

## **ARTSSCI 4CB3 Education Inquiry**

**2021-22 (Term 2)**

**Dr. Henry A. Giroux**

**Email:** [girouxh@mcmaster.ca](mailto:girouxh@mcmaster.ca)

**Class meetings:** Tuesday, 2:30-5:20 via Zoom

**Office Hours:** Wednesdays 2-4 pm (via Skype)

**(Please allow 48 hours for response)**

### **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.

### **Course Objectives:**

By the end of this course, students should be able to:

--Demonstrate an understanding of selected concepts and debates that inform a broad understanding of the notion of education as the term is applied to multiple sites.

-- Demonstrate an understanding of the emergence of critical pedagogy and the importance of cultural as it emerged in the work of Paulo Freire, James Baldwin, C. W. Mills and other theorists.

--Demonstrate an understanding of the diverse struggles taking place over education and critical pedagogy in a variety of spheres that extend from the broader society to public and higher education. Different threads of neoliberalism that work through a variety of concepts that include consumerism,

--Demonstrate an ability to write concise short two-page papers that combine a summary of an article with a particular position on your part.

--Demonstrate an ability to conceptualize and apply diverse concepts from a variety of theorists who are exploring how language can be used to rethink the meaning of power, education, and resistance.

--Demonstrate an understanding and application of how to bring different issues together so as to situate them in a broader historical, political, and social framework.

### **Required Reading:**

1. *Pedagogy of Freedom* by Paulo Freire (online)
2. *Excellent Sheep* by William Deresiewicz
3. *Liquid Times* by Zygmunt Bauman
4. *On Critical Pedagogy*, 2<sup>nd</sup> edition
5. *Radical Hope* by Kevin Gannon
6. *Dark Academia: How Universities Die* by Peter Fleming.

**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 19, 2022) 40%

### **Course Format:**

Weekly meetings will be conducted via Zoom video conference. I will send out an invitation in advance of each class, and we will meet for 3 hours on Tuesdays, from 2:30-5:20 pm, with a 20-minute break in the middle. Everyone is encouraged to join the discussion via video. This is a seminar organized around active student participation. Hence, everyone should have their cameras on so as to be able to engage in a dialogue with other students at any one time. If you need to keep your camera off for reasons of bandwidth, other tech limitations or privacy, I understand. My goal is to reproduce as far as possible the conviviality and spontaneity of an in-person meeting, with the recognition that there are many obstacles to achieving this.

Students should be aware that, when they access Zoom and Avenue, private information such as first and last names and usernames for the McMaster e-mail accounts may become apparent to all other students in the same course. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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 three to five students each. In any given week, members of one of these three groups will write a two-page paper before class and post it online at least one day prior to the class for all the class to read before we meet. We spend a great deal of 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 10 and 15 pages. Due April 19, 2022***

### **Schedule of topics/readings:**

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 & Assignment Schedule:**

1. **January 11, 2022 - Introduction: syllabus, group assignments, course outline, structure, and expectations.**
2. **January 18, 2022 - 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. January 25, 2022 - Mapping the Terrain (Group 2)**

**Read From *Online Readings:***

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

2. “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

3. “Making Education Central to Politics in the Age of Pandemics,” *Journal of Higher Education Policy and Leadership Studies* 2(1) (March 2021) pp. 114-118 (Tehran, Iran (Persia) <https://johepal.com/article-1-96-en.pdf>

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

**From: *On Critical Pedagogy, 2<sup>nd</sup> edition***

Read: Chapters 3. pp. 79-96 and 11, pp. 243-252

**Film:** James Baldwin Film

**4. February 1, 2022: The Age of Precarity in Liquid Times (Group 3)**

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

Read: entire book

**Film:** Inequality by Robert Reich

**5. February 8, 2022: Critical Race Theory and the Attacks on Critical Thinking (Group 4)**

**From Online Readings:**

“Critical race theory in the classroom: Understanding the debate,” by Kiara Alfonseca, *ABC News* (May 19, 2021). <https://abcnews.go.com/US/critical-race-theory-classroom-understanding-debate/story?id=77627465>

