

Rethinking Freire

Globalization and the Environmental Crisis



Edited by

C. A. Bowers • Frédérique Apffel-Marglin

Re Thinking Freire Globalization And The Environmental Crisis

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Re Thinking Freire Globalization And The Environmental Crisis:

Re-Thinking Freire Chet A. Bowers, Frederique Apffel-Marglin, Fr, d, rique Apffel-Marglin, 2004-12-13 This landmark collection of essays by Third World activists highlights two major world changes which they argue have been neglected by Freire and his many followers the Third World grass roots cultural resistance to economic globalization and the ecological crisis One source of the activist authors criticisms of Freire s pedagogy is rooted in their attempts to combine consciousness raising with literacy programs in such diverse cultural settings as Bolivia Peru India Southern Mexico and Cambodia where they discovered that Freire s pedagogy is based on western assumptions that undermine indigenous knowledge systems Equally important these authors make the case in various ways that a major limitation with Freire s ideas and which is reproduced in the writings of his followers is that he did not recognize the cultural implications of the world s ecological crisis Several essays in the collection focus directly on how the cultural assumptions Freire took for granted were also the assumptions that gave conceptual and moral legitimacy to the Industrial Revolution and continue to be the basis of the thinking behind economic globalization The essays also explain why cultural diversity is essential to the preservation of biological diversity and how intergenerational knowledge and patterns of mutual aid within different cultures provide alternatives to a consumer dependent lifestyle In his Afterword C A Bowers addresses the need to adopt a more ecological way of thinking one that recognizes the many ways the individual is nested in the interdependent networks of culture and how diverse cultures are nested in natural systems It also stresses that one of the tasks of educators is to help students recognize the patterns and relationships of everyday life and to assess them in terms of their contribution to less consumer dependent relationships and activities As the essays in this volume affirm this involves facilitating students awareness of differences between cultures the impact of consumerism on ecosystems and the connections between hyper consumerism and environmental racism and the colonizing relationship of the South by the North *Re Thinking Freire Globalization and the Environmental Crisis* is a major contribution to this critical endeavor *A Marxist Education* Wayne Au, 2018-06-05 *Dialectics of Education* is a rich collection of essays analyzing both the role of education in shaping ideology in the United States and the political implications of struggles for educational justice This book seeks to recover and reframe the dialectical materialist tradition in critical education studies and carries this tradition forward into theory and practice relevant for today Building on the tradition of the groundbreaking book *Schooling in Capitalist America* that was first published in 1976 author Wayne Au presents a Marxist perspective on educational policies and pedagogy and the highlights the potential for struggle in both the political arena and the classroom This book is an essential tool in the growing resistance against the privatization of education and for the struggle for educational rights for all students regardless of ethnicity or social status The Sage Handbook of Decolonial Theory Jairo I. Fúnez-Flores, Ana Carolina Díaz Beltrán, Sabelo J. Ndlovu-Gatsheni, Sandeep Bakshi, Augustin Lao-Montes, Flavia Rios, 2025-07-25 *The Sage Handbook of Decolonial Theory* is a

groundbreaking transdisciplinary resource that expands the epistemological and geographical horizons of decolonial thought. This handbook prioritizes the Global South fostering South North and South South inter epistemic dialogues and situating decolonial thought in sites of struggle. It builds on decolonial thought and praxis from Latin America and the Caribbean, Africa, Asia, and Palestine among other regions and countries. Addressing the erasure of knowledge production from the Global South in dominant academic spaces, this handbook brings together decolonial scholars and activist intellectuals from the Global South and engages with politically committed scholars in the Global North. It emphasizes the geopolitics and ethics of knowledge production and the importance of situating one's work in historically excluded regions and communities. Organized into five parts, the handbook includes conceptual essays and empirical studies on decolonial thought and praxis. It covers a range of topics from decoloniality, geopolitics, and transdisciplinarity to decolonial feminisms, gender and sexuality studies, and racial capitalism. The chapters convey a sense of urgency and a committed political voice demonstrating how decolonial theory can interrogate and intervene in the modern colonial, racial capitalist, heteropatriarchal world. The Sage Handbook of Decolonial Theory is not just for academics; it is written for anyone interested in radical thought and praxis. It recognizes decolonial theory as a plural and dynamic field concerned with power, hierarchies, historiography, and epistemological critiques of Eurocentrism. Ultimately, it teaches us how to think with and act alongside struggles for liberation. Part I: Key Debates in Decolonial Theory; Part II: Geopolitics and Geographies; Part III: Transdisciplinarity; Part IV: Feminisms, Genders, Sexualities; Part V: Racial Capitalism.

