



Democratic Education as a Curricular Problem: Historical Consciousness and the Moralizing Limits of the Present (Routledge Cultural Studies in Knowledge, Curriculum, and Education)

Daniel Friedrich

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By repositioning democratic education not as something that can be achieved by following a certain, proven process, but as an inherently paradoxical enterprise in its dealings with the tension between schooling as the intentional production of citizens and the uncertainties of democracy, an alternative way of reading the curriculum emerges. This book aims not at arriving at the right combination of theory, policy and praxis that will provide the democratic utopia, but at historicizing the discourses that have shaped the ways in which we think and act in the field of education.

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