

SOCIAL CONTROL AND PURSUIT OF DANGEROUS CITIZENSHIP

E. WAYNE ROSS

**UNIVERSITY OF BRITISH COLUMBIA
VANCOUVER, BC CANADA**

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SOCIAL CONTROL & DANGEROUS CITIZENSHIP: OUTLINE

Making connections: “The Big Picture”

Social Control & Citizenship Education

Controlling images

Surveillance as social control

Spectacle as social control

Dangerous citizenship

MAKING CONNECTIONS: THE BIG PICTURE

War / Imperialism

Economic collapse / Capitalism

Imperial project / Schools

- Regulation of what people know and how they come to know it
- Education for democracy in context of:
 - Capitalism/Democracy
 - Capitalist schools

MAKING CONNECTIONS: CAPITALISM & DEMOCRACY

- Corporate state
- Attacks on civil liberties & free press
- Rise of racism & segregation
- Promotion of the fear of sexuality
- Government and corporate attacks on wages of workers
- Intensification of imperialist wars
- Promotion of nationalism (unity of all classes)
- Teaching the lie that someone else should interpret reality and act for us, when no one is going to save us but us
- Increased mysticism
- Incessant attacks on radicals

MAKING CONNECTIONS:

CAPITALISM & DEMOCRACY

FUNCTION OF CAPITALIST STATE'S DEMOCRACY



- Guarantee accumulation of capital
- Preserve & temper class rule
- Raise money to fund state
- Regulate labor
- Facilitate commerce
- Ensure buying power
- Subsidize private corporations
- Sanction corporate self-regulation
- Advance global interests of corporations

MAKING CONNECTIONS: CAPITALISM & DEMOCRACY

Democracy does not dominate capital.

Democracy submits—atomizes voters to individuals asking capital's favorite question: *What about Me?*

MAKING CONNECTIONS: WAR & FINANCIAL CRISIS

US foreign policy and the collapsed economy

- costs of war (US\$4 trillion)
- cost of financial collapse >US\$12 trillion

Financial crisis sparks unrest globally:

- demonstrations, strikes, and protests (M15, #Occupy)

MAKING CONNECTIONS: CAPITALIST SCHOOLING

Primary role of capitalist schooling: *social control*

Winning children of poor & working classes to be loyal, obedient, dutiful, and useful, to the ruling classes under a variety of lies:

- We are all in this together;
- This is a multicultural society;
- Democracy trumps inequality, we all can be President / Prime Minister, etc.

MAKING CONNECTIONS: CAPITALIST SCHOOLING

The Reagan-Bush-Clinton-Bush-Obama education agenda: *Regulation of what people know and how they come to know it*

- The regimentation of curricula (phonics, abstract math, the eradication of history and academic freedom)
- Racist and anti-working class high stakes examinations
- The deepening militarization of schooling

SOCIAL CONTROL & CITIZENSHIP EDUCATION

Yes, citizenship—above all in a society like ours, of such authoritarian and racially, sexually, and class-based discriminatory traditions—is really an invention, a political production. In this sense, one who suffers any [or all] of the discriminations...does not enjoy the full exercise of citizenship as a peaceful and recognized right. On the contrary, it is a right to be reached and whose conquest makes democracy grow substantively. Citizenship implies *freedom*...Citizenship is not obtained by chance: It is a construction that, never finished, demands we fight for it. It demands commitment, political clarity, coherence, decision. For this reason a democratic education cannot be realized apart from an education of and for citizenship.

Paulo Freire, *Teachers as Cultural Workers*, 1998, p. 90

SOCIAL CONTROL & CITIZENSHIP EDUCATION

John Dewey: all societies use education as means of social control
(*Democracy and Education*, 1916)

Paul Taylor: We must decide what out to be the case. We cannot discover what ought to be the case by investigating what is the case
(*Normative Discourse*, 1961)

Social reconstructionists in U.S. (circa 1930s) argued teachers should work toward social change by teaching democratic principles, collectively responsibilities and social and economic justice (e.g., Counts, Rugg)

OPPRESSIVE POSSIBILITIES OF SOCIAL STUDIES

Curriculum standards for democratic citizenship in U.S. (NCSS, CIVITAS)

Arizona: Mexican American Studies (all ethnic studies) in schools declared “illegal” by state government.

