

Hegemony And Education Under Neoliberalism Insights From Gramsci Routledge Studies In Education And Neoliberalism

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AIDAN LUCIANO

Zygmunt Bauman on Education in Liquid Modernity

Routledge

"Recognizing the dominance of neoliberal forces in education, this volume offers a range of critical essays which analyze the language used to underpin these dynamics. Combining essays from over 20 internationally renowned contributors, this text offers a critical examination of key terms which have become increasingly central to educational discourse. Each essay considers the etymological foundation of each term, the context in which they have evolved, and likewise their changed meaning. In doing so, these essays illustrate the transformative potential of language to express or challenge political, social, and economic

ideologies. The text's musings on the language of education and its implications for the current and future role of education in society make clear its relevance to today's cultural and political landscape. This exploratory monograph will be of interest to doctoral students, researchers, and scholars with an interest in the philosophy of education, educational policy and politics, as well as the sociology of education and the impacts of neoliberalism. Spyros Themelis is Associate Professor in the School of Education and Lifelong Learning, University of East Anglia (UEA), UK"--

Thinking Beyond Neoliberalism Routledge

This book focuses on current policy discourse in Higher Education, with special reference to Europe. It discusses globalisation, Lifelong Learning, the EU's Higher Education discourse, this discourse's regional ramifications and alternative practices in Higher Education from both the minority and majority worlds with their different learning traditions and epistemologies.

It argues that these alternative practices could well provide the germs for the shape of a public good oriented Higher Education for the future. It theoretically expounds on important elements to consider when engaging Higher Education and communities, discussing the nature of the term 'community' itself. Special reference is accorded to the difference that lies at the core of these ever-changing communities. It then provides an analysis of an 'on the ground project' in University community engagement, before suggesting signposts for further action at the level of policy and provision.

The Wiley Handbook of Paulo Freire Taylor & Francis

2020 Outstanding Book Award Honorable Mention from Division B (Curriculum Studies) of the American Educational Research Association *Researching Resistance: Public Education After Neoliberalism* serves two vital functions. First, it explores, explicates, and encourages critical qualitative research that engages the arts and born-digital scholarship. Second, it offers options for understanding neoliberalism, revealing its impact on communities, and resisting it as ideology, practice, and law. The book delves into • strategies for engaging neoliberalism • the Black feminist cyborg theoretical assumptions and intentions of the ethnographic web-based film project • the research and arts-based methodology that walks the fault line between film and ethnography, and • the relationships between the researcher, the activist organizations, and the activism. While the book will focus on neoliberalism within the realm of public education, the implications extend to many other areas of public life. This is an excellent text for classes in qualitative research and public policy. It is the companion text to the digital native ethnographic film project entitled *Public Education|Participatory Democracy: After Neoliberalism*. Perfect for courses such as: Qualitative Research, Curriculum Studies, Women and Gender Studies, Race and Ethnic Studies, Sociology of Education, Social Justice and Education, Democracy and Civics, Community Engagement, Policy Studies, Service Learning, Education Reform, and Youth Advocacy.

Hegemonic Transitions, the State and Crisis in Neoliberal Capitalism Hegemony and Education Under Neoliberalism Insights from Gramsci

The restructuring of teaching is a global issue, the result of a transnational movement of policy. Gender shapes the occupational reform and binds the global-to-the-local movement of reform ideas. Gender is also implicated in how policy is done and how it leads to particular outcomes. This volume examines the behind-the-scenes work done to make sense of reform and implement it during the workday and questions the new forms and controls over teaching reforms—the labor process—revealed to understand the implications of neoliberal education reform on teachers' work. Based on ethnographic research undertaken at public high schools in Argentina, this volume introduces the everyday work lives of teachers. It includes interviews and observations revealing what it means to be a teacher in the reform context, and explores the ways masculinities and femininities shape teachers' decision-making about reforms. At a time when teachers are at the center of political controversy around the world, this volume is an important reminder that school change is about changing the work of teachers.

