



Cultural Literacy for Freedom: an Existential Perspective on Teaching, Curriculum and School Policy

C. A. Bowers

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By combining an existential interpretation of learning and teaching with the theory of socialization developed by Peter Berger and Thomas Luckmann, this book raises a number of important questions: What taken-for-granted cultural assumptions are transmitted in the classroom? How accurately do curricular materials reflect social and environmental conditions? Is it possible to help students understand the taken-for-granted assumptions that underlie their culture, i.e. time, space, work, technology, success, ways of knowing, etc? What happens to the student's ability to make existential choices if he is not socialized in a manner that helps to clarify these assumptions as well as their historical roots? Is freedom of inquiry, which is essential to the process of culture clarification, compatible with local control of education? The crisis that is emerging from the impact of our own form of culture on the earth's resources makes these questions especially urgent.

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