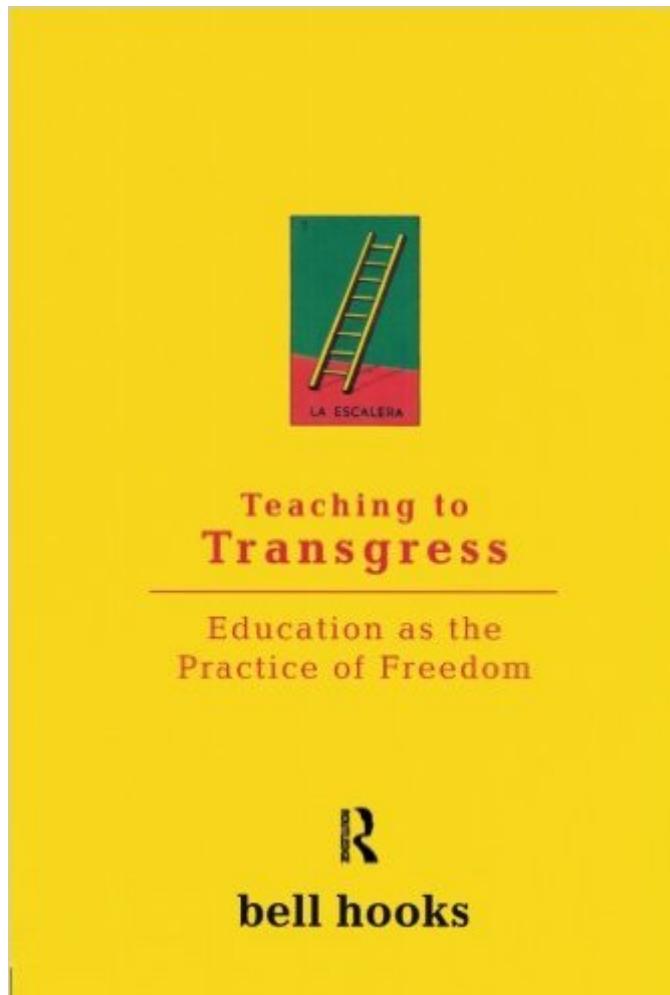


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# Teaching To Transgress: Education As The Practice Of Freedom (Harvest In Translation)



## Synopsis

"After reading Teaching to Transgress I am once again struck by bell hooks's never-ending, unquiet intellectual energy, an energy that makes her radical and loving." -- Paulo Freire In Teaching to Transgress, bell hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, education as the practice of freedom. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal. bell hooks speaks to the heart of education today: how can we rethink teaching practices in the age of multiculturalism? What do we do about teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom? Full of passion and politics, Teaching to Transgress combines a practical knowledge of the classroom with a deeply felt connection to the world of emotions and feelings. This is the rare book about teachers and students that dares to raise questions about eros and rage, grief and reconciliation, and the future of teaching itself. "To educate is the practice of freedom," writes bell hooks, "is a way of teaching anyone can learn." Teaching to Transgress is the record of one gifted teacher's struggle to make classrooms work.

## Book Information

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## Customer Reviews

This is the third of three books on liberation pedagogy that I picked up, the other two being Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives Series) and

Pedagogy of the Oppressed. This book is a collection of essays by a woman of color who studied with Freire and found in his works her own liberation and her inspiration to take his ideas and practices further. I am shocked early on to realize that her description of black schools prior to desegregation as better, because their teachers were passionate about helping them excel, whereas in integrated schools they were treated as second class citizens and taught obedience, rings true. I see feminist pedagogy in a new more positive light. The author represents a unique interplay among anticolonial, critical, and feminist pedagogies. She resonates with me when she speaks of the crisis in education; of our need for a totally renewed educational environment in which biases must be confronted and students liberated. Her strong statement that education should be the practice of freedom is repeated in many different ways throughout the book. She states, and I have three sons in public school who would agree, that transgressing wrong-headed boundaries is liberating and entirely called for.

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