



The Place of Confluent Education in the Human Potential Movement

A Historical
Perspective

STEWART B. SHAPRO

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Place Of Confluent Education In The Human Potential Movement A Historical Perspective

John D. McNeil



Place Of Confluent Education In The Human Potential Movement A Historical Perspective:

The Place of Confluent Education in the Human Potential Movement Stewart Bennett Shapiro, 1998 The Place of Confluent Education in the Human Potential Movement relates the twenty seven year Confluent Education Program at the University of California Santa Barbara to the broad Human Potential Movement in which the program is considered to be deeply embedded The origins of confluent education within the human potential movement are traced from Aristotle to its current form followed by a sustained and coherent critique of confluent education and concludes with its institutional professional and cultural legacy and summarizes the lessons to be learned from the history of this innovative form of Humanistic Education This book fills out in detail the historical cultural and philosophical context of confluent education while providing a complete account of its origins both remote and modern and a sustained coherent critique which are necessary for securing its identity Finally the demise of the program is interpreted using empirical methodology a multivariate analysis of the highly selective character of the students and survey research from students professors academic administrators and classroom teachers which document the perceived strength and weaknesses of the program and the human potential movement per se

Storied Inquiries in International Landscapes Tonya Huber, 2010-06-01 Storied Lives Emancipatory Educational Inquiry Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author's graduate research according to Cabell's Directory the first journal to do so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e g Sebastião Salgado's Workers in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through Aboriginal and Native oral traditions arts based analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research

A More Perfect Union Linda Sargent Wood, 2012-09-01 In 1962 when the Cold War threatened to ignite in the Cuban Missile Crisis when more nuclear test bombs were detonated than in any other year in history Rachel Carson released her own bombshell Silent Spring to challenge society's use of pesticides To counter the use of chemicals and bombs the naturalist articulated a holistic vision She wrote about a web of life that connected humans to the world around them and argued that actions taken in one place had consequences elsewhere Thousands accepted her message joined environmental groups flocked to Earth Day celebrations and lobbied for legislative regulation Carson was not the only intellectual to offer holistic answers to society's problems This book uncovers a sensibility in post

World War II American culture that both tested the logic of the Cold War and fed some of the twentieth century's most powerful social movements from civil rights to environmentalism to the counterculture. The study examines important leaders and institutions that embraced and put into practice a holistic vision for a peaceful, healthful, and just world: nature writer Rachel Carson, structural engineer R. Buckminster Fuller, civil rights leader Martin Luther King Jr., Jesuit priest and paleontologist Pierre Teilhard de Chardin, humanistic psychologist Abraham Maslow, and the Esalen Institute and its founders Michael Murphy and Dick Price. Each looked to whole systems instead of parts and focused on connections, interdependencies, and integration to create a better world. Though the 60s dreams of creating a more perfect world were tempered by economic inequalities, political corruption, and deep social divisions, this holistic sensibility continues to influence American culture today.

Gestalt Therapy Ansel L. Woldt, Sarah M. Toman, 2005-01-20

Praise for Gestalt Therapy: History, Theory, and Practice This is an incredibly important addition to the world of psychotherapy and Gestalt in particular. This book will be very helpful for use with various courses of study, not just Gestalt institutes and special training programs but also general graduate school classes in masters programs for mental health, social work, counseling, allied health, professionals, psychiatry, and psychology. I highly recommend this book. I think it will make an excellent contribution.

Norman Shub, Gestalt Associates, Columbus, Ohio

However, this is one of the most expansive books of the recent collection. Each of the chapter authors has written impressive selections that taken one by one are valuable additions for serious students and practitioners. What earns this book an evaluation as extraordinary is both the content and the structure.

J. Edward Lynch, Southern Connecticut State University

Gestalt Therapy: History, Theory, and Practice is an introductory text written by major Gestalt theorists that will engage those new to Gestalt therapy. Editors Ansel Woldt and Sarah M. Toman introduce the historical underpinnings and fundamental concepts of Gestalt therapy and illustrate applications of those concepts to therapeutic practice. The book is unique in that it is the first Gestalt text specifically designed for the academic and training institute settings. Gestalt Therapy takes both a conceptual and a practical approach to examining classic and cutting edge constructs. In each chapter, understanding of concepts proceeds from content to case applications to experiential exercises.