Texas: 2010 revision of state curriculum standards judged by historians as undermining the study of social sciences in schools by misrepresenting and distorting the historical record of US society (e.g., stressing superiority of capitalism, questioning secular state, presenting conservative philosophies in more positive light)

CONTROLLING IMAGES

Conceptualizations of public schooling rest upon dominant and dominating *images*

Standards-based education and high-stakes testing constitute a regime in which cultural knowledge and behavior (of students, teachers, administrators, parents, classrooms, schools, and districts) are (in)validated and disciplined

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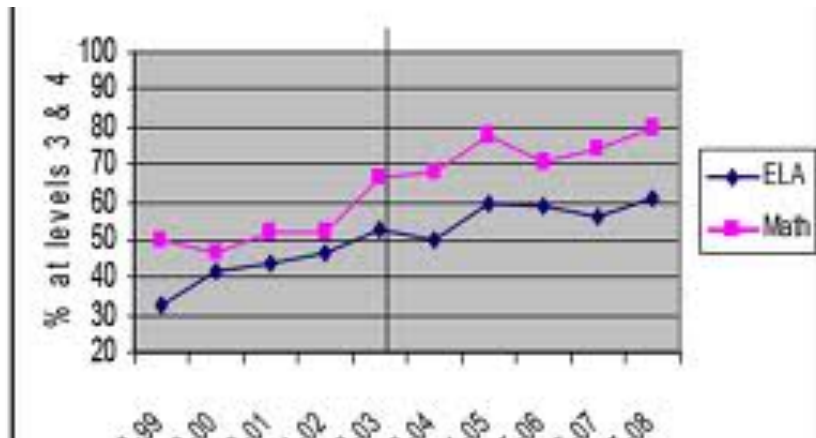
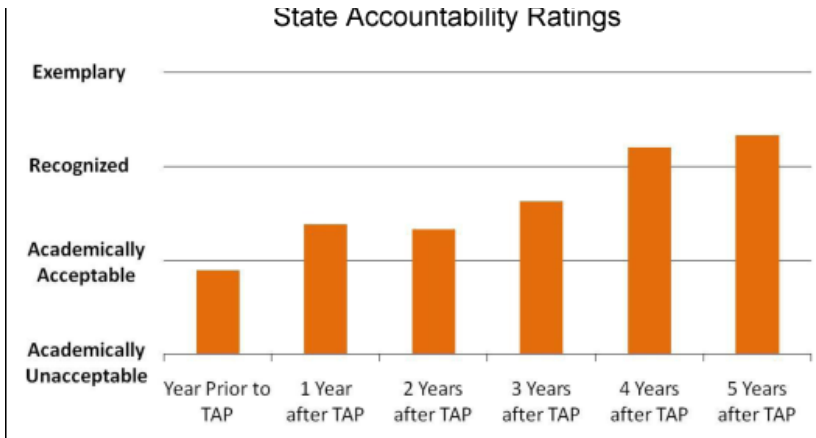
CONTROLLING IMAGES

Images are generated and located physically and ideologically within complex social and cultural totality of advanced state capitalism

Images tend to reinforce existing power and exchange values

Images have a dialectical relationship with power

CONTROLLING IMAGES



CONTROLLING IMAGES

Understanding the social reality of images requires study of milieu in which they are produced, shape behavior, and the interests served

Study of images associated with education must focus on *relationship between learning and the social and cultural patterns of global capitalism*

- Core function of the state—*enforcement* of norms and patterns through *discipline* of individuals, groups, and organizations that challenge to existing power relations.

Discipline and enforcement occur under advanced state capitalism largely through *surveillance* and *spectacle*.

