



Book Series

Studies in the Philosophy of Education

Series Editors

John E. Petrovic, *The University of Alabama*

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Series Overview:

Philosophy and the philosophical method can productively inform the ways that we look at the practices, policies, and purposes of education, both formal and informal. Connecting philosophy and its intellectual tools to education is a step in the process of developing a philosophy of education that addresses a number of questions that we should all, not just philosophers, think deeply about. What are the purposes of education? What should we teach in schools? How should we teach it? Why should we teach it? To whom should we teach it? As Plato demonstrated, such questions reach across the field to questions of political philosophy, epistemology, ontology, ethics, etc. In these polarizing times of increasing diversity, sustained, deep, cultured reflection -- the way of the philosopher -- is crucial to understanding and even making normative claims about how our societies (should) function and the role of schools toward the transformations we need. Toward this end, this series promotes the application of the skills of the philosophers in analyzing arguments, assessing the status of knowledge claims, exposing assumptions, and making syntheses of ideas from disparate fields, to throw light on all manner of educational challenges and on the validity of the very things they themselves are trying to argue as philosophers.

The overarching purpose of the "Studies in the Philosophy of Education" series is to extend conversations on the importance of philosophy and the philosophical method in education. Although proposals for all appropriate, philosophic projects as related to K-16 education and research are encouraged, books in this series generally seek to

> advance philosophic treatments of educational concerns;

> explore points of agreement and difference among different philosophies/philosophers of education;

> examine the work of specific philosophies/philosophers and their importance to the advancement of education;

> explore the relationships between the philosophy of education and other areas/branches of philosophy;

> consider the relationship among specific branches of philosophy and education; and,

> explore and inform through philosophic analyses central concepts in educational policies, pedagogic methods, curricula, and specific practices of schooling.

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- The Fear Problematique
- Teaching is a Human Interaction
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- Love in Education & the Art of Living
- Blame Teachers
- Technologies of Government
- Dystopia & Education

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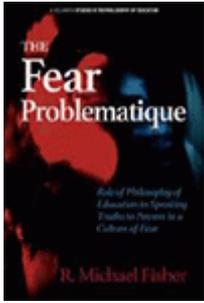
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The Fear Problematique

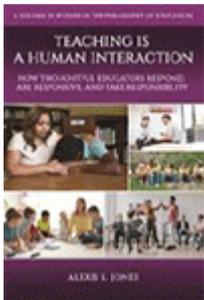
Role of Philosophy of Education in Speaking Truths to Powers in a Culture of Fear

R. Michael Fisher, The Fearology Center

2023. Paperback 979-8-88730-418-2 \$52.99. Hardcover 979-8-88730-419-9 \$94.99. eBook 979-8-88730-420-5 \$85.

The author, with over three decades of focused research on fear and fearlessness and 45 years as an emancipatory educator, argues that philosophy and philosophy of education have missed several great opportunities to help bring about theoretical and meta-perspectival clarity, wisdom, compassion, and practical ways to the sphere of fear management/education (FME) throughout history. FME is not simple, nor a luxury, it is complex. It's foundational to good curriculum but it requires careful philosophical critique. This book embarks on a unique transdisciplinary understanding of The Fear Problematique and how it can be integrated as a pivotal contextual reference for assessing the 'best' way to go in Education today and tomorrow. Educational philosophy is examined and shown to have largely 'missed the boat' in terms of responding critically and ethically to the insidious demand of having to truly educate ourselves when we are so scared stiff. Such a state of growing chronic fear, of morphing types of fear, and a culture of fear, ought to be central in shaping a philosophy of fear(ism) for education. The book challenges all leaders, but especially philosophers and educators, to upgrade their own fear imaginary and fear education for the 21st century, a century of terror likely to grow in the cascading global crises.

CONTENTS: Preface. Acknowledgments. CHAPTER 1: Introduction. CHAPTER 2: Philosophy and a Fearturn. CHAPTER 3: Education Philosophy 'Misses the Boat.' CHAPTER 4: Fear(ism) as Philosophy: A Transformative Paradigm. CHAPTER 5: Fear Management/Education for the 21st Century. CHAPTER 6: Fearlessness as Educational Philosophy. CHAPTER 7: Recommendations. Glossary. References. Index.