International Handbook of Research on Environmental Education

Robert B. Stevenson, Robert Stevenson, 2013. The environment and contested notions of sustainability are increasingly topics of public interest, political debate, and legislation across the world. Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment, health, development, and education. The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education (EE) field. The purpose of this 51 chapter handbook is not only to illuminate the most important concepts, findings, and theories that have been developed by EE research but also to critically examine the historical progression of the field, its current debates and controversies, what is still missing from the EE research agenda, and where that agenda might be headed. Published for the American Educational Research Association (AERA).

In the Grip of the Past
C. A. Bowers, 2013-07-01. With natural systems being exploited at an unsustainable rate, with technologies displacing the need for workers, and now even professors with print-based technologies undermining the intergenerational achievements in the areas of civil liberties and the cultural commons, it is now time for educational reformers to question the idea that students must be educated to become change agents. The industrial culture, now driven by digital technologies, is transforming cultures on a global scale. And they are being transformed in ways that serve the interests of environmentally destructive and profit-oriented corporations. The essays in this collection highlight reforms that teachers can introduce in classrooms, reforms that

will enable students to become aware of the traditions within their own cultures that must be renewed in ways that ensure the prospects of future generations. Students must also be challenged to consider the traditions that need to be changed. The tensions between what needs to be conserved and what needs to be changed are the critical issues that will not be raised by the experts working to create a seamless world of digital communication and thought. For reasons explained in the book's essays, this is the mindset that it has habituated to constant change, a mindset with no sense of what is being lost that are sources of community self-sufficiency and empowerment.

The Revolutionary Imaginations of Greater Mexico Alan Eladio Gómez, 2016-09-06. Bringing to life the stories of political teatristas, feminists, gunrunners, labor organizers, poets, journalists, ex-prisoners, and other revolutionaries, *The Revolutionary Imaginations of Greater Mexico* examines the inspiration Chicanas/os found in social movements in Mexico and Latin America from 1971 to 1979. Drawing on fifteen years of interviews and archival research, including examinations of declassified government documents from Mexico, this study uncovers encounters between activists and artists across borders while sharing a socialist-oriented anticapitalist vision. In discussions ranging from the Nuevo Teatro Popular movement across Latin America to the Revolutionary Proletariat Party of America in Mexico and the Peronista Youth organizers in Argentina, Alan Eladio Gómez brings to light the transnational nature of leftist organizing by people of Mexican descent in the United States, tracing an array of festivals, assemblies, labor strikes, clandestine organizations, and public protests linked to an international movement of solidarity against imperialism. Taking its title from the greater Mexico designation used by Américo Paredes to describe the present and historical movement of Mexicans, Mexican Americans, and Chicanas/os back and forth across the US-Mexico border, this book analyzes the radical creativity and global justice that animated Greater Mexico leftists during a pivotal decade. While not all the participants were of one mind politically or personally, they nonetheless shared an international solidarity that was enacted in local arenas, giving voice to a political and cultural imaginary that circulated throughout a broad geographic terrain while forging multifaceted identities. The epilogue considers the politics of going beyond solidarity.

Forms of Education Emile Bojesen, 2019-11-28. *Forms of Education* analyses the basic tenets of the humanist legacy in terms of its educational ethos, examining its contradictions and its limits as well as the extent of its capture of educational thought. It develops a broader conception of educational experience which challenges and exceeds those limits. This book deflates the compulsion to educate. It delegitimises the imposition of any particular practice in education. It defines education openly and non-restrictively as the de-formation of non-stable subjects, arguing that education does not require specific formations nor the formation of specific forms; only that form does not cease being formed in the experience of the non-stable subject. Exploding and pluralising what amounts to education, this book rethinks what might still be called educational experience against and outside the ethos of the humanist legacy that confines its meaning. This book will be of interest to scholars and postgraduate students in the fields of philosophy of education, educational theory, history of education, and sociology of education.

