

Katrina C. Little
Culturally Relevant Pedagogy
Week 3 Summary

The continuing theme of the Week-Three chapter reading is that forceful imposition by the dominant culture to have standardized, Eurocentric approaches to learning. Giroux speaks to the ideology that schools are meant for institutionalized approaches to learning sterile from culture and the relevance of student lived experiences. The theory of reproduction introduced in this chapter emphasizes the connection between traditional school structure and the vested interests and goals of societal groups with political interests. I've seen this in learning text when enrolled in the second year Politics and Higher Education. I was previously unaware of how politically charged was the "No Child Left Behind" movement. Under the leadership of the eventual head of the Department of Education in the Trump administration, DeVoe was able to push the privatized funding school voucher system as a means to answer the call to educational inequity. To the contrary, it was a revenue generating system for private investors where the education would indeed leave some children behind as the parameters for the Board of Education initiative forces educators to move students to the next grade whether they were equipped with the tools needed to excel for or not. Possibly more than any other American structure of systemic racism, this policy further enacted the duplication of dichotomies of racial and socioeconomic disparities of access in the K-12 system as what exists in broader society. Instead of teaching to liberate students, Giroux qualifies with the Theory of Reproduction that traditional school structures are intentionally meant to mimic the oppressive thinking and minimization of upward mobility of people of color as seen in the discriminatory economic systems put in place by White men.