism and demonstrate the relevance of Rorty’s thought to the most urgent questions of our time. They touch on a number of topics, including but not limited to structural injustice, rule-following, Black feminist philosophy, legal pragmatism, moral progress, relativism, and skepticism. This book will be of interest to a wide range of scholars across disciplines who are engaging with the work of Richard Rorty.

Achieving Our Country-Richard Rorty 1999 One of America’s foremost philosophers challenges the lost generation of the American Left to understand the role it might play in the great tradition of democratic intellectual labor that started with writers such as Walt Whitman and John Dewey.

The Promise of the University-Áine Mahon

The Bloomsbury Encyclopedia of Philosophers in America-John R. Shook 2016-02-11 For scholars working on almost any aspect of American thought, The Bloomsbury Encyclopedia to Philosophers in America presents an indispensable reference work. Selecting over 700 figures from the Dictionary of Early American Philosophers and the Dictionary of Modern American Philosophers, this condensed edition includes key contributors to philosophical thought. From 1600 to the present day, entries cover
psychology, pedagogy, sociology, anthropology, education, theology and political science, before these disciplines came to be considered distinct from philosophy. Clear and accessible, each entry contains a short biography of the writer, an exposition and analysis of his or her doctrines and ideas, a bibliography of writings and suggestions for further reading. Featuring a new preface by the editor and a comprehensive introduction, The Bloomsbury Encyclopedia to Philosophers in America includes 30 new entries on twenty-first century thinkers including Martha Nussbaum and Patricia Churchland. With in-depth overviews of Waldo Emerson, Margaret Fuller, Noah Porter, Frederick Rauch, Benjamin Franklin, Thomas Paine and Thomas Jefferson, this is an invaluable one-stop research volume to understanding leading figures in American thought and the development of American intellectual history.

Indigenous Philosophies of Education Around the World - John Petrovic 2018-01-12 This volume explores conceptualizations of indigeneity and the ways that indigenous philosophies can and should inform educational policy and practice. Beginning with questions and philosophies of indigeneity itself, the volume then covers the indigenous philosophies and practices of a range of communities—including Sami, Maori, Walpiri, Navajo and Kokama peoples. Chapter authors examine how these different ideals can inform and create meaningful educational experiences for communities that reflect indigenous ways of life. By applying them in informing a philosophy of education that is particular and relevant to a given indigenous community, this study aims to help policy makers and educational practitioners create meaningful educational experiences.

Between Truth and Freedom - Kenneth Wain 2014-11-20 This book engages in a broad reading of Rousseau’s writings on educational and political thought in order to explore and address the competing demands of the enculturation and individuation of the young in Western societies. Although Rousseau’s Emile has been frequently utilised in educational debate, much of his other work has been largely neglected, as too has the relationship between his educational and political thinking, which this work seeks to redress. Drawing on the thinking of philosophers Foucault and Richard Rorty, the book considers the public and private conflicts of education and politics in modern societies, treating them as the tension between the demands of truth and freedom. This tension exists across a range of educational and political systems, such as teaching in and by the family, school, the government and, separately, for women. Wain suggests that the conflict between truth and freedom began with Rousseau and remains a central challenge in our contemporary world of political and educational thought. This book’s examination of the public and private roles in education and politics can enhance our understanding of modern educational systems and current political nihilism. Between Truth and Freedom provides an analysis of Rousseau’s position on the politics of education, arguing that his thoughts were much wider and more sophisticated than the ideas presented in Emile imply. This new consideration of the work of a classic figure will appeal to researchers and academics in the fields of the philosophy of education and political education.

The Rorty Reader - Christopher J. Voparil 2010-08-09 "In the last sentence of a posthumously published article, Richard Rorty wrote: "...individual men and women are more fully human when their memories are amply stocked with verses". Equally, we might say that they are more humane and wide-ranging thinkers when their minds are amply stocked with Rorty’s subtle thoughts. We should be grateful for the editors of this anthology for giving us so many." Philip Kitcher, Columbia University "Pragmatist," "historicist," "literary," “anti-analytical,” “postmodernist,” “neo-liberal,” “humanist,” “ethnocentric”  ú all these (and many other) terms have been applied to Richard Rorty, both as compliments and as insults. This careful selection from his writings, along with Christopher Voparil’s excellent introduction, explains why. It charts Rorty’s many philosophical twists and turns and it illuminates the intellectual and political commitments that provide his thinking with a deep continuity. And it brings back, for a broad audience, Rorty’s characteristic voice: both simple and sophisticated, witty and passionate, light-handed and erudite, controversial and accommodating, detailed and sweeping, critical and hopeful ú above all, unmistakably individual and deeply missed." Alexander Nehamas, Princeton University "The Rorty Reader is a remarkable editorial accomplishment. By bringing together a wide variety of Richard Rorty’s controversial and yet inspiring writings, Bernstein and Voparil provide an excellent introduction to this
important thinker. The addition, their own insightful introductory chapter, makes the collection essential reading for everyone who wants to gain a better understanding of not just the significance of Rorty's philosophical contribution, but that of modern thought in general." Alan Malachowski, University of Stellenbosch The Rorty Reader represents the first comprehensive collection of the writings of Richard Rorty, one of the twentieth century's most influential thinkers, best known for the controversial Philosophy and the Mirror of Nature (1979). Gathering together key essays from over four decades of writings, the volume offers an in-depth introduction to the philosopher's life and prolific body of work. Topics addressed include the continuities and transformations that span Rorty's early training in the history of philosophy, his engagement with the analytic tradition, and the 1979 publication that brought him international renown. Particular attention is devoted to his later political writings, including his turn to literature as the vehicle of moral reflection most suitable to democratic life, and his embrace of philosophy as cultural politics. With selections from The Linguistic Turn (1967), Philosophy and the Mirror of Nature (1979), Contingency, Irony, and Solidarity (1989), Achieving Our Country (1998), and his four volumes of philosophical papers, including Philosophy as Cultural Politics (2007), as well as in-depth interviews and revealing autobiographical pieces, The Rorty Reader offers a compelling and representative view of Rorty's relationship with American pragmatism and the overall intellectual trajectory of his philosophical and political thought. Christopher J. Voparil is on the Graduate Faculty of Union Institute & University in Cincinnati, OH, where he teaches philosophy and political theory. He is the author of Richard Rorty: Politics and Vision (2006), and has published articles in Contemporary Pragmatism, Journal of Speculative Philosophy, Philosophy and Social Criticism, and Education and Culture. He is also the current Secretary of the Society for the Advancement of American Philosophy. Richard J. Bernstein is Vera List Professor of Philosophy at the New School for Social Research, New York. His most recent book is The Pragmatic Turn (Polity, 2010).

Wim Wenders's Road Movie Philosophy-René V. Arcilla 2020-02-06
What is education? Most of the time, we have little patience for this question because we take the answer to be obvious: we identify education with school learning. This book focuses on education outside of the school context as a basis for criticizing and improving school learning. Following the examples of Jean-Jacques Rousseau and John Dewey, Arcilla seeks to harmonize schooling with a more pervasive education we are all naturally undergoing. He develops a philosophical theory of education that stresses the experience of being led out—a theory latent in the Latin term, “educere”—by examining the road movies of Wim Wenders. This book contributes both to our understanding of another crucial kind of education our schooling could better serve, and to our appreciation of what unifies and distinguishes Wenders's achievements in cinema.