I. Critical theory of education

A. Critique of Neoliberal Theory of Education

The current powerful corporate-based un-reform movement is wedded to developing modes of governance, ideologies and pedagogies dedicated to constraining and stunting any possibility for developing among students those **critical, creative, and collaborative forms of thought and action necessary for participating in a substantive democracy.**

1. public education has been made to fail

a. underfunded

b. unequal

c. resources

i. “eternal” war: “war on terror”

ii. “eternal” tax cuts

iii. school bonds: “then” and “now”

d. California

i. $17 billion in cuts

ii. 20,000 teachers, nurses, school librarians and counselors fired

iii. art, music and vocational programs eliminated

iv. 50% of teachers quit in 5 years

2. “school reform” is about profit

a. corporations and the rich: $500 billion

<http://www.fair.org/blog/2014/03/19/are-charter-schools-really-helping-poor-children/>



b. charter schools vs public schools

c. =s continued failure of public schools

i. public money to charter schools

ii. free space

iii. choose students

iv. not accountable

v. cuts special needs programs

d. closing public schools

e. powerless teachers

f. what is left of public schools: prep schools for prison- industrial complex

g. standardized tests = academically adrift

3. neoliberalism and the failure of higher education

a. academically adrift

b. gate keeping

i. access

ii. ideas: assessments

c. debt bondage

d. degree but adrift

Never developed those **critical, creative, and collaborative forms of thought and action necessary for participating in a substantive democracy.**

B. Education as a pedagogy of freedom

1. focus

a. recognizing inherent value of every person

b. commitment to develop full humanity of each

c. transforming society

i. thought

ii. practice

d. human solidarity

i. recognition of a shared world:

ii. reciprocal recognition of the other’s humanity

ii. commitment to participation in it

2. humanization

a. not just entrepreneur, worker and consumer

b. imagination and creativity

c. critical thinking ability

d. task: humanization

3. Education and transforming the world: “how can the possible be seen as possible when it seems impossible”? We need to see as human beings.

a. need to name the system of oppression

i. demystify

ii. reveal its structure, it works

iii. goal of system

reduce all of reality to “thing” commodity

dehumanization

iv. reformism not an answer

b. need to increase knowledge base

i. not abstract, isolated

ii. understand knowledge

no such thing as neutral

objective knowledge

knowledge is in and of the world

iii. chemistry, physics, biology, comparative literature

c. need to increase critical thinking skills

i. problem solving

ii. problem posing

d. dialogue is not

i. not the banking method

ii. not conversation, two people talking, not sharing personal experience

iii. not therapy, you are okay, let me give you a A

iv. not arguing with dumb asses

e. dialogue is

i. interhuman process of coming to know the world and

transform it

ii. recognition of humanity of others

iii. belief in possibility of transforming world

iv. trust in others

v. substantive: it is about knowing and being

vi. starting point given the system we are in:

active listening

active reading

active questioning