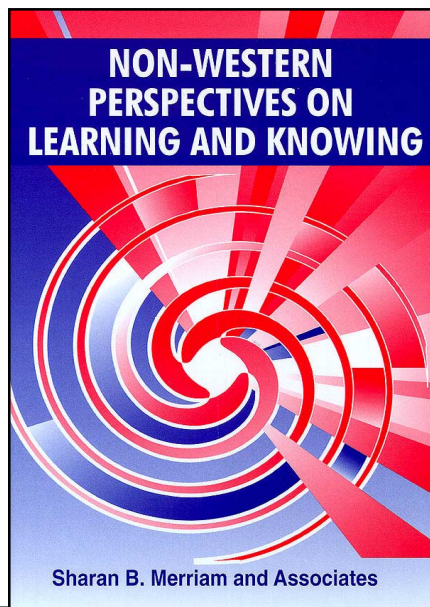


NON-WESTERN PERSPECTIVES

On Learning and Knowing

by Sharan B. Merriam & Associates



As with other areas of education, the knowledge base that has developed around adult learning and education has been firmly lodged in Western values and culture. But we need only look beyond our borders as well as to our own indigenous Native Americans to find major systems of thought and beliefs embedded in entirely different cultural values. Chapters on Native American indigenous knowledge, Confucianism, Hinduism, Islam, Buddhism, Maori, Latin American perspectives, and African indigenous knowledge will acquaint readers with alternative understandings of learning and lead, it is hoped, to a more holistic understanding of adult learning.

Orig. Ed. 2007 ISBN 978-1-57524-280-4 204 pp. \$30.50

Sharan B. Merriam is professor of adult education at The University of Georgia in Athens, where her responsibilities include teaching graduate courses in adult education and qualitative research methods, and supervising graduate student research. Her doctorate is in adult education from Rutgers University. Before coming to Georgia, she served on the faculties of Northern Illinois University and Virginia Tech. Dr. Merriam's research and writing activities have focused on the foundations of adult education, adult development, adult learning, and qualitative research methods. For five years she was coeditor of *Adult Education Quarterly*, the major research and theory journal in adult education. She is a three-time winner of the prestigious Cyril O. Houle World Award for Literature in Adult Education for books published in 1982, 1997, and 1999. She regularly presents seminars on adult learning and qualitative research throughout North America, southern Africa, Southeast Asia, the Middle East, and Europe. In 1999 she was a Fulbright Scholar to Malaysia.

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Review

"Perhaps the most powerful message from this book is that learning and knowledge must be contextualized in a student's culture... This book is well-written and very interesting. The wide array of cultural perspectives on knowing and learning—ranging from liberation theology and learning in Latin American to Confucian ways of thinking—provide a breadth of perspectives which not only expand the reader's knowledge of perspectives on learning but clearly exhibit the range of views that may be part of students' frameworks for experiencing higher education."—NACADA Journal (National Academic Advising Association)

Other Titles by Sharan B. Merriam

ADULT LEARNING AND DEVELOPMENT: Multicultural Stories

edited by Lisa Baumgartner & Sharan B. Merriam

Orig. Ed. 2000 312 pp. ISBN 978-1-57524-097-8 Paper \$40.50

Adult Learning and Development: Multicultural Stories simultaneously entertains and educates the reader on issues of adult development. Recognizing the role of both sociocultural and psychological factors in shaping people's lives, the editors have compiled a unique anthology of culturally diverse stories and poems that illustrate six themes of adult development: identity; the importance of work; intimacy; the family life cycle; physical development, health, and aging; and learning in adulthood. Selections feature protagonists who are African American, Asian American, Latino/a American, Native American, physically challenged, or gay and lesbian among others. Selections include "How I Got to Be Jewish" by Erica Jong and "Groom Service" by Michael Dorris.

A Guide to Research For Educators and Trainers of Adults

by Sharan B. Merriam & Edwin L. Simpson

2nd Ed. 1995, Reissue Ed. 2000 254 pp.

ISBN 978-1-57524-142-5 \$40.50

Most texts on educational research methods present only the most commonly used research designs and draw supporting material from school-related studies. The authors have presented a full range of methodology for doing research, with examples from research studies done with adults in adult settings. Chapters of the book are devoted to both traditional and less traditional research methodologies used to study adult education and training. To provide an organizing framework, the common processes found in all research approaches are used as a guide: (1) types of research problems, (2) assumptions underlying methodology, (3) ways the research phenomenon is delineated, and (4) use of data gathering procedures and techniques.



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Other Titles by Sharan B. Merriam

Philosophical Foundations of Adult Education, 3rd Ed.

by John L. Elias & Sharan B. Merriam

3rd Ed. 2005 298 pp. ISBN 978-1-57524-254-5 \$43.75

The Third Edition of *Philosophical Foundations of Adult Education* presents seven theoretical approaches to adult education: liberal, progressive, behaviorist, humanist, radical/critical, analytic, and postmodern. The book gives the historical grounding as well as the basic principles for each approach. In this edition each chapter has been revised and brought up to date. The chapter on radical adult education incorporates recent developments in radical education, phenomenology, feminist educational theory, and critical social theory. The book contains an entirely new chapter on postmodern adult education.

Selected Writings on Philosophy and Adult Education

edited by Sharan B. Merriam

2nd Ed. 1995 332 pp. ISBN 978-0-89464-887-8 Paper \$49.25

Selections representing critical theory, phenomenology, and feminist theory are included in this edition. Further, new material reflecting more traditional philosophical traditions has been added, such as selections from Bloom's *The Closing of the American Mind*, Nadler and Nadler's *Developing Human Resources*, and Mezirow's *Fostering Critical Reflection in Adulthood*. These and other additions complement "classic" selections by Dewey, Lindeman, Skinner, Freire, and others.

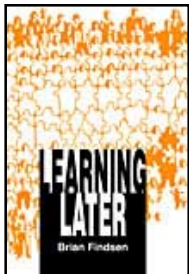
Other Titles of Interest

LEARNING LATER

by Brian Findsen

Orig. Ed. 2005 184 pp.

ISBN 978-1-57524-218-7 \$37.25



This book explores the relatively ignored issue of the social context and dimensions of learning for older adults. It combines international perspectives drawn from adult education, sociology, social gerontology, and critical theory to investigate the social and material circumstances of older adults' lives and connected learning. The central argument is that educators and practitioners will better understand older adults' learning by more fully addressing social context, the social construction of aging,

older adults' interaction with social institutions, the nature of social change to which they contribute, and the social issues they face.

SISTAHS IN COLLEGE: Making a Way Out of No Way

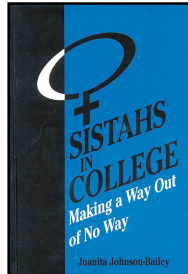
by Juanita Johnson-Bailey

2002 Philip E. Frandson Award for

Literature in Continuing Education

Orig. Ed. 2001 146 pp.

ISBN 978-1-57524-074-9 \$25.50



The face of American higher education is changing with over 45% of its student body consisting of nontraditional women students. This is the first work that recognizes that reentry college women are not a monolithic group and that Black reentry women have unique concerns as well as those universally

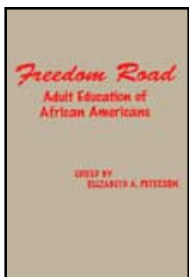
shared with all nontraditional women students. This text depicts college through the eyes of a segment of this group, those women existing on the margins of the ivy. The author has chronicled the experiences of eight Black women using their own words to relate their painful, joyous, and often humorous experiences. In addition, the author shares their recommendations and insights regarding the process of schooling. Providing a wonderful analysis of women's issues in the higher education setting, this text also gives an erudite picture of race concerns that still loom in present-day academia.

FREEDOM ROAD: Adult Education of African Americans

edited by Elizabeth A. Peterson

Revised Ed. 2002 164 pp.

ISBN 978-1-57524-208-8 \$24.00



Through changing times, from slavery to the present, freedom has meant different things for the African American. Yet, education has always been seen as crucial to obtaining true freedom and equality for all African American people. This book attempts to look at the African American struggle for racial equality and socio-economic equity from Reconstruction to today, by focusing on African American educators who persevered in this struggle and the

philosophy which guided their practices. The book has a special focus on the role of adult education in this struggle. In this updated edition of *Freedom Road* a new chapter has been added that explores the role that Malcolm X, a minister in the Nation of Islam and civil rights activist, played as an adult educator. Today educators are beginning to recognize that lifelong learning will play a critical role in an ever-changing society. This book, therefore, lends a historical perspective to contemporary issues in education.

FIVE PERSPECTIVES ON TEACHING IN ADULT AND HIGHER EDUCATION

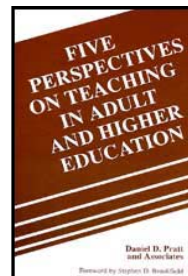
by Daniel D. Pratt & Associates

1998 Cyril O. Houle Award for Outstanding

Literature in Adult Education

Orig. Ed. 1998 304 pp.

ISBN 978-0-89464-937-0 \$45.75



This book is a blend of theory and practice, derived from several years of studying the teaching of adults in Asia and North America. It presents five different perspectives on teaching adults. Perspectives are explained as "something we look through, rather than at" as we go about the business of teaching. Each perspective is described as an

interrelated set of actions, intentions, and beliefs and then is illustrated within contexts of adult education practice.

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