Subject Index

A
Aborigine people, 155, 161
Academy of Human Resource Development, 88, 250, 251, 255
Academy of Management, 251
Accommodating intellectuals, 131, 132
Accountability, 145
Acquisition, 173–174
Action, commitment to, 318
Action learning, 327
Action learning teams, 281, 285
Action on Disability and Development India, 228
Action systems, 140
ACTIONAID, 223
Active citizenship: definition of, 193; poverty reduction and, 228–230; for women, 194, 198, 199
Activism: definition of, 424; goal of queer, 433; risks of queer practice of, 430; of urban queers, 429
Activists, 57; adult educators as, 61; rap musicians as, 372; women as, 198
Adult education: focus on, 219; poverty reduction and, 219, 222–223; as purpose of adult education, 58
Adult education: challenges of, 63, 171; definition of, 8–9, 56, 62; description of, 118; future of, 2; goals of, 3, 47–48, 61–63, 110, 325; legitimization of, 60; policymakers’ use of, 108; principles of, 45; problems of, 38; purposes of, 47, 58, 118, 214; in real-life situations, xvii–xviii; responsibilities of, 180–183; roles of, 180–183; types of, 414; variety of courses in, 58
Adult education programs: benefits of, xvii; flexibility of, 63; lack of awareness about, xvii; marginalization of, 59–61, 62–63; percentage of adults in, xvii; popularity of, xvii
Adult Education Quarterly, 397
Adult Education Research Conference, 59
Adult educators: allies of, 57; in coordination of field, 63; development of a code of ethics for, 87–88; ethical dilemmas of, 98–100; lack of credentials for, 59; philosophizing of, 46–47; policy influences of, 120, 121, 122, 127–128, 134–136; in popular education, 154; position of, in social change education, 151, 159–160; as social activists, 61; stance of, toward mass media, 375–376; tiers of, 57
Advertising, 117, 173, 363
Aesthetic intelligence, 441
Affect, 353
Affirmative action rappers, 372
Africa, 220, 222, 226, 383, 387
African Americans: as America’s chronic problem, 12–13, 14; blame of, 72;
SUBJECT INDEX

African Americans: as America’s chronic problem (Continued)
career progression of, 265;
historical epic of, 13–19,67–83; integration of, 83; in mass media, 374; number of, in U.S. population, 12,75; in rap music history, 372
African Methodist Episcopal Church, 74
African National Congress, 141–143, 146
Agency, 181–182, 213
Agendas, learning, 284
Agricultural extension services, 225
Agricultural workers, 15, 225, 227
AIDS, 380, 387
Alignment: definition of, 239; of health promotion and adult education, 239–244
Alpha Kappa Alpha, 68
Alpha Phi Alpha, 68
Alternative cultures, 404
Altruism, 108
American Association for Adult and Continuing Education, 59
American Association for Adult Education, 2,73, 76, 77, 79
American Cancer Society, 242
American century, 33–34
American Missionary Association, 67
American Plan, 259
American Society for Training and Development, 90, 267
Americanization, 114
Anatomy of Human Destructivity (Fromm), 175
Anger, 351, 352, 442–443
Annotated citations, 68
Annoying behaviors, 352
Annual Report of the Director 1938–1939 of the American Association for Adult Education, 74
Anthropologists, 76
Antigonish movement, 1, 325
Anxiety, 352, 356
Apartheid, 144
Aptitude, 323
Arab countries, 222
Archetypes, 329
Arguments, 378
Aristocracy, 211
Art: non-Western views of, 385; transformative learning and, 330
Artistic expression, 440–442, 446–454
Arts-informed projects, 436–437, 446–454
Asia, 220, 222
Asian learners, 387
Aspen Institute, 272
Assimilation: in African American adult education, 70–83; definition of, 70–71
Associates in Negro Folk Education, 76
Association for Continuing Higher Education, 88, 89
Assumptions, 242
Asylum seekers, 151, 160, 163
Attendance problems, 100, 107
Austerity, 175
Australia, 150, 151, 155, 160, 161, 163
Authentic identity, 332
Authentic thinking, 24–25
Authoritative teaching, 10
Authority, of teachers, 159–160, 415
Autobiographies, 241
Automobile industry, 173
Autonomous learners, 188–189, 322–323
Awareness campaigns, 288
B
Background awareness, 28–29
Balance, body-mind, 385
Banco Mundial, 170
Banking concept, of education, 20–32
Baptist Church, 74
Becoming, process of, 30
Behaviorism, 323, 344
Behind Enemy Lines (film), 369
Beyond Grey Pinstripes (World Resources Institute & Aspen Institute), 272
Bias, 373, 374
Bible study, 77
Biophilia, 25
Bi-racialism, 15
Black book, 397
Black Consciousness Movement, 145
Black feminist thought, 69
Black Panthers, 81
Black power movement, 372
Black press, 74–75
Blame, 72, 208
Blindfolds, 413, 414
Blood pressure, 237
Bolivia, 229
Bonuses, performance, 288
Book learning, 416
Botswana, 223, 385
Bourgeoisie, 195, 209
Brainwashing, 116
Britain, 133–135, 188, 251, 262
British Columbia, 88–103
British Columbia Association of Continuing Education Administrators, 90
British Ministry of Reconstruction, 34
Bronze Booklets, 77, 79, 81
Brundtland Report (World Commission on Environment and Development of the United Nations), 175
Buddhism, 381, 382–383, 385
Budget recommendations, 219
Bureau of Refugees, Freedmen, and Abandoned Lands, 67
Bush administration, 364
Business Ethics magazine, 269, 271
Business schools, 272
Busy work, 287
C
Canada, 88–103, 198, 325
Canadian Charter of Rights and Freedoms, 444
SUBJECT INDEX

