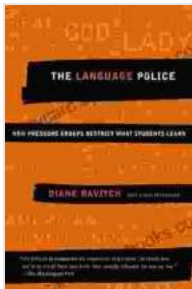


****How Pressure Groups Restrict What Students Learn: A Comprehensive Guide to Educational Censorship in Schools****

Education is the cornerstone of a vibrant society, empowering individuals with the knowledge and skills necessary to navigate the complexities of the modern world. However, in recent years, the hallowed halls of academia have become battlegrounds for ideological clashes, with pressure groups exerting undue influence over what students are taught and how they think.

This article delves into the insidious tactics employed by pressure groups to restrict what students learn, exploring their motivations and highlighting the detrimental consequences for students, educators, and society as a whole.



The Language Police: How Pressure Groups Restrict What Students Learn by Diane Ravitch

★★★★☆ 4.3 out of 5

Language : English
File size : 1099 KB
Text-to-Speech : Enabled
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 290 pages
Screen Reader : Supported

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****Types of Pressure Groups****

Pressure groups come in various forms, each with its own agenda and methods of operation.

Religious Groups



Religious groups often seek to censor material they deem offensive or contradictory to their beliefs. They may target textbooks, curriculum, and even guest speakers to ensure that students are not exposed to ideas that challenge their faith.

Political Groups



Political groups leverage their influence to advance their own ideologies and suppress opposing views. They may pressure schools to adopt biased textbooks, promote certain historical narratives, and silence dissenting voices.

Ideological Groups



Ideological groups advocate for specific agendas, such as climate change denial or anti-vaccination sentiment. They often use propaganda and misinformation to sway public opinion and pressure schools to conform to their views.

****Tactics of Censorship****

Pressure groups employ various tactics to restrict what students learn, including:

Book Banning



Pressure groups target specific books that they find objectionable, demanding their removal from school libraries and classrooms. They often allege that these books are inappropriate, offensive, or harmful to children.

Curriculum Control

KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE;
2. DOES THIS COURSE MEET A GENERAL EDUCATION / CUNY CORE CATEGORY? IF YES PLEASE COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY EXEMPTION CORE SUBMISSION FORM.
3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met.
4. BULLETIN DESCRIPTION OF COURSE:
5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site using fieldwork, hours of supervision and hours in classroom – if applicable);
6. NUMBER OF CREDITS;
7. COURSE PREREQUISITES AND COREQUISITES:
 - A. PREREQUISITES;
 - B. COREQUISITES;
 - C. PRIOR COURSE;
8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:
 - A. ENROLLMENT SUMMARIES, IF PREVIOUSLY DEFERRED AS A/B;
 - B. PROJECTED ENROLLMENT;
 - C. CLASS LIMITS;
 - D. FREQUENCY COURSE IS LIKELY TO BE OFFERED;
 - E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION.
9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED;
10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING;
11. PROFESSOR TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S);
12. REQUIRED COURSE FOR MINORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revision, including where course fits into degree requirements, and any course(s) will be removed as a requirement for the degree. NYSID guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).

Pressure groups lobby school boards and policymakers to influence the curriculum, ensuring that it aligns with their own beliefs. They may advocate for the exclusion of certain topics or the inclusion of biased material that supports their agendas.

Speaker Silencing



Republic of the Philippines
BULACAN AGRICULTURAL STATE COLLEGE
San Ildefonso, Bulacan

28 October 2012

ALDHE B. CRUZ
Assistant Editor, The Soil Today

Madam,

As a major requirement for our subject Special Topics 3 "Addressing Learning gaps", we, the fourth year Bachelor of Secondary Education students are required to conduct a seminar with the theme "Addressing Learning gaps through the three-pronged method" which will take place on October 4, 2012 at the Rene Cayetano hall from 1:00 to 5:00 PM.

In this regard, we would like to request you to be one of our Guest speakers for the said event to share your knowledge to all of the education participants.

Your favorable response regarding this request will be highly appreciated.

Thank you.

Respectfully yours,

CARMELITA THELMA G. PRINCIPE
Group leader, Special Topics 3.

