

**Guadalajara 2006**  
**Community Development**  
**Will (Memo) Johnson & Tim Hanna**

*“I celebrate teaching that enables transgressions – a movement against and beyond boundaries. It is that movement which makes education the practice of freedom.”*

- bell hooks

***MEMO-----Insert these sections (after your own editing for content/clarity/etc.)  
somewhere in the syllabus, and make sure the students read and understand them... ☺  
- Timon***

**ACADEMIC PRINCIPLES:** In accordance with Guilford College’s five academic principles, this course was designed to maximize the utilization of the following:

**Student-centered learning**

- Students take responsibility for their own education, and instruction focuses on fostering an environment where active learning easily occurs.

**Challenge to engage in creative and critical thinking**

- Often, first impressions may initially limit the ability of the student to discern the differences between fact and opinion. Critical and creative thinking asks that one examine a subject or topic from a variety of perspectives based on *empirical evidence* and *thoughtful reflection*. Cultivating the skill of witnessing (without judgment) new and often unfamiliar aspects of life in a foreign location such as Guadalajara/Mexico will help you enjoy and appreciate these differences, and discern the value inherent in all things.

**Cultural and global perspectives**

- The learning process requires the active acceptance and implementation of points of views not necessarily our own. Life in Mexico will test your ability to engage in this principle above and beyond your previous conceptions of cultural and global perspectives.

**Values and ethical dimension of knowledge**

- With empathy comes understanding, and with understanding comes solidarity and community.

**Focus on practical application: vocation and service to the larger community**

- Freire’s pedagogy, by definition, puts into practice theories studied in the classroom by sharing our work with the larger community, either as teacher-learners, spectators, or by engaging in other activities appropriate to Community Development.

**LEARNING OUTCOMES/OBJECTIVES:** The institution expects that students will achieve several outcomes and objectives by the end of the course, the core outcomes of which are listed as skills below:

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- Paulo Freire

SKILLS: In addition to the specific techniques listed below, the class will develop several skills useful in a variety of career and life long situations:

- creative & critical thinking
- creative problem solving
- oral communication
- team building
- time management
- confidence

GUILFORD COLLEGE HONOR CODE:

The statement, "I have been honest and have not observed any dishonesty" gives testament to the honor system and should be pledged in writing on all academic work. Compliance is assumed even if the statement does not appear on college work.

Briefly, the standard sanctions for honor code violations are:

- 1<sup>st</sup> Offence: F (or zero) on the assignment  
2<sup>nd</sup> Offence: F for the course final grade  
3<sup>rd</sup> Offence: F for the course final grade AND suspension or dismissal from Guilford College

ATTENDANCE: Courses meeting twice per week, full semester: six absences

STUDENT ACCOMMODATIONS: Guilford complies with the Americans with Disabilities Act by providing a process for disclosing disabilities and arranging for reasonable accommodations. The policy can be found online at <http://www.guilford.edu/campus/index.cfm?ID=800001000>. Students who require accommodations must complete a *disabilities disclosure form* and submit it to the Dean for Campus life. The Disability Services Committee will decide which accommodations are granted, and the student will then meet with the appropriate specialist. It is the student's choice to disclose difference/disability information to individual instructors. However, only students who provide their instructors with an Accommodations Agreement can receive accommodations.

CONDUCT: Please leave chitchat for your breaks. Behave as a *non*-judgmental person behaves. Judgmental means: "censorious, condemnatory, disapproving, disparaging, deprecating, negative, overcritical, hypercritical." Try to accept others without question as they in turn try to accept you. Be professional; please leave your day-to-day personal baggage at the door. Above all else, respect each other and the work.

HOMEWORK: This is a 4 credit course. This means that most students will spend 12 hours per week on this class. Only approximately 3.5 hours are spent in class; the remaining 8.5 hours will involve individual and group work outside of class. It is essential that you track how many hours you spend in actual interaction with the course materials. Regardless of the time, energy and attention required for the commute, we do not expect you to consider travel time to and from Lomas de Oblatos as part of your coursework.

Even though the Freire text looks brief, you will most likely find the reading assignments

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quite intensive. However, considering all the other coursework expected of you as a student at CEPE and/or la U de G, your required summer reading should have prepared you for the other weekly rigors of both your academic and social activities in Guadalajara. *If you chose not to complete the required summer reading, it is essential you do so immediately.* Furthermore, to benefit the most from this course, your outside **preparation** equates to *at least eight (8) hours* a week of preparation, often with your partner(s) when you organize your presentations. Please be warned that a lack of organization/unwillingness/inability to fully prepare for your presentations or enter completely into the demands of this class will result in a substandard grade.

## I. COURSE DESCRIPTION AND PURPOSE

The Community Development (CD) course is a long-standing component of the Guilford College Guadalajara program. Although the course's curriculum has evolved through the years and tends to do so with every new group, its purpose remains the same. CD is the classroom component of the hands-on work we do with Intercolonias, the community organization located in the Lomas de Oblatos region of Guadalajara. The CD class provides an intellectual framework and a space for discussion of our experience with Intercolonias, as well as Guadalajara and Mexico at large.

As the only class made up solely of Guilford students in the program, the CD class seeks to orient students to the study abroad experience and help in processing and discussing issues of culture shock and group dynamics. Therefore, part of the class is used for logistical planning and discussion concerning group related business and events (see Course Structure section below).

As an interdisciplinary course, the CD class encompasses many different fields of study, including history, economics, political science, religious studies, anthropology, and sociology. These varying lenses are all applied to our experience in and understanding of Mexico and its rich history, culture, people, political and economic structure, and position in global society. Indeed, our changing perceptions of Mexico and the above themes, as well as insights provided by Paulo Freire's liberation pedagogy, and our experiences at and with the people of Intercolonias, are the threads that tie the course content together.

The CD class, like other institutionalized classes, is at best an introduction to many issues, all of which could easily exist as their own class. Yet, the goal of the CD class is to give us a better general understanding of Mexico, while actualizing the ideals of liberating and revolutionary education. In essence, **this class is an invitation to learn more, and to love learning.**

## II. COURSE STRUCTURE AND ORGANIZATION

This class roughly follows more recent Mexican political history in a chronological order, focusing on the past 70 years, from the presidency of Lázaro Cárdenas to the Zapatistas