Canadian Council on Learning, 187, 193
Capital, 115, 210, 213
Capitalism: effects of, on social class, 208; lifelong learning in support of, 114; mass media and, 366, 370; in South Africa, 142; subversion of students in, 418; theories of, 114
Capitalist ideas, 208
Career progression, 260–261, 264, 265
Caregivers: men as, 198; women as, 191, 193, 194, 197
Carnegie Corporation, 73, 77
Catharsis, 447
Cell phones, 226
Centre for Social and Educational Research, 113
Certifications, 384
Challenging students, 28
Change culture, 35–39
Change, for health promotion, 240
Chartered Institute of Personnel and Development, 261
Chartered Management Institute, 262
Chief executive officers, 283
Child care, 197, 266
Child support, 266
Childrearing, 191, 193, 194, 197
China, 116, 176, 220, 382
Christianity, 76
Church denominations, 74
Church of Stop Shopping, 402, 404, 405, 406, 407
Church programs, 77
Churches, 229
Citizenship: approaches to, 192–193; gender and, 193–194; in global economy, 183; in history of democracy, 194–195; liberal education and, 43, 44; lifelong learning in support of, 187–189; lifeworld in support of, 192; of men, 193; in Third World countries, 190–191; for women, 190–194, 198, 199
Citizenship programs: in African American history, 82; focus of, 110
Civil organizations, 229
Civil rights: of African Americans, 14, 78, 372; philosophy and, 46; without responsibility, 197
Civil society, 194, 229
Civil society movements, 198
Civil War: African Americans in, 13, 14; education of African Americans after, 67
Class. See Social class
Class struggles: in African American history, 17; in history of social movements, 140; key questions regarding, 147; learning through, 141; solution to, 155; in South Africa, 141–146
Classical viewpoint, 308
Classification systems, 209
Clubs, for African Americans, 74, 77
Code of ethics: arguments against, 87–88, 94; arguments for, 87, 93; discussion of, 103; focus of, 93; need for, 88–103; positive views of, 100–101; professionalization and, 102; publications about, 88, 94–95; purpose of, 93; regulation of, 96–98
Coercion, 284
Cognitive appraisals, 354
Cognitive praxis, 146
Collaborative inquiry, 327
Collaborative learning skills, 285
Collective action, 143, 306
Collective bargaining, 259
Collective identity, 139
Collective transformation, 328–329
Collectivist culture, 387
College graduates, 7–8
Colored Methodist Episcopal Church, 74
Columbia University, 57
Comical theater services, 405
Commercial education, 224
Commission of Professors of Adult Education, 59, 400
Commission on Interracial Co-Operation, 71–72
Commissioned research, 132
Commodification, of workers, 253–255
Commodity production, 253
Communal learning, 380–382
Communication: about code of ethics, 103; in banking concept of education, 30; and barriers to research, 51; judgments during, 292; mass media and, 363–364; in negotiation, 302–304; new technology for, 226; in problem-posing education, 26–27, 30; worker commodification and, 254; in the workplace, 263
Communication skills, 71, 452
Communism, 116
Communist Party of South Africa, 142
Communitarianism, 226
Communities: culture jamming and, 407; interdependence of, 381; of learning, 183
Communities of practice: for policymakers, 129; for researchers, 129; transformative learning and, 333
Community action, 242
Community development, 226–228
Community education, 58
Community organizations, 143, 144
Community workers, 57
Community-based residents’ associations, 143
Compassion, 452
Competence dilemmas, 99
Competitive nature, 383
Compulsory education, 8
Concept maps, 241, 293
470

SUBJECT INDEX

Conditions of discourse practice, 343
Conference on Adult Education and the Negro, 77
Conference programs, 69
Confidentiality, 95, 98
Conflict-learning, 433
Conflicts of interest, 99, 302-303, 306
Confucianism, 382, 383, 385, 387
Connected knowing, 322-324
Conscientization, 156-158
Consciousness: in banking concept of education, 24, 26, 28-29, 30; media's control of, 365-370; in problem-posing education, 30
Conservation, 175
Consumer debt, 367
Consumer demand, 367
Consumer education, 401
Consumerism, 33, 36, 117, 118; adult educators' increasing interest in, 401; culture jamming and, 405-409; effects of, 172-176; mass media and, 363, 366, 367, 376
Consumers, critical, 401
Continuing education: literature on, 89; as purpose of adult education, 58
Continuous learning programs, 284
Convention on Collective Bargaining, 229
Convention on Freedom of Association, 229
Convergence, 442
Convergence movement, 428-430
Cooperatives, 325
Coordination, among adult educators, 62-63
Copyright infringement, 95, 100
Corporate power, 115
Corporate Responsibility Officer magazine, 271
Corporate revolutionaries, 286
Corporate social responsibility, 256, 269, 270
Corporate universities, 281, 283, 287
Correspondence theory, 213
Counseling, 89
Creativity: in banking concept of education, 22, 30; cultural resistance and, 404; emotions and, 357; in problem-posing education, 30
Credentials, in adult education, 59, 100
Credit unions, 325
Crematist phenomenon, 173-174
Critical consumers, 401
Critical discourse analysis, 341-342
Critical feminists, 190
Critical incidents, 241
Critical intellectuals, 131
Critical Management Studies special interest group, 251
Critical pedagogy, 149-150
Critical personal narrative, 395
Critical reflection, 328
Critical social learning, 437-446
Critical theory: democratic ideas and, 189; human resource development and, 251-258; lifelong learning ideas and, 191
Critical thinking: in banking concept of education, 22, 23, 27; definition of, 319
Cultural capital, 213, 366
Cultural competence, 432
Cultural homogeneity, 367, 368
Cultural resistance, 403-404, 406
Cultural survival, 70, 74-77, 81
Culture: in banking concept of education, 28; creating, 407; global capitalism and, 115-116, 118; mass media and, 366, 368, 371-375; melting pot analogy in, 71; non-Western worldviews in, 380-387; postwar education trends and, 44; protection of, 81; rap music in, 369-370, 372; social class and, 210; in the workplace, 265
Culture industries, 366-367
Culture jamming: as critical public pedagogy, 404-409; definition of, 392, 402, 405; techniques of, 409
Culture, of learning: in postwar America, 37-38, 40; research on, 50
Curiosity, 316
Curriculum, adult education: addressing emotions in, 351; in banking concept of education, 22, 24; versus conventional school curriculum, 9; of human resource development, 272-273; of interest to African Americans, 76-77, 81; post–World War II knowledge explosion and, 35-36; in problem-posing education, 27-28; stimulation of emotions by, 352; in the workplace, 264
Cyberactivism, 431-432
Cynicism, 286-287

