

ARTSSCI 4CB3  
Dr. Henry A. Giroux  
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(Please allow 48 hours for response)

Education Inquiry  
2016/17 (Winter 2017), Tuesday, 2:30-5:20 pm  
Room CNH/332

***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 what might be called “dangerous thinking,” 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, Zygmunt Bauman, Carol Becker, and others.

## **Required Reading:**

1. *Pedagogy of Freedom* by Paulo Freire
2. *Coming up Short* by Jennifer Silva
3. *Demand the Impossible* by Bill Ayers
4. *America at War with Itself* by Henry A. Giroux
5. *Liquid Times* by Zygmunt Bauman
6. *Scripted Bodies* by Kenneth Saltman

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

## **Course Evaluation:**

- Participation 25%
- Small writing assignments (3 x 2 pages) 25%
- Essay/Project (15-20 pages due on **April 11, 2017**) 50%

## **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 three groups of five or students each. In any given week, members of one of these three groups will write a two-page paper before class and post it on line 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 three 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 15 and 20 pages. Due April 11, 2017**

***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.

***Assignments:***

1. **January 10, 2017: Introduction: syllabus, group assignments, course outline, structure, and expectations.**
2. **January 17, 2017: Mapping the Terrain (Group 1)**  
Read From: *Packet of Readings:*
  1. "Banking Education," by Paulo Freire, Online: [DOC] Chapter 2 at <https://libcom.org/files/FreirePedagogyoftheOppressed.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/>, 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. "The Necessity of Critical Pedagogy in Dark Times-Interview with Henry A. Giroux" <http://truth-out.org/news/item/14331-a-critical-interview-with-henry-giroux>, pp. 7

**Film: War on Kids**
3. **January 24, 2017: Paulo Freire's Pedagogy of Freedom (Group 2)**  
From: *Pedagogy of Freedom* by Paulo Freire  
Read: Read Introduction to Chapter 3, pp. 1-84.

**Read From: *Packet of Readings:***

12. Doreen Massey on vocabularies of the economy:

<http://www.lwbooks.co.uk/journals/soundings/pdfs/Vocabularies%20of%20the%20economy.pdf> 16pp.

**Film: *Groton***

**4. January 31, 2017: Paulo Freire and Education as an Act of Intervention (Group 3)**

From: *Pedagogy of Freedom* by Paulo Freire

Read: Read Chapter 4, pp. 85-129.

**Read From: *Packet of Readings:***

7. 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

8. “Microutopias and Pedagogies for the 21<sup>st</sup> century,” by Carol Becker at <https://seminar9554b.files.wordpress.com/2015/01/beck.pdf>, 5pp.

9. “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>, 10pp

**Film: *You Can't Be Neutral on a Moving Train***

**5. February 1, 2017: Teaching to Transgress (Group 1)**

From: *Scripted Bodies* by Ken Saltman

- Read entire book

**Film: *Captive Audience***

**6. February 8, 2017: The Times are Changing-(Group 2)**

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

Read: Entire book

**7. February 15, 2017: Dark Times in America (Group 3)**

**From:** *America at War with Itself* by Henry A. Giroux

**Read:** Forward and Chapters 1-4 , pp. xi-136.

**Film: *Inequality* by Robert Reich**

**8. February 22, 2017: No Classes**

**9. March 7, 2017: War on Youth and Spaces of Resistance (Group 1)**

**From:** *America at War with Itself* by Henry A. Giroux

**Read:** Chapters 5-8, pp. 137-267.

**Film: TBA**

**10. March 14, 2017: Youth in the Age of Precariat (Group 2)**

From: *Coming Up Short* by Jennifer Silva

Read: Chapters 1-3, pp. 1-80.

**Read From: *Packet of Readings:***

11. "Flipping the Script," by Henry A. Giroux:

<http://www.truth-out.org/news/item/31238-flipping-the-script-rethinking-working-class-resistance> 9pp

**Film: TBA**

**11. March 21, 2017: Class and the Politics of Self-Help<sup>9</sup> (Group 3)**

From *Coming Up Short* by Jennifer Silva

Read: Chapters 4-5, pp. 81-157

**Read From: *Packet of Readings:***

10. "Quebec Student Strike and the Radical Imagination," by Henry A. Giroux:

<http://philosophersforchange.org/2012/09/04/protest-and-power-the-radical-imagination/>,  
20pp

**Film: TBA**

**11. March 28, 2017: Landscapes of Oppression (Group 1)**

From: *Demand the Impossible* by Bill Ayers

Read: Chapters 1-4, pp. 1-109

**Film: TBA**

**12. April 4, 2017: From the Language of Critique to the Discourse of Possibility (Group 2 & 3)**

From: *Demand the Impossible* by Bill Ayers

Read: Chapters 5-9, pp. 110-200

**Film: TBA**

**We will also discuss the projects for your papers. Please bring to class a one paragraph summary of your final project.**

**13. April 11, 2017: Hand in Final Papers.**

**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, 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 11, 2017** 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://arts.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

### **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. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course websites weekly 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. Academic accommodations must be arranged for each term of study. Student Accessibility Services 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 Policy for Academic Accommodation of Students with Disabilities.

#### Packet of Readings:

1. "Banking Education," by Paulo Freire, Online: [DOC] Chapter 2 at <https://libcom.org/files/FreirePedagogyoftheOppressed.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) <https://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. "The Necessity of Critical Pedagogy in Dark Times-Interview with Henry A. Giroux" <http://truth-out.org/news/item/14331-a-critical-interview-with-henry-giroux>, 7 pp.
7. 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.
8. "Microutopias and Pedagogies for the 21<sup>st</sup> century," by Carol Becker at <http://caroldbecker.com/index.php/?essays/art-as-a-thinking-process/> 6 pp.
9. "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> 10pp.
10. "Quebec Student Strike and the Radical Imagination," by Henry A. Giroux: <http://philosophersforchange.org/2012/09/04/protest-and-power-the-radical-imagination/>, 20 pp.

11. “Flipping the Script,” by Henry A. Giroux:

<http://www.truth-out.org/news/item/31238-flipping-the-script-rethinking-working-class-resistance> 9pp.

12. Doreen Massey on vocabularies of the economy:

<http://www.lwbooks.co.uk/journals/soundings/pdfs/Vocabularies%20of%20the%20economy.pdf> 16pp.