# Dear Maxine

LETTERS FROM THE UNFINISHED CONVERSATION WITH MAXINE GREENE



Edited by Robert Lake foreword by Sonia Nieto

# **Dear Maxine Letters From The Unfinished Conversation**

**James Henderson, and Colleagues** 

#### **Dear Maxine Letters From The Unfinished Conversation:**

**Dear Maxine** Robert Lake, 2010-09-30 This collection brings together a prestigious group of individuals who have wondered looked at revised acted on questioned and changed their world because of their connection to American philosopher Maxine Greene Over 75 teachers students colleagues artists and others such as Gloria Ladson Billings Herb Kohl Mike Rose Deborah Meier and William Ayers have written edgy thoughtful letters addressed to Maxine about her work their own and the spaces in between Rather than just thanking this master philosopher teacher each sets out to discover some of what they have learned from Maxine Greene and to discuss the continued relevance of her work in aesthetics education and social imagination Maxine Greene has been referred to as the most important American philosopher on education since John Dewey This wonderful collection continues the unfinished conversation that is her work Challenging Status Quo Retrenchment Curry Malott, Brad J. Porfilio, Tricia M. Kress, 2013-03-01 This year 2012 marks ten years of No Child Left Behind and the U S federal government s official designation of what qualifies as scientifically based research SBR in education Combined these two policies have resulted in a narrowing of education via standardization and high stakes testing Au 2007 as well as the curtailment of forms of inquiry that are deemed legitimate for examining education Wright 2006 While there has been much debate about the benefits and limitations of the NCLB legislation e g Au 2010 and SBR e g Eisenhart Towne 2003 critical researchers have held strong to their position. The reductionistic narrowing of education curricula and educational research cannot solve the present and historical inequities in society and education Shields 2012 Contrarily reductionism via standardization and or methodological prescription exacerbates the challenges we face because it effectively erases the epistemological ontological and axiological diversity necessary for disrupting hegemonic social structures that lie at the root of human suffering Kincheloe 2004 Not only has NCLB proven incapable of overcoming inequalities but there seems to be sufficient evidence to suggest it was never really intended to eliminate poverty and human suffering That is it seems NCLB despite its lofty title and public discourse is actually designed to advance the agenda of handing public education over to for profit corporations to manage and privatize thereby intensifying the capitalist class war on those who rely on a wage to survive Malott 2010 In the present ethos reductionism upholds and retrenches the status quo i e the basic structures of power and it puts at risk education and educational research as means of working toward social justice Biesta 2007 Because social justice can be interpreted in multiple ways we might note that we understand critical social justice as oriented toward action and social change Thus critical education and research may have potential to contribute to a number of social justice imperatives such as redistributing land from the neo colonizing settler state to Indigenous peoples halting exploitative labor relations and hazardous working conditions for wage earners and engaging in reparations with formerly enslaved communities Explicating Maxine Greene's Notion of Naming and Becoming: "I Am ... Not Yet" Christine Debelak Neider, 2021-09-06 This volume offers a Naming praxis with which teachers might more closely