Teaching is a Human Interaction

How Thoughtful Educators Respond, Are Responsive, and Take Responsibility

Alexis L. Jones, Eastern Illinois University

2023. Paperback 979-8-88730-148-8 \$52.99. Hardcover 979-8-88730-149-5 \$94.99. eBook 979-8-88730-150-1 \$85.

This book contains an argument supported by education philosophers as well as composite stories, data, and personal experiences. The author mentions a number of scholars (e.g., Benjamin, 1988; Buber, 1970; Noddings, 2005, 2013; Palmer, 1983; van Manen, 1986, 1991, 2000) who address important human issues in the field of education, and she ties their work and hers to show common themes within the issues of care, responsivity, and relational ethics.

The first part of the book (Introduction and Chapters 1-3) is primarily philosophical, and the author shares the thoughts of the aforementioned scholars and others on topics relating to the very human work teachers do. The next section of the book (Chapters 4-6) combines theoretical works and empirical data to address the complexity and humanity of teaching.

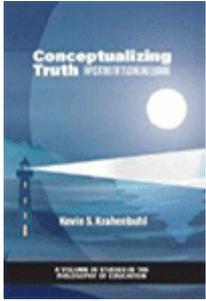
While the work described in the aforementioned chapters may appear to present an idea of ethical teacher perfection, this is not the case. Teachers are not supposed to be, nor are they logistically able to be, all things to all children. The final chapter instead addresses how stakeholders (e.g., educators, administrators, parents) can gently move our traditional education system toward this ideal. This conclusion shares the ways teachers and teacher educators can conceptualize the work on teaching-as-human-interaction and use it to improve the teaching perception.

ENDORSEMENTS:

"Readers of this superb book will be convinced by the end of it that kindness and care are fundamental to good teaching. Based on vast teaching experience and a philosophy of care ethics, Alexis Jones portrays teaching as a far 'messier' human interaction than is ever formally recognized. Using scholarly debate and wonderfully narrated examples, the book advocates an ethics of care for teachers navigating interminable choices in almost every moment. But beware thinking that teaching-the-Alexis-Jones-way is a soft option. Quite the contrary, striving similarly for academic attainment and caring teacher - student relationships involves challenging endeavors for both teacher and student alike." — David Walker, The

University of Alabama

CONTENTS: Introduction. CHAPTER 1: Care and Relational Knowing. CHAPTER 2: Relational Ethics: Leading the Child. CHAPTER 3: Nice Versus Kind. CHAPTER 4: Being and Becoming. CHAPTER 5: Noticing, Attunement, Recognition, and Being Seen. CHAPTER 6: Once Confronted, the One-Caring Must Respond. CHAPTER 7: Imperfections: A Need for Reflection and Introspection. References. About the Author.



Conceptualizing Truth Implications for Teaching and Learning

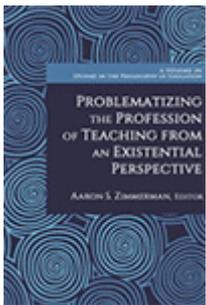
Kevin S. Krahenbuhl, Middle Tennessee State University

2022. Paperback 979-8-88730-015-3 \$52.99. Hardcover 979-8-88730-016-0 \$94.99. eBook 979-8-88730-017-7 \$85.

It has been widely noted that society has moved away from seeing truth as an objective and, in some ways, important part of what it means to be educated. Varied conceptions of truth have existed and have been debated in the halls of academia for years but recently a shift has occurred in which truth has lost its status broadly as a virtue. In fact, in 2016, Oxford Dictionary declared “post-truth” as its international word of the year, defined as: ‘relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief’. Living in a world that is post-truth has direct implications on the education of a society’s youth.

This book will examine several broad conceptions of truth and present them as truth profiles considering their implications for education. This survey will consider the role of truth as it relates to teaching and the act of being a teacher, engage with challenging questions about what curriculum will be learned and its implications for our understanding of truth and specific consideration is attended to the impacts that one’s conception of truth has for what they prioritize in the classroom, their instructional practice, and on learning itself. This book will take a focused look at the concept of truth and how varied conceptions of truth impact teaching and learning through theoretical, analytic, and practical examples.

