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Titolo	Rethinking Freire [[electronic resource]] : globalization and the environmental crisis // edited by C.A. Bowers, Frederique Apffel-Marglin
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Descrizione fisica	1 online resource (221 p.)
Collana	Sociocultural, political, and historical studies in education
Altri autori (Persone)	BowersC. A Apffel-MarglinFrederique
Disciplina	337/.09172/4
Soggetti	Globalization - Economic aspects - Developing countries Environmental degradation - Developing countries Globalization - Social aspects - Developing countries Human ecology - Social aspects - Developing countries Environmental education - Developing countries Electronic books. Developing countries Economic conditions
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Contents; Preface; About the Editors and Contributors; Introduction; 1 From a Pedagogy for Liberation to Liberation From Pedagogy; 2 Nurturance in the Andes; 3 Who Are the Oppressed?; 4 Vernacular Education for Cultural Regeneration: An Alternative to Paulo Freire's Vision of Emancipation; 5 From Conscientization to Interbeing: A Personal Journey; 6 Whose Oppression Is This? The Cultivation of Compassionate Action in Dissolving the Dualistic Barrier; 7 Cease to Do Evil, Then Learn to Do Good (A Pedagogy for the Oppressor) 8 How the Ideas of Paulo Freire Contribute to the Cultural Roots of the Ecological CrisisAfterword; Author Index; Subject Index
Sommario/riassunto	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
