

CRITICAL PEDAGOGY

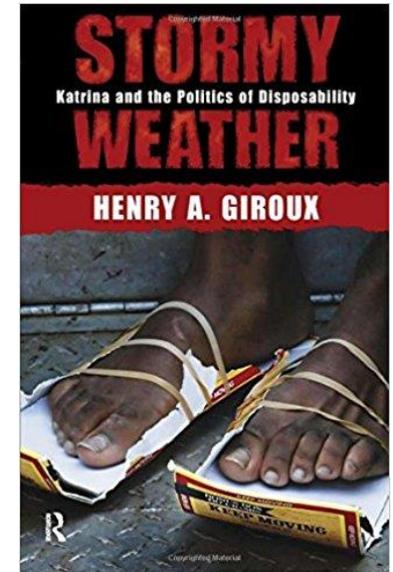
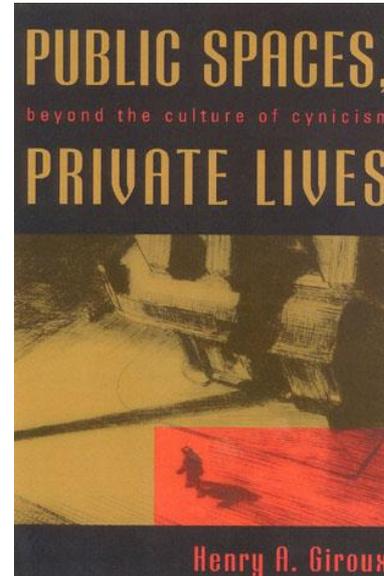
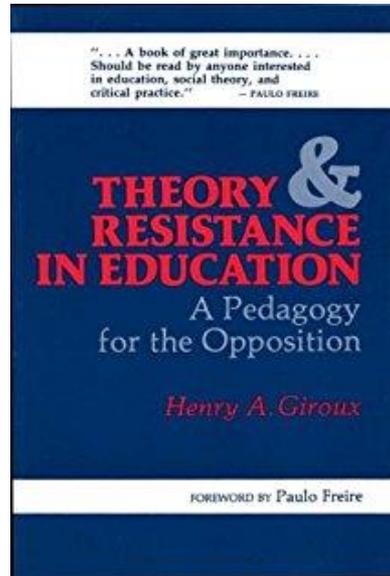


Peter Mayo,
Remote session
Critical Pedagogy and Social Practice
MA SPACE
14 October 2021



Henry Giroux and Critical Pedagogy

Henry Giroux : one of the founding figures of critical pedagogy.



IN THESE TIMES
WITH LIBERTY AND JUSTICE FOR ALL...

