

## Pedagogy of Resistance – part 2

“The struggle of education for the future of young learners”

### **Introduction**

There has been an ongoing struggle between teaching and learning in the field of education. Are educators helping learners understand the significance of having their own voice or are they teaching learners how to pass a test based on standards that have been cultivated for the purpose of governance over certain populations. In Giroux's book, *Pedagogy of Resistance Against Manufactured Ignorance*, I review part 2 - the crisis of pedagogy. First, I will summarize Giroux's argument. Next, I will share my analysis of Giroux's argument. Lastly, I will share my personal reaction to part 2 of his book.

### **Summary of Giroux's Argument**

In part 2 of *Pedagogy of Resistance*, Giroux argues that the time has come for those who are opposed to governmental control over education, people, and overall citizenry to stand up against and demand control. They must accept nothing less than having control over options to choose how education should be delineated. He feels that neoliberal- minded regimes are overdue for dismantling, and realignment is necessary to boost and embrace socialism without consequences.

### **Analysis of Giroux's Argument**

Giroux's argument is very well delivered. He gives multiple examples and takes the reader deeper into his motivations. For example, he posits that at the very center of critical pedagogy is the ability to be able to view through a conscious lens, to be awakened and questioning of all information. I see this reverberating throughout part 2 of his book. In one

section he says, "...young people and others must be taught not only how to critique new modes of knowledge production but also the knowledge and skills for them to become cultural producers" (Giroux, 2022). His message to the reader is that educators and learners cannot receive information as it is delivered. Instead, question the information, its source, its motivations, and how it applies to you and your community. With this, he enacts the widely used phrase that says, "Think globally, act locally."

### **My Personal Reaction**

My personal reaction to this part of Giroux's book is that it does nothing new to convince me that the current struggles we face as a nation regarding the deficiencies and discrepancies of teaching and learning are any different than they were in the past. While I find his structure and delivery of information potent and grounded in current realities of the teaching and learning systems and governmental issues therein, these are not issues that are any different from those of previous generations. I think that his writings help to focus his readers attentions on the tyranny of governmentally structured education and the issues of teaching and learning. Moreover, his research and subsequent ideologies centered on the crisis of pedagogy are analogous to a remixed and remastered folk song. It is the same struggle with the same message and the same call to action. It has been made relevant on the current teaching and learning platform by updating the language, voice, and social imagery.

### **Conclusion**

In part 2 of Henry A. Giroux's book *Pedagogy of Resistance Against Manufactured Ignorance* he illustrates how the field of education continues to be flooded with neoliberal concepts. He shares insights into the governance of teaching and learning. Specifically, how it can stratify components of teaching and learning to ensure that lower classes of citizenry are inundated with manipulative untruths. I view this book as an ongoing conversation that has been

remixed and remastered to speak to educators and learners who are affected by the current imbalance of diverse representation throughout the field of education.

#### Sources

Giroux, H. A. (2022). *Pedagogy of Resistance: Against Manufactured Ignorance*. Bloomsbury Academic.

CCCB. (2019) *Henry Giroux: "All education is a struggle over what kind of future you want for young people"* [Video] YouTube  
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