CONTENTS: Introduction. CHAPTER 1: Truth and Broad Truth Profiles. CHAPTER 2: The Role of Truth in Education. CHAPTER 3: Who Decides? Truth and the Curriculum. CHAPTER 4: Learning and Truth. CHAPTER 5: Instructional Priorities and Truth. CHAPTER 6: Instructional Practice and Truth. CHAPTER 7: Equipping Learners to Engage in a Post-Truth World. References. About the Author.



Problematizing the Profession of Teaching from an Existential Perspective

Aaron S. Zimmerman, Texas Tech University

2022. Paperback 978-1-64802-944-8 \$52.99. Hardcover 978-1-64802-945-5 \$94.99. eBook 978-1-64802-946-2 \$85.

Teachers not only serve as caretakers for the students in their classroom but also serve as stewards for society’s next generation. In this way, teachers are charged with responsibility for the present and the future of their world. Shouldering this responsibility is no less than an existential dilemma that requires not only professional solutions but also personal responsibility rooted in subjective authenticity. In the edited volume, authors will explore how the philosophy of Existentialism can help teachers, teacher educators, educational researchers, and policymakers better understand the existential responsibility that teachers shoulder.

The core concepts of Existential philosophy explored in this edited volume imply that a teacher’s lived experience cannot be defined solely by professional knowledge or dictates. Teachers have the capacity to create subjective meaning through their own agency, and there is no guarantee that those subjective meanings will accord with professional dictates. Furthermore, there is no guarantee that professional dictates are more valid than the existential realities of individual teachers. The philosophy of Existentialism encourages individuals to reflect on the existential realities of isolation, freedom, meaninglessness, and death in an effort to propel individuals towards more authentic ways of engaging in the world. The chapters of this edited volume advance the argument that being and becoming a teacher must be understood –

at least in part – from the subjective perspective of the individual and that teachers are responsible for authoring the meaning of their lives and of their work.

ENDORSEMENTS:

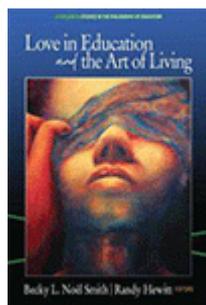
"At a time when the purpose of education is increasingly conceived in terms of attaining skills necessary for the job market, and teaching and learning are assessed in terms of objective outcomes, this collection of fresh essays on the existential dimension of education as an institution offers an indispensable corrective. In wide-ranging reflections on the professional and inter-personal aspects of education, the authors show how existentialism's emphasis on subjectivity, authenticity, and lived experience can enrich our thinking about teaching and learning and improve our practices in the classroom as it exists now. Any educator seriously interested in his or her profession will find timely insights in this thoughtfully conceived volume."

— Steven Crowell, Rice University

Historically, education and educational science have been torn between, on the one hand, ideas stressing technical rationality, efficiency, and evidence-based approaches and, on the other hand, ideas highlighting the need for deeper understandings and imaginative orientations. In the light of these trends, the book *Problematizing the Profession of Teaching from an Existential Perspective* is a fresh contribution that offers new insights to the field of teacher professionalism and teacher development. I recommend this book to everyone who is interested in gaining a deeper understanding of what it means to be and become a teacher.