D
Daily life, 429-430
Data management, 70
Data-retrieval systems, 39
Dating, 98
Death: Hindu worldview of, 383; of loved ones, 324; rates of, 73
Debates, connected knowing and, 324
Debt, 367
Decentralized government, 229
Decision making, planning tables for, 292, 302-303
Defining the Enemy (Newman), 312
Deliberative democracy: description of, 187; economic policies and, 189;
gender considerations and, 195, 196; methods to promote, 199; policy implications for, 195, 196–199; women in, 187, 194–199
Delta Sigma Theta, 68
Democracy: in African American history, 18; critical theory and, 189; culture jamming and, 407; economic policies and, 189; history of, 194–195; key to, 44; liberal education and, 43, 44; lifelong learning to support, 192; mass media as threat to, 375; minority groups and, 194, 195, 196; at planning tables, 304–308; pop culture and, 409; popular education and, 153, 155, 162–164; poverty and, 194, 228–229; in South Africa, 141, 143; transformative learning and, 326
Democratic countries, 229
Democratic dialogue, 162–164
Democratic education: versus authoritative teaching, 10; liberal education as, 42; for women, 110
Democratic learning spaces, 196
Democratic process, 162–164
Denouncing, 443–446
Department for Education and Skills, 124
Deprivation indexes, 220
Descriptive studies, 49–50
Détournement, 408–409
Developing a Competent Workforce (Goncza), 319
Development, 176–183
Dialogue: for health promotion, 241; in heterogeneous groups, 162–164; and popular education, 162–164
Differing Visions of a Learning Society (Coffield), 133
Dignity, 254
Disabilities, people with, 152–153, 204, 228
Discernment, 328
Discipline, 74
Discrimination: in African American history, 14, 15, 16, 17, 71–72; in democracy’s history, 194–195; diversity training to counteract, 267–268; in First World countries, 155; gender-based, 193–194, 204–205; in human resources development, 204–205; popular education and, 155, 161; against sexual minorities, 425–426, 439; social class and, 210
Discursive practice, 126
Discussion, 241, 265, 282
Diseases, 385
Disenfranchised people, 440
Disequilibrium, 326
Dislocated workers, 350
Disruptive knowledge, 433
Dissertations, 68
Diversity: mass media and, 374; training in, 267–268, 272
Doctoral programs, 57, 197
Dominant performance paradigm, 268–269
Doxa, 28
Dreams, 385
Dualisms, 417
Dysfunctional families, 439
Earth Summit, 175
Ecological view, of transformative learning, 328–329
Economic crisis: of African Americans, 17; American century and, 34; field periodisation model and, 34; globalization and, 379; questions brought about because of, 3
Economic development, 325
Economic needs: liberal education and, 42–43; social class and, 216; using adult education to fill, 108; vocational education and, 224
Economic oppression, 153, 154
Economic order, 209
Economic survival, 75
“Economistas Chinos,” 180
Ecosystems, 175
Ecuador: economic challenges of, 170–171; informal courses in, 223; location of, 170
Edmonton Police Service, 446
Edmonton Public Library, 448
Education: banking concept of, 20–32; external influences on, 207; for flowering of people, 178; mechanization of, 8; as preparation for life, 7–8; youths’ view of, 7–8
Education for All: Is the World on Track? (UNESCO), 222
Education of the African American Adult: An Historical Overview (Neufeldt & McGee), 68
Education of the Black Adult in the United States: An Annotated Bibliography (McGee & Neufeldt), 68
Educational system: for employment, 213; power and, 207–208, 213; social class and, 212–213; students’ place in, 9
Educational tasks, 326
Egan and Nesbit v. Canada (1995), 444
Emancipation, 14, 31
Embodiment, of emotion, 355–356, 358
Emotional intelligence, 323, 356–357
Emotions, of teachers and learners: artistic intelligence and, 441; culture jamming and, 407; description of, 351–353; examples of, 349; expression of, 351–352, 353; meaning of, 353–356; nature of, 353–356; non-Western view of, 386;
Emotions, of teachers and learners: artistic intelligence and (Continued) role of, 350, 354, 356–359; significance of, 350
Empirical research, 49, 50, 125
Employees: betterment of, 259; goals of, 287; needs of, 282–283
Employment: of African Americans, 75, 79; availability of learning and, 283; career progression in, 260–261; educational system for, 213; ethical dilemmas involving, 100; family-friendly policies in, 266; human resource innovations in, 248; lifelong learning for, 117, 188; performativity in, 252–253; of women, 191–192, 260–261; worker commodification in, 253–255
Empowerment, 284, 381, 383
Encyclopédistes, 209
The End of Global Capitalism (Dietrich et al.), 176
Enforcement, of ethics, 101
English liberal education, 42–43
Enlightenment, 385
Enrollment, in adult education: challenges to, 107; ethical dilemmas involving, 100; in the United Kingdom, 191; of women, 191
Enron, 270
Environmental issues: globalization and, 379; poverty and, 225; queer activists and, 429
Epistemic communities, 146
ERIC search, 214
Ethical commitments, 300–301, 305–308
Ethical dilemmas: corporate responsibility and, 270; discussion of, 103; personal encounters with, 98–100; totalitarianism and, 117
Ethics of practice: curriculum for, 272; development of code in, 87–88; discussion of, 103; focus of, 93; literature on, 87, 88; need for code of, 88–103; professionalization and, 102; purpose of, 93, 94–95; regulation of, 96–98, 101
Europe, 211, 220
European Commission, 115, 122–123
European immigrants, 16
Evaluations, corporate, 271
Evaluations, student: emotions involving, 352; ethical dilemmas involving, 99; for health promotion, 243
Evidence-based practice, 125
Except They Be Sent (brochure), 72
Executive positions, 258, 260, 266
Exile, 381
Experiences: as adult education training, xvii–xviii; emotions and, 358; importance of, 9; in liberal education, 42; in non-Western knowledge systems, 384–385, 386; reflection and, 317–318
Experiential learning, 318, 358
External learning networks, 281
Extrarational approach, to transformative learning, 329–331, 334
Federal Glass Ceiling Commission, 264
Fees, program, 95
Feminism, 250
Feminist thought, 69, 182, 190, 193, 323
Feminists, 160, 162, 195
Feminization, of human resource development, 260–262
Feudalism, 211
Field periodisation model, 34
Financial dilemmas, 99
First World countries: definition of, 149; educational projects in, 149; oppression in, 155; popular education in, 150, 155
Flight-or-fight response, 354
Flowering, of people, 178
Folk culture, 71, 76, 385
Food gardening, 227
Formal democracy, 306
Formal education, 223, 384
Fortune magazine, 269
Frames of reference, 328
Frankfurt School, 367
Fraternities, 68
Free education, 8
Freedmen’s Bureau, 67
Freedom: liberal education and, 44; need for, 180–181; as purpose of adult education, 47
Freedom Road: Adult Education of African Americans (Peterson), 68, 79
Friendship, 324
Functional literacy, 222
Funding: for adult education research, 49; for African American schools, 17–18; misuse of, 95
Fusion leadership, 285
Future Directions project, 61, 62
Gallop, 283
Gay Pride Week, 448
Subject Index

Gender: citizenship and, 193–194; deliberative democracy and, 195, 196; discrimination based on, 193–194, 204–205, 247–273; learning differences and, 323; poverty and, 228; responsibility and, 198

General Electric, 364

Gentry, 211

Ghana, 224

Ghettos, 17

Global capitalism: description of, 114–116; lifelong learning in support of, 114, 117–118, 188–189, 191; need for, 118; power of, 118; theories of, 114

Global economy: citizenship in, 183; effects of, 172–181; interrelatedness of nations in, 379; roles and responsibilities of adult education in, 180–183