Thinking, Childhood, and

Time Walter Omar Kohan, Barbara Weber, 2020-10-06 Thinking Childhood and Time Contemporary Perspectives on the Politics of Education is an interdisciplinary exploration of the notion of childhood and its place in a philosophical education Contributors consider children's experiences of time space embodiment and thinking By acknowledging Hannah Arendt's notion that every child brings a new beginning into the world they address the question of how educators can be more responsive to the Otherness that childhood offers while assuming that most educational models follow either a chronological model of child development or view children as human beings that are lacking The contributors explore childhood as a philosophical concept in children adults and even beyond human beings Childhood as a forgotten dimension of the world Contributors also argue that a pedagogy that does not aim for an exodus of childhood but rather responds to the arrival of a new human being responsibly dialogically fosters a deeper appreciation of the newness that children bring in order to sensitize us for our own Childhood as adults as well and allow us to welcome other forms of childhood in the world As a whole this book argues that the experience of natality such as the beginning of life is not chronologically determined but rather can occur more than once in a human life and beyond Scholars of philosophy education psychology and childhood studies will find this book particularly useful

Educating About Social Issues in the 20th and 21st Centuries Vol 1 Samuel Totten, Jon Pedersen, 2012-04-01 Educating About Social Issues in the 20th and 21st Centuries A Critical Annotated Bibliography is comprised of critical essays accompanied by annotated bibliographies on a host of programs models strategies and concerns vis vis teaching and learning about social issues facing society The primary goal of the book is to provide undergraduate and graduate students in the field of education professors of education and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues In the introductory essays authors present an overview of their respective topics e.g. The Hunt Metcalf Model Science Technology Science Genocide Education In doing so they address among other concerns the following key theories goals objectives and the research base Many also provide a set of recommendations for adapting and or strengthening a particular model program or the study of a specific social issue In the annotated bibliographies accompanying the essays authors include those works that are considered classics and foundational They also include research and practice oriented articles Due to space constraints the annotated bibliographies generally offer a mere sampling of what is available on each approach program model or concern The book is composed of twenty two chapters and addresses an eclectic array of topics including but not limited to the following the history of teaching and learning about social issues George S Counts and social issues propaganda analysis Harold Rugg's textbook program Hunt and Metcalf's Reflective Thinking and Social Understanding Model Donald Oliver James Shaver and Fred Newmann's Public Issues Model Massialas and Cox Inquiry Model the Engle Ochoa Decisionmaking Model human rights education Holocaust education education for sustainability economic education global education multicultural education James Beane's middle level education integrated curriculum model Science Technology Society STS

addressing social issues in the English classroom genocide education interdisciplinary approaches to incorporating social issues into the curriculum critical pedagogy academic freedom and teacher education Knowledge & Power in the Global Economy David Gabbard, 2017-07-05 Advancing a three fold political agenda this volume illuminates how the meanings assigned to a whole vocabulary of words and phrases frequently used to discuss the role and reform of U S public schools reflect an essentially economic view of the world contends that education or educational reform conducted under an economized worldview will only intensify the effects of the colonial relations of political and economic domination that it breeds at home and abroad and offers a set of alternative concepts and meanings for reformulating the role of U S public schools and for considering the implications of such a reformulation more generally for the underlying premises of all human relationships and activities Toward these ends the authors in Part I critically examine many of the most commonly used terms within the rhetoric of educational reform since the early 1980s and before Part II links today s economized worldview to curricular and instructional issues These essays are especially important for comprehending how the organization of school curriculum privileges those disciplines deemed most central to market expansion math and science and how the political centrality of the economic sphere influences the nature of the knowledge presented in specific content areas Given that language constrains as well as advances human thought the twin tasks of de economizing education and decolonizing society will require a vocabulary that transcends the familiar terminologies addressed in Parts I and II The entries in Part III cultivate the beginnings of such a vocabulary as the authors elucidate innovative concepts which they view as central to the creation of truly alternative educational visions and practices Habermas, Critical Theory and Education Mark Murphy, Ted Fleming, 2010-04-26 This book delivers a definitive contribution to the understanding of Habermas s oeuvre as it applies to education The authors examine Habermas s contribution to pedagogy learning and classroom interaction the relation between education civil society and the state forms of democracy reason and critical thinking and performativity audit cultures and accountability Grotowski, Women, and Contemporary Performance Virginie Magnat, 2013-09-11 As the first examination of women s foremost contributions to Jerzy Grotowski s cross cultural investigation of performance this book complements and broadens existing literature by offering a more diverse and inclusive re assessment of Grotowski s legacy thereby probing its significance for contemporary performance practice and research Although the particularly strenuous physical training emblematic of Grotowski s approach is not gender specific it has historically been associated with a masculine conception of the performer incarnated by Ryszard Cieslak in *The Constant Prince* thus overlooking the work of Rena Mirecka Maja Komorowska and Elizabeth Albahaca to name only the leading women performers identified with the period of theatre productions This book therefore redresses this imbalance by focusing on key women from different cultures and generations who share a direct connection to Grotowski s legacy while clearly asserting their artistic independence These women actively participated in all phases of the Polish director s practical research and continue to play a vital role in