Teaching in (Trans)National Constellations Springer Science & Business Media

This book brings together leading scholars in Global Studies in Education to reflect on how various developments of historic significance have unsettled the neoliberal imaginary of globalization. The developments include greater recognition of inequalities and the changing nature of work and communication; the emergence of new technologies of governance; a greater awareness of geopolitical shifts; the revival of nationalism,

populism and anti-globalization sentiments; and the recognition of risks surrounding pandemics and climate change. Drawing from a range of disciplinary perspectives, the chapters in this collection examine how these developments demand new ways of thinking about globalization and its implications for education policy and practice — beyond the neoliberal imaginary. Over the past decade, several major developments have unsettled the neoliberal imaginary of globalization. These developments include: the greater recognition of inequalities within and across nations; innovations in mobile technologies and shifts in communicative cultures; growing awareness of environmental issues and climate change; the rise of Asia and the changing geopolitics of the world; recognition of the risks surrounding pandemics; 'datafication' and the consolidation of audit cultures and new modes of governance, developments in artificial intelligence and biotechnology; and the revival of nationalism, populism and anti-globalization sentiments. The aim of this book is to bring together a collection of original essays written by some of the leading scholars in Global Studies in Education to reflect on the ways in which these developments have challenged the cultural and political authority of the neoliberal imaginary of globalization, creating conditions in which globalization needs to be reimagined, as well as its implications for thinking about educational policy and practice. The significance of this book lies in the robust conversations it is expected to stimulate about the ways in which globalization and education might now be reimagined in the light of the growing recognition of the contradictions of neoliberalism, as well as a range of historical transformations that have taken place over the past decade.

An Educational Philosophy and Theory Reader, Volume XII Routledge

Bolivia has experienced two decades of unprecedented popular resistance to the consequences of neoliberal policies, resulting in the resignation and flight of its president in October 2003. This unusual book uncovers the reasons and processes behind the rising opposition - mirrored in country after country in Latin America - to this currently fashionable, internationally prescribed approach to economic development. It explores the problems faced by governments in reproducing global strategies at the national level, the tensions between markets and democracy, state restructuring, citizenship and property rights. It points to the problems inherent in retaining neoliberalism as the dominant paradigm in Latin America for the foreseeable future and the unlikely prospect of it putting down real roots of approval and legitimacy.

Language Textbooks in the era of Neoliberalism Routledge

This volume provides evidence for the argument of a central place of pedagogy in the interpretation of Gramsci's political theory. Gramsci's view that 'every relationship of hegemony is necessarily a pedagogical relationship' makes it imperative to dismiss narrow and formal interpretations of his educational theories as applying to schooling only. This book argues that what is required rather is an inquiry into the Italian thinker's broad conceptualisation of pedagogy, which he thought of as a quintessential political activity, central to understanding and transforming society. Preceded by a broad introduction that positions Gramsci in his context and in the literature, the essays in this book critically revisit the many passages of the *Prison Notebooks* and pre-prison writings where Gramsci addresses the nexus between politics and pedagogy. Some essays apply those concepts to specific contexts. The book for the first time brings to the attention of an English-speaking audience voices from the current historiography in Italy and Latin America. We are forced at regular intervals to consider how Gramsci might still be useful, in particular national territories, in an international context. How

can we carry on with pessimism of the intelligence, but find some basis for optimism of the will? From the foreword of Anne Showstack Sassoon, Visiting Professor of Politics at the Department of Politics at Birbeck, University of London
Routledge

Neoliberalism, with its worldview of competition, choice and calculation, its economisation of everything, and its will to govern has 'sunk its roots deep' into Early Childhood Education and Care. This book considers its deeply detrimental impacts upon young children, families, settings and the workforce. Through an exploration of possibilities for resistance and refusal, and reflection on the significance of the coronavirus pandemic, Roberts-Holmes and Moss provide hope that neoliberalism's current hegemony can be successfully contested. The book provides a critical introduction to neoliberalism and three closely related and influential concepts – Human Capital theory, Public Choice theory and New Public Management – as well as an overview of the impact of neoliberalism on compulsory education, in particular through the Global Education Reform Movement. With its main focus on Early Childhood Education and Care, this book argues that while neoliberalism is a very powerful force, it is 'deeply problematic, eminently resistible and eventually replaceable' – and that there are indeed alternatives. Neoliberalism and Early Childhood Education is an insightful supplement to the studies of students and researchers in Early Childhood Education and Sociology of Education, and is also highly relevant to policy makers.

Festschrift in Honor of Dale D. Johnson Rowman & Littlefield

This edited book provides a contemporary, critical and thought-provoking analysis of the internal and external threats to Western multilateral development finance in the twenty-first century. It draws on the expertise of scholars with a range of backgrounds providing a critical exploration of the neoliberal multilateral development aid. The contributions focus on how Western institutions have historically dominated development aid, and juxtapose this hegemony with the recent challenges from right-wing populist and the Beijing Consensus ideologies and practices. This book argues that the rise of right-wing populism has brought internal challenges to traditional powers within the multilateral development system. External challenges arise from the influence of China and regional development banks by providing alternatives to established Western dominated aid sources and architecture. From this vantagepoint, Rethinking Multilateralism in Foreign Aid puts forward new ideas for addressing the current global social, political and economic challenges concerning multilateral development aid. This book will be of interest to researchers, academics and students in the field of International Development and Global Governance, decision-makers at government level as well as to those working in international aid institutions, regional and bilateral aid agencies, and non-governmental organisations.

