


# Marxism & Education

The background of the slide is a solid light beige color. In the bottom right corner, there are several overlapping, wavy, light grey lines that create a sense of movement and depth, resembling a stylized landscape or abstract pattern.

# Key Names

- Louis Althusser
  - Bowles & Gintis
  - Michael Apple
  - Paul Willis
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- The background of the slide features several decorative, wavy, light-colored lines that flow from the bottom left towards the right side, creating a sense of movement and depth.

# Louis Althusser (1971)

- Education exists for the reproduction of an obedient workforce
  - Teaches students skills
  - Enforces ruling class ideology & socialises the w/class into false consciousness
- Role of ISAs (Ideological State Apparatus) in maintaining social order
  - Education as key ISA
    - Selection of people for social classes

# Bowles & Gintis (1976)

- Education exists to reproduce labour power
  1. “Correspondence Theory”
    - Long shadow of work – school is similar to work in its structures, norms and values
    - Reproduction of social relationships of work at school
  2. Legitimation of inequality
    - Education justifies & explains social inequality
    - Bowles & Gintis reject the idea of equality of opps.
    - Schools reproduce existing inequality

# Criticisms of Bowles & Gintis

- Lack of detailed research
  - Ignores students' resistance – they don't just absorb the norms & values
- Influence of formal curriculum – this may make pupils aware of inequality and also allows them to be socially mobile
- Does correspondence exist? Brown et al (1997)
  - Increase in need for teamwork at work, whereas schools are individualistic & competitive
  - Less bureaucracy at work than at school
- Willis' (1977) work suggests correspondence is not that simple

# Michael Apple

- Ideology & curriculum (1988)
  - Hegemony of knowledge
    - Asks why some subjects are seen as more important than others and who decides this
- Marketisation of education (2001)
  - Looks at the ways in which capitalism has crept into schools – advertising, sponsorship, drinks/snack machines

# Paul Willis (1977)

## Learning to Labour: *How working class lads get working class jobs*

- Combination of interactionist & Marxist approach
  - Willis observed a group of “lads” who resisted the school culture – a “counter-school subculture”
- Lads & “ear’oles”
  - Found that there was a difference between conforming and non-conforming students
- Transition into work
  - Followed the lads from school into working class manual jobs, found that they carried the culture with them
    - Correspondence but not in the way that Bowles & Gintis theorised

# Criticisms of Willis

- Is it still relevant?
  - Some years ago
  - Changing employment structure
    - Manual working class jobs no longer exist
- Small sample – is it representative?
  - What can it tell us about students around the country?
- What about the girls?
  - The study focussed only on working class, white boys