Global Employment Trends for Women (ILO), 264

Global network capitalism, 366

Global Report on Adult Learning and Education (UNESCO Institute for Lifelong Learning), 107–108

Global warming, 123, 124

Global well-being, 329

Globalization: benefits of, 313; convergence movement and, 428; economic crisis and, 379; effects of, 172–173; environmental issues and, 379; mass media and, 363–370; performativity and, 252; protests against, 429; rap music and, 369–370

Glocal concerns, 429

Governance, workplace, 285

Government assistance, 228

Government integrity, 133

Government planning, 229

Government regulations, 364

Government service, 43, 44; commodification and, 253–254; for poverty reduction, 229–230

Governor, role of, 283

Graduate programs, 62, 397

Graduate students, 49

Grameen Bank, 225

Great Depression, 34

Greed, 372

Group Areas Act, 145

Group identity, 330

Group process skills, 241

Group projects, 323

Group transformation, 327–328, 334

Guatemala, 150, 153–154

H

Habits, 367

Hamburg Declaration on Adult Learning, 373, 374

Hampton–Tuskegee promotional brochure, 72

Ham-radio signals, 405

Handbook of Adult and Continuing Education, xviii, 203, 214

Harassment policies, 267

Harlem Renaissance, 76, 79

Hate and Bias Crime Unit, 446

Hate crimes, 446

Hatred, 443

Healers, 385

Healing, 447

Health: definition of, 204, 234–235; prerequisites for, 237–238

Health care providers, 235

Health Issues in the Community course, 242

Health Issues in the Community course, 242

Health protection, 237, 244

Health promotion: aligning adult education with, 239–244; controversies in, 234; definition of, 235–237; development of, 234, 235; forms of, 238; model for, 236f, 237

Health protection, 237, 244

Health risks, 123

Health services, 227

Healthy Boston, 238

Healthy communities movement, 237–239

Healthy People 2010 initiative, 238

Hegemonic intellectuals, 131

Hegemony, 157, 207, 415

Heterogeneous groups, 162–164

Hidden agendas, 299

High culture, 402

Higher education: accessibility of, 197; judgment of theory by, 397; sexual minorities in, 429; transformative learning in, 333; women in, 196–197

Highland Folk School, 1, 325

Highlander Research and Education Center, 325

Hindu worldview, 381, 383, 385

Hip hop, 369–370, 372

Hiring practices, 100

History: of African Americans, 13–19; of democracy, 194–195; field of, 45–46; of human resource development, 247, 258–262; of rap music, 372; social class in, 209; of social movements, 139–140

History, of adult education: absence of sources about, 45–46; African Americans in, 67–83; field periodisation model in, 34; knowledge production in, 33–39; lack of, 46; lessons learned from, 83; liberal tradition in, 42–48; nature of, 1–2; origins of, 57; research in, 48–52; social change in, 333; societal movements in, 57; theory building in, 48–52

HIV, 387

Holistic learning, 384–385, 386

Holmes Burke Frissell Library, 70, 79

Holma College of Integral Studies, 329

Homeless People’s Federation, 145–146

Homemaking, 71

Homophobia, 426, 439
SUBJECT INDEX

Horizontal learning networks, 281
Housing costs, 227
Howard University, 70
HRD Trends Worldwide (Phillips), 264
Human capital theory, 189
Human Resource Development Quarterly, 250
Human resource field, 248
Human rights, 188
Humanitarianism, 22, 270
Humanization, 31
Humiliation, 351
Hygiene, 71

I
Icon-based Web services, 226
Ideal School art installation, 437, 447, 448–451
Identity: of human resource practitioners, 261; social class and, 211–212; transformative learning and, 332; worker commodification and, 254
Ideology critiques: description of, 157; popular education and, 157–158; transformative learning and, 326
Ignorance, 21
Illiteracy, 73, 75, 80
Images and Recorded Sound, 76
Immigrants, 71, 75
Imperialism, 114
Implementation, 293
Impressionistic propaganda, 39
Inclusion, 190, 193, 194–196
Inclusive citizenship, 193
Incrementalism, 122
India, 220, 225, 226, 228
Indiana Council of Continuing Education, 90
Indigenous knowledge systems, 380, 385
Individual learning, 322–323
Individualism, 323, 341, 381
Individuality, 330
Individuation, 329, 330
Industrial revolution, 209, 211, 253
Industrialism, 118
Informal learning: definition of, 221; mass media for, 363–364, 373, 401–402; in non-Western societies, 383; pop culture for, 401–402; for poverty reduction, 221–222, 223
Information and communications technology, 225–226
Inquiry, in problem-posing education, 31
Institute on Adult Education of Negroes, 73
Institutional authority, 160
Institutional settings, 383
Instrumental rationality, 127–128, 129
Integration, 59, 83
Integrity, 99
Intellectuals, 130–131
Intelligence: education’s effects on, 7–8; emotions and, 357; in situational learning, 9; transformative learning and, 323
Interdisciplinary degrees, 62
Interests, 297–300, 302–303
International Conference on Transformative Learning, 331
International Critical Management Studies Conference, 251
International Journal of Lifelong Education, 120, 121
International Labour Organization, 229, 264
International Monetary Fund, 177
International Transformative Learning Conference, 321, 322
Internet: discussion groups on, 282; social activism on, 431–432
Interpersonal intelligence, 323
Interracial commissions, 15
Intervention manuals, 405
Iraq War, 123
Isolation Syndrome, 36
IsiXhosa, 139
Islam, 382, 385
Isolation, 381

J
Jealousy, 286
Jigsaw technique, 164
Jim Crow laws, 78
Journal articles, 68
Journal of Transformative Education, 322, 330, 331
Journaling, 241
Joy, 352
Judgments, making: emotions and, 354, 357; planning tables and, 291–293; of theories, 397
Jungian psychology, 329, 331
Jus tice, 393, 442–454
Justice: democratic educational practice and, 190; theory of, 286

K
Kentucky State Industrial College for Colored Persons, 78
Knowing, stages of, 323–324
Knowledge: in banking concept of education, 20–32;
becoming familiar with non-Western views of, 386–387; in convergence movement, 429; group creation of, 327; indigenous views of, 380; most valuable types of, 41, 52; Muslims’ beliefs regarding, 382; in Navajo tradition, 384; oppression and, 433; in postmodern pedagogy, 415; power and, 416, 419–420; queer, 426–427, 433; in social movements, 146; Western view of, 379, 380

Knowledge base, of adult education: classification of, 38; core of, 51–52; explosion of, after World War II, 35–39; liberal tradition and, 42–46; philosophy and, 46–48; power of, 39–42; research as source of, 48–52; value of knowledge in, 52