Critical Reflections on the Language of Neoliberalism in Education Routledge

This book investigates neoliberalism in education and explains how it is a complex phenomenon which takes on local characteristics in diverse geopolitical, economic and cultural settings, while retaining a core commitment in all its manifestations to market fundamentalism. Neoliberalism - that set of beliefs and practices which has become the economic orthodoxy of global preference since the 1980s - appears remarkably resilient despite the US financial crisis of 2008 and the subsequent implementation of austerity in the massively indebted nations of the European Union. This book addresses the phenomenon of neoliberalism in education and focuses on school and higher education settings in Ireland, the UK, Singapore and

Hong Kong. Specifically, it addresses the role of language and semiosis in the reconfiguration of global educational practices along increasingly marketised lines. At the same time, the nature of the counter-hegemonic discourses also in circulation in these sectors is also considered. Collectively, the chapters in the book seek to shed light on the possibilities for resistance and the prospect of change from a variety of theoretical and (inter)cultural perspective. The chapters in this book were originally published in a special issue of the journal, Language and Intercultural Communication.

Encyclopaedia of Marxism and Education Springer

Political progressives in Canada and the United States are deeply concerned by the manner in which their countries treat their poor. They are dismayed at the dismantling of the social welfare state, the weakening of public education systems and the grotesque and ever-growing inequality of wealth. To remedy this problem, citizens need to be more aware of how political ideology influences attitudes and actions, and they need to better comprehend the effects of hegemonic discourses in the corporate media and school curriculum. This book informs educators how to develop context-specific pedagogy that will help achieve a more enlightened citizenry and, as a result, a stronger democracy. *Teaching about Hegemony: Race, Class and Democracy in the 21st Century* promotes a progressive agenda for teaching that is rooted in critical pedagogy, it explains why ideological critique is necessary in raising political consciousness, it deconstructs white, middle-class hegemony in the formal school curriculum, and it examines corporate media and school curriculum as hegemonic devices. It also covers recent theory and research about race, class and democracy and how best to teach about these topics. Combining theory and sociological research with pedagogical approaches and classroom narratives, this book is fundamental for progressive educators interested in developing a politically conscious, progressive and active citizenry hungry for a stronger civil society.

Alternatives to Privatizing Public Education and Curriculum Routledge

This volume examines the role of neoliberalism and its impact on education in South Asia. It contends that education is in a state of crisis across the world. This is reflected not only in the way the state has withdrawn to pave way for private capital but also in the manner in which knowledge and ways of understanding the world are being challenged by manipulation and adverse influences. A process of 'factoryisation' is underway as disciplining of human minds and redefinition of the purpose of human existence are being geared to fall in line with the needs of private capital. The book brings together incisive contributions from India, Sri Lanka, Pakistan and Nepal to explore newer possibilities to deal with the educational crisis, and looks at a range of critical themes in education: pedagogy, teacher-learner relationship, teacher education, the state of the university, and policy. Rich in content, critical and insightful, this book will be a valuable addition for scholars and researchers of education and education policy, sociology, public policy and South Asian Studies.

Race, Class and Democracy in the 21st Century Routledge

Hegemony and Education explores how the educational insights implicit in Antonio Gramsci's historical materialist outlook have been reconciled to the post-Marxist theory of 'radical democracy.' The author argues that there is an urgent need to redefine the dynamics of hegemony as a theory centering on the problem of cognitive and moral (relational and valuational) submissiveness; that is, a problem indicative of the pathologies of capitalism with respect to democratic theorizing.

Marxism, Neoliberalism, and Intelligent Capitalism Routledge

Through conversations in honor of Dale D. Johnson, this book takes a critical view of the monoculture in curriculum and policy that has developed in education with the increase of federal funding and privatization of services for public education, and examines the shift from public interest and control to private and corporate shareholder hegemony. Most states' educational responsibilities—assessment of constituents, curriculum development, and instructional protocols—are increasingly being outsourced to private enterprises in an effort to reduce state budgets. These enterprises have been given wide access to state resources such as public data from state-sanctioned testing results, field-testing rights to public schools, and financial assistance. Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures. Connecting common impact between the standards movement and the privatization of education, this book lays bare the repercussions of high-stakes accountability coupled with increasing privatization. Winner of The Society of Professors of Education Book Award (2018)

[Antonio Gramsci: A Pedagogy to Change the World](#) Bloomsbury Publishing

Capturing the voices of Americans living with student debt in the United States, this collection critiques the neoliberal interest-driven, debt-based system of U.S. higher education and offers alternatives to neoliberal capitalism and the corporatized university. Grounded in an understanding of the historical and political economic context, this book offers auto-ethnographic experiences of living in debt, and analyzes alternatives to the current system. Chapter authors address real questions such as, Do collegians overestimate the economic value of going to college? and How does the monetary system that student loans are part of operate? Pinpointing how developments in the political economy are accountable for students' university experiences, this book provides an authoritative contribution to research in the fields of educational foundations and higher education policy and finance.