“A Plan to Get Divisive & Radical Theories Out of Our Schools,” Donald J. Trump, *RealClear Politics* (June 18, 2021). Online: [https://www.realclearpolitics.com/articles/2021/06/18/a\\_plan\\_to\\_get\\_divisive\\_radical\\_theories\\_out\\_of\\_our\\_schools\\_145946.html](https://www.realclearpolitics.com/articles/2021/06/18/a_plan_to_get_divisive_radical_theories_out_of_our_schools_145946.html)

David Theo Goldberg, “The War on Critical Race Theory,” *Boston Review*, [May 7, 2021]. <https://bostonreview.net/race-politics/david-theo-goldberg-war-critical-race-theory>

Judd Legum, “1 Truth and 3 Lies about Critical Race Theory,” *Popular Info*, [June 28, 2021]. Online: <https://popular.info/p/1-truth-and-3-lies-about-critical>

“Fighting back against the age of manufactured ignorance: Resistance is still possible,” Salon (July 3, 2001). <https://www.salon.com/2021/07/03/fighting-back-against-the-age-of-manufactured-ignorance-resistance-is-still-possible/>

“Texas schools are being told to teach ‘opposing views’ of the Holocaust. Why?,” by Francine Prose *The Guardian* (October 19, 2021). <https://www.theguardian.com/commentisfree/2021/oct/19/texas-holocaust-curriculum-schools-hb-3979>

“In push against ‘indoctrination,’ DeSantis mandates surveys of Florida college students’ beliefs,” Caroline Anders *The Washington Post* (June 24, 2021). Online: <https://www.washingtonpost.com/education/2021/06/24/florida-intellectual-freedom-law-mandates-viewpoint-surveys/>

6. **February 15, 2022: Teaching to Accommodate (Group 1)**  
**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

7. **February 22, 2022: - no class-Fall Mid-term Recess.**
8. **March 1, 2022: From: *Excellent Sheep* by William Deresiewicz (Group 2)**  
**Read Chapters 7-12, pp. 131-245**  
**Film: TBA.**

**9. March 8, 2022: From the Language of Critique to the Discourse of Possibility (Group 3)**

**From : Radical Home by Kevin M. Gannon**

Read: Chapters 1-5, pp1-84; 8, pp. 109-121; Coda, pp. 149-152

**10. March 15, 2022: Fascist Politics and Critical Pedagogy (Group 4)**

**From: On Critical Pedagogy, 2<sup>nd</sup> edition by Henry A. Giroux**

Read: Chapter 8 to Chapter 10, pp. 195-239

**From : Radical Home by Kevin M. Gannon**

Read: Chapter 9, pp. 122-131

**From Online Readings:**

“Against Apartheid Pedagogy in the Age of White Supremacy,” Henry A. Giroux  
*CounterPunch* (May 28, 2021).

<https://www.counterpunch.org/2021/05/28/againstapartheid-pedagogy-in-the-age-of-white-supremacy>

**Film: *War on Kids***

**11. March 22, 2022: The Death of the University, Part I. (Group 1 & 2)**

**Read” Dark Academia by Peter Fleming**

Introduction and Chapters 1-6, pp. 1-96

**Due--Topic Proposal and Bibliography (mandatory & non-graded)**

**13. March 29, 2022: –The Death of the University, Part II (Group 3 & 4)**

**From: “Dark Academia by Peter Fleming**

Read: Chapters 7-Conclusion, pp. 97-166

**From: On Critical Pedagogy, 2<sup>nd</sup> edition by Henry A. Giroux**

Read: Chapter 5, pp. 125-146

**Film: TBA**

**14. April 5, 2022: Final project abstract discussed in class**

**15. April 12, 2022: Individual meetings to discuss the paper ideas**

**16. Final Paper: Due April 19, 2022**

### **Written Work & 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 19, 2022**, to be handed in to Maya Sabados in person CNH 228/A or **electronically at [sabodom@mcmaster.ca](mailto:sabodom@mcmaster.ca) by the end of the day**. I would prefer a hard copy rather than an electronic copy.

