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	Titolo	The Epistemology of Violence [[electronic resource]] : Understanding the Root Causes of Violence in Schooling / / by Beth M. Titchiner
	Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
	ISBN	3-030-12911-X
	Edizione	[1st ed. 2019.]
	Descrizione fisica	1 online resource (276 pages)
	Collana	Critical Political Theory and Radical Practice
	Disciplina	371.782
	Soggetti	Political theory
		Critical theory
		Educational policy
		Education and state
		Political Theory
		Critical Theory
		Educational Policy and Politics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	1. Introduction -- 2. A New Epistemic and Methodological Approach to the Study of Violence -- 3. Conceptualising Violence as a Problem of Epistemology -- 4. Conceptualising Violence in Relation to Social Circumstances and Subject Development -- 5. How Violent Epistemology Shapes the Contexts Surrounding Schools: Brazil, São Paulo and the Baixada -- 6. How Violent Epistemology Shapes Schooling Systems: The Development of Public Schooling in Brazil and São Paulo -- 7. How Violent Epistemology Manifests in Schools: The Case of DCX -- 8. Moving Forwards.
	Sommario/riassunto	This book provides an in-depth, multidisciplinary framework and case-study analysis for understanding the root causes of violence in schooling. Drawing on critical theory, psychology, neuroscience and learning theory, the author provides a holistic analysis of how 'violent epistemology' and the 'non-conducive circumstances' that it produces can be seen to be at the roots of violence in societies and social institutions such as schools. Chapter 1 outlines how current and

historical theories of violence, and interventions based on them, have failed due to their inability to properly conceptualise the root causes of violence. Chapters 2 addresses this by providing a new epistemic and methodological framework for studying violence. Chapters 3 and 4 then demonstrate how violence can be best conceptualised as a problem of specifically 'violent' epistemology and the 'non-conducive social circumstances' that it fosters. Chapters 5-7 demonstrate in practice how violent epistemology results in multiple manifestations of violence at the global, national, local, and ultimately classroom level. Chapter 8 concludes the book by presenting an early conceptualisation of 'non-violent' epistemology, and what fostering this might look like in practice.