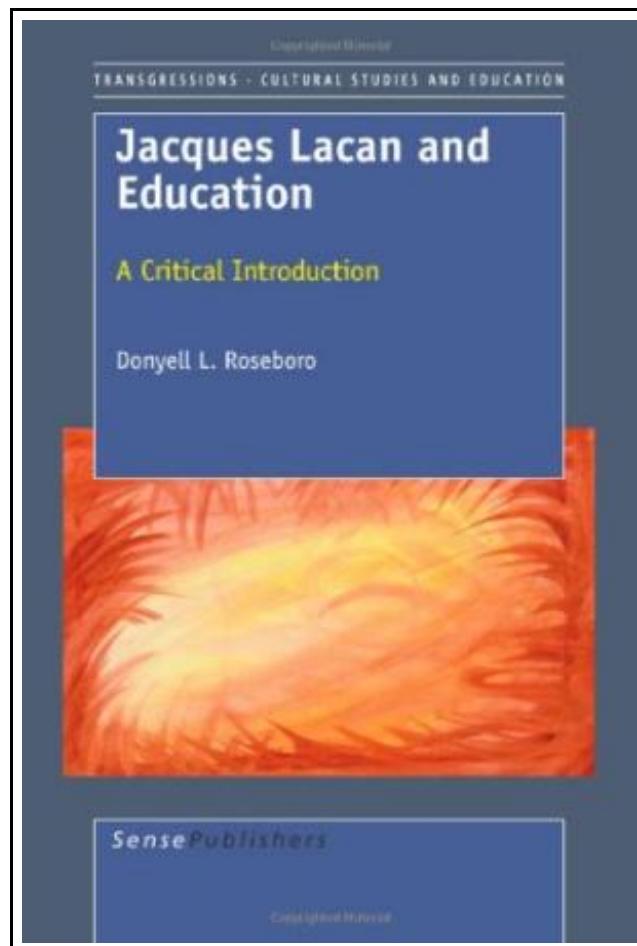


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Sense Publishers, United States, 2008. Paperback. Book Condition: New. 236 x 160 mm. Language: English . Brand New Book ***** Print on Demand *****. This is an introductory level text with emphasis on Lacan's theoretical relationship to education and which uses Lacan's theories as a springboard for a different educational discourse, one that forces us to assess inward rather than outward. To move beyond the linear nature of schools, a context exacerbated by developmental psychologists like Piaget and Erikson who theorized that we can understand children's development in stages, the author argues that Lacan's theories allow us to holistically educate - to teach cognizant of the relationship between interior and exterior spaces, between the unspoken and the heard. The text serves four purposes: 1) to translate Lacan's primary ideas into language appropriate for introductory level college students, 2) to examine identity in ways that are relevant across disciplines, 3) to re-frame Lacan's work with post-structuralist and postmodern theories and, in so doing, create a distinctive analysis of the self predefined yet reinvented, and 4) to juxtapose Lacan's work with post-formal thinking and theorize about his relevance to public education. This book is purposefully organized with specific emphasis on Lacan's work as a teacher and the ways in which his theories complicate current accountability standards in the United States which insist that good teaching and learning is quantifiable. The author foregrounds Lacan's concepts of identity and language and analyzes those in parallel to the discourses of democratic education. Lacan's theories do provide some indelible possibilities for public education in the twenty-first century. Considering his relevance to post-structuralism, post-formalism, post colonialism, and postmodernism, a Lacanian perspective of public education would defy the current standardization of curriculum in the wake of No Child Left...

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