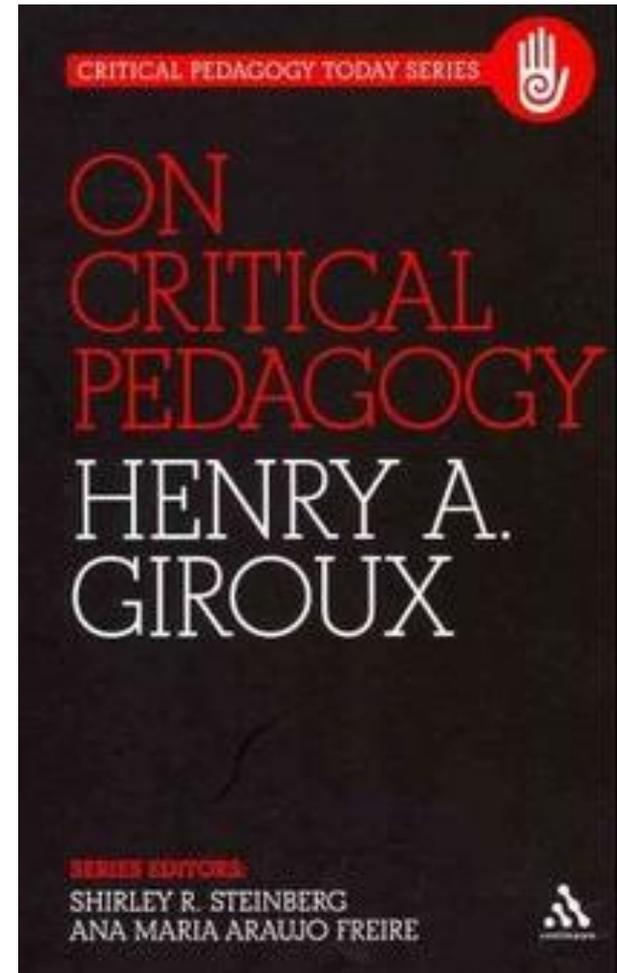
Critical Pedagogy

a pedagogical approach that enables pupils and students **to confront, question structures and processes of domination** and related attitudes, assumptions, myths and specific social constructions of reality – all of which constitute ‘regimes of truth’ and crucial aspects of dominant hegemonic relationships.

It is a pedagogical process targeted at the development of a **critical consciousness**.

Critical Pedagogy attempts to (Giroux)

- create new forms of **knowing**
- pose questions concerning relations between **margins and centres of power**
- encourage readings of history ...that tackle issues of **power and identity** in connection with questions of social class, 'race'/ethnicity, gender, colonialism;
- **refute the distinction between 'high' and low' culture** with a view to developing a curriculum that connects with people's life-worlds and everyday cultural narratives...
- give importance to a **language of ethics** throughout the educational process (adapted from Giroux, 2011).



ORIGINS

North America

Inspiration:

The Pedagogy of the Oppressed (Paulo Freire)

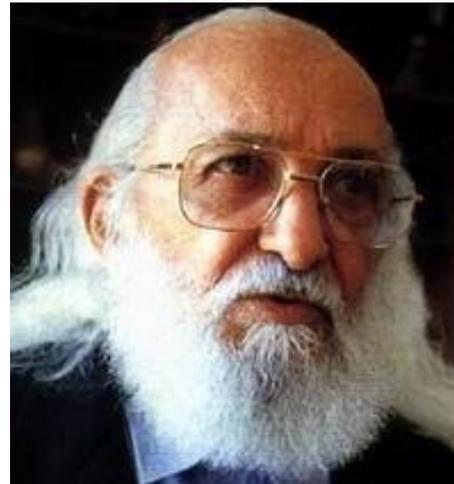
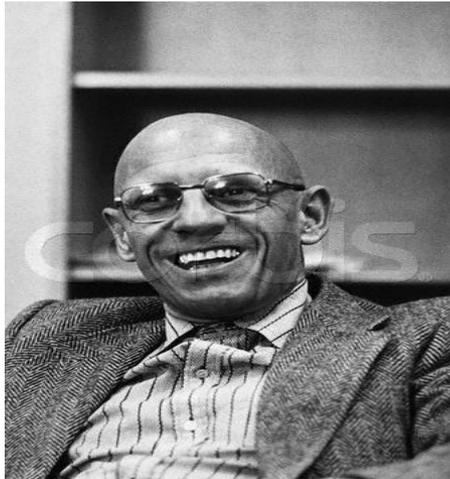
Frankfurt School – critical theory (Habermas)

Education and moral regulation (Foucault)

Education and hegemony (Gramsci)



Jürgen Habermas, 1993.



