

Functionalism

OLD CANON (early 20th century - present)

Society

Functionalist - capitalism, patriarchy, white supremacy are the norm. Hierarchy and the free market are natural and normal. Individuals are the problem, not the society. Eurocentric, classic education is for the purposes of socializing and imparting knowledge, skills and placing students in the job market in the *status quo*. Research is produced for and funded by the corporate capitalist order. Education socially reproduces the class order.

History

We've moved to the highest stage of "civilization" - capitalism - and we need to hold on to it. History is western civilization; and the particular experiences of a few white men are universalized.

Social Problems

It's the people who are the problem, not the system. Root causes of problems are situated in biological inferiority of groups, as well as social pathology. Blame the victim analysis prevails and social Darwinism is the order of the day. Exclusion of people of color and the working class, with some space for elite white women.

↳ don't help the poor that's simply encouraging them let them sit off

ES syst
They work
for me
do my
sitting

Solutions

Try to fix people within a system that is based on racial apartheid and class exploitation and gender hierarchy. Use of prisons, orphanages and poor houses to warehouse people of color and the poor. Survival of the fittest. Elite education for upper class white men was the norm. Standardized IQ testing, banking approach to learning to impart expert knowledge.

Social Change

Top down, change supposedly comes through "elected" representative government leaders. Social control of all who disagree through police, courts, criminal (in) justice system, law, and finally the military. Education is not about social change. It's about placing students into jobs in the hierarchy, with very little upward mobility. Change is slow, gradual and almost imperceptible, rooted in increasing complexity and specialization.

Radical Social Movements

horrible

Radical labor movements needed to be controlled and destroyed. Police state tactics, domestic spying, anti-communism through McCarthyism. Red-baiting in the university eliminated radical voices and broke the relationships between the social movements in society and the radical intellectuals. Social history and agency of ordinary people not taught. Change comes from great individual white men.

Re-CONFIGURED FRAMEWORK (early 1970's/1980's – present)

Society	Equal legal rights for individuals within a society that remains capitalist, patriarchal and white supremacist is the new societal norm. "Diversity" is valued. The Euro-centrism remains dominant in education for the purpose of socializing and reproducing the <i>status quo</i> ; but with token representation in the academy of marginalized groups.
History	Social histories of historically disenfranchised groups are re-claimed. Minimal liberal education requirements to take courses labeled as "cultural diversity" courses. Belief in humane capitalism and participatory, representative democracy.
Social Problems	People are not the problem. Critique and tweak the system to lessen the negative impacts on people; but no deep structural change. Need to reform the state, e.g., expand and maintain the welfare state and the safety net. Education helps you become a better citizen in a system that doesn't change. Expanded educational access, and naming students as "at-risk," i.e., in need of remedial education, community college degrees and inclusion of ESL (English as a second language) in curriculum.
Solutions	Elect better candidates; pass better laws. Connect the university to the community in benign ways. Volunteering and philanthropy are encouraged. At the university, add new voices and theories to the curriculum, enforce affirmative action guidelines, send students into communities to do service learning and civic engagement, appreciate and get more diversity. It remains the "at risk" students' individual responsibility to take advantage of these so-called opportunities.
Social Change	Social change involves re-naming and re-claiming, but everything structurally remains the same. Emphasis is on re-structuring the curriculum without looking outside the academy. Historical memory of the relationship between re-structuring curriculum inside and the struggles from which it came is lax. Fundamental belief that the system can be reformed to better the lives of marginalized and excluded people.
Radical Social Movements	The Black freedom struggle, American Indian movement, Latino/a struggles, Asian American struggles, women, GLBT, anti-war/anti imperialist movement gained reforms. Many of these movements were infiltrated and controlled by the state, e.g., COINTELPRO. The radical edges of these movements were destroyed through assassinations, imprisonment, cooptation and/or institutionalization and assimilation of leadership. Similarly, the radical edge of the 1960's struggles for educational transformation was absorbed into curriculum restructuring, without accountability to community demands and the community base. Today's emerging social movements are not anticipated or seen.

conflict

LIBERATORY LEARNING AND TEACHING FOR MOVEMENT BUILDING

Society

Current social structures are exploitative and oppressive, and superficial change will not solve the problems people are facing. The only way to change is to organize society around human needs and respect for the environment, rather than markets and profit. We also believe that electronic based technology creates an abundance of goods and services so that it is possible to meet all human needs. Education must be open to all, liberatory and transformative. Indigenous knowledge and knowledge that comes from lived experience are central to the educational process. This requires a unity of theory and practice in all aspects of life and struggle.

History

History is a process of ongoing struggle and change. This historical epoch of global capitalism is not permanent; and is in the process of changing. We use history to teach about the process of change, and the importance of social movements and people's struggles to help bring about change.

Social Problems

Root causes of social problems are within the economic, political and social structures of society. People who are organized and understand their histories can change these structures. We use education not just to study social problems, but to identify root causes and to learn the lessons of problem solving historically through people's struggles.

Solutions

Cooperative, globally-interconnected communities will protect, produce, distribute and sustain the resources of the earth on the basis of human need. Educators need to be in dialogue with grassroots organizers who are most affected by social injustices to genuinely co-develop solutions through short term organizing and long term movement building for structural change. The educational process involves building long term relationships that have to start in spaces outside the academy.

Social Change

Change has to be fundamental and systemic. The world we are fighting for will evolve from the continuous struggle of liberated people. It is shaped at its core by the tools and technology of our economy; and its central dynamic is people organized in struggle. Our society will value the power of diversity and difference and all humanity will be free to develop to our fullest potential. This means creating educational spaces in both the community and the academy to develop consciousness, vision and strategy. The transformed curriculum will be centered around a bottom-up movement that is local and global, multi-issue, multi-racial and cross-class, and has voice and leadership from those most marginalized.

Radical Social Movements

Social movements are at the center of social life, social change and education. Whenever in our history we have won victories, it is because of people's power that comes from radical social movements. The educational process is central in the development of people's consciousness, vision and strategy. While the classroom is an important site of struggle in this educational process, educators and students must be connected to community movement building spaces outside of the academy. This movement for social transformation will unite organizations engaged in the multiple struggles for social transformation locally and globally.