Knowledge production: history of, 33–39; in postmodern pedagogy, 419–420; power of, 39–42; transient nature of, 35–36

Knowledge-based industry, 209, 254, 284

Knowledge-sharing networks, 285

Ku Klux Klan, 75–76

L

Labor market: African Americans in, 17, 18; worker commodification in, 253–255

Labour Force Survey, 260

Lacunae, 286–287

Language, of power, 284

Late capitalism, 33

Latency phase, of collective action, 143

Latin America, 149–165, 176, 195, 226, 386

Layoffs, 100

Laziness, 74, 80, 374

Leadership, in adult education: African Americans in, 83; expanding scope of, 63; tiers of, 57

Leadership styles, 285

Learner needs: diversity of, 107–108; in learning organization, 283; in postwar America, 44

Learner-centered approaches, 241–243

Learning: as adventure, 8; commonality of, xvii; from conflict, 433; importance of, 311; lifelong nature of, 8; non-Western worldviews of, 380–387; for poverty reduction, 221–222; responsibility for, 188–189; shared, 382; in social movements, 140–141

Learning communities: in organizations, 280; types of, 205, 281–282

Learning environments, 196, 344, 383, 418

Learning from the CEO: How Chief Executives Shape Corporate Education (Meister), 283

Learning networks, 281–282

Learning organization: contradictions in quest for, 284–287; disadvantages of, 282–284; horizontal type of, 282; popularity of, 280; suggestions for, 287–289

Learning Resources Network, 88

The Learning Society program, 109, 133–135

Learning to Be (UNESCO), 188

Legislation, for health protection, 237

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) persons: arts-informed project for, 436–437; classifications of, 424, 426; convergence movement of, 428–430; critical social learning about, 437–446; daily life of, 429–430; definition of, 424; goal of activism by, 433; higher education experiences of, 429; individual experiences of, 430; postmodernism and, 427–428; public’s view of, 425–426; queer knowledge of, 426–427; queer movement of, 426; risks of activism by, 430; types of activism by, 431–432

Liberation, 26, 28; of African Americans, 67–68; development as, 177–179; reflection and, 318; in South Africa, 141, 144

Libertarian education: versus banking concept of education, 21, 26, 27; function of, 21

Libraries, 38, 70

Library of Continuing Education, 39

Life meaning: in banking concept of education, 24–25; as purpose of adult education, 47; search for, 10–11

Life satisfaction, 243

Lifelong learning: approaches to, 192–193; citizenship and, 192–194; definition of, 57; emphasis of, 117; as goal of adult education, 47; history of, 113; as human right, 188; ideals of, 113; importance of adult education and, 60; non-Western views of, 380–387; origin of, 57, 117;
SUBJECT INDEX

Lifelong learning: approaches to (Continued)
Lifestyles, healthy, 237
Life-work balance, 266–267
Lifeworld, 192, 430–431
Listening, 371
Literacy: citizenship and, 187–188; definition of, 222; focus on, 219; media, 374; poverty reduction and, 219, 222–223; for women, 187–188
Literacy BC, 90
Literacy, health, 242
Literacy programs, 73
Literature, management, 117
Literature, on adult education: on African American adult education, 68; on ethics of practice, 87, 88–89; examples of, xviii; focus on teacher in, 417; foundation for, 56; growth of, 48; lack of, 45–46; postwar knowledge explosion and, 38–39; selection process for, xviii–xix; on social class, 214; on social learning, 340–341, 342, 343–344.
See also Research
Living companies, 285
Living learning groups, 333
Loans, 367
Locker art, 448–451
Logic, 324
Logos, 28, 330
Longitudinal studies, 50
Love relationships, 324
Loyalty, employee, 283
Lynchings, 18, 76, 77
M
Macropractices, 429
Management: education programs for, 298; goals of, 287; learning networks of, 281; literature in, 117; masculine rationality and, 249; micromanagement of, 286; pay rates in, 262; performativity and, 252; punishment of employees by, 285–286; social positions of, 257; stockholder orientation and, 255; transformation of, 269; values of, 288; women in, 260, 261
Managerial capitalism, 366
Managerialism, 252
Manipulative behavior, 196
Manufacturing industry, 209, 259–260, 284
Maori people, 384, 386
Marches, 145
Market economy, 172–183
Market mechanisim, 178
Marketing, 89
Marketplace, control of, 367, 368, 372
Marxist model of society, 115
Masculinist rationality, 248–250, 263
Mass culture, 371–375
Mass media: African Americans and, 74–75; consumerism and, 363, 366, 367, 376; culture and, 366, 370–375; diversity and, 374; educators’ stance toward, 375–376; globalization and, 364–370; as informal education, 373, 401–402; mass culture and, 372–375; needed analysis of, 374; ownership of, 364; power and, 364, 365–366, 367; problem of, 313; research and, 124, 126–127; as source of lifelong learning, 117, 363–364; spin in, 127, 128, 134; as teaching tool, 373–374; as threat to democracy, 375
Mass meetings, 144
Mass production, 367, 368
Mass transportation, 173
Master’s degree programs, 57
Materials, instructional: ethical dilemmas involving, 95, 100; in non-Western societies, 383
The Matrix (film), 368–369
Maturation, 47
The Meaning of Adult Education (Lindeman), 2, 56
Mediated instruction, 89
The Melting Pot (play), 71
Memories, 352
Memorization, 27
Men: career progression of, 260–261, 264; caregiving by, 198; citizenship of, 193; in diversity training, 267; in history of democracy, 195; human resource development and, 248–250, 273; in human resource positions, 259–260, 261–262; learning differences of, 323, 324; pay rates of, 260, 262; promotion-oriented training for, 264; transformative learning of, 324
Mentors, 438, 450
Meritocracy, 72, 80
Methods, research, 49, 125
Michigan Adult and Community Educators, 88
Microfinance organizations, 226
Micromanagement, 286
Micropractices, 429–430
Middle class, 155, 211, 212, 214
Middle way, 385
Migration, of African Americans, 15, 16–18
Milieu control, 116
Military organizations, 144
Military service, 193
Military-industrial complex, 34, 44
SUBJECT INDEX

Millennium Development Goal (United Nations), 204, 219
Mindfulness, 382–383
Miner Teachers College, 74
Minority groups: democracy and, 194, 195, 196; human resource development and, 256; media representations of, 374; theory building and, 398–399
Moods, 353
Moorland-Spingarn Archives, 70, 79
Moral progress, 157–158
Motherwork, 191, 192, 193
Motivation, of learners: in Buddhist worldview, 383; emotions and, 350, 354; research of, 50
Multiculturalism, 151, 163, 267
Multiple intelligences, 323
Munnomu kabi, 227
Music: cultural resistance in, 404; globalization of, 369–370, 371; in non-Western worldviews, 385
Myths, 330
Myths, 385