align with their ethical ideals in the midst of their daily practice and relationships with students Framed ontologically in Maxine Greene's existential phenomenological notion of Becoming the author explicates Greene's Naming as a praxis within her own early teaching experiences through the interpretive methods of currere and teacher lore This study evolves in epistolary conversation with Maxine Greene teacher colleagues and new teachers It demonstrates the possibilities of applying critical reflective and discursive dialogue to the tensions of a teacher's life of practice in order to identify the obstacles to and the opportunities of the Becoming of the teacher and the student s in the educational encounter Greene and the Pedagogy of Social Imagination Hannah Spector, Robert Lake, Tricia M. Kress, 2019-12-18 Devoted to and inspired by the late Maxine Greene a champion of education and advocator of the arts this book recognizes the importance of Greene's scholarship by revisiting her oeuvre in the context of the intellectual historicity that shaped its formation As a scholar Greene dialogued with philosophers social theorists writers musicians and artists These conversations reveal the ways in which the arts just like philosophy and science allow for the facilitation of wide awakeness a term that is central to Greene's pedagogy Amidst contemporary trends of neoliberal one size fits all curriculum reforms in which the arts are typically squeezed out or pushed aside Greene's work reminds us that the social imagination is stunted without the arts Artistic ways of knowing allow for people to see beyond their own worlds and beyond what is into other worlds of what was and what might be some day This volume demonstrates Maxine Greene's profound ability to illuminate the importance of the artistic world and the imaginary for development of the self in the world and for encouraging a wide awakeness reflective of an emerging political awareness and a longing for a democratic world that is not yet This book was originally published as a Special Issue of The Review of Education Pedagogy and Cultural Studies <u>Unflattening</u> Nick Sousanis, 2015-04-20 The primacy of words over images has deep roots in Western culture But what if the two are inextricably linked in meaning making In this experiment in visual thinking drawn in comics Nick Sousanis defies conventional discourse to offer readers a stunning work of graphic art and a serious inquiry into the ways humans construct knowledge A Curriculum of Imagination in an Era of Standardization Robert Lake, 2013-03-01 A Curriculum of Imagination in an Era of Standardization In A Curriculum of Imagination in an Era of Standardization An Imaginative Dialogue with Maxine Greene and Paulo Freire a volume in Landscapes of Education Series Editors William H Schubert University of Illinois at Chicago Ming Fang He Georgia Southern University Robert Lake explores with the reader what is meant by imagination in the work of Maxine Greene and Paulo Freire and their relevance in an era of increasingly standardized and highly scripted practices in the field of education The author explores how imagination permeates every aspect of life with the intent to develop capacity with the readers to look beyond the taken for granted to question the normal to develop various ways of knowing seeing feeling and to imagine and act upon possibilities for positive social and educational change The principal aspect of the work illustrated in this book that distinguishes it from other work is that an imaginary dialogue between Maxine Greene and Paulo Freire runs through

the book using actual citations from their work Each chapter starts with such a dialogue interspersed with the works of others and the author's critical autobiographical reflections. With a brief overview of the socio cultural evolution of imagination from pre literate times to the present the author explores some of the current iterations of imagination including the eugenics movement and dark imagination sensing gaps and creative critical imagination metaphors as the language of imagination and empathy as social imagination Reflecting upon emerging tensions challenges and possibilities curriculum workers face in such an era of standardization the author calls for a curriculum of imagination After providing a brief overview of the socio cultural evolution of imagination from pre literate times to the present the author looks at some of the current iterations of imagination including the eugenics movement and dark imagination sensing gaps and creative critical imagination metaphors as the language of the imagination and empathy as social imagination All of these ideas are then incorporated in a curriculum of imagination that is envisioned through Joseph Schwab's four commonplaces of curriculum followed by a discussion of emerging tensions issues and possibilities for praxis and scholarship in present and future inquiry

