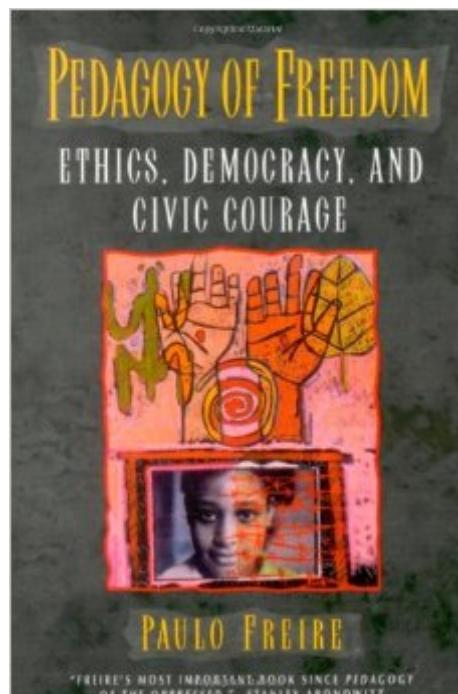


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Pedagogy Of Freedom: Ethics, Democracy, And Civic Courage

(Critical Perspectives Series: A Book Series Dedicated To Paulo Freire)



Synopsis

Pedagogy of Freedom is destined to become a classic in the same vein as Freire's classic *Pedagogy of the Oppressed*, which was rereleased in a 1997 anniversary edition with an introduction by Jonathan Kozol and has sold nearly 500,000 copies in the U.S. His new book argues against progressive liberalism and its passive acceptance of a world where unemployment and hunger exist side by side with opulence. Freire shows why an acceptance of fatalism leads to the loss of personal and societal freedom and how individuals without optimism have lost their place in history, and their own lives.

Book Information

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Customer Reviews

I am one of 24 co-founders of Earth Intelligence Network, building the EarthGame with inputs from the Transpartisan Policy Institute and the Public Budget Office, and our biggest insight in the past year has been to realize that the 5 billion poor do not have 18 years to go to school; but that they can be taught orally, one cell call at a time, by 100 million volunteers with Internet access and Skype. We simply have to distribute free cell phones in order to help the five billion create stabilizing wealth. It was therefore for me personally, at the age of 55, a true joy to run across both this book and *Pedagogy of the Oppressed* as well as *Teaching to Transgress: Education as the Practice of Freedom* both of which I will review shortly. The only two books coming close in my own reading history, apart from Chomsky, Ellul, and Marcuse, have been *Radical Man: The Process of*

Psycho-Social Development. and Improper behavior. See also

Lifelong education activist Paulo Freire rejects any notion of education as "objective" or "impartial". Such education cannot exist. Any pretense that it does is an illusion that serves to mask and advance the agenda of those whose interests are served by the status quo - the moneyed, the powerful and the dominant culture. Instead, Freire argues for embracing the subjectivity of education and teachers' roles as advocates and activists. Education is inherently the subjective encounter of two or more human beings, each with his or her own social and historical context - gender, race/ethnicity, socio-economic status, ability, and historical experiences. It is only within that context that education can happen, so one of the first and primary roles of education is to explore and understand that context. Issues of injustice, discrimination, exploitation, oppression, poverty and social class are not to be politely side-stepped as if we are in fact all equal. It is only through confronting social constructs and power structures as they exist that we can begin to approach equality. Therefore, as such issues arise and exist, it is the teacher's responsibility to take sides - to favor the oppressed and the exploited and to stand up to such injustice. Anything else does violence to the subjectivity of the other and, thereto, to one's own. Teaching is not merely the pouring of information into the empty vessel that is the student. It is rather the meeting of two (or more) active subjects in slightly different places on the learning path. The teacher too needs to be open to learning (and specifically, learning from the student). This means that the teacher needs to respect the experience and worldview of the student.

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