N
Narrative education, 20–32
National Actions to Implement Lifelong Learning in Europe (European Commission), 122–123
National Association for Adults with Special Learning Needs, 350
National budgets, 177
National Center for Education Statistics (NCES), xvii
National Child Development Study, 243
National Colored Women’s Clubs, 68
National Conference on Adult Education and the Negro, 73
National Council of the YMCA, 74–75
National Slum Dwellers Federation, 146
National Society for Performance and Instruction, 90
National Union Catalog of Manuscript Collections, 70
Native Americans, 381, 384, 386
Natural resources: conflicts over, 171–172; conservation of, 175; effects of globalization on, 173
Natural science, 125
Navajo tradition, 384
Nazism, 116
NCES. See National Center for Education Statistics
Nchimishi, 225
Necrophily, 25
Need fulfillment, 173–175, 176, 178
Negitiveland, 405
Negotiations, 296, 297, 301–308
Negro As Artist program, 81
Negro Folk Education Project, 81
Neoliberalism, 108, 109
Neoliberals, 190
Neolitization, 405
New Directions for Adult and Continuing Education, xvii
New Historical Project, 176
New Labour government, 133, 134
New social movements, 428
New York Pride Festival, 433
New York Public Library, 70
New York Times, 369–370
News Corporation, 364
News programs, 373
Newspapers. See Mass media
Nigeria, 224
The Ninth Man (National Council of the YMCA), 74–75
Noetic societies, 41
Nongovernmental organizations (NGOs), 226–227
Non-Western worldviews, 380–387
Normative orientation, 139
North America, 211, 214
Nuclear submarines, 198
Nutrition programs, 240
O
Obedience, 223
Objectivity, 125
Observation, 386
Obsolete knowledge, 36
Oil crisis, 34
Omega Psi Phi, 68
One-Dimensional Man (Marcuse), 367
Online courses, 197
Ontario Institute for Studies in Education, 328
Oppression: in banking concept of education, 21–32; disruptive knowledge and, 433; in First World countries, 155; free market and, 176; ideology critique and, 157, 158; knowledge production and, 40, 41; postmodern pedagogy and, 416–417; purpose of adult education and, 48; reflection and, 317; social class and, 213; student experiences of, 162; transformative learning and, 326
Organization development, 257, 269
Organization health model, 320, 371
Organizational health, 288
Organizational learning, 286–287
Organizational structure, 296
Organizational transformation, 327–328
Ottawa Charter for Health Promotion, 237–238
Our Common Future (World Commission on Environment and Development), 175
Out Is In project: components of, 437; description of, 436, 438; political and pedagogical perspectives of, 439–454

Overview of Adult Education Research (Brunner et al.), 45

Ownership: of mass media, 364; power of, 115

Pamphlets, 69
Parental leave, 266
Participatory planning, 229
Pass laws, 142
Passive listening, 371
Patriotism, 14, 19
Pay rates, 260, 262
Peace accords, 153–154
Pedagogy of Indignation (Freire), 439
Pedagogy of submission, 40
Pennsylvania Association for Adult Continuing Education, 88
People’s Dialogue, 138–139
PepsiCo, 266
Perceptions, critical: in banking concept of education, 31; in problem-posing education, 28–29, 30–31
Performance consultants, 252
Performative philosophy, 252–253
Permanence, 30
Personal development goals, 284
Personal transformation, 329
Personalities: conflicts of, 352; forced teaching methods and, 10
Personality development, 73
Personnel work, 258–259
Perspectives, understanding, 324
Perspective-sharing networks, 285
Peterson’s, 57
Petroleum, 173
Philosophy, 45, 46–48; of human resource development, 252–253
Physical survival, 75–76
Pigeon peas, 225
Ping national survey, 444
Placejamming projects, 405–406
Planetary community, 328, 334
Planned Parenthood, 446
Planning tables: description of, 291–292; dimensions of, 294–304; ethical commitment in, 305–308; importance of, 291–294; negotiations at, 296, 297, 301–308; participants at, 300–304; power and politics in, 293, 297, 301, 302, 305, 308. See also Program planning
Pluralism, 48, 267
Pluralistic citizenship, 193
Policies: adult educators’ lack of influence over, 120, 121, 122, 127–128, 134–136; changes in meaning of, 136; consequences of, 123; deliberative democracy and, 189, 195, 196–199; governing mass media, 364; for health prevention, 237; poverty reduction and, 229; public’s skepticism regarding, 126; versus research, 126; research evidence’s relation to, 132, 133–135; stakeholder orientation and, 256
Policy communities, 122
Policy processes, 123, 124, 126, 129
Policy research, 121, 125
Policymakers: community of practice of, 129; identification of, 121, 122, 128, 134; as intellectuals, 132; power of, 123, 127–128; versus researchers, 125; roles of, 128–129; use of lifelong learning by, 107, 108, 127–128
Political action committees, 58
Political economy approach, 364–365
Political freedom, 154–155
Political objectives: in planning tables, 293, 297, 301, 302, 305; in popular education, 165–166; reflection and, 318
Political power: in African American history, 18, 78; knowledge production and, 39–40; pop culture and, 403; post–World War II knowledge explosion and, 36
Political resistance, 407–408
Political tasks, 326
Political theater, 406
Political will, 224
Pop culture: definition of, 402; democracy and, 409; globalization of, 369–371; human values and, 403; politics of, 403; for resistance, 403–404; as site of informal learning, 401–402, 404–409
Popular education: acknowledging political objectives in, 164–165; authority of teachers in, 159–160; characteristics of, 152–154; democratic process and, 162–164; description of, 149–151, 152; dialogue in, 162–164; examples of, 152–153; foundation of, 154; modification of, 150; objective of, 154, 156; origin of, 150, 152; student experiences in, 160–162; teacher-student relationships in, 159–160; in Western countries, 150, 154–164
Popular Education Network, 152
Postal surveys, 261
Postindustrial society, 35–39
Postliteracy methods, 223
Postmodern pedagogy: consequences of use of, 392–393; teacher-student relationships in, 417–419; ways of knowing in, 414–417
Postmodernism, 427–428
Poverty: common measurement methods for, 220; definitions of, 220; democracy and, 194; in free market economy, 174; gender and, 228; media representations of, 374; of people with disabilities, 204; popular education and, 157; social movements regarding, 142–143, 144; strategies to reduce, 220–230; translocation and, 171; United Nations’ goal for, 204, 219; women living in, 204

