## **Contents**

1	Introduction	1		
Part I Psychological and Critical Foundations				
2	Paradigms and Knowledge: Understanding the Field			
	of Cognitive Studies and Educational Psychology	7		
	From Ancient Greece to Ancient Egypt: Introducing			
	the Evolving Western Concept of Mind	10		
	The Emergence of Western Science: Reason as Revolution			
	Against Divine-Right Tyranny	12		
	From Descartes to Newton and Beyond: The Destruction			
	of Mechanical Philosophy	13		
	The Emergence of Psychology as a Discipline: Competing			
	Hegemonies and the <i>Recovery</i> of Mechanical Philosophy	17		
	Mentalism and Wundt	18		
	Introducing Behaviorism: Basic Assumptions			
	and the Contemporary Context	23		
	Behaviorism and US Education Policy: A Brief Contextualization	25		
	A Closer Look at Behaviorism: Foundational Figures			
	in Neo-mechanical Educational Psychology	28		
	E. Thorndike	28		
	B.F. Skinner	31		
	A. Maslow	32		
	H. Gardner	33		
	R. Nisbett	34		
	Piaget and the Constructivist Revolution	36		
	Beyond Piaget: An Introduction to Postformal Psychology	40		
	Subjugated Contributions to Postformal Psychological Knowledge	42		
	S. Freud: The Complexity of Consciousness	42		
	C.G. Jung: Collective Conscious and the Emerging Individual	45		
	L. Vygotsky: Challenging the Determinism of Mechanical Philosophy	48		
	Paulo Freire	51		

## **Contents**

1	Introduction	į
Pε	nrt I Psychological and Critical Foundations	
2	Paradigms and Knowledge: Understanding the Field	
	of Cognitive Studies and Educational Psychology	7
	From Ancient Greece to Ancient Egypt: Introducing	
	the Evolving Western Concept of Mind	(
	The Emergence of Western Science: Reason as Revolution	
		2
	From Descartes to Newton and Beyond: The Destruction	
	of Mechanical Philosophy	3
	The Emergence of Psychology as a Discipline: Competing	
	Hegemonies and the <i>Recovery</i> of Mechanical Philosophy	7
	Mentalism and Wundt	8
	Introducing Behaviorism: Basic Assumptions	
	and the Contemporary Context	3
	Behaviorism and US Education Policy: A Brief Contextualization 2	5
	A Closer Look at Behaviorism: Foundational Figures	
	in Neo-mechanical Educational Psychology	8
	E. Thorndike	_
	B.F. Skinner	_
	A. Maslow	_
	H. Gardner	
	R. Nisbett	•
	Piaget and the Constructivist Revolution	_
	Beyond Piaget: An Introduction to Postformal Psychology 4	
	Subjugated Contributions to Postformal Psychological Knowledge 4	
	S. Freud: The Complexity of Consciousness	
	C.G. Jung: Collective Conscious and the Emerging Individual 4	
	L. Vygotsky: Challenging the Determinism of Mechanical Philosophy 4	
	Paulo Freire	l

x Contents

	Critical Pedagogy and Educational Psychology:	
		52
	Old School Paths from Behaviorism: Noam Chomsky	
		59
	A Unified Reading of Chomsky's Work	60
		61
	Buddhist Psychology	62
	Conclusion	54
3	The Social Construction of the Dominant Psychological	
		67
		67
		76
4	The Social Construction of Educational Psychology	
•		79
	(	33
		3., 84
	Teacher Candidates and <i>Their</i> Social Construction	רכ
		35
		39 39
		94
	Conclusion	74
Pa	rt II Postformal Psychology and Critical Pedagogy	
5	What Is Postformal Psychology? Toward a Theory	
	of Critical Complexity	97
	Postformalism: A Critical Pedagogy for Educational Psychology 9	98
		98
	Basic Principles	)4
	The Bricoluer: Postformal Research Methods	)8
	Conclusion: What Does It All Mean?	10
6	What Is Critical Pedagogy? The Historical and Philosophical	
U	Roots of Criticality	12
	Columbus, Saint-Domingue, and the Emergence of	1 -,
	Revolutionary Critical Pedagogy: An Historical Introduction	
		าา
		, ;
7	Academic Critical Pedagogy: Critical Pedagogy in the	
	Contemporary Context	
	Gramsci	
	Frankfurt School	
	Freire	
	Academic Critical Pedagogy at the End of the Twentieth Century 14	12
	Psychology, Mind, and the Emergence of Critical Constructivist	
	Critical Pedagogy	15

Contents

	Critical Pedagogy in the Twenty-First Century: A New	
	Generation of Scholars	148
	Central Concepts: The Heart of Academic Critical Pedagogy	156
	Challenges Against Critical Pedagogy	160
Pa	art III Critical Theory and Revolutionary Psychology	
8	Anarchy and Feminism in Psychology: Widening the	
	Postformal Circle of Criticality	165
	Anarchist Psychology	168
	Toward a New Field: A Constructed, Situated, and Militantly	
	Enacted Discipline	177
	A New Generation of Anarchists: Possibilities for an	
	Enacted Militancy	178
	Barriers to an Anarchist Postformal Pedagogy	180
	Institutional	180
	Interpersonal	181
	Conclusion: A Postformal, Anarchist Self-Reflection	182
R	eferences	183
N	ame Index	193
Sι	ıbject Index	195