Critical pedagogy exists in the context of the **collective struggle** for social justice and the dismantling of structures of oppression. It entails **reason, emotion, imagination.**

LEADING NAMES

Henry A Giroux

bell hooks

Peter McLaren

Philip Corrigan

Michael Apple

Patti Lather

Ira Shor

AntoniaDarder

bell hooks

Henry Giroux

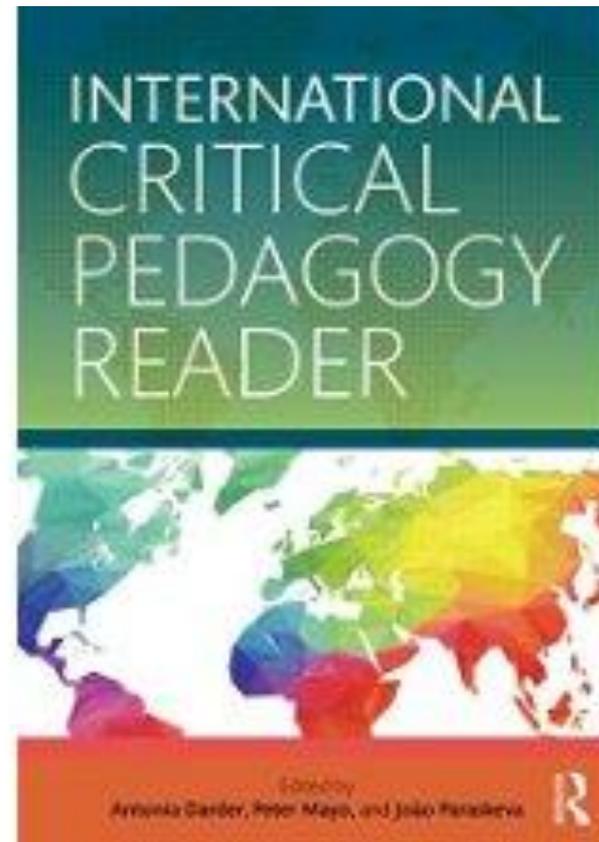
Douglas Kellner

Deborah Britzman

Edmund O'Sullivan

Shirley Steinberg

Edward Said



PAST FIGURES

W.E.B Dubois

Lorenzo Milani

Gabriela Mistral

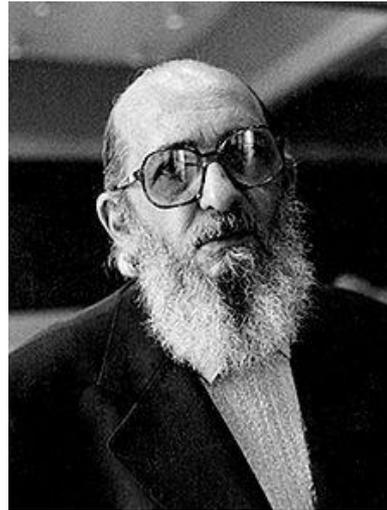
Ada Gobetti

Paulo Freire

Joe Kincheloe

Paula Allman

Roger I simon



INFLUENCES

MARXISM

CRITICAL THEORY

FEMINISM

CULTURAL STUDIES

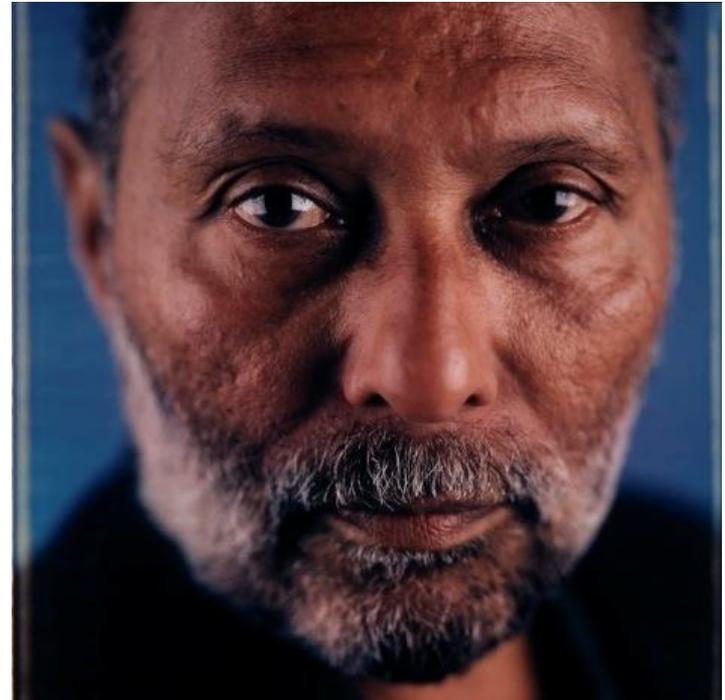
CRITICAL RACE THEORY

POSTCOLONIAL STUDIES

ANTI-RACIST EDUCATION

GAY/LESBIAN STUDIES

STRANDS OF POSTMODERNISM



