

ARTSSCI 4CB3  
Dr. Henry A. Giroux  
Office: 229 Chester New Hall  
Office Hours: Wednesday 10am - 12 pm  
Phone: 905.525.9140 ext. 26551  
Email: [girouxh@mcmaster.ca](mailto:girouxh@mcmaster.ca)  
(Please allow 48 hours for response)

Education Inquiry  
2019-20 (Term 1)  
Tuesday, 2:30-5:20 pm  
Room MDCL-1116

***Course Description:***

Education occupies a critical role in a sustainable democratic society. How a society imagines not only the present and the future but also how it defines the agents who will be central to such a project is an imminently political, moral, and social practice. This course will examine what it means to address education at a time when matters of justice, civic courage, and social responsibility in North American and Europe are giving way to notions of pedagogy that focus on methods, training, and instrumental reason. What does education mean in an age marked by war, terrorism, persistent racism, the spectacle of violence, consumerism, an unchecked celebration of self-interest, an obsession with privatization, a growing anti-intellectualism, and a disdain for all things public? In an attempt to answer these questions, the course will focus on a number of theorists who have addressed education and pedagogy as a moral and political practice, one that is crucial to both creating critical and engaged citizens and deepening the possibilities of a substantive democracy. As such, we will look at the role of schools, but also the educative force of culture itself and the diverse cultural apparatuses that have become the locus of education and struggle for diverse populations, but especially young people. Crucial to the course will be how the purpose and meaning of education and pedagogy intersect with broader discourses regarding politics, identity, power, ethics, agency, and the expansion of democratic public life. In short we will consider education as the practice of freedom as it relates to a range of historical and contemporary issues and the formative culture and modes of inquiry that make pedagogical work viable and critical. There is a particular emphasis on this course on critical pedagogy,” by which I mean modes of analysis that are critical, risk taking, imaginative, and disruptive to common sense and established modes of power. At stake here is the question of how pedagogies of disruption contribute to critically engaged modes of agency and a renewed sense of civic literacy and social responsibility. The course will address a number of theorists crucial to such a project and include, among others, C. Wright Mills, Paulo Freire, Lani Guinier, James Baldwin, Zygmunt Bauman, and others.

**Required Reading:**

1. *Pedagogy of Freedom* by Paulo Freire (online)
2. *Excellent Sheep* by William Deresiewicz
3. *Liquid Times* by Zygmunt Bauman
4. *Demand the Impossible* by Bill Ayers

5. *Kill All Normies: Online Culture Wars from 4Chan to Tumblr to Trump and the Alt-Right* by Angel Nagle

6. *Terror of the Unforeseen* by Henry A. Giroux

7. *Born Liquid* by Zygmunt Bauman and Thomas Leoncini

**Online Readings Required:** All readings are online-see list below: (unless specified otherwise)

**Course Evaluation:**

Participation 15%

Small writing assignments (3 x 2 pages) 15% each | Total 45%

Essay/Project 10-15 pages (Due on **December 7, 2019**) 40%

**Course Format:**

Students will be assigned readings weekly. The course will be conducted largely in seminar fashion, with a strong emphasis on student participation. Usually, the class will be divided into four groups of 5-6 students each. In any given week, all members of one of these four groups will write a two-page paper before class and will circulate the paper through email for all the class to read before it meets. We then spend the class analyzing the papers. As the class proceeds, we will cycle through the four groups, so individual members will be responsible for producing a two-page assignment every three weeks (three papers all told). This demands active class participation: members of the class will be responsible for talking about their own papers, contextualizing them with the assigned text, and making sure they are prepared to respond to others in class. Student participation should be critical and focus engagingly on the course readings and the papers written by other members of the group.

**Two Page Paper Format:**

1. One third of the paper should be a good faith summary of some argument of the text being analyzed.

2. Remainder of the paper should be an analysis of the argument:

--a critique of the argument

--an extension of the argument

--a translation of the argument using own experiences

--a series of questions about the argument

**–Important**–Each individual with a weekly group two page assignment should send their papers to everyone in the class via e-mail by 5:00pm on the Monday before the papers are to be discussed. Everybody in the class will receive a sheet with a complete listing of e-mails.

