



2021 SPECIAL ISSUE:

DISRUPTING CURRICULUM HEGEMONY THROUGH COUNTERSTORIES

Guest Edited by: Lakia M. Scott, Sarah Straub, & Gwendolyn Webb

Now, more than ever, a commitment to the inclusion of silenced narratives is imperative for liberation through education. The guest editors, Dr. Lakia M. Scott, Dr. Sarah M. Straub, and Dr. Gwendolyn C. Webb, welcomed submissions that identified specific areas for disruption and provided actionable suggestions for educators at various levels. This special issue provides a space for educators to share best practices and potential successes in combatting the hegemonic narrative.

We sought to publish a focused, thematic volume that addresses hegemonic narratives in curriculum and instructional practice in public school education. Gutek (2009) noted that schools introduce and maintain the social consciousness that “dulls the sense of oppression of the exploited classes” (p. 278). To perpetuate the classes and ensure labor, schooling is affected by capitalism to indoctrinate students into a social consciousness that befits their class - these are often referred to as social and cultural reproduction models. DeMarrais and LeCompte (1998) discussed the concept of correspondence, referring to the societal organizations’ mirrored image in schools, through a hidden and explicit curriculum. Gramsci (1971) provided a theoretical framing for hegemonic reproduction in which individuals are not solely dominated through violence and political reign, but mostly through ideology.

Hegemony, as noted in Lemert (2004), is the permeation through society of an entire system of values, attitudes, beliefs, and morality that supports the status quo in power relations. Hegemonic reproduction ties the political structures to school practices in that the dominant

culture imposes power to carry out specific actions that perpetuate stratification.

This issue critically analyzes the curriculum students are taught and provides recommendations for disruptive pedagogy. It is only through the enactment of critical pedagogy and praxis that curriculum hegemony can be countered (Apple, 1990). Specifically, readers will find articles that represent variety – a variety of voice, a variety of register, and a variety of outcomes. We have pre-service teachers who are critically evaluating what they have been taught is acceptable – whether it is Teachers Pay Teachers or the Texas Education Knowledge and Skills. We have public school professionals at the cutting edge of ethnic studies and representation. We have educational researchers who provide a context for how hegemony took root and examples of narratives that we can use to combat hegemonic teaching.

We are also intentional the register we accepted – this ranges from more informal to highly academic. The inclusion of informal language is important in that it shows that *our* ivory tower does not exclude intellect based on command of academic English. To us, the point of this is to disrupt hegemony. Academic English often excludes as so the variety of submissions allow us to demonstrate that strong ideas come from all levels. We also intentionally included practitioner pieces. Disrupting hegemony requires a commitment to life-long learning. We are educators *in progress*. This qualifier makes it clear that learning does not end. It also suggests that there is no static realization of hegemony being disrupted. Rather, action and practice is required.