— Silvia Edling, University of Gävle

CONTENTS: Preface — Considering Teaching and Teacher Development from an Existential Perspective: An Introduction, *Aaron S. Zimmerman*. **SECTION I: EXISTENTIALISM AND CURRICULUM AND INSTRUCTION.** Possibility and Rebellion in Sartre and Camus: Existential Possibilities for Education, *James M. Magrini and Elias Schwieler*. Learning Objectives Reconsidered in Light of Existential-Phenomenology and Mindfulness, *Glen L. Sherman*. A Precious Darkness: Utilizing Existential Loneliness to Achieve Culturally Relative Self-Actualization in the Classroom, *Christopher Kazanjian and Sandra Kazanjian*. **SECTION II: EXISTENTIALISM AND ASSESSMENT.** Under Observation: Student Anxiety and the Phenomenology of Remote Testing Environments, *Tyler Loveless*. Assessments of Ambiguity, *Steven J. Fleet*. **SECTION III: EXISTENTIALISM AND TEACHER DEVELOPMENT.** Kierkegaard and the Power of Existential Doubt in Teaching: Transformation of Self and Profession, *Dan Riordan, Paul Michalec, and Kate Newburgh*. Rational Communication in University Education: A Jaspersian Theory, *Daniel Adsett*. Foundations of Education: Absurdity and Ambiguity, *Stephanie Schneider*. **SECTION IV: THE TEACHING OF EXISTENTIALISM.** Agency Precedes Essence: Existentialism, Ecology, and the New Materialisms, *Daniel O'Dea Bradley*. Teaching Is ... Other People: Existential Reflections on Coteaching Phenomenology With Undergraduate Students, *Lauren Manton, Brigid Flaherty, Cecelia Little, and Peter Costello*. About the Authors.



Love in Education & the Art of Living

Becky L. Noël Smith, California State University, Fresno; Randy Hewitt, University of Central Florida

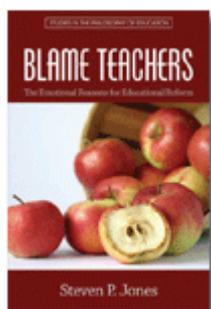
2020. Paperback 978-1-64113-922-9 \$52.99. Hardcover 978-1-64113-923-6 \$94.99. eBook 978-1-64113-924-3 \$85.

It is common for teachers and students of education to feel disheartened about the profession and their own aims and purposes once they become conscious of the dehumanizing tendencies of the schooling institution. As teacher educators, we have also known many students who, after studying critical perspectives aimed at exposing the power and privilege flowing through the public schools, then look to us with the question, "Where's the hope?" Our attempt to answer our students' questions has led us to consider what beauty and love in education look like. Where can it be seen, and how can we bring this forward so it can be instructive to those who are faced with similar questions about the incredibly important craft of teaching?

This collection of narratives, essays, and poetic expressions includes the perspectives of students and educators who, in varying ways, express gratitude toward those who came before them and a deep desire to keep the faith alive. The authors share narrative accounts of someone or something in the public schools or learning experiences in general that inspired and nurtured the passionate desire to achieve goods internal to some shared practice – that is, some art at living – such that there was a transformative readjustment to the very nature of experience itself. We share with readers the stories and intellectual habits that have fueled us, inspired us, and that continue to push us to engage in the practice of cultivating

educational dynamics that are meaningful and transformative for ourselves, our students, and our communities. The book concludes with an exploration into how teachers might not only root their craft, but the habit of love in general, in a sense of freedom.

CONTENTS: Introduction. **SECTION I: CRITIQUE.** The Coil About Us: Capitalism and Dehumanization via Schooling, *Randy Hewitt and Becky L. Noël Smith*. Letter to Becky: A Pre-Service Teacher's Philosophical Inquiry, *Myra Verdugo*. **SECTION II: NARRATIVES OF LOVE & BEAUTY IN EDUCATION.** Gettin' Critical Wit it, *Ricardo D. Rosa*. Love: Lost, Revisited, and Realized, *Becky L. Noël Smith*. Got Love for the People Who Got Love for Me: Shared Practices and Public Schooling, *Randy Hewitt*. Radical Love and Artful Living: One Educator's Conceptual Journey, *Eric C. Sheffield*. A Series of (Mostly) Fortunate Events and Relationships, *Richard Meyer*. Critical Thinking With Nowhere to Go, *Brian Kelleher Sohn and Sultana A. Shabazz*. Seals' Theory of Educational Energy Development (STEED) and Dewey's Law: A (Teacherly) Love Story, *Brenda Seals and Greg Seals*. **SECTION III: SUGGESTIONS.** The Habit of Thinking, *Robert R. Sherman*. Thank You, *Ashley Leonen*. Conclusion: Teaching (and Learning) Through Despair With Philosophy and Love as Hope, *Becky L. Noël Smith and Randy Hewitt*. About the Contributors.