today's transnational community of artists whose work reflects Grotowski's enduring influence Grounding her inquiry in her embodied research and on going collaboration with these artists Magnat explores the interrelation of creativity embodiment agency and spirituality within their performing and teaching Building on current debates in performance studies experimental ethnography Indigenous research global gender studies and ecocriticism the author maps out interconnections between these women's distinct artistic practices across the boundaries that once delineated Grotowski's theatrical and post theatrical experiments The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Contemporary Studies in Environmental and Indigenous Pedagogies Andrejs Kulnieks, Dan Roronhiakewen Longboat, Young Young, 2013-06-13 Contemporary Studies in Environmental and Indigenous Pedagogies A Curricula of Stories and Place Our book is a compilation of the work of experienced educational researchers and practitioners all of whom currently work in educational settings across North America Contributors bring to this discussion an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices This work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments This book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an Indigenous Environmental Studies and Eco justice Education frameworks This integrated collection of theory and practice of environmental and Indigenous education is an essential tool for researchers graduate and undergraduate students in faculties of education environmental studies social studies multicultural education curriculum theory and methods global and comparative education and women's studies Moreover this work documents methods of developing ways of implementing Indigenous and Environmental Studies in classrooms and local communities through a framework that espouses an eco ethical consciousness The proposed book is unique in that it offers a wide variety of perspectives inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology language culture and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons language and identity and environmental justice through pedagogical approaches by faculty across North America who are actively teaching and researching in this burgeoning field Perspectives on the Ideas of Gregory Bateson, Ecological Intelligence, and Educational Reforms C. A. Bowers, 2011 It is widely acknowledged that Gregory Bateson's ideas have been influential in a number of fields Unfortunately the importance of his ideas for understanding why public schools and universities continue to perpetuate ecologically unsustainable ways of thinking has not been adequately recognized Given the deepening ecological and

economic crises this book is particularly timely as it clarifies how Bateson's five key ideas when taken as a whole provides the conceptual framework for introducing educational reforms that address both problems. That is, he explains why educators unconsciously continue to perpetuate the deep cultural assumptions that were constituted before there was an awareness of environmental limits and how the emphasis on a possessive form of individualism and endless material progress undermines traditions of self-reliance within the world's diversity of communities. His contributions to making substantive educational reforms include:

1. Rethinking social justice issues in ways that take account of how the ecological crisis impacts the most vulnerable people.
2. How to make the transition to exercising ecological intelligence in the areas of democratic decision making and moral values.
3. Clarifying how computer-mediated learning perpetuates abstract thinking and the deep cultural assumptions that are at the cultural roots of the ecological and economic crises.

The chapter on pedagogical and curricular decisions that foster ecological intelligence provides practical suggestions for how public school teachers and university professors can begin to make the transition to an ethnically diverse and ecologically sustainable future.

Comments about the book

We need an ecological consciousness which in Gregory Bateson's words is aware of the patterns that connect. Chet Bowers leads us into that unmapped territory with a compass which helps.

Wes Jackson, President The Land Institute, author of *Consulting the Genius of Place* and *Rooted in the Land: Essays on Community and Place*.

Chet Bowers' philosophical reflections on Bateson's thought and its implications for education are thought provoking, challenging and very inspiring.

Fritjof Capra, author of *The Web of Life* and *The Hidden Connections*.

Qualitative Inquiry Outside the Academy Norman K Denzin, Michael D Giardina, 2016-06-16

This volume of plenary addresses and other key presentations from the 2013 International Congress of Qualitative Inquiry shows how scholars convert inquiry into spaces of advocacy in the outside world. The original chapters engage in debate on how qualitative research can be best used to advance the causes of social justice while addressing racial, ethnic, gender and environmental disparities in education, welfare and health care. Twenty contributors from six countries and multiple academic disciplines present models, cases and experiences to show how qualitative research can be used as an effective instrument for social change.

Sponsored by the International Congress of Qualitative Inquiry.

Reinventing Pedagogy of the Oppressed James D. Kirylo, 2020-04-30

Since its publication in 1968 Paulo Freire's *Pedagogy of the Oppressed* has maintained its relevance well into the 21st century. This book showcases the multitude of ways in which Freire's most celebrated work is being reinvented by contemporary educators, activists, teachers and researchers. The chapters cover topics such as spirituality, teacher identity and education, critical race theory, post-truth, academic tenure, prison education, LGBTQ educators, critical pedagogy, posthumanism and indigenous education. There are also chapters which explore Freire's work in relation to W. E. B. Du Bois, Myles Horton, Martin Luther King Jr and Simone de Beauvoir. Written by leading first and second generation Freirean scholars, the book includes a foreword by Ira Shor and an afterword by Antonia Darder.