Stuart Hall

CRITICAL PEDAGOGY IN SIMPLE TERMS

Educator takes sides.
“better a fascist than indifferent”

(Don Milani)

Who **benefits**?

Who **suffers**?

Who is **included** and who is **excluded**?

Which **culture** is valorized and at the expense of which other cultures?

How are people **represented**?

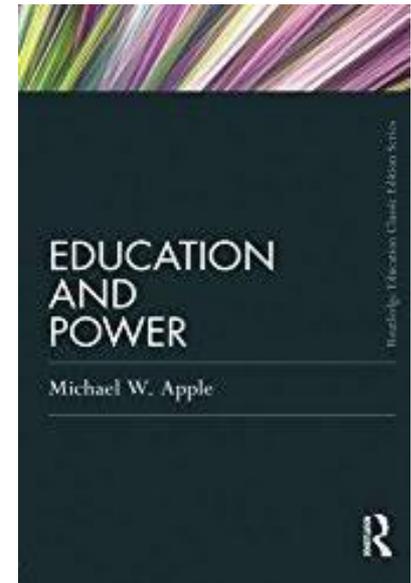
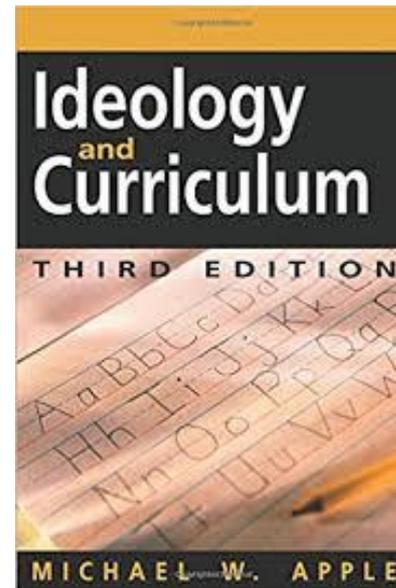
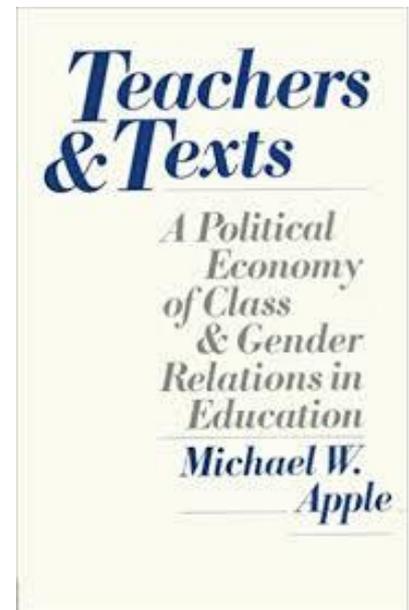
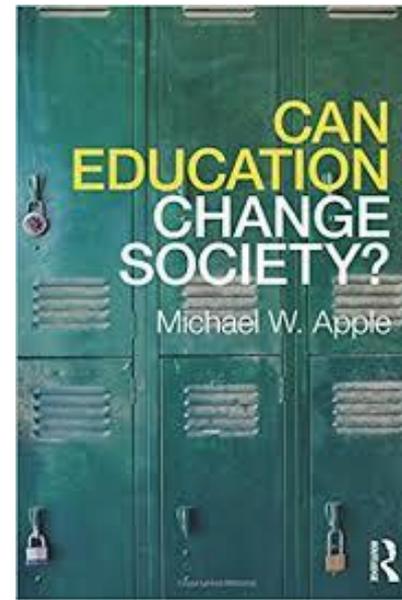
Antonia Darder: Culture and Language

- Puerto Rican, English/Spanish bilingual
- the role of language becomes important
- Educators must seek to create the conditions in which bicultural students can **learn how to navigate critically in both cultures**, recognizing the dominant / subordinate dialectic and ideological formations inherent in the colonial context.