Blame Teachers The Emotional Reasons for Educational Reform

Steven P. Jones, Missouri State University

2015. Paperback 978-1-68123-218-8 \$52.99. Hardcover 978-1-68123-219-5 \$94.99. eBook 978-1-68123-220-1 \$85.

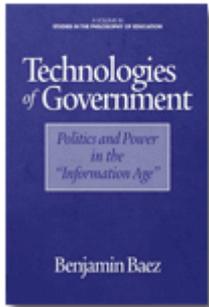
There is a story going around about the public schools and the people who teach in them—a story about how awful our nation's teachers are and why we should blame teachers for the poor state of our public schools. But is the story about teachers right or fair? Why do so many people point fingers at teachers and seem to resent them so much?

Blame Teachers: The Emotional Reasons for Educational Reform examines why many people blame teachers for what they understand to be the poor state of our schools. Blame comes easily to many people when they read about poor student performance and how “protected” teachers are by teachers’ unions and tenure policies. And with blame comes resentment, and with resentment comes demands for all kinds of educational reform—calls for more standardized testing, merit pay, charter schools, and all the rest. And we expect teachers to like and accept all the reforms being proposed.

Conceiving educational reform out of blame and resentment aimed at teachers does no good for teachers, students, or schools. Blame Teachers outlines many of the strange and unacceptable assumptions about teaching and the purposes of education contained in these educational reforms. Intended for teachers, teacher education students, policymakers and the larger public, Blame Teachers suggests much better and more productive conversations we can have with teachers—conversations much more likely to improve teaching and learning in classrooms. The book argues for conversations with teachers that don't begin or end with blame and resentment.

In this lively, personal meditation on what it means to be a teacher, Steven Jones demonstrates how an emotional, unreasoned 'blame game' directed at teachers by educational reformers today is undercutting the future of the nation's children. It is doing so by threatening to deprive them of teachers as contrasted with by-the-numbers technicians. Today's reformers neglect the philosopher Spinoza's time honored insight, that a person in the grip of emotion is "in human bondage" and simply cannot see the truth of things. Can educators themselves, in tandem with knowledgeable members of the public, transform the reformers' dogmatic, harmful narrative about our teachers? Jones' thoughtful study will surely help in this much-needed effort. ~ David T. Hansen, Weinberg Professor in the Historical and Philosophical Foundations of Education, Teachers College

CONTENTS: Justifying Reforms and Changes to the Teaching Profession. Blame and Resentment. Blame, by Any Other Name. Those Who Can't, Teach. Standards, Accountability, and the Value of Learning. Teachers: Guilty as Charged. Giving Students Good Reasons to Learn. Don't Blame Teachers



Technologies of Government Politics and Power in the "Information Age"

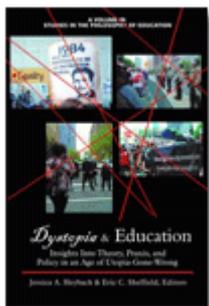
Benjamin Baez, Florida International University

2014. Paperback 9781623967925 \$52.99. Hardcover 9781623967932 \$94.99. eBook 9781623967949 \$85.

In this book, Baez examines a series of governmental “technologies” that he believes strongly characterize our present. The technologies that he addresses in this book are information, statistics, databases, economy, and accountability. He offers arguments about the role these technologies play in contemporary politics. Specifically, Baez analyzes these technologies in terms of (the sometimes oppositional) rationalities for rendering reality thinkable, and, consequently, governable. These technologies bear on the field of education, but also exceed it. So, while issues in education frame many of the arguments in this book, the book’s also has usefulness to those outside of field of education.

Specifically, Baez concludes that the governmental technologies listed above all are coopted by neoliberal rationalities rendering our lives thinkable and governable through an array of devices for the management of risk, using the model of the economy, and heavily investing in the uses of information, statistics, databases, and oversight mechanisms associated with accountability. Baez leaves readers with more questions than they might have had prior to reading the book, so that they may re-imagine their own present and future and thus their own forms of self-government.

