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Nota di contenuto	1. Orienting a History of Education for the Many -- Part I: Turning the World Upside Down -- 2. Colonialism and Settler-colonialism in the So-Called New World -- 3. The Trans-Atlantic Slave Trade and the Balance of Forces in the Colonies -- Part II: From Counter-Revolution to People's Revolution -- 4. The Reactionary Character of 1776 and the Movements of the Many -- 5. Monopoly Capitalism and Three Systems of Education -- 6. African American Agency and the US Civil War -- 7. From Monopoly Capitalism to US Imperialism -- 8. The Russian Revolution and a New Era in Educational Theory -- Part III: Rise of a Global Proletarian Counter-Weight -- 9. The Great Depression and the Mood of the Many -- 10. Untangling Post-War Contradictions: From NATO to Brown -- Part IV: From Unrestrained Capitalism to a New

Sommario/riassunto

"A History of Education for the Many offers a window into the history of US education that challenges long held beliefs that the historical development of education reflects either the flourishing of democracy, or a ruling class project designed to reproduce structural inequalities. While it has more in common with texts that celebrate the agency of poor and oppressed people's efforts at challenging unjust educational policies, the book is unique in that it looks to the global balances of forces as the primary factor shaping the history of US education. In a country notorious for educating its people with an inability to see beyond its own borders A History of Education for the Many offers a timely corrective. Drawing on Marx's dialectic combined with W.E.B. Du Bois' challenge to 19th-century historians that dismissed the role of the enslaved in ending slavery and bringing forth all progressive reforms in the South, Curry Malott is thus able to demonstrate how the mighty agency of the worlds' poor and oppressed have forced the hand of US imperialists in not only foreign policy, but in domestic education policy. As US imperialism declines in the 21st century, Malott points optimistically and realistically toward a history of education for the many."--
