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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.

**Books in this series:**

- Conceptualizing Truth
- Problematizing the Profession of Teaching from an Existential Perspective
- Love in Education & the Art of Living
- Blame Teachers
- Technologies of Government
- Dystopia & Education

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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.

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


Love in Education & the Art of Living

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


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.

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


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


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.

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