The African and Conscientization Christian C. Anyanwu, 2012-01-10

The withdrawal of

imperial colonizers from Africa in the second half of the 20th century precipitated the need for newly independent African nations to establish political economic and social structures that would ensure the development of cohesive stable and functional nations While Africans yearned for independence once granted the challenges of nation building became apparent immediately Nigeria like many African nations has stumbled through the early postcolonial period with no clear post colonial direction dashing the hopes of its people and undermining confidence in its future This book makes the case that the protracted decades of underdevelopment in Africa and especially Nigeria is traceable to a crisis of leadership that has crystallized in the institutionalization of organized corruption as part of its professional ethos It argues that as a direct consequence of such practices over several decades the population has been dehumanized The situation of Africa in general and Nigeria in particular has been deemed so inimical and colossal that Justice Oputas panel advised a program of moral action from kindergarten right through to the entire polity Report of the Human Rights Violations Investigation Commission 2002 This is an indictment on the Nigerian population and rightly so because for more than 40 years after independence the country has been through a spiraling crisis in leadership and corruption such that massive looting of the national treasure is unprecedented in the history of developing countries So many attempts have been made in search of national ideology that might spur development This writer is proposing in this vein the implementation of a Conscientization philosophy similar to Paulo Freires as a viable ideology that would arrest and reverse the deteriorating situation Freires thought was influenced largely by socio Economic and political situations in Brazil These same ugly and dehumanizing conditions are now generally characteristic of Nigeria Hence Freires education as practice of freedom is very relevant to the Nigerian situation This dissertation elaborates how to develop and implement the Conscientization philosophy and shows why it would be extraordinarily appropriate in Nigeria in such a way as to contribute to the good society Planetary Praxis & Pedagogy Shannon A. Moore, Richard C. Mitchell, 2015-11-02 Good books make important points because their authors have something worthwhile to say This book is more than a good book because its authors not only make important points but they do so in ways that exemplify the transdisciplinarity the authors write about In eight interesting and insightful chapters the book connects pedagogy marketing development immanence race resilience technology and the commons in ways that show the necessity and importance of transdisciplinary thinking This is a book for those who seek deeper and more creative connections to a sustainable way of life a way of life that opens up imaginative acts of hope John Novak Professor in the Department of Graduate and Undergraduate Studies in Education at Brock University his research interests include Philosophy of education Invitational theory and practice Educational leadership and Social cultural contexts of education *Music Education for Social Change* Juliet Hess, 2019-05-22 Music Education for Social Change Constructing an Activist Music Education develops an activist music education rooted in principles of social justice and anti oppression Based on the interviews of 20 activist musicians across the United States and Canada the book explores the common themes perceptions

and philosophies among them positioning these activist musicians as catalysts for change in music education while raising the question amidst racism and violence targeted at people who embody difference how can music education contribute to changing the social climate Music has long played a role in activism and resistance By drawing upon this rich tradition educators can position activist music education as part of a long term response to events as a crucial initiative to respond to ongoing oppression and as an opportunity for youth to develop collective expressive and critical thinking skills This emergent activist music education like activism pushing toward social change focuses on bringing people together expressing experiences and identifying and challenging oppressions Grounded in practice with examples integrated throughout the text Music Education for Social Change is an imperative and urgent consideration of what may be possible through music and music education

Pedagogy, Praxis and Purpose in Education C.M. Mulcahy,D.E. Mulcahy,D.G. Mulcahy,2014-12-05

Recent years have shown the growth of federal legislation and programs having a profound impact on educational policy and practice and a decline in reliance on broadly based educational justifications Paralleling this development has been the emergence of well endowed and influential private foundations and an increase in corporate influence in shaping policy In this volume the authors consider the discourse rhetoric and underlying values that sustain these developments alongside those that underlie more longstanding and competing educational theories and practices This volume highlights the importance of recognizing opposing conceptualizations of education some more educationally productive than others and their core values approaches to student learning strengths and weaknesses and justification The authors analyze and critique what Jane Roland Martin has referred to as the deep structure of educational thought and seek improved educational policy and practice with particular reference to curriculum and pedagogy It features a comparative analysis of competing discourses including autocratic control limited personal development and praxis

Re Thinking Freire Globalization And The Environmental Crisis Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Re Thinking Freire Globalization And The Environmental Crisis**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

<https://pinsupreme.com/public/scholarship/Documents/point%20counterpoint%20universal%20grammar%20in%20the%20second%20language.pdf>

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