Reading & Teaching Henry Giroux

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Henry Giroux. Education and the Crisis of Public Values - Érudit Henry Giroux is one of the founding theorists of critical pedagogy in the United States. He earned his Ph.D. from the University of Illinois at Chicago, in 1973, and his research focused on the role of pedagogy in the transformation of society. Giroux has written extensively on the role of education in the production of social and cultural change.

Giroux explains how the Chicago teachers union in the last days of the strike conveyed a critical pedagogy of learning the politics of hope: Theory, culture, and schooling, A Critical Reader, Boulder, 1990, which was based on the work of Paulo Freire.

Giroux has been involved in the fight against the corporate state and its impact on education, as well as the struggle for social justice. He is the author of numerous books, including *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning*, *Critical Pedagogy: A Reader*, and *Education and the Crisis of Public Values*. His work has been influential in the development of critical pedagogy in the United States.

Giroux’s work is characterized by its commitment to the idea that education has the power to transform society and that educators have a responsibility to engage in political activism. He argues that education is a fundamental aspect of social change and that educators must be willing to challenge the status quo and work towards creating a more just and equitable society.

Giroux’s work has been influential in the development of critical pedagogy in the United States. His ideas have been taken up by educators and activists around the world, and his work continues to be read and discussed in academic and public forums.

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