

1. Record Nr.	UNINA9910461499203321
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Titolo	Disavowed knowledge : psychoanalysis, education, and teaching / / Peter M. Taubman
Pubbl/distr/stampa	New York, N.Y. : , : Routledge, , 2012
ISBN	1-283-46114-5 9786613461148 1-136-81579-1 0-203-82950-6
Descrizione fisica	1 online resource (225 p.)
Collana	Studies in curriculum theory
Disciplina	370.15
Soggetti	Psychoanalysis and education Learning, Psychology of Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [188]-203) and index.
Nota di contenuto	Cover; Disavowed Knowledge Psychoanalysis, Education, and Teaching ; Copyright; Contents; Preface; Acknowledgments; 1. Introduction; 2. Disavowed Knowledge; 3. Beginnings: 1909 to World War II; 4. Psychoanalysis and Education in Post World War II America: World War II to 1968; 5. Psychoanalysis and Education: 1968 to the Present; 6. Conclusion; Bibliography; Index
Sommario/riassunto	"This is the first and only book to detail the history of the century-long relationship between education and psychoanalysis. Relying on primary and secondary sources, it provides not only a historical context but also a psychoanalytically informed analysis. In considering what it means to think about teaching from a psychoanalytic perspective and in reviewing the various approaches to and theories about teaching and curriculum that have been informed by psychoanalysis in the twentieth century, Taubman uses the concept of disavowal and focuses on the effects of disavowed knowledge within both psychoanalysis and education and on the relationship between them. Tracing three historical periods of the waxing and waning of the medical/therapeutic and emancipatory projections of psychoanalysis and education, the

thrust of the book is for psychoanalysis and education to come together as an emancipatory project. Supplementing the recent work of educational scholars using psychoanalytic concepts to understand teaching, education, and schooling, it works to articulate the stranded histories, the history of what could have been and might still be in the relationship between psychoanalysis and education"-- Provided by publisher.