Poverty Reduction Strategy Papers, 219

Power: of African Americans, 71, 78, 80; Black feminist thought and, 69–83; of capitalism, 118; educational system and, 207–208, 213; ethical dilemmas involving, 98; in human resource development education, 256–258, 262–263; of knowledge, 416, 419–420; language of, 284; learning organizations and, 282–286; of ownership, 115; philosophy and, 46; in planning tables, 293, 297, 301, 308; policy process and, 126; of policymakers, 123; popular culture and, 403; postmodern concept of, 419–420; sharing of, 115; social class and, 207–208; social learning and, 345; social positions and, 414; stakeholders and, 256; structural inequalities and, 198; of teachers, 160; worker commodification and, 254

Powershift, 287–288

Practitioners, 398

Pragmatics with vision principle, 306–307

Praxis, 316, 317, 439–440

Preaching, 405

Predictability, 367, 368

Prefigurative communities, 410

Prevention: definition of, 237; in non-Western worldviews, 387; research in, 244

Primary education, 223

Primary stakeholders, 255

Privilege, 158, 162

Problem solving, 281, 285, 302

Problem-posing education, 26–28

Procedural tasks, 301

Productivity, workplace, 58, 252, 286

Professional development, 95

Professional identity, 298

Professionalism, 99

Professionalization, of adult education: debates over, 59–60; ethics and, 102; movement for, 37, 40, 44

Profits, 116, 173, 255, 269

Program planning, 89; for health promotion, 239–241; key dynamics in, 205; in learning organizations, 283; outcomes of, 297; usual focus of, 205.

See also Planning tables

Progress of sentiments, 157–158

Progressive education, 430

Project for the Special Education of Negroes, 73

Project-based learning, 281

Proletariats, 209

Propositional knowledge, 380

Psychoanalytical theory, 180

Psychological adjustment, 371

Psychology, 341

Psychology, 41–42, 45

Psychotherapy, 316

Public pedagogy, 404–409

Public Safety and Emergency Preparedness Canada’s Community Mobilization Program, 438

Public school facilities, 17–18

Public-theater jams, 405

Publishers, 121

Punishing employees, 285–286

Punk culture, 404

Q

Quakers, 67

Qualitative methods, 125, 126

Quality circles, 281

Quality improvement, 285

Quality of life, 172

Queer. See Lesbian, gay, bisexual, transgender, and queer people

Queer movement, 426

Queer Nation Manifesto, 433

Queer theory, 425

Queer View Mirror exhibition, 453

Questioning techniques, 164

Questionnaires, 90, 91

R

Race relations, 80

Race riots, 15

Racialism, 19

Racism, 158, 282

Radical adult education, 122, 128–129, 132

Radical schooling movement, 129–130

Raging Grannies, 198

Rap music, 369–370, 372

Ravers, 404

Reaganomic rappers, 372

Rebelling, 25–26

Rebirth, 383

Recognition, 190, 196

Reconstruction, 13, 67

Redistribution, 190, 196, 197

Reflect method, 223

Reflection: definition of, 315–316; description of, 315–320; for health promotion, 241; history of, 315–317; importance of, 315; in organizational learning, 285; in problem-posing education, 28, 29; techniques for, 315; without social action, 326
Reflection-in-action, 316–317
Reflective thinking, 319
Reflexive citizenship, 193
Refugees, 190
Regulators, 75–76
Relationships, learning through, 323, 324, 387
Reports, research, 124
Repressive tolerance, 163
Research: changes in meaning of, 125–126, 136; description of, 125, 126; for health promotion, 243–244; in human resource development, 249–250, 251, 256, 265; integrity of, 128, 133; organizational inequalities and, 263; versus policy, 126; policy’s relation to, 132, 133–135; on poverty reduction, 222; queer work in, 431; on social class, 214–215; spin in, 128, 134; on transformative learning, 331–333, 334.

See also Literature, on adult education
Research, adult education: of African Americans, 68–83; credibility of, 123; history of, 48–52; media and, 124; public’s skepticism of, 123
Research reports, 124
Researchers: changing roles of, 129–130; communities of practice of, 129; control of, 128; identity of, 129, 134; as intellectuals, 131–132; versus policymakers, 125
Residency, 197
Resistance: definition of, 403; education for, 70, 77–79, 81–82
Responsibility, 74; in communal learning, 381; corporate, 256; gender aspects of, 198; global economy and, 118, 181–183; rights without, 197
Retail interventions, 407
Retention, employee, 283
Retreats, 292
Reuters, 175
Reverse discrimination, 267
Rhythm Nation of America, 372
Risk society, 163
Role models, 385, 443
Sadness, 353
Safe place, for training, 98
Safe sex, 446
Sara Lee, 266
SASSY program. See Summer Arts Studio Supporting Youth program
Scholars, 258
Scholarship applications, 197
Schomburg Center for Research in Black Culture, 70, 79
Scientific management, 259
Scotland, 242
Screening programs, 237
Second wave world, 284, 287
Secondary stakeholders, 255–256
Segregation, of African Americans, 14, 15, 71, 75
Self-deception, 287
Self-directed learning, 417–418
Self-employment, 267
Self-governance, 78
Self-help groups, 144
Self-reliance, 211
Self-sufficiency, 188
Self-transformation, 326–327
Separate knowing, 323–324
September 11, 2001, attacks, 166
Service industry, 209
Sex trafficking, 190–191
Sexual minorities: arts-informed project for, 436–437; categories of, 424; convergence movement of, 428–430; critical social learning about, 437–446; daily life of, 429–430; definition of, 436; goal of activism by, 433; higher education experiences of, 429; individual experiences of, 430; postmodernism and, 427–428; public’s view of, 425–426; risks of activism by, 430; types of activism by, 431–432
Shared knowledge, 41, 382
Shareholders, 255–256
Shopping, 401, 405, 406
Situational education, 9
Situationists, 405
Sixth International Conference on Adult Education, 4–5
Skill mastery: as goal of adult education, 47; poverty reduction and, 219
Skills: in adult education history, 34; non-Western view of, 382
Slavery: in African American history, 13–14, 67; effects of, 74; religion and, 76
Smoking, 123, 124, 237, 243
Social activists: adult educators as, 61; ideal society of, 410; transformative learning and, 326
Social business model, 270
Social capital, 213, 226, 243
Social change: in history of adult education, 333; transformative learning and, 325–327
Social change education: description of, 149–151; ideology critique and, 157; positioning of students and teachers in, 151, 159–162; projects related to, 149; in Western countries, 150
Social class: adult education issues and, 214–215; approaches to understanding, 212; culture and, 210; definition of, 208, 211; description of, 209–212; determinants of, 209–210, 211; discrimination and, 210; economic sufficiency and, 216; educational system and, 212–213;
SUBJECT INDEX

T

Teachers: changing roles of, 129–130; identity of, 129; as intellectuals, 130–132