## **SENATE-APPROVED ADVISORY STATEMENTS**

### **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. **It is your responsibility to understand what constitutes academic dishonesty.** 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **AUTHENTICITY / PLAGIARISM DETECTION**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **COURSES WITH AN ONLINE ELEMENT**

**Some courses may** use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become

apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **ONLINE PROCTORING**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **CONDUCT EXPECTATIONS**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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

### **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

### **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 should submit their request to their Faculty 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.

### **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright

law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **EXTREME CIRCUMSTANCES**

The University reserves the right to 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.

### **NOTES FOR ALL ARTS & SCIENCE COURSES**

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](#) and [Resources](#) pages on the Arts & Science Program website.

### **Packet of Readings:**

1. “Banking Education,” by Paulo Freire, Online: [DOC] Chapter 2 at <http://www.pitt.edu/~writcen/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. “Fighting back against the age of manufactured ignorance: Resistance is still possible,” Salon (July 3, 2001). <https://www.salon.com/2021/07/03/fighting-back-against-the-age-of-manufactured-ignorance-resistance-is-still-possible/>
6. “Against Apartheid Pedagogy in the Age of White Supremacy,” *CounterPunch* (May 28, 2021). <https://www.counterpunch.org/2021/05/28/againstapartheid-pedagogy-in-the->

age-of-white-supremacy/

7. David Theo Goldberg, "The War on Critical Race Theory," *Boston Review*, [May 7, 2021]. <https://bostonreview.net/race-politics/david-theo-goldberg-war-critical-race-theory>

8. C. Wright Mills, "The Cultural Apparatus":

<https://culturalapparatus.wordpress.com/culture-and-politics-the-fourth-epoch/the-%20cultural-apparatus/> /, pp. 11

9. "Pedagogical Terrorism and Hope in the age of Fascist Politics," CounterPunch (May 10, 2019). Online: <https://www.counterpunch.org/2019/05/10/pedagogical-terrorism-and-hope-in-the-age-of-fascist-politics/>

10. "Making Education Central to Politics in the Age of Pandemics," *Journal of Higher Education Policy and Leadership Studies* 2(1) (March 2021) pp. 114-118 (Tehran, Iran (Persia) <https://johepal.com/article-1-96-en.pdf>

11. "Critical race theory in the classroom: Understanding the debate," by Kiara Alfonseca, *ABC News* (May 19, 2021). <https://abcnews.go.com/US/critical-race-theory-classroom-understanding-debate/story?id=77627465>

12. "A Plan to Get Divisive & Radical Theories Out of Our Schools," Donald J. Trump, *RealClear Politics* (June 18, 2021). Online: [https://www.realclearpolitics.com/articles/2021/06/18/a\\_plan\\_to\\_get\\_divisive\\_radical\\_theories\\_out\\_of\\_our\\_schools\\_145946.html](https://www.realclearpolitics.com/articles/2021/06/18/a_plan_to_get_divisive_radical_theories_out_of_our_schools_145946.html)

13. David Theo Goldberg, "The War on Critical Race Theory," *Boston Review*, [May 7, 2021]. <https://bostonreview.net/race-politics/david-theo-goldberg-war-critical-race-theory>

14. Judd Legum, "1 Truth and 3 Lies about Critical Race Theory," *Popular Info*, [June 28, 2021]. Online: <https://popular.info/p/1-truth-and-3-lies-about-critical>

15. "Fighting back against the age of manufactured ignorance: Resistance is still possible," *Salon* (July 3, 2001). <https://www.salon.com/2021/07/03/fighting-back-against-the-age-of-manufactured-ignorance-resistance-is-still-possible/>

16. "Texas schools are being told to teach 'opposing views' of the Holocaust. Why?," by Francine Prose *The Guardian* (October 19, 2021). <https://www.theguardian.com/commentisfree/2021/oct/19/texas-holocaust-curriculum-schools-hb-3979>

17. "In push against 'indoctrination,' DeSantis mandates surveys of Florida college students' beliefs," Caroline Anders *The Washington Post* (June 24, 2021). Online: <https://www.washingtonpost.com/education/2021/06/24/florida-intellectual-freedom-law-mandates-viewpoint-surveys/>