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*Pedagogy and Power* is a volume of interdisciplinary essays which explore the political dimensions of Greco-Roman education and of its subsequent models. Seeking to make the various structures and discourses of intellectual authority more apparent, the essays argue that there is a social context for the knowledge imparted by classical models of pedagogy: knowledge is always implicated in the processes, structures and articulations of power and their critiques. They examine how such pedagogies instruct their pupils to function as citizens who rule or are ruled, privileging certain knowledges over others, and including some individuals while excluding others. Overall the book proposes that classical education is an idea that has the capacity to be endlessly created and recreated, granted or denied authority, interrogated, and restructured in the service of the political community. It shows that the complex and plural authorities and power that have been associated with classical learning and knowledge are not part of a legacy to be unproblematically inherited or reproduced.

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IDEAS IN CONTEXT 50

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# PEDAGOGY AND POWER

*Rhetorics of classical learning*

EDITED BY

YUN LEE TOO

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and

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*Teaching and Research Fellow in Greek, University of St Andrews*



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