MICHAEL W. APPLE

- the democratization of the curriculum.
- curriculum as a site of contestation mirroring other **sites of struggle**
- He has been detailing the **economic, political, and ideological processes** that enable specific groups' knowledge to become 'official' while other groups' knowledge is 'popular'.
- Clear echoes of Gramsci here especially with regard to his constant fascination with and exploration of the interplay of the **popular and 'established' forms of cultural production** and how each draw from each other.



I WOULD ADD:

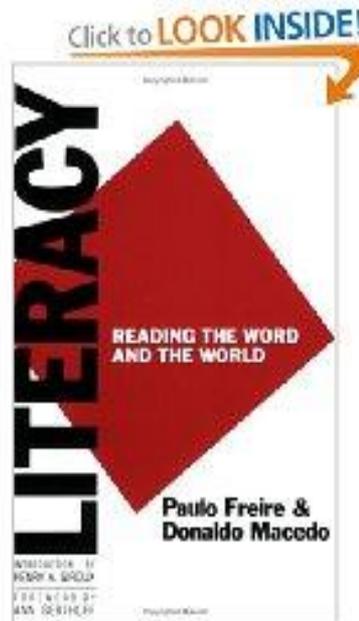
- EDUCATION IN THE CONTEXT OF GLOBALISATION
- CONFRONTING NEOLIBERALISM AND ITS BASIC TENETS
- LEARNING FROM INSURGENT MOVEMENTS – OCCUPY, GEZI REVOLT
etc
- EDUCATION AS CULTURAL POLITICS

Pedagogical Alternatives

- The collective dimension of teaching/learning.
- 'Peer tutoring' students-teachers
- Dialogical disposition
- The educators' humility in being disposed to relearn that which they think they already know through interaction with others.

CRITICAL LITERACY

- READING THE **WORD** AND THE **WORLD** AND ITS **CONSTRUCTION** THROUGH THE MASS MEDIA



AGAINST THE GRAIN

- Reading history against the grain...Gramsci (Southern Question and Notes on Italian History), Milani (Letters to Military Chaplains and Judges).
- Reading literary and canonical works against the grain – Importance given to ‘contrapuntal readings’ (Edward Said)
- Importance given to popular culture without romanticization.

<http://www.dw.com/en/trial-begins-in-turkey-of-two-teachers-fired-in-purge/av-40503431>



