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Education and Punish: Law in the Eyes of Ontario's Autocratic Curriculum  
Abstract

As a result of the Conservative government's rigorous, outcome – driven learning curriculum, which quantifies "results" and devalues "thinking," students are being regarded as passive receivers as opposed to active participants in the classroom. This philosophy results in students who are less eager to learn and more trained to conform. The authoritative, Ontario Curriculum also undermined teacher's abilities by controlling what they are permitted to teach. As opposed to studying the legal process as a continually evolving and collectively debatable practice, Legal Studies courses are designed to teach Law as a given, and the legal system as a fixed structure for disciplining citizens and punishing criminals. Such conformist view of educating Law deserves critical attention, and this paper applies a Foucaultian framework to examine the current curriculum's ideology of discipline and punish.