[Building Cultures of Success](#) Taylor & Francis

Based in a holistic exposition and appraisal of Gramsci's writings that are of relevance to education in neoliberal times, this book—rather than simply applying Gramsci's theories to issues in education—argues that education constitutes the leitmotif of his entire oeuvre and lies at the heart of his conceptualization of the ancient Greek term hegemony that was used by other political theorists before him. Starting from this understanding, the book goes on to compare Gramsci's theories with those of later thinkers in the development of a critical pedagogy that can confront neoliberalism in all its forms.

[Gramsci, Post-Marxism, and Radical Democracy Revisited](#) Routledge

[Hegemony and Education Under Neoliberalism](#) Insights from Gramsci Routledge

[International Perspectives](#) Lexington Books

Critical Education in International Perspective presents new perspectives on critical education from Latin America, Southern Europe and Africa. While recognising the valuable work in critical education emerging from North America and the Northern hemisphere, testimony to Paulo Freire's influence there, this book sheds light on parts of the world that are not given prominence. The book highlights the complementary work of Lorenzo Milani, Amílcar Cabral, exponents of Italian feminism, Ada Gobetti, the

Landless Workers Movement (MST) in Brazil, Antonio Gramsci, Gabriela Mistral and Julius Nyerere. It also focuses on a range of struggles such as education in the context of landlessness, independence, renewal and cognitive justice, social creation and against neoliberalism and decolonization.

[Reimagining Globalization and Education](#) Routledge

This interdisciplinary collection of readings pertaining to schooling, higher education, adult and community development education, indigenous education and social movement learning in the African and Asian regions is a contribution to anti/critical colonial scholarship in comparative/international education and the sociology of education. The political and analytical standpoint that weaves through the text considers the imbrications of the colonial and imperial projects currently referenced as neoliberal globalization (globalization of capitalism) and development (compulsory Eurocentric-modernization) and their attendant and mutual implications for education, social reproduction and hegemony. Counter/anti-hegemonic and indigenous education projects and pre/existing alternatives are registered in the critique. At last, a remarkable collection of essays written by a range of scholars, mostly originating from Asia and Africa, demonstrating with admirable clarity how policies and practices of neo-liberal globalization in those regions cannot be adequately understood without appreciating how they are a product of the exploitative histories of colonialism. Written with conceptual sophistication, personal knowledge and deep conviction, these essays represent a major scholarly intervention in contemporary debates about globalization and education. Fazal Rizvi, Professor, Graduate School of Education, University of Melbourne, Australia & Professor-Emeritus, University of Illinois at Urbana-Champaign, USA. This intriguing and provocative volume deals with crucial intersections between global forces and national initiatives with respect to the most crucial agency of transformation: education. The cumulative efforts of this assembly of committed intellectuals reveal the forces that retard progress in the two largest continents and offers compelling suggestions on how to redefine the boundaries of power, the contents of knowledge, and the use of critical thinking to create alternative spaces of autonomy, freedom, liberation and empowerment. Toyin Falola, University Distinguished Professor & Frances Higginbotham Nalle Centennial Professor, University of Texas at Austin. This volume, well crafted by Dip Kapoor, one of the finest scholars in the postcolonial education field, brings together writers who examine processes of learning and education more broadly within the context of the dominant discourses of globalisation and 'development'. They unveil the underlying neocolonial, neoliberal tenets of these processes strongly echoing what Hardt and Negri would call 'Empire.' In short, another important reading resource provided by Dip Kapoor and colleagues. Peter Mayo, Professor & Chair, Educational Studies, University of Malta. Finally, a much awaited intervention on neoliberal globalization from Asian and African perspectives! This book makes a compelling case for a historically grounded, regionally specific analysis of globalization. The contributions are extraordinary for their textured and embedded analysis of neoliberal globalization. One of those rare books that deserve to be read across the social sciences. Sangeeta Kamat, Associate Professor, International Education, University of Massachusetts, Amherst, USA."

[Beyond the Neoliberal Hegemony](#) Rowman & Littlefield

This Encyclopaedia of Marxism and Education showcases the explanatory power of Marxist educational theory and practice.

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