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Alain Badiou (/ b ə ' d j u: /; French: [alɛ̃ badju] (listen) (help · info); born 17 January 1937) is a French philosopher, formerly chair of Philosophy at the École normale supérieure (ENS) and founder of the faculty of Philosophy of the Université de Paris VIII with Gilles Deleuze, Michel Foucault and Jean-François Lyotard. Badiou has written about the concepts of being, truth ...

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In a time when it seems like we've run into the limits on what Marx, Dewey, and Freud might hold for liberatory critique, this peculiarly uplifting book seeks

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to identify some promising thinking and teaching practices, especially for work in our contemporary “corporate university of excellence.” With auto-ethnography as a baseline for reflection on her personal teaching life in this troubling political era, as well as an insistence that all students are future teachers whether they seek formal work in classrooms or not, Barbara Regenspan selects insights descending from her horribly imperfect trinity (Marx, Dewey, and Freud), to reevaluate what it means to have “obligations to unknowable others” in our complex and global reality. Drawing on an interdisciplinary cast of contemporary social theorists such as Avery Gordon, Deborah Britzman, Maxine

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Greene, Bill Readings, and Alain Badiou, this book traces hauntagogical thinking and related classroom practice—hauntagogy—pedagogy aimed to create wide-awakeness through the unearthing of acts of historical and interpersonal hauntings. Balanced between critique and hope, Regenspan offers the field of Educational Studies including teacher education, but also higher education more generally, a way of conceiving of the classroom as a place where contradictions in discourses are mined with and for our students who will be future teachers in the formal or informal sense. Here is a view of what historical materialism might hold for the relationship between democracy and education and what that relationship

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means for new, wild, conceptions of self, politics, and spirituality. “Barbara Regenspan combines the personal, the political, and the educational in creative ways in this volume. In the process, she provides a number of important insights into the human complexities and necessary commitments involved in struggling toward an education that is worthy of its name.” – Michael W. Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison and author of *Can Education Change Society?* “So much of my experience as an American teacher fell into place while reading this book. Regenspan never veers far from the pragmatic and personal realities of being an

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American educator right now, grappling with indifference, short-sightedness and disillusionment of the system. Her deft, and often profound intellectual work is peppered with anecdotes, both personal and pedagogical, and these accounts of teaching and learning on the ground level make her case fierce and fresh. Haunting and the Educational Imagination is politically humane and intellectually electrifying.” – Tony Hoagland, Professor of Creative Writing at the University of Houston, National Book Award Finalist, teacher of high school English teachers, and author of Unincorporated Persons in the Late Honda Dynasty. Cover design by Madison Kuhn

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Slavoj Žižek is not alone in thinking that Alain Badiou's recent work is "the event of contemporary philosophy." Think Again, the first publication of its kind, goes a long way towards justifying his assessment. Badiou is nothing if not polemical and the most suitable way to approach his philosophy is precisely through the controversies it creates. This book, which opens with an introduction aimed at readers new to Badiou's work, presents a range of essays which explore Badiou's most contentious claims in the fields of ontology, politics, ethics and aesthetics. Alain Badiou has devised perhaps the only truly inventive philosophy of the subject since Sartre. Almost alone among his peers, Badiou's work

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promises a genuine renewal of philosophy, a subject he sees as conditioned by innovation in spheres ranging from radical politics to artistic experimentation to mathematical formalization. Slavoj Žižek is not alone in thinking that Alain Badiou's recent work is "the event of contemporary philosophy." Think Again, the first publication of its kind, goes a long way towards justifying his assessment. Badiou is nothing if not polemical and the most suitable way to approach his philosophy is precisely through the controversies it creates. This book, which opens with an introduction aimed at readers new to Badiou's work, presents a range of essays which explore Badiou's most contentious

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claims in the fields of ontology, politics, ethics and aesthetics.

This book offers a variety of outlooks and perspectives on the constitutive values and formative norms of a society, reflected by discourses on ethical-political education. It also discusses conceptual and critical philosophical works combined with empirical studies. The book is divided into three parts: the first part describes contemporary youth's tangible experience of and reflections on ethical-political issues, while the second part explores the potential powers and pitfalls of educational philosophies, old and new. The third part highlights cutting edge issues

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within the humanities and social sciences, and examines the prospects of a fruitful rethinking of ethical-political education in response to today's pressing issues. By addressing current dilemmas with diligence and insight, the authors offer solid arguments for new theoretical and practical directions to promote philosophical clarification and advance research. Intended for students, teachers and researchers, the book provides fresh perspectives on the many facets of ethical-political education, and as such is a valuable contribution to educational research and debate.

This book asserts that engaging with divergent

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understandings about the nature of evil and how it functions can help those interested in education think through issues in curriculum, pedagogy, and beyond. The author provokes thinking about and through the concept of evil in the spirit of thoughtful education (as opposed to thoughtless schooling) toward how we might live together in less harmful ways. Although thinking about evil can be uncomfortable and troubling, such inquiries help us explore what sort of relations we want to have with others. Analyzing our role in evil as humans, as well as our responsibilities to counter the processes of evil present in our everyday lives, opens up a potential to foster radical thought in and out of the classroom.

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For three years in a row, an international group of philosophers of education came together to reflect and promote a conception of philosophy as a lived experience. This book is a result of their discussions and makes an original contribution to the field. The book presents conceptual and critical works relevant to the current theoretical developments and debates within the fields of philosophy and education. The articles contribute both to philosophical clarifications and the advancement of research with solid arguments for theoretical and practical redirections.

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To deploy their arguments, the contributors draw on classical thinkers - such as Plato, Kant, and Dewey - and on contemporary prominent theorists - such as Derrida, Badiou, and Deleuze - with fresh and critical perspectives. (Series: Studies on Education - Vol. 3)

Levinas, Subjectivity, Education explores how the philosophical writings of Emmanuel Levinas lead us to reassess education and reveals the possibilities of a radical new understanding of ethical and political responsibility. Presents an original theoretical interpretation of Emmanuel Levinas that outlines the political significance of his work for contemporary debates on education Offers a clear analysis of

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