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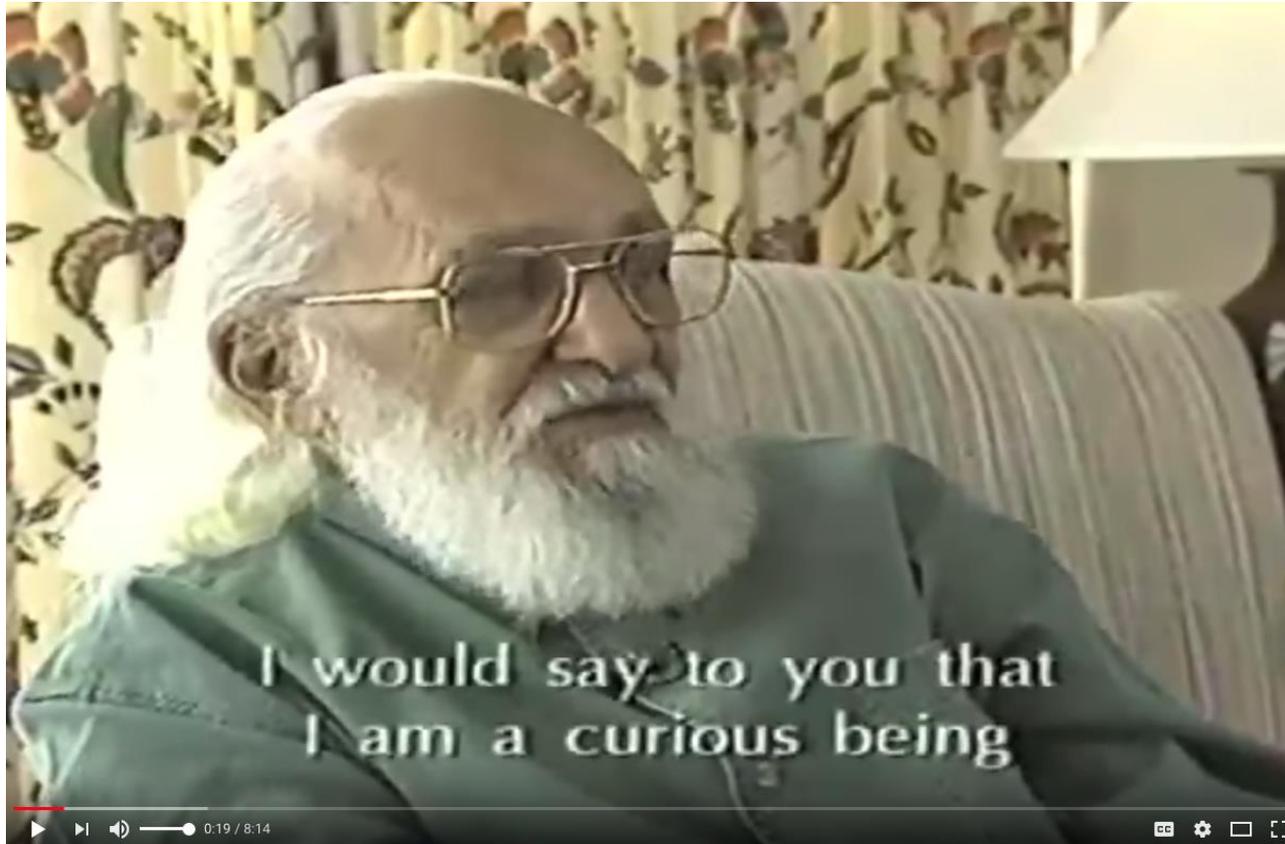
DW NEWS

Trial begins in Turkey of two teachers fired in purge

The two imprisoned teachers are accused of belonging to a terrorist group. The case of Literature professor Nuriye Gulmen and primary school teacher Semih Ozakca has come to symbolize the fate of thousands swept up in a purge of the public sector.



<https://www.youtube.com/watch?v=aFWjnkFypFA>



Paulo Freire - An Incredible Conversation

CONCLUSION

- **One of the challenges, in my view, is to grapple with the task of imparting and learning what Young and Muller (2010) call 'powerful knowledge'. Echoes of Gramsci and the Unitarian School**
- **The concern is with a type of education that does not sell working class children short in comparison with middle class pupils who can still obtain these skills, irrespective of whether they are offered by the school, through their materially rewarding cultural capital and what are nowadays referred to as 'invisible pedagogies'.**
- **Critical pedagogy can ill afford to avoid the challenge posed by the need to acquire 'powerful knowledge', which is, after all, the political pedagogical challenge posed in the 1930s by Antonio Gramsci, and much later, in curricular circles, by the likes of Lisa Delpit with regard to Afro-American schooling in the USA and Michael Young in the UK.**
- **On the other hand, it has much to offer in terms of complementing this rigour and mastery of powerful knowledge through its emphasis on the politics of schooling. One can impart this knowledge differently from the way it has been taught thus far .**