

Fullerton College

Anthropology Department

Faculty and Student Panel Discussion on Critical Pedagogy

Thursday November 13th 1:30-3:00 p.m. Room 1416

What is Critical Pedagogy?

How does Critical Pedagogy Shape Teaching and Learning?

Is Critical Pedagogy the way to a more democratic education?

The way to lay a foundation for a truly democratic society?

The Anthropology Department is sponsoring a panel discussion for faculty and students on the topic of Critical Pedagogy. First described by Paulo Freire, and since developed by Henry Giroux among others, critical pedagogy states that there is no such thing as a neutral education process. Freire believed that education was a political act that could not be divorced from pedagogy. Democracy and freedom from oppression are cornerstones of critical pedagogy. Teachers, students and schools operate in a social, political and economic context. Critical pedagogy goes against the “banking concept” which sees students as an empty account to be filled up. Students and teachers come to the classroom affected by their positionality (sex, gender, ethnicity, race, class, etc.) and their experiences in a capitalist, modern day nation state. Common questions in critical pedagogy include: What knowledge is of most worth? Whose knowledge is most important? How does the structure of the school contribute to the social stratification of our society? What is the relationship between power and knowledge? What is the purpose of education? Is it to ensure democracy or to maintain the status quo and support big business? How can teachers enable students to become critical thinkers who will promote true democracy and freedom?

The article listed below will be used as a basis for the panel discussion.

Henry Giroux- When Schools Become Dead Zones of the Imagination: A Critical Pedagogy Manifesto <http://www.truth-out.org/opinion/item/18133-when-schools-become-dead-zones-of-the-imagination-a-critical-pedagogy-manifesto>