CONTENTS: Foreword. Preface. 1 Govern-Mentalities. 2 Info-Notions. 3 Statistics. 4 Database. 5 Economy. 6 Accountability. References. About the Author.



Dystopia & Education Insights into Theory, Praxis, and Policy in an Age of Utopia-Gone-Wrong

Jessica A. Heybach, Aurora University; Eric C. Sheffield, Missouri State University

2013. Paperback 9781623962838 \$52.99. Hardcover 9781623962845 \$94.99. eBook 9781623962852 \$85.

Dystopia and Education: Insights into Theory, Praxis, and Policy in an age of Utopia Gone Wrong provides an as-of-yet unexplored critical perspective for examining contemporary educational theory, praxis, and policy with particular reference to the current state of dehumanizing and often oppressive policy and practices that have come to demarcate the era of NCLB and RTT. The authors in this collection employ dystopian themes found in literature, film, visual art, and video games as the lens for that critical inquiry. As such Dystopia and Education: Insights into Theory, Praxis, and Policy is an essential contribution to the philosophical/critical tradition in educational scholarship. It is especially valuable because the inquiry undertaken is from a new perspective—one that will extend the critical tradition into a yet unexplored arena.

Given the educational climate established by NCLB and RTT, this collection is especially important to the ongoing critical analysis of such policy mandates. There is also a significantly important timeliness to this book given NCLB’s utopian expectation of universal academic proficiency among American schoolchildren by the year 2014: as educators race to achieve such a noble yet naïve goal, this collection of essays examines the educational environment that has been enacted to achieve such ends, and describes our current state as a utopia-gone wrong.

CONTENTS: Foreword: Dystopia and Education, *William Ayers*. Preface: Dystopia and Education? *Jessica A. Heybach and Eric C. Sheffield*. Acknowledgments. **SECTION I: THEORY.** Dystopian Theory: Can We See What We Have Not Yet Theorized? *Jessica A. Heybach and Eric C. Sheffield*. An Aesthetic of Horror in Education: Schools as Dystopian Environments, *Kerry Freedman*. Youth, the Self, and Violence: A Hegelian Analysis of Fight Club, *Kip Kline*. Merit, Democracy, Governing, *Benjamin Baez*. Dyst(r)opia: A Tropological Argument for Dystopia in Education, *F. Tony Carusi*. Tests, Consumerism, and the Cruel Drone of White Noise, *Andrew N. McKnight*. **SECTION II: PRAXIS.** Dystopian Practice or Praxis? *Jessica A. Heybach and Eric C. Sheffield*. Dystopian Love Manifested in a Dystopian Aesthetic: Insights Into Contemporary Educational Practice From A Clockwork Orange, *Eric C. Sheffield*. Lessons From Elsewhere; or, Rethinking Democracy and Public Education Through Lois Lowry’s The Giver, *Eric D. Smith and Philip E. Kovacs*. When Undergraduate Students Read Huxley’s Brave New World and Plato’s Republic in an Educational Foundations Course,

Steven P. Jones. "Unlearning" With the Dystopian Youth: Sating Student Hunger With The Hunger Games, Becky L. Noel Smith. Gaming as Virtual Education: Insights From Dystopian Art, Stefan J. Sheffield. SECTION III: POLICY. Are Utopian Educational Policies Inherently Dystopian? Jessica A. Heybach and Eric C. Sheffield. In Search of Equality of Educational Opportunity for Harrison Bergeron, John E. Petrovic. An Educational Dystopia: Mary Shelley's Frankenstein and Race to the Top, Bradley D. Rowe and Taylor Lacy Klassman. Orwell's 1984 and Education as Commodity Spectacle, Dennis Attick. Dystopia, Disciplinarity, and Governmentality: A Foucauldian Analysis of the Novels of Isamu Fukui, Joshua Garrison and Leslee Grey. Education's Handmaids? The Role of the Teacher in the Age of Accountability, Alison Happel and Becky Atkinson. All I Really Needed to Know about Tolerance I Learned From Zombies, Richard McDonald and Nicholas McDonald. About the Contributors.



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