



# **A Levinasian Ethics for Education's Commonplaces: Between Calling and Inspiration (The Cultural and Social Foundations of Education)**

*Clarence W. Joldersma*

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Making a clear distinction between schooling and education, *A Levinasian Ethics for Education's Commonplaces* explores how education ought to be inscribed in formal schooling, focusing primarily on high school and undergraduate institutions. Joldersma explores Emmanuel Levinas's understanding of ethics, and establishes the notion of transcendence as related to time immemorial and to time unforeseeable. These two concepts are connected to the types of indirect experience which will help define the structural conditions of education: being called to normative responsibility and being inspired with a hope that motivates action. These themes are used throughout the books to help support and substantiate the argument built around Schwab's four commonplaces of education: learner, teacher, curriculum, and institutions. Ultimately, education emerges as a response to the call of justice.

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