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Key Features

Organized into two parts to provide the background theory and methodology first in Part I before examining the applications of Gestalt therapy in Part II. Chapters are written by theorists and practitioners who are experts in various aspects of Gestalt therapy. Chapters follow a consistent format: Introduction with bios of chapter authors and dialogue respondents, Body

Content with case study examples Conclusion Review Questions and Experiential Applications and Activities Dialogue Boxes run alongside the content thus mirroring a key Gestalt concept of valuing multiple perspectives and voices An Epilogue guides readers to training resources Gestalt Internet resources and Gestalt organizations Gestalt Therapy is designed for graduate students studying mental health as well as for trainees at the many Gestalt training institutes around the world is designed for graduate students studying mental health as well as for trainees at the many Gestalt training institutes around the world

Advances in Confluent Education J H Brown J H,1999-03 Confluent education is the term for the integration of the affective cognitive and behavioral domains in education Confluent educators have a rich 25 year tradition of developing theory and practice which recognize the centrality of the learner to the educational process Around the world principles of confluent education have proven relevant in a variety of social contexts such as education health services law industry social services the military multicultural concerns labor relations and religion This series is an essential addition to the libraries of those seeking to understand and facilitate human change through practical educational processes

Ordinary Ecstasy John Rowan,2015-12-22 Humanistic Psychology ranges far and wide into education management gender issues and many other fields *Ordinary Ecstasy* first published in 1976 is widely regarded as one of the most important books on the subject Although this new edition still contains much of the original material it has been completely rethought in the light of postmodern ideas with more emphasis on the paradoxes within humanistic psychology and takes into account changes in many different areas with a greatly extended bibliography *Ordinary Ecstasy* is written not only for students and professionals involved in humanistic psychology anyone who works with people in any way will find it valuable and interesting

Reflective Development through the Care Model Niki Christodoulou,2017-06-23 The capacity to reflect individually and with others is considered valuable in teacher professional development internationally In the field of Teaching English as a Second or Foreign Language reflective practice has been deemed to be a precious tool at the pre service level and in the ongoing development of teachers Despite the importance of teacher reflection the field of Teaching English as a Foreign Language in Higher Education has tended to overlook this topic and especially its collaborative and emotional elements This book proposes a new and practical model for engaging teachers in transformational learning through an emotionalized version of reflection More specifically the Collaborative Appreciative Reflective Enquiry CARE model represents a guide for teachers who wish to engage in reflective practice alone and with others in an appreciative context As such this book will be invaluable to in service language teachers and teacher educators who are committed to realizing their potential as educators and human beings through growth that only emancipatory reflection and positive emotionality can bring

Contemporary Curriculum John D. McNeil,2014-11-17 The Eighth Edition of *Contemporary Curriculum In Thought and Action* prepares readers to participate in the discussion of curriculum control and other matters important to K 12 and university educators The text highlights major philosophies and principles examines conflicting

conceptions of curriculum and provides the intellectual and technical tools educators and administrators need for constructing and implementing curriculum

Multicultural Dynamics of Educational Change, 1999 *Psychological Abstracts* Walter Samuel Hunter, 1999 Journal of Critical Inquiry Into Curriculum and Instruction, 2002 **Theories of Personality** Susan C. Cloninger, 2000 This engaging text provides an overview of major classic and current theories of personality integrating clear explanation of theory with the latest research It features an up to date evaluation of the scientific status of theoretical assertions and related currently important research topics and brings theories to life through the interpretation of illustrative biographies NEW Expanded discussions e g the recovered memory controversy empirical research by Rosen et al on Jungian archetypes Jung as a cult phenomenon early memories in terms of how they vary cross culturally racial identity narcissism and current research attachments in adulthood religious orientations suppression and social constructivism and postmodernism Organized by theoretical perspective With introductions to each of the six perspectives explaining clearly how the perspective is distinctive Critical thinking questions at the end of each chapter provoke critical thinking

American Book Publishing Record, 1998 **Books In Print 2004-2005** Ed Bowker Staff, Staff Bowker, Ed, 2004 **Cumulated Index to the Books**, 1999 The Shaping of Personality Frank Barron, 1979 Book Review Index Gale Group, Thomson Gale Staff, 1999-09 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and professional interests Book Review Index is available in a three issue subscription covering the current year or as an annual cumulation covering the past year *Boletin Internacional de Bibliografia Sobre Educacion*, 1999 *What are Schools For?* Ron Miller, 1997 This book is a powerful exposition and critique of the historical context and cultural philosophical foundations of contemporary mainstream American education *Choice*, 1981

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