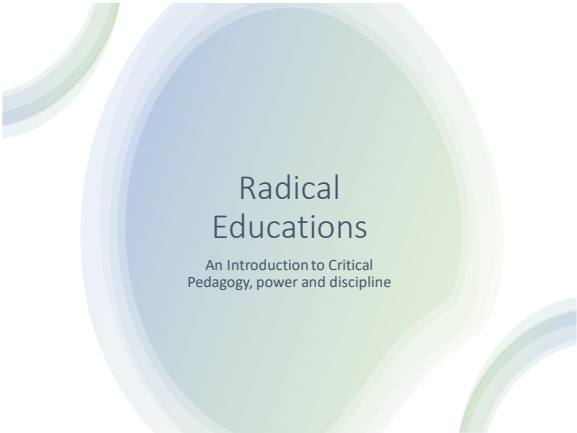




Aims of the session



TO DEVELOP AN UNDERSTANDING OF CRITICAL PEDAGOGY



TO EXPLORE THE WORK OF MICHEL FOUCAULT



TO CONSIDER THE ROLE OF POWER AND AUTHORITY IN EDUCATION



'We believe that Education leads to action' Horton (1932)

'The education of any people should begin with the people themselves' Woodson (1933)

'A society which makes provision for participation in its good of all members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life in so far democratic. Such a society must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes.'
Dewey (1916)

What do these people have in common

- Desire for equality within school systems
- Commitment to social justice
- *'Critical pedagogy loosely evolved out of a yearning to give some shape and coherence to the theoretical landscape of radical principles, beliefs and practices that contributed to an emancipatory ideal of democratic schooling in United States during the twentieth century.'* Darder et al (2009)
- Henry Giroux *Theory and Resistance in Education* 1983

Critical pedagogy

Critical pedagogy is about empowering. It is the result of a long history of radical social thought and progressive educational movements which aspired to link practices of schooling to democratic principles of society and transformative social action in the interests of oppressed communities

Henry Giroux, 1994

'[Critical] pedagogy . . . signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities... Pedagogy in the critical sense illuminates the relationship among knowledge, authority, and power.'

Other examples

- Early 1960s – Herbert Kohl provided impetus for developing the Open School Movement in the US
- He was committed to democratic education and community interaction
- Jonathan Kozol *Death at an Early Age* (1967) – racism, class and schooling inequalities within education
- Need to think of education along human, theoretical and political grounds

Shor, I. (1992) *Empowering Education*, p.129

'Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.'

Basic Principles

- Status, power & control
- Oppression is result of battle
- The role of hegemony
- Dialectical theory – Functions to unmask the connections between objective knowledge and cultural norms, values and standards of the society at large
- Students should be encouraged to engage the world within its complexity and fullness, in order to reveal the possibilities of new ways of constructing thought and action beyond how it currently exists
- The problems of society are not seen as merely random or isolated events, but rather as moments that arise out of the interaction between the individual and society (McLaren 1989)

Hegemony

- Educator involved in a political act
- Cannot separate educational activity from institutional arrangements within industrial societies
- **Michael Apple** – basic ways institutions, people and modes of production, distribution and consumption are organised and controlled – dominate cultural life

Raymond Williams (1989)

The educational institutions are usually the main agencies of transmission of an effective dominant culture, and this is now a major economic as well as cultural activity... The process of education ; the processes of a much wider social training within institutions like the family; the practical definitions and organisation of work; the selective tradition at an intellectual and theoretical level: all these forces are involved in a continual making and remaking of an effective dominant culture, and on them, as built into our living, reality depends. If what we learn were merely an imposed ideology, or if it were only the isolable meanings and practices of the ruling class, or if a section of the ruling class, which gets imposed on others, occupying merely the top of our minds, it would be – and one would be glad – a very easier thing to overthrow.

Analysing Hegemony

- The school as an institution
- The knowledge forms – schools process people and knowledge
- The educator him or herself
- **Raymond Williams** – This notion of hegemony as deeply saturating the consciousness of a society seems to be fundamental...[it] emphasises the facts of domination

Ira Shor (1992)

- Oppose socialization with de-socialization
- Choose critical consciousness over commercial consciousness
- Transformation of society over reproduction of inequality
- Promote democracy by practicing it and by studying authoritarianism
- Challenge student withdrawal through participatory courses
- Illuminate the myths supporting the elite hierarchy of society
- Interfere with the scholastic disabling of students through a critical literacy program
- Raise awareness about the thought and language expressed in daily life
- Distribute research skills and censored information useful for investigating power and policy in society
- Invite students to reflect socially on their conditions, to consider overcoming limits

Emile Durkheim (1961)

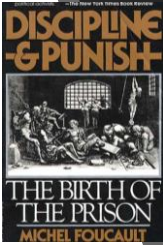
'In fact, there is a whole system of rules in the school that predetermine the child's conduct. He must come to class regularly, he must arrive at a specified time and with an appropriate bearing and attitude. He must not disrupt things in class. He must have learned his lessons, done his homework, and have done so reasonably well, etc. There are, therefore, a host of obligations that the child is required to shoulder. Together they constitute the discipline of the school. It is through the practice of school discipline that we can inculcate the spirit of discipline in the child.'

Michel Foucault (1926-1984)

- French philosopher, political activist and social theorist
- Educated at Ecole Normale Supérieure (ENS) in Paris
- Heavily influenced by Nietzsche
- Also defined as a structuralist
- 1975 'Discipline and Punish: The Birth of the Prison.'



