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Autore	Smet Brecht De
Titolo	A dialectical pedagogy of revolt : Gramsci, Vygotsky, and the Egyptian revolution // by Brecht De Smet
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Note generali	Based on the author's thesis (doctoral)--Ghent University, 2012.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material -- Introduction -- In Want of the People -- Individual and Collective -- Concept of the Subject -- Cultural-- Historical Activity Theory -- Class as Subject -- The Modern Prince -- A Pedagogy of Revolt -- Revolution -- Pathologies -- Roots of the 25 January Uprising -- Colonial Subjects -- Colonial Crisis -- Nasserism -- Sadat's Infitah -- Mubarak's Détente -- Neoliberal War of Movement -- The Civildemocratic Project -- The Mahalla Strikes -- Development of the Strike -- The Strike's Intellectuals -- Pedagogies of Revolt -- Adequate Assistance -- Story of an Uprising (I) -- Story of an Uprising (II) -- The Activity of Tahrir -- The Organization of Tahrir -- The Mass Strike -- Revolutionary Pathologies -- Revolution Beyond Tahrir -- Conclusions -- References -- Index.
Sommario/riassunto	In A Dialectical Pedagogy of Revolt Brecht De Smet offers an intellectual dialogue between the political theory of Italian Marxist Antonio Gramsci and the cultural psychology of Soviet thinker Lev Vygotsky within the framework of the Egyptian 25 January Revolution. Their encounter affirms the enduring need for a coherent theory of the revolutionary subject in the era of global capitalism, based on a political pedagogy of subaltern hegemony, solidarity, and reciprocal education. Investigating

the political and economic lineages and outcomes of the mass uprising of Tahrir Square, De Smet discusses the emancipatory achievements and hegemonic failures of the Egyptian workers' and civil democratic movements from the perspective of their (in)ability to construct a genuine dialectical pedagogy.