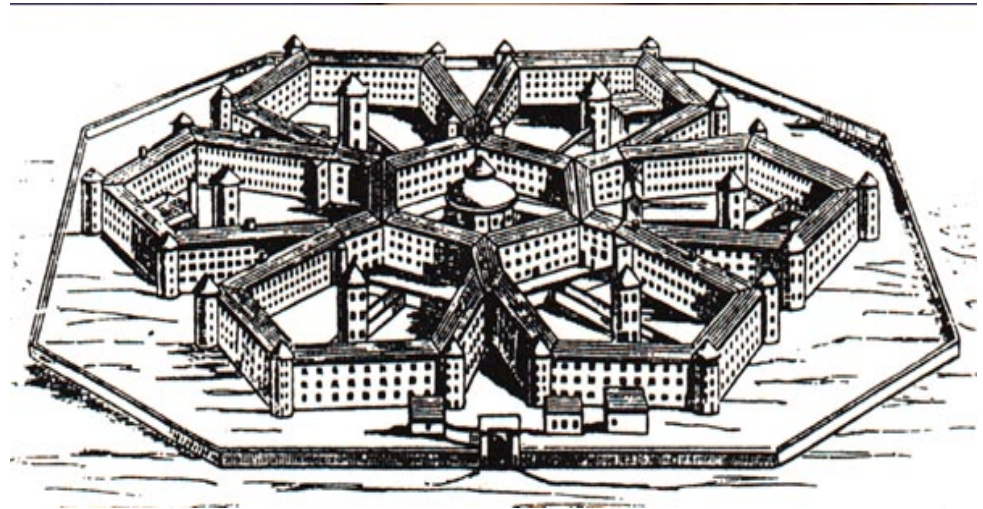
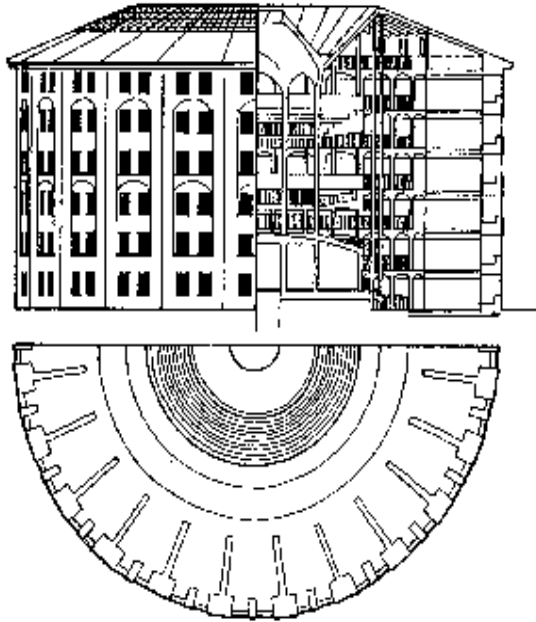
SURVEILLANCE AS SOCIAL CONTROL

Surveillance is basic means by which power is exercised and social control is maintained in contemporary society (Foucault)

Surveillance resolves problem of political order in modern world because technology and cultural norms allow/encourage “*the few to observe the many*”

Foucault argues community and public life in civil society are thus no longer significant mediators of human behavior in advanced societies

SURVEILLANCE AS SOCIAL CONTROL



**Bentham's Panopticon design &
London's Millbank Prison (circa 1821)**

SURVEILLANCE AS SOCIAL CONTROL



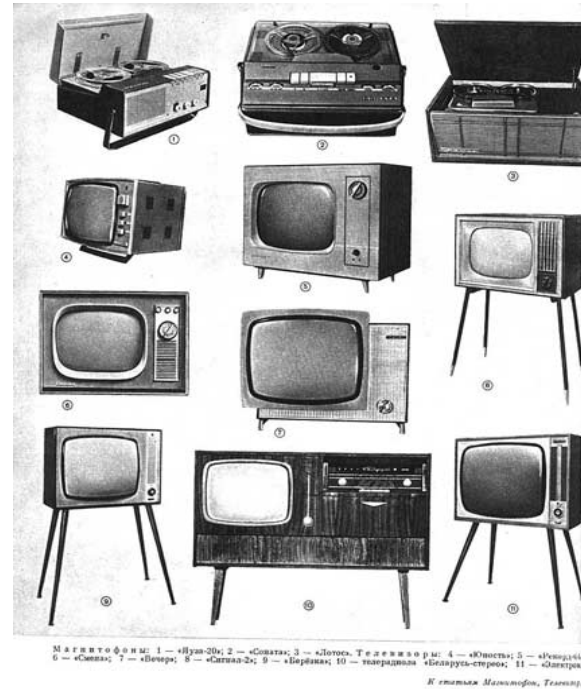
Statesville Correctional Center (IL)
Note “F-House” or roundhouse on right

SPECTACLE AS SOCIAL CONTROL

The spectacle defines a societal totality in which *reality is replaced by image* (Debord)

The spectacle proclaims the predominance of appearances—*asserts that all human life, which is to say all social life, is mere appearance*

SPECTACLE AS SOCIAL CONTROL



Магнитофоны: 1 — «Юз-30»; 2 — «Сопате»; 3 — «Лотос». Тележонки: 4 — «Юность»; 5 — «Восток»; 6 — «Спутник»; 7 — «Восток»; 8 — «Спутник-2»; 9 — «Берёзка»; 10 — телевизор «Беларусь-строй»; 11 — «Океан».

В статье Малюков, Телескоп.

