

SUMMARY #3

Theories of reproduction in my own context and understanding focuses primarily on the politics and mechanisms of dominance, more specifically on how it affects the network of relationships that connects schools to the industrial order and the nature of daily classroom life. The ways in which control and power work to advance the interests of the dominant society both inside and outside of schools are fundamentally perceived differently by theories of reproduction. To gain a deeper understanding of the political nature of education and its relationship to the dominant society, reproduction theory and its various explanations of the purpose and role of education have been extremely helpful. The idea of dominance has been overemphasized by reproduction theorists in their analyses, but they have failed to offer any significant new insights into how teachers, students, and other human agents interact in particular historical and social contexts in order to both create and reproduce the conditions of their existence. According to resistance narratives, schools are relatively independent institutions that not only serve as venues for oppositional behavior and instruction but also occasionally act as a source of contradictions that undermine the material and ideological goals of the dominant society. The onus lies on parents, teachers and students to join hands together and resist this theory of dominance that has plagued our society at large. The idea of resistance also emphasizes the need for teachers to understand how to analyze the modes of cultural production used by oppressed groups in order to reveal both their limitations and their potential for fostering analytical discourse, critical thinking, and new forms of intellectual appropriation.