Enacting Praxis Kelly P. Vaughan, Isabel Nuñez, 2023 In this collection of writing and reflection readers are invited to reclaim the connection between curriculum studies and the work of educators in schools and society As the curriculum field has grown more complex and theoretical our schools have become more corporatized standardized and dehumanized This volume focuses on curriculum theory s power to assist practitioners in creating positive change Chapters highlight the work of seven influential curriculum studies scholars Maxine Greene Gloria Ladson Billings Janet Miller William Pinar William Schubert William Watkins and Carter G Woodson After introducing and contextualizing the work of each featured theorist the text includes chapters by scholar practitioners working as K 12 teachers teacher educators and community educators who have been influenced by the theorist's ideas These essays illustrate how curriculum studies scholarship influences practice in a variety of places explore the ways that curriculum studies theorizing can be an intervention against technical pedagogical or curricular approaches and focus on the importance of conversations between theory and practice Book Features Presents a historical overview of curriculum studies by recounting a brief history of the field from the 1800s through the present Provides a beginner friendly introduction to seven highly influential theorists in the field of curriculum studies Pairs the ideas of key curriculum scholars with practitioners who illustrate how curriculum studies theories influence their practice Concludes with a chapter that highlights key themes and calls for increased focus on curriculum work in schools Includes an appendix of curriculum studies resources including key journals conferences organizations and suggestions for future reading Contributors include Anthony Brown Nichole Guillory M Francyne Huckaby Lasana Kazembe and Seungho Moon **Democracies Always in the Making** Barbara J. Thayer-Bacon, 2013-04-09 Democracies Always in the Making develops Barbara Thayer Bacon's relational and pluralistic democratic theory as well as translates that socio political philosophical theory into educational theory and recommendations for school reform in American public schools John Dewey warned us long ago that a nation cannot hope to be a democracy someday without paying attention to how it educates its young future citizens Democracy is a goal an ideal which we must continually strive for that can guide us in our decision making as we continue to live in a world that is unpredictable flawed and limited in terms of its resources There are key political philosophers of education who we can turn to for help They offer us important ideas that will help us re check our assumptions and critique our daily practice Existing school models also offer us important examples of how to structure schools as well as various methodologies and curriculum that we can elect to use to help us move closer to the ideal of a The Necessity of Aesthetic Education Laura D'Olimpio, 2024-04-04 The Necessity of Aesthetic Education is a manifesto That which is experienced through engagement with art through the many various and diverse art forms and media is uniquely and essentially valuable to the lives of human beings In order to fully appreciate and gain the most out of the arts which offer a variety of aesthetic experience there are concepts skills and techniques integral to such understanding In this book Laura D Olimpio argues that aesthetic education ought to be a compulsory part of education for all school aged students from pre primary to high school on the basis of its distinctive value Such an argument is timely given the so called crisis in the arts and humanities with declining student numbers in subjects that do not have a direct vocational correlative and increased focus on science engineering technology and mathematics STEM subjects As funding cuts increasingly slash the support for the arts there is a need to argue for why the arts and arts education is valuable for their own sake as well as for the positive contributions they can and do make to society Through critical engagement with a range of thinkers including Maxine Greene John Dewey and Elliot Eisner D Olimpio offers a unique and important contribution to aesthetic education and to research within philosophy of education **Reconceptualizing Curriculum Development** James Henderson, and Colleagues, 2014-12-05 Reconceptualizing Curriculum Development provides accessible clear guidance on curriculum problem solving and educational leadership through the practice of a synoptic curriculum study This practice integrates three influential interpretations of curriculum curriculum as deliberative artistry curriculum as complicated conversation and curriculum as currere with John Dewey's lifetime work on reflective inquiry At its heart the book advances a way of studying as a way of living with reference to the question How might I live as a democratic educator The study guidance is organized as an open ended scaffolding of three embedded reflective inquiries informed by four deliberative conversations Study recommendations are provided by a carefully selected team The field tested study based approach is illustrated through a multi layered multi voiced narrative collage of four experienced teachers personal journeys of understanding in a collegial study context Applying William Pinar's argument that a conceptual montage enabling teachers to lead complicated conversations should be the focus for curriculum development in the field s current post reconceptualist moment the book moves forward the educational aim of facilitating a holistic subject self social understanding through the practice of a balanced hermeneutics of suspicion and trust It closes with a discussion of cross cultural collaboration and advocacy

reflecting the interest of curriculum scholars in a wide range of countries in this study based lead learning approach to curriculum development

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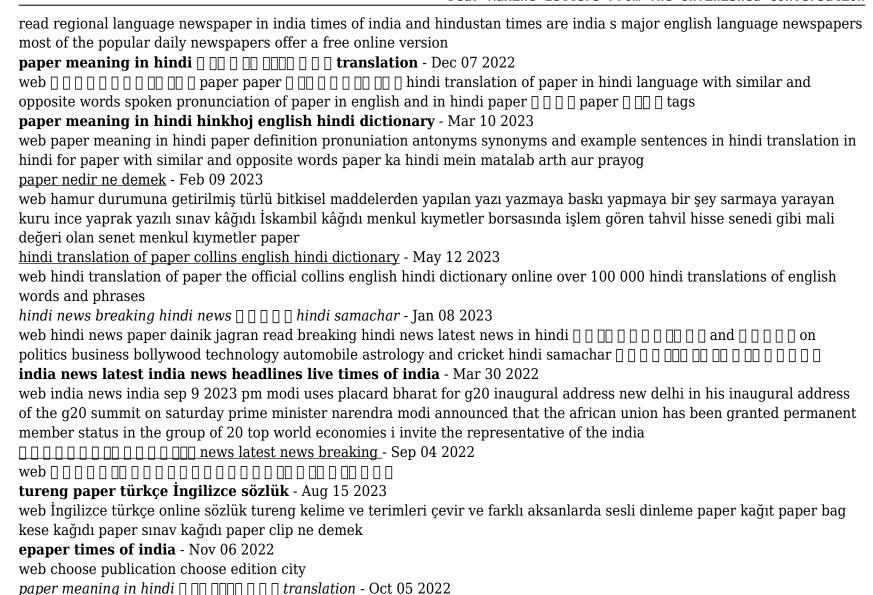
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