The spectacle is not a collection of images, but a social relation among people, mediated by images.

SPECTACLE AS SOCIAL CONTROL

Being is reduced to having

Having reduced to appearing

“The many observe the few”

DANGEROUS CITIZENSHIP

- Political (non)participation
- Critical awareness—*conscientization* (Freire); class consciousness (Marx)
- Intentional action—behaviors designed to instigate human connection, the true engagement with everyday life, meaningful experience, communication, and change.

DANGEROUS CITIZENSHIP

CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

de Certeau's *la perruque*: the diversionary practice of using employer's resources for personal use:

The workers own work disguised as work for the employer. It differs from pilfering in that nothing of value is stolen...The worker who indulges in la perruque diverts time from the factory for work that is free, creative, and precisely not directed toward profit.

(The Practice of Everyday Life, 1984)



CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

The Yes Men

¿Que Valor Tiene Su Carne?

Averigue como usted puede participar en el Nuevo Mercado Global de la Carne Humana que tráfico con la faena de trabajo, cuerpos y órganos. ¡Este Mercado fue hecho posible gracias a las nuevas tecnologías bio-médicas y genéticas- incluyendo la reproducción asistada y transplante de órganos- y a las tecnologías de la comunicación digital!

Perfil del Sujeto del Bio-Poder

Nombre:

Ciudad/Pueblo/Aldea/Otro: País:

Correo Electrónico: Año de Nacimiento:

Sexo: ☐ Feminina ☐ Masculino ☐ Otro

Raza: ☐ Blanco ☐ Negro ☐ Hispano ☐ Asiático ☐ Mestiza/Multi-racial ☐ Otro

Grupo Sanguíneo: ☐ O ☐ A ☐ B ☐ AB ☐ No sé Estado de Salud: ☐ Bueno ☐ Razonable ☐ Malo

Existe en su familia alguna historia de enfermedades hereditarias ☐ Sí ☐ No ☐ No sé

Yo tengo un defectuoso/enfermo (marque todos que aplican): ☐ Riñón ☐ Pulmón ☐ Hígado ☐ Corazón
☐ Páncreas ☐ Córnea ☐ Piel ☐ Médula espinal

Yo soy: ☐ Documentado ☐ Indocumentado Tipo de trabajo: ☐ Manual ☐ de Servicio ☐ de Conocimiento/Intellectual

Mi trabajo envuelve cruzar las fronteras nacionales: ☐ Regularmente ☐ Ocasionalmente ☐ Muy Raramente ☐ Nunca

Salario anual (en USA dólares): \$

Valor de los Partes del Vendedor en el Mercado de la Carne Humana

Este es el valor aproximado en el mercado libre de sus MBH (Materiales Biológicos Humanos) y faena de trabajo. ¡Que tiene usted para vender!

1. Algunos creen que el valor de un órgano o de los MBH (Materiales Biológicos Humanos) debería estar basado en las ganancias perdidas durante el tiempo de recuperación total luego de una operación de transplante- tiempo estimado de 3 meses. Calcular el valor de sus ganancias se usabilides en un plazo de 12 semanas.

\$

CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

Calculate your Flesh Worth using this handy form, from subRosa's International Markets of Flesh



CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

Surveillance Camera Players

DANGEROUS CITIZENSHIP DÉRIVE (DEBORD/SI)

Dérive, literally “drifting”, implies mode of experimental behavior linked to the conditions of urban society

SI *psychogeography* referred to the study of the effects of the geographical environment on the emotions and behavior of individuals

In a *dérive* one or more persons drop their usual motives for movement and action and let themselves be drawn by the attractions of the terrain and the encounters they find there

Dangerous Citizenship

Jasmine Revolution”—Beijing’s Wanfujing Dérive



DANGEROUS CITIZENSHIP DÉTOURNEMENT (DEBORD/SI)

Détournement involves capturing various spectacular images and turning them around in a new presentation to subvert the authority of the sign and the significations it sets in order

In other words, *détournement* is a variation on a previous media work, in which the newly created one has a meaning that is antagonistic or antithetical to the original.



DANGEROUS CITIZENSHIP

Détournement examples



DANGEROUS CITIZENSHIP

Détournement examples



DANGEROUS CITIZENSHIP

Détournement exemples



DANGEROUS CITIZENSHIP

Détournement exemples



DANGEROUS CITIZENSHIP

Détournement examples



HEALTH CARE



BEFORE OLYMPICS

DANGEROUS CITIZENSHIP

Détournement examples

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