Discipline and Punish



- History of modern penal system
- Relationship between power relations and punishment
- Public execution and visible authority and control
- The nature of 18th century reform of punishment
- The role of disciplines in 17th & 18th century
- Hierarchical observation, Normalizing judgement, Examination

4 general themes

1. Punishment as a complex social function
2. Punishment as a politically motivated tactic
3. Is the system of penal law and the human sciences linked? Who do we give the power to judge and what is their role?
4. Changes in penal law reflect a change in power relations and an exertion of control over the body

The political technology of the body – the existence of power relations that exist and operate through people.

The relationship between knowledge and power

The Body of the Condemned

- Comparison of public execution 1757 and prison in 1837
- Disappearance of torture and the body of the criminal
- Penalties now addressed the soul not the physical body – trial and conviction became the spectacle
- Power to punish becomes fragmented – doctors and psychiatrists can now judge

Execution and Punishment

- The spectacle of the scaffold
- Execution as a ritual – expresses the hierarchical power of society
- Crime upsets the order and challenges the sovereign
- Penal reform is a calculated move to exert greater control rather than a desire to help others
- Everything that people say or do reflects structures of power

The Gentle Art of Punishment

- Punishment depends on a technology of representation
- Obstacle-signs to link punishment to crime and must decrease the desire for crime and increase the fear of the penalty
- Corrective penalty becoming the driving force

Docile Bodies

- Rise of the idea of the body as a target of power
- Roots of discipline in armies and the monasteries, now based in schools and prisons and hospitals
- 'The art of distributions' - Guiding principles Enclosure Partitioning space Rank or classification
- 'Control of activity' - Timetable Correct usage and placing of the body

The means of correct training

- Exploration of disciplinary power – how are individuals created out of a group
- Observation can force a change in behaviour – power without physical force
- Perfect disciplinary institution is one where everything can be seen at once
- The role of judgement and standards
- The 'norm' as a negative and unnatural idea

Panopticism

- The Plague
- Bentham's Panopticon
- The need for surveillance and examination
- Schools, hospitals and prisons key institutions – all designed for examination and conversion to the 'norm'



Knowledge and Power



Control is exercised as well through the forms of meaning the school distributes...the formal corpus of school knowledge can become a form of social and economic control (Apple 2004)



The control of legitimate knowledge – meaning as well as people



Power and culture are not static entities but as attributes of existing economic relations within society



Schools contribute to the 'cultural reproduction of class relations' (Bowles & Gintis 1976)

What is Williams saying?

- Schools do not only process people, they process knowledge
- They act as agents of cultural and ideological hegemony
- Schools are help create people who see no other way to the economic and cultural structures in place
- Socially legitimate knowledge and the selective tradition

Some of the basic concepts

- Capitalism
- Social class
- Culture and ideology

Capitalism

- Economic system based on private ownership of the means of production
- Corporations are not jointly owned by employees and owners but by the owners
- Distinct from old feudal system where means of production was shared
- Cannot function without fundamental inequality
- Worker/owner relationship as contradictory

Marx, K.,
Engels, F.,
(1848) *The
Communist
Manifesto*

*'In place of the old bourgeois society,
with its classes and class antagonisms,
we shall have an association in which the
free development of each is the
condition for the free development of all'*

Marx (1859)

*'The mode of production of material life conditions the social,
political and intellectual life process in general. It is not the
consciousness of men that determines their being, but on the
contrary, their social being that determines their
consciousness.'*

Social Class

- A person or group's relation to the means of production
- Two main classes characterize the system – proletariat and capitalists
- Also you have the petty bourgeoisie, middle classes

Culture

- Links between culture and ideology
- As capitalism has developed so has the idea of freedom
- *'The class that has the means of material production at its disposal has control at the same time over the means of mental production.'*
Marx (1845)
- Importance of educational institutions as sites of developing protest against dominant culture and social organization

Neo-Marxism in Education 1970s-1980s

- Studies by Jean Anyon into schooling in United States
- Studied interactions and work in schools in contrasting communities
- Working class (2)
- Middle class (1)
- Affluent (2)

Working class

- Work was following steps of a procedure
- Little choice or decision making by student
- Work evaluated on premise of following correct steps
- Teachers controlled time and space by making decisions for the children
- Student resistance a key theme – both active and passive

Middle Class

- Work was getting the right answer
- Directions needed to be followed but children had to figure it out for themselves
- Some choice given but limited emphasis on creativity
- Some control but external based criteria used which children knew of
- Tasks were more conceptual – knowledge not divorced from processes of personal discovery

Affluent Professional School

- Work was independent creative activity
- Individuality was emphasised
- Limited rules – own satisfaction was paramount
- Negotiation used to control the class by the teacher

Executive Elite School

- Work was developing analytical powers
- Children reasoned through a problem and produce intellectual products – was preparing for achievement
- Bells not used to control time and although lessons were controlled in time teachers used no regulation of children beyond appealing to the self
- Academic and rigorous work

Neo-Marxism in Education 1990-2005

- Mainly action relating to social class, race gender and culture also relevant
- How do we deal with these issues?
- Extend critical pedagogy to encourage political activity amongst all

Research task – research into these different alternative environments and share your views on them as education environments

- Sands School

<https://www.youtube.com/watch?v=mHpXf2EcDDk>

- Sudbury Valley

<https://www.youtube.com/watch?v=awOAmTaZ4XI>

Hackschooling

<https://www.youtube.com/watch?v=h11u3vtcpaY>

Unschooling

<https://www.youtube.com/watch?v=Flm7dmEJKfM>