Sincerely,

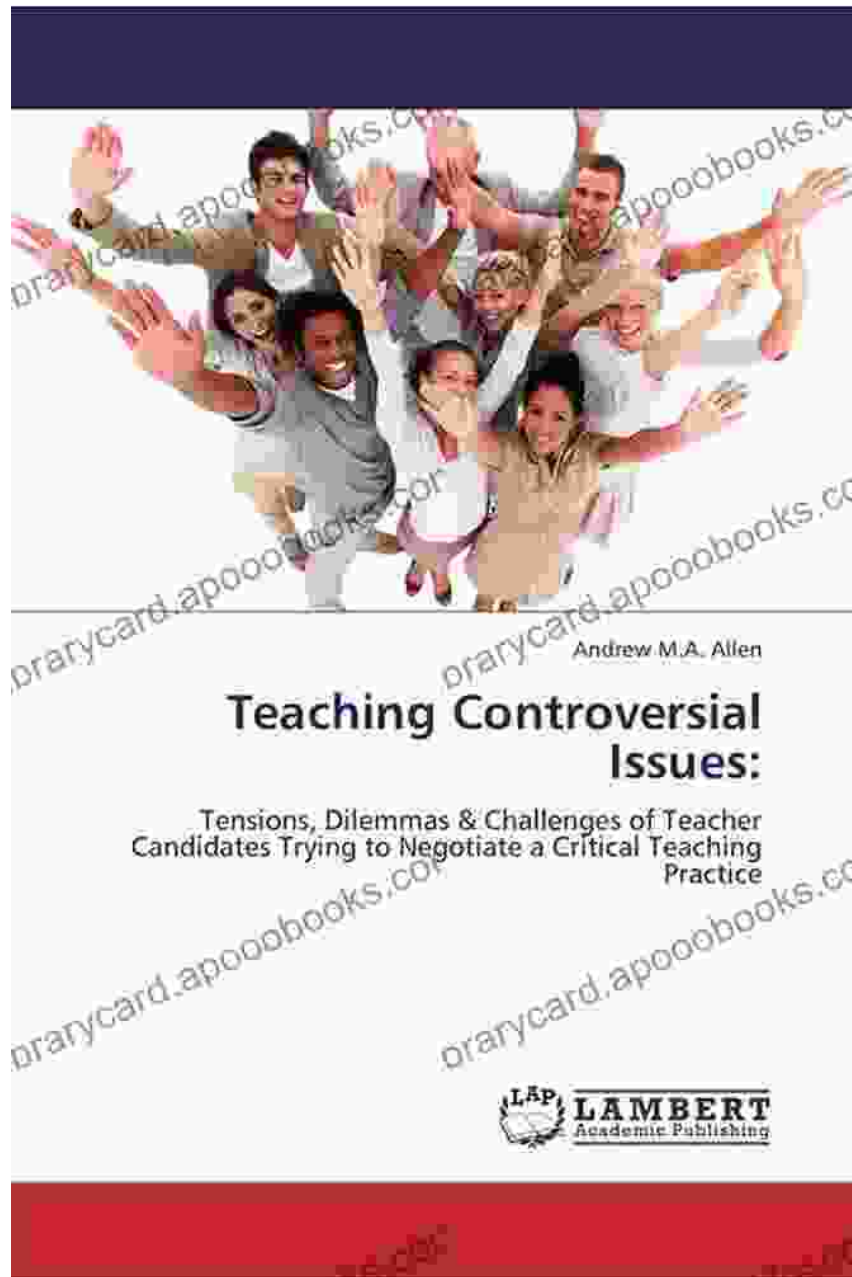
JOSEPHINE G. DE GUZMAN, Ph.D
Assistant Prof. 3, Special Topics 3.

Approved:

ALDHE B. CRUZ

Pressure groups may intimidate or threaten guest speakers who hold views that they oppose. They may organize protests, write letters of complaint, or even file lawsuits to prevent these speakers from presenting their perspectives.