**Final Paper Format: Must analyze a problem related to the class discussions and the reading material. Should be between 10 and 15 pages. Due December 7, 2019**

### ***Schedule of Assignments:***

Because the needs of students are never a given nor possible to predict, expect that there will be occasions for changes to the reading schedule, including additional readings. In addition, a portion of the class will be devoted to the critical analysis of several films. Should you need to view these films outside of the times I've allotted for screening; see me to make alternative arrangements.

### ***Class and Assignment Schedule:***

- 1. September 3, 2019 - Introduction: syllabus, group assignments, course outline, structure, and expectations.**
- 2. September 10, 2019 - Paulo Freire's Pedagogy of Freedom (Group 1)**

**From:** *Pedagogy of Freedom* by Paulo Freire

**Read Chapters 1-4** online: <http://abahlali.org/wp-content/uploads/2012/08/Paulo-Freire-Pedagogy-of-Freedom-Ethics-Democracy-and-Civic-Courage-2000.pdf>

**Read From: Online Readings:**

1. "Banking Education," by Paulo Freire, Online: [DOC] Chapter 2 at <http://www.pitt.edu/~writecen/BankingConcept.pdf> , pp. 71-86, 15pp

**Film:** *Consuming Kids*.

- 3. September 17, 2019 - Mapping the Terrain (Group 2)**

**Read From: Online Readings:**

1. "In Defense of Refusal: Teacher Rebellion Rejects Corporate Assault on Public Education," By Graham B. Slater  
<https://truthout.org/articles/in-defense-of-refusal-teacher-rebellion-rejects-corporate-assault-on-public-education/>

2. "A Talk to Teachers" by James Baldwin  
<http://richgibson.com/talktoteachers.htm>, pp. 5

3. "What is Next for Public Education," by Sabrina Joy Stevens  
<https://truthout.org/articles/whats-next-for-public-education-in-2019/>

4. "Caleb Cain was a College Dropout Looking for Direction: He Turned to YouTube" *New York Times*.  
<https://www.nytimes.com/interactive/2019/06/08/technology/youtube-radical.html>
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5. “Rethinking Power, Rethinking Theater: A conversation between Lani Guinier and Anna Deavere Smith,” [sign into MUSE for this article], pp 31-45 at <http://theater.dukejournals.org/content/31/3/31.full.pdf+html>, 14pp

6. “Manufactured Illiteracy and the Long Process of Decline,” by Henry A. Giroux, *Salon*, Online: <http://www.salon.com/2017/06/24/manufactured-illiteracy-and-miseducation-a-long-process-of-decline-led-to-president-donald-trump/>

**Film:** James Baldwin Film

**4. September 24, 2019-: The Age of Precarity in Liquid Times (Group 3)**

**From:** *Liquid Times* by Zygmunt Bauman

**Read:** entire book

**Film:** Inequality by Robert Reich

**5. October 1, 2019: The Unforeseen in the Era of Fear (Group 4)**

**From:** *The Terror of the Unforeseen* by Henry A. Giroux

**Read:** Introduction to Chapter 4, pp. xi-100

**Film:** *Requiem for the American Dream with Chomsky* .

**6. October 8, 2019— Landscapes of Terror and Struggle (Group 1)**

**From:** *The Terror of the Unforeseen* by Henry A. Giroux

**Read:** Chapter 5 to Chapter 8, pp. 101-186

**Film:** *War on Kids*

**7. October 15, 2019: no class-Fall Mid-term Recess**

**8. October 22, 2019 – Teaching to Accommodate (Group 2)**

**From:** *Excellent Sheep* by William Deresiewicz

**Read:** Read Chapters 1-6, pp. 7-129

**From: Online Readings:**

“Critical Pedagogy Manifesto” by Henry A. Giroux:

<http://www.truth-out.org/opinion/item/18133-when-schools-become-dead-zones-of-the-imagination-a-critical-pedagogy-manifesto>, 12 pp.

