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Bounds of democracy: epistemological access in higher education

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Morrow, W.

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Morrow, W. (2009) *Bounds of democracy: epistemological access in higher education.* Cape Town: HSRC Press.

Abstract:

Spanning pivotal years in the historic democratisation of South Africa, the essays collected in *Bounds of Democracy* provide a trenchant reflection on Higher Education in transition. Arguably South Africa's foremost philosopher of education, Wally Morrow grapples with very real concerns in higher education policy-making and practice, from stakeholder politics to institutional cultures; from curriculum transformation to an interrogation of the function of higher education institutions in modern societies. Exposing the tensions between egalitarian principles and the nature of higher knowledge, the essays raise questions to which there are no easy answers. With characteristic rigour, Morrow probes the assumptions underlying much of the thinking about these questions, concluding that a failure to sharpen our thinking around Higher Education (distinguished from post-secondary education) is a failure to recognise the epistemic value of academic practice in a developing democracy. Policy-makers, academics and higher education students will find this an enlightening and constructive read.

Keywords:

DEMOCRACY

HIGHER EDUCATION

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Inclusive Education and Barrierefreiheit: Some Social-Epistemological Considerations. Kai Horsthemke - 2017 - Ethics and Education 12 (1):23-34. What Makes Writing Academic. Higher Education, Democracy and Citizenship - The Democratic Potential of the University? Tomas Englund - 2002 - Studies in Philosophy and Education 21 (4/5):281-287. Knowledge, Gender, and Schooling: The Feminist Educational Thought of Jane Roland Martin. D. G. Mulcahy - 2002 - Bergin & Garvey. Democratic education is an educational ideal in which democracy is both a goal and a method of instruction. It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust. The history of democratic education spans from at least the 1600s. While it is associated with a number of individuals, there has been no central figure, establishment, or nation that advocated democratic education.