

|                         |   |
|-------------------------|---|
| 1. Record Nr.           | UNINA9910416097003321   |
| Autore                  | Davids Nuraan   |
| Titolo                  | Teaching, Friendship and Humanity [[electronic resource] /] / by Nuraan Davids, Yusef Waghid  |
| Pubbl/distr/stampa      | Singapore : , : Springer Singapore : , : Imprint : Springer, , 2020   |
| ISBN                    | 981-15-7212-7   |
| Edizione                | [1st ed. 2020.]   |
| Descrizione fisica      | 1 online resource (120 pages) : illustrations   |
| Collana                 | SpringerBriefs in Citizenship Education for the 21st Century, , 2524-8480   |
| Disciplina              | 892.710093579   |
| Soggetti                | Educational policy<br>Education and state<br>Education—Philosophy<br>Educational Policy and Politics<br>Educational Philosophy  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references.  |
| Nota di contenuto       | Preface: Loving humanity is an extension of democratic citizenship education -- Chapter 1: Educational encounters, mutuality, trust and respect -- Chapter 2: Educational encounters as friendships -- Chapter 3: Educational encounters, autonomy and liberty -- Chapter 4: Educational encounters, deliberative iterations, and everyday talk -- Chapter 5: Educational encounters as loving relations -- Chapter 6: Educational encounters, and liquid love -- Chapter 7: Educational encounters, critical praxis and love -- Chapter 8: Educational encounters and the promise of a love that can heal hatred -- Chapter 9: Educational encounters and whatever singularity (the lovable) -- Chapter 10: On thinking differently about educational encounters: on subjective (loving) encounters. |
| Sommario/riassunto      | This book extends liberal understandings in and about democratic citizenship education in relation to university pedagogy, more specifically higher teaching and learning. The authors' argument is in defence of cultivating humanity through (higher) educational encounters on the basis of virtues that connect with the idea of love. Unlike romantic and erotic love, the book examines love in relation to   |

educational encounters whereby humans or citizens can engage autonomously, deliberatively and responsibly, yet lovingly. The rationale for focussing on the notion of *philia* (love) in educational encounters, the authors argue, is that doing so allows our current understandings of such encounters to be expanded beyond mere talk of reasonable engagements—autonomous action, deliberative iterations, and simple action—toward emotive enactments that could enhance human relations in educational encounters.

---