**Film:** Groton

**9. October 29, 2019 – Teaching to Accommodate (Group 3)**

**From: *Excellent Sheep* by William Deresiewicz**  
**Read Chapters 7-12, pp. 131-245**

**Film: TBA.**

**10. November 5, 2019-no class—prepare one page abstract for final project.**

**11. November 12, 2019 – From the Language of Critique to the Discourse of Possibility (Groups 4)**

**From: *Demand the Impossible* by Bill Ayers**  
**Read: Chapters: 1(Beginning), pp. 1-20; Chapter 4 (Jubilee), pp. 89-110; Chapter 7 (Teach Freedom), pp. 147-170; Chapter 8 (Love the earth), pp. 171-182; (Beginning Again), pp. 183-201.**

**Film: *How to Start a Revolution*--Gene Sharp film**

**12. November 19, 2019 – Fascist Politics and Digital Pedagogy (Group 1 & 2)**

**From: *Kill All Normies* by Angela Nagle**  
**Read: Entire book**

**From online readings: “Caleb Cain was a College Dropout Looking for Direction: He Turned to YouTube”**

**<https://www.nytimes.com/interactive/2019/06/08/technology/youtube-radical.html>**

**Film: TBA**

**13. November 26 Youth in Peril (Group 3 and 4)**

**From: *Born Liquid* by Zygmunt Bauman and Thomas Leoncini**  
**Read: entire book.**

**Film: TBA**

**14. December 3, 2019: Final project abstract discussed in class**

### **Academic Integrity Statement**

#### ***McMaster Policy on Academic Integrity:***

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could

result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at: <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

### **Written Work and Late Submissions:**

Late work will be penalized; there will be a reduction of 5% per day on essays handed in late without permission, and they will receive no extensive commentary

All essays are due on **December 7, 2019** to be handed in to Maya Sabados in person CNH 228/A or electronically at [sabadom@mcmaster.ca](mailto:sabadom@mcmaster.ca) by the end of the day. I would prefer a hard copy rather than an electronic copy.

### **MSAF Statement**

*McMaster Student Absence Form (MSAF):*

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Madeline Van Impe in the Arts & Science Program Office.

### **Email Contact and Student Responsibility Statement**

*Please Note:*

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email. It is the responsibility of students to check **their McMaster email** and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

### **Academic Accommodation of Students with Disabilities Statement**

*Academic Accommodation of Students with Disabilities:*

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## **Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO) Statement**

### *Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO):*

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office (i.e. to Shelley Anderson or Madeline Van Impe in the Arts & Science Program Office) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Packet of Readings:**

1. "Banking Education," by Paulo Freire, Online: [DOC] Chapter 2 at <http://www.pitt.edu/~writecen/BankingConcept.pdf>, pp. 71-86, 15pp
2. "A Talk to Teachers" by James Baldwin  
<http://richgibson.com/talktoteachers.htm>, 5 pp.
3. "Critical Pedagogy Manifesto" by Henry A. Giroux:  
<http://www.truth-out.org/opinion/item/18133-when-schools-become-dead-zones-of-the-imagination-a-critical-pedagogy-manifesto>, 12 pp.
4. Lani Guinier, Anna Deavere Smith, "Rethinking Power, Rethinking Theater: A conversation between Lani Guinier and Anna Deavere Smith," [sign into MUSE for this article], pp 31-45 at <http://theater.dukejournals.org/content/31/3/31.full.pdf+html>, 14 pp.
5. "Manufactured Illiteracy and the Long Process of Decline," *Salon*, Online:  
<http://www.salon.com/2017/06/24/manufactured-illiteracy-and-miseducation-a-long-process-of-decline-led-to-president-donald-trump/>
6. "Caleb Cain was a College Dropout Looking for Direction: He Turned to You Tube"  
*New York Times*  
<https://www.nytimes.com/interactive/2019/06/08/technology/youtube-radical.html>
7. In Defense of Refusal: Teacher Rebellion Rejects Corporate Assault on Public Education," By Graham B. Slater. Online:<https://truthout.org/articles/in-defense-of-refusal-teacher-rebellion-rejects-corporate-assault-on-public-education/>

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**Group 1:**

**Group 2:**

**Group 3:**

**Group 4:**

Class emails