Teachers, adult education: in banking concept of education, 20–32, 23–24; versus conventional teachers, 9; focus on, in literature, 417; knowledge of, 415; power positions of, 414

Teacher-student relationship: in Confucian worldview, 387; ethical dilemmas involving, 98–99; narrative character of, 20; popular education and, 159; in postmodern pedagogy, 417–419

Teaching communities, 196

Teaching methods: in banking concept of education, 24; for democratic dialogue, 164; for group transformation, 327; for health promotion, 241–243; lack of research on, 50; literature on, 89; mass media in, 373–374; in queering teaching, 431;
SUBJECT INDEX

Teaching methods: in banking concept of education, (Continued) for reflection, 315; search for life meaning and, 10

Technical education, 224

Technology: in the American century, 33; cultural capital and, 366; liberal tradition and, 44; mass media and, 363–364; post–World War II knowledge explosion and, 37, 40–41; power of knowledge and, 40; worker commodification and, 254

Telecommunications Act of 1996, 364

Television. See Mass media

Tenant farming, 15

Tenured faculty, 197

Textbooks, 257, 263, 415, 416

Theory, adult education: absence of, 391; academy’s judgment of, 397; challenges of, 397; history of, 391; sources of, 397–398; travels of, 396, 397; uses of, 398

Theory building: in adult education history, 48–52; minority groups and, 398–399; need for, 398–399; sources for, 397–398

There Is No Me Without You (proverb), 381

Thinking time, 164

Third International Conference of the Popular Education Network, 149

Third wave world, 284, 288

Third Way, 189, 197

Third World countries: definition of, 149; economic oppression in, 154, 155; need fulfillment in, 178; women’s citizenship in, 190–191

The Three R League program, 73

Tillery, North Carolina, 239

Time Warner, 364

To Have or to Be (Fromm), 175–176

Tolerance, 163

Tomlinson Report (Department for Education and Skills), 124

Tongues United (film), 433

Totalism, 116–117

Trade union movement, 143–144

Training, of adult educators: adult educator tiers and, 57; ethical dilemmas involving, 100; in ethics of practice, 89; experience as, xvii–xviii

Transfer of learning, 240

Transformative intellectuals, 130–131, 132

Transformative learning: conferences about, 321; connected knowing and, 322–324; critics of, 321; description of, 321–322; ecological view of, 328–329; emotion and, 358–359; extrarational approach to, 329–331; facets of practice relevant to, 325; for groups and organizations, 327–328; for health promotion, 241–242; in human resource development, 265; research on, 331–333, 334; social change and, 325–327; study of, 312

Transformative Learning Centre, 328

Transitional spaces, 406

Traumatic incidents, 351

Truman Commission on Higher Education, 34

Truth, 378, 415, 417

Tuskegee Institute, 71, 72

Tuskegee University, 68, 70

U

Uganda, 222

UNESCO, 4–5, 107–108, 188, 204, 222, 235, 236, 244

Union activists, 57, 143, 144

Unisex research, 250, 256

United Democratic Front, 143–144

United Kingdom, 188, 191, 260

United Nations, 175, 204, 219

United Nations Development Program, 228–229

United States, 211

United Women’s Organisation, 144

Universal analysis, 391–392

Universal code of ethics, 88

Universal Negro Improvement Association, 68

Universal truths, 415

Universities, lack of support from, 51–52

Unpaid labor, of women, 191, 192, 194, 197

Upper class, 214

Urban agriculture, 227

Urbanization, 15, 16–18

U.S. Department of Education, 62

U.S. Department of Health and Human Services, 238

U.S. handbook of adult education, 34, 48, 50, 52

U.S. Office of Education, 73

USAID, 228

Utility costs, 227

V

Validity, research, 125

Value rationality, 125–126

Values, corporate, 288

Values, human: expressing emotions about, 351–352; free market society and, 173, 181; popular culture and, 403

Vertical learning networks, 281, 282

Viacom, 364

Vietnam, 225

Violence: against African Americans, 75–76, 444, 446; banking concept of education and, 25–26; free market and, 176; media representations of, 374; against sexual minorities, 439; in Third
World countries, 178; toward women, 190
Virtual protests, 405
Visibility, of sexual minorities, 432
Visible phase, of collective action, 143
Vision, 287–288, 328
Vocational education: flexible practices for, 224; focus on, 117; versus liberal education, in history, 44; for poverty reduction, 224–226; shortcomings of, 8–9
Vocationalism, 382
Voices of the Poor series (Narayan), 220, 225, 229
Voting, 18

W
Walt Disney, 364
War, 173
We, concept of, 381
Weak thesis, 355
Wealth accumulation, 171, 174, 209, 254
Web services, 226
Welfare, 188, 209
Welfare states, 229
Well-being, 243, 270, 329, 384
Western countries: knowledge of, 379; popular education in, 150, 154–164; social change education in, 150; transformative learning and, 323
Westside Preparatory School, 81
White privilege, 158

WHO. See World Health Organization
Wi Jie of Qinghua University, 179–180
Women: activism of, 198; agency of, 182; career progression of, 264, 265; as caregivers, 191, 193, 194, 198; citizenship for, 190–194, 198–199; in deliberative democracy, 187, 194–199; democratic inclusion of, 194–196; development disadvantage of, 264–265; enrollment of, in adult education, 191; free market society and, 173; in history of democracy, 194–195; ignored work of, 264; learning differences of, 323, 324; life-work balance of, 266–267; lifeworld of, 192; literacy for, 187–188; media representations of, 374; in minority groups, 196; number of, living in poverty, 204; pay rates of, 260, 262; poverty reduction for, 227–228; responsibilities of, for learning, 188–189; stages of knowing of, 323–324; structural inequalities for, 190–192; transformative learning of, 324; violence toward, 190
Women’s clubs, 77
Women’s education, 110
Women’s movements, 138–139, 141–146
Workaholics, 266
Worker solidarity, 144
Worker surveillance, 248, 254
Worker-citizens, 189

Working the Planning Table (Cervero & Wilson), 205
Working-class people, 142–143, 144, 145
Workplace governance, 285
Workplace interactions, 263
Workplace training, 58
Works Progress Administration, 74, 75
Workshops, 288
World Bank, 177, 220, 225, 226
World Commission on Environment and Development, 175
World Health Organization (WHO), 234, 237
World Resources Institute, 272
World Trade Organization, 429
World War I: in field periodisation model, 34; personnel work and, 258–259
World War II: in African American history, 14; in field periodisation model, 34; knowledge explosion after, 35–39, 40–41; liberal education after, 42–44; questions brought about because of, 3

X
Yoga, 385
Young India Project, 228
Young Men’s Christian Association (YMCA), 72–73, 74
Youth Understanding Youth, 446

Y
Zambia people, 225
Zero tolerance, 267