Self-Censorship

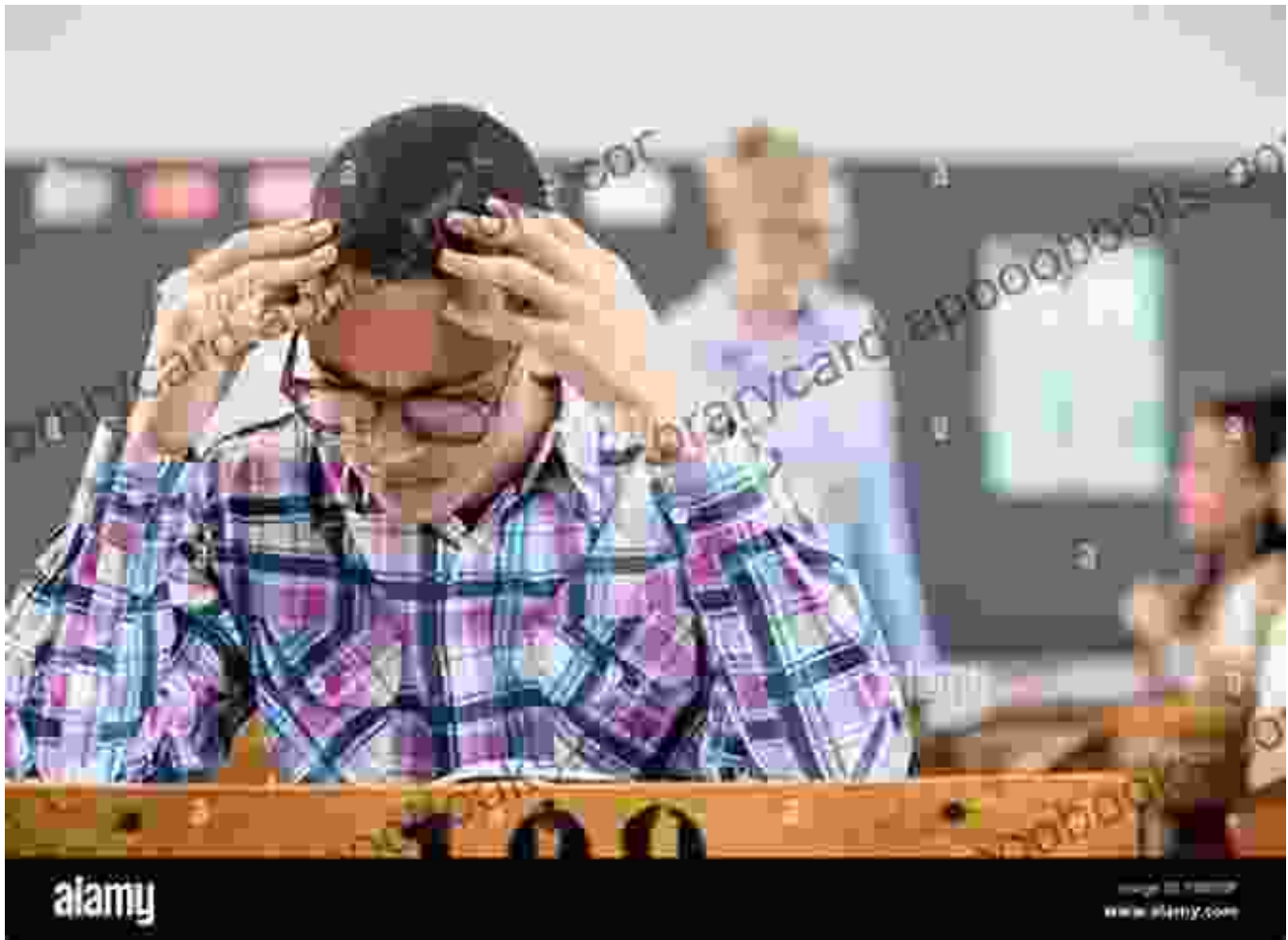


Fear of reprisal or backlash from pressure groups can lead to self-censorship among educators. Teachers may avoid teaching sensitive topics or presenting diverse perspectives to avoid controversy or protect their jobs.

****Consequences of Censorship****

The censorship of education has severe consequences for:

Students



Censorship deprives students of the opportunity to develop critical thinking skills, learn about diverse perspectives, and engage with controversial ideas. It creates an environment where students are shielded from important information and denied the cognitive growth that comes from intellectual exploration.

Educators



Educators are responsible for providing students with a well-rounded education, but censorship undermines their ability to do so. They may be forced to teach biased material, omit important information, or avoid discussing controversial topics out of fear of retaliation.

Society



Censorship in education has long-term implications for society. It creates a generation of citizens who are ill-equipped to understand complex issues, form informed opinions, and engage in meaningful discourse. It stifles innovation, hampers creativity, and undermines the democratic principles that our society is built upon.

****Protecting Educational Freedom****

It is imperative to protect educational freedom from the encroachment of pressure groups. Here are some measures that can be taken:

Advocate for Academic Freedom



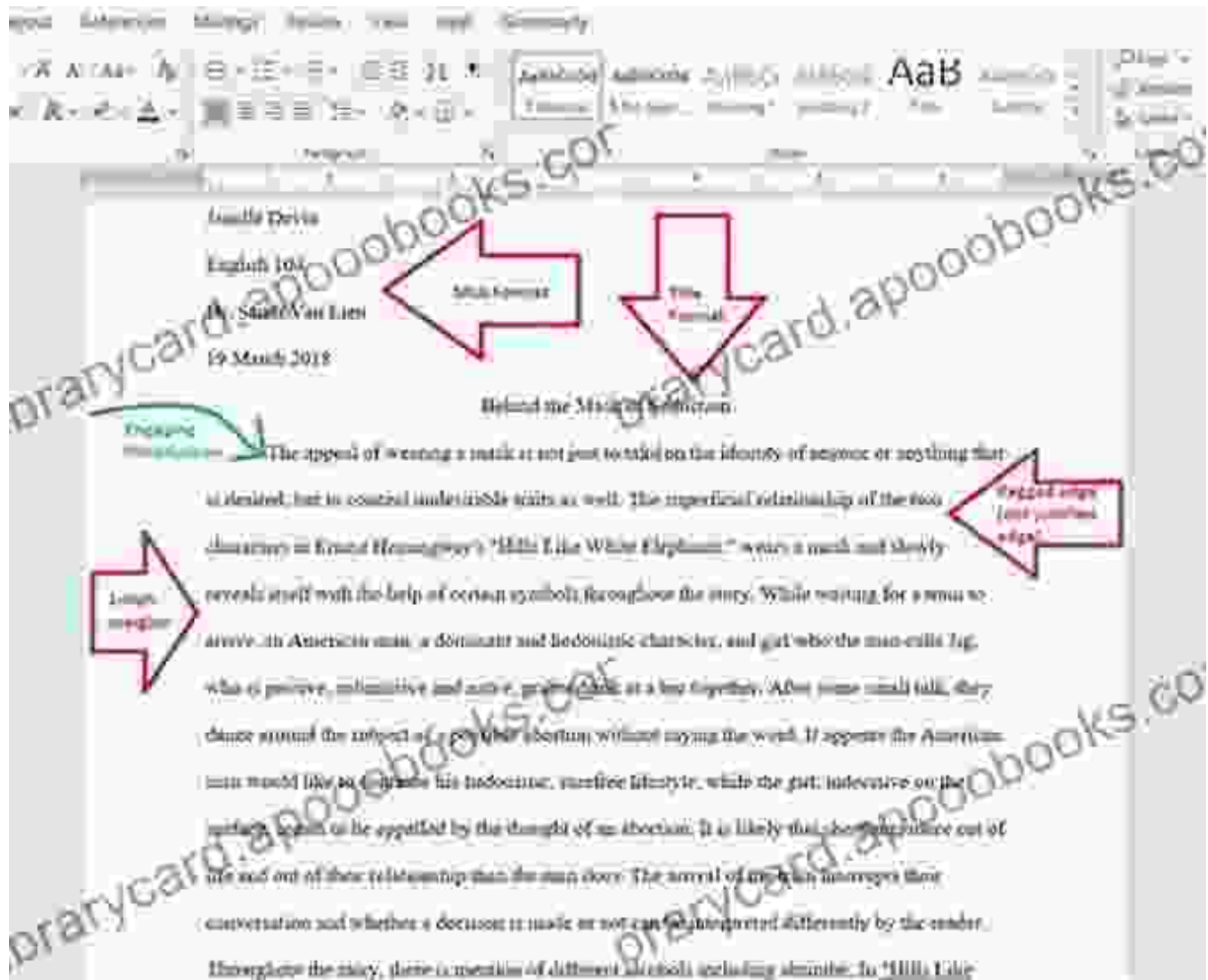
Support organizations and initiatives that promote academic freedom and protect the rights of educators and students to teach and learn without fear of censorship.

Support Inclusive Education



Promote curricula that present diverse perspectives, challenge biases, and encourage critical thinking. Create welcoming and inclusive environments where all students feel valued and respected regardless of their background or beliefs.

Promote Critical Thinking



Encourage students to question assumptions, evaluate evidence, and form their own opinions based on reason and evidence. Support programs that teach critical thinking skills and promote open-minded inquiry.

Defend the First Amendment

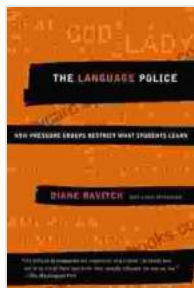


The First Amendment protects freedom of speech and academic inquiry. Support laws and policies that safeguard these rights and hold pressure groups accountable for attempting to suppress them.

Educational censorship is a grave threat to the intellectual and moral development of our society. Pressure groups must not be allowed to dictate what students learn or how they think. By advocating for academic freedom, promoting inclusive education, fostering critical thinking, and defending the First Amendment, we can safeguard the integrity of our

education system and ensure that future generations have the knowledge and skills necessary to navigate the complexities of the 21st century.

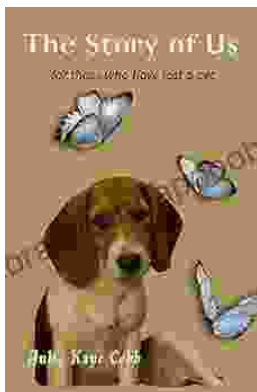
Only by valuing open inquiry, protecting diverse perspectives, and embracing the power of education can we create a truly just and equitable society.



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