



# **Critical Pedagogy, the State, and Cultural Struggle (Teacher Empowerment & School Reform)**

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Schools have been traditionally defined as institutions of instruction, but the authors of this volume challenge that position in order to generate a new set of cultural categories and constructs through which the nature and process of schooling can be more appropriately understood. Giroux and McLaren develop a theory of schooling that takes into account not only the more traditional relationship between teaching and learning, but also the import of wider cultural dynamics such as language, mass culture, popular culture, the state, theories of readership, ethnographic research, and subcultural studies.



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