

ARTSSCI 4CB3
Dr. Henry A. Giroux
Office: 229 Chester New Hall
Office Hours: Wednesday 10am - 12 pm
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(Please allow 48 hours for response)

Education Inquiry
2018-19 (Term 2)
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, Naomi Klein, Lani Guinier, James Baldwin, and others.

Required Reading:

1. *Pedagogy of Freedom* by Paulo Freire
2. *Excellent Sheep* by William Deresiewicz
3. *America at War with Itself* by Henry A. Giroux
4. *Demand the Impossible* by Bill Ayers

5. *No is Not Enough* by Naomi Klein

6. *How Fascism Works* by Jason Stanley

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 **April 18, 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 April 18, 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. **January 8, 2019 - Introduction: syllabus, group assignments, course outline, structure, and expectations.**
2. **January 15, 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: *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

Film: *Consuming Kids.*

3. **January 22, 2019 - Mapping the Terrain (Group 2)**

Read From: *Packet of Readings:*

1. "Thinking Dangerously," by Henry Giroux, *Truthout*, Online: [DOC] <http://www.truth-out.org/opinion/item/41058-thinking-dangerously-the-role-of-higher-education-in-authoritarian-times>.

2. C. Wright Mills, "The Cultural Apparatus": <http://culturalapparatus.wordpress.com/culture-and-politics-the-fourth-epoch/the-cultural-apparatus/>, pp. 11

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

4. "Execution Class by Gary Olson <https://zcomm.org/zmagazine/and-quot-execution-class-and-quot-by-gary-olson/>, pp.4

5. "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>, pp. 12

6. 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>, 14pp

Film: *War on Kids*

4. January 29, 2019-: Youth in the Age of Precarity (Group 3)

From: *America at War with Itself* by Henry A. Giroux
Read: Chapter 1 to Chapter 4. pp. 3-136

Film: TBA

5. February 5, 2019: Imagining Spaces of Resistance (Group 4)
Brad Evans and Chantal Meza will visit the class

From: *America at War with Itself* by Henry A. Giroux
Read: Chapters 5, 7, and 8, pp. 137-165; 191-224; 227-267.

Read From: *Packet of Readings:*

“Brad Evans interviews Chantal Meza: The Intimate Witness: Art and the Disappeared of History.”

<https://lareviewofbooks.org/article/histories-of-violence-when-art-confronts-the-denial-of-life>

Film: TBA

6. February 12, 2019— Teaching to Accommodate (Group 1)

From: *Excellent Sheep* by William Deresiewicz
Read: Read Chapters 1-6, pp. 7-129

Film: Groton

7. February 19, 2019: no class-vacation

8. February 26, 2019 - Teaching to Accommodate (Group 2)

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

Film: Education, Inc..

9. March 5, 2019 - Branding Politics and Climate Inequality (Group 3)

From: *No is Not Enough* by Naomi Klein

Read: Introduction and Chapters 1-to-8, pp. 1-130

Film: *Requiem for the American Dream with Chomsky 10.*

10. March 12, 2019: Community Building and Resistance (Group 4)

From: *No is Not Enough* by Naomi Klein

Read: Chapters 9-to-Conclusion, pp. 131-271

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

11. March 19, 2019 – Staring into the Abyss (Group 1)

From: *How Fascism Works* by Jason Stanley

Read: Introduction to Chapter 6, pp. xi-108

Read From: *Packet of Readings:*

Neoliberal Fascism and the Echoes of History,” Henry A. Giroux

<https://truthout.org/articles/neoliberal-fascism-and-the-echoes-of-history/>

Film: *TBA*

12. March 26, 2019 - Democracy’s Demise (Group 2)

From: *How Fascism Works*

Read: Chapter 7- Epilogue, pp.109-195

Read From: *Packet of Readings:*

“Reading against fascism in the Age of Trump.

<https://periodicos.itp.ifsp.edu.br/index.php/RIFP/article/viewFile/1275/960>

Film: *TBA*

13. April 2, 2019 - From the Language of Critique to the Discourse of Possibility (Groups 3 & 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: *The Black Power Mixtape 1967-1975*

14. April 9, 2019 - Discuss projects for final

We will also discuss the projects for your papers. Please bring to class a one paragraph summary of your final project.
Film: Can't Be Neutral on a Moving Train

15. April 18, 2019: Hand in Final Papers (worth 40%).

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 **April 18, 2019** to be handed in to Maya Sabados in person CNH 228/A or electronically at sabadam@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 Rebecca Bishop 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. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO) Statement *[Please use this wording]*

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 Rebecca Bishop 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. C. Wright Mills, "The Cultural Apparatus": <http://culturalapparatus.wordpress.com/culture-and-politics-the-fourth-epoch/the-cultural-apparatus/>, 11pp.
3. "A Talk to Teachers" by James Baldwin <http://richgibson.com/talktoteachers.htm>, 5 pp.
4. "Execution Class by Gary Olson (This is a handout) <http://zcomm.org/zmagazine/and-quot-execution-class-and-quot-by-gary-olson/>, 4 pp.

5. "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.
6. 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.
7. "Schools as Punishing Factories: Handcuffing Public Education by Henry Giroux
<http://www.truth-out.org/news/item/32238-schools-as-punishing-factories-the-handcuffing-of-public-education> 10 pp.
8. "Thinking Dangerously," by Henry Giroux, *Truthout*, Online: [DOC]
<http://www.truth-out.org/opinion/item/41058-thinking-dangerously-the-role-of-higher-education-in-authoritarian-times>
9. "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/>
10. "Flipping the Script," by Henry A. Giroux:
<http://www.truth-out.org/news/item/31238-flipping-the-script-rethinking-working-class-resistance> 9pp.
11. "Neoliberal Fascism and the Echoes of History," Henry A. Giroux
<https://truthout.org/articles/neoliberal-fascism-and-the-echoes-of-history/>
12. Reading against fascism in the Age of Trump. *Revista Internacional de Formação de Professores, Itapetininga*, SP, Brasil, v. 3, n. 2, (June 2019). (Online:
<https://periodicos.itp.ifsp.edu.br/index.php/RIFP/article/viewFile/1275/960>
13. Brad Evans interviews Chantal Meza: The Intimate Witness: Art and the Disappeared of History: <https://lareviewofbooks.org/article/histories-of-violence-when-art-confronts-the-denial-of-life>

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Education Inquiry
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Tuesday, 2:30-5:20 pm
Room [MDCL-1116](#)

Group 1:

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