



A Reorientation of Education and  
the Social Sciences

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Transitioning Towards a Positive  
Anthropocene

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This book presents human curiosity as a foundation and central dynamic for education and the social sciences. In doing so, it also provides a transitional beginning for a new method in the sciences, which as an extension of emergent probability (evolution), prepares the way for an intervention into history. This intervention is designed to offset what is a negative Anthropocenic era in human history. The present muddle of applied research in the social sciences to children and humanity regards us all as lab rats. If we are to overcome this failure of the social sciences, there is the need to discover “what” we are, what in this book is referred to as self-identification in order that the social sciences become human sciences.



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