

William F. Pinar, *Alterity* (London: Routledge, 2015).

This magnificent collection of selected works from world-renowned curriculum theorist William F. Pinar, compiled from his most significant books, articles, and keynotes, centers phenomenological hermeneutical concerns with educational experience as lived through illuminating relations among knowledge, history, and alterity. Academic knowledge essential to education becomes animated through study to understand and interrelate historical conditions, everyday life, and subjective re-formation. In this volume, history not only involves individual biography, social history, and the history of nations but also maps the disciplinary trajectories of curriculum studies as a field. *Alterity* is embedded in the radical difference that cannot be assimilated, which is also multidimensional at the psychic, cultural, and international levels. The author's extraordinary excavation of subjugated knowledge from the past to transcend the present, along with courageous and ethical engagement with alterity for reconstructing the self and the world, sets into motion a complicated conversation that is curriculum.

Introducing the author's own intellectual life history first, this book portrays the lived experience of exemplary individuals situated in time, place, art, and culture, such as Ida B. Wells, Frantz Fanon, Robert Musil, George Grant, and Jane Addams as the educational site for study. Positioning study (rather than learning or instruction) as intellectual, subjective, ethical, prayerful, and central to understanding educational experience, the author interweaves his phenomenological re-formulation of curriculum as *currere* (the running of the course of the study) half a century ago and the recent conception of allegory in which the autobiographical directly meets the public to transform both realms. Affirmative of self-difference, subjectivity, not identity politics, runs deeply through these threads.

The temporality of lived experience is performed through reactivating the past to enable a radical openness to the future that does not coincide with the present, conceptually, individually, or collectively. Time is infused with relationality in the coming together of intrapsychic complexity, psychosocial dynamics of place, and the communally shared traumas in this volume to perform hermeneutic unveiling for opening up alternative possibilities. A few examples include historical excavation of the intertwined gendered and racialized nature of U.S. school reform, a queered understanding of alterity, and the indigenous otherness in the national identity internationally.

Affirming curriculum as a complicated conversation for simultaneous subjective and social reconstruction, Pinar further enacts internationalization and cosmopolitan education through lived connections among historicity, knowing, and ethics. In studying the disciplinarity of curriculum studies through the verticality of intellectual history and the horizontality of present circumstances in South Africa, India, Mexico, Brazil, and China, Pinar foregrounds dialogical encounters within and across nations. Similarly, critiquing the role of technology in education—now at a global scale—and

its erosive effects on subjectivity and spirituality, this book compellingly affirms the primacy of the human subject, embodied presence, and dialogical engagement in educational experience.

This book reflects Pinar's lifetime contribution to phenomenology and hermeneutics, which has irreversibly re-directed the shifting landscape of curriculum studies—now a worldwide field with his leadership—from instrumentality to understanding as the primary task of education. This collection is crafted in a series of in-depth hermeneutic studies of important texts (persons, events, and literatures) through eighteen related conceptual knots to un-conceal the hidden from within, provoke the unthinkable, evoke memories and visions, and interweave a dynamic web of educational experience. A philosophical, scholarly, and educational *tour de force*, this book has set and will continue to set new directions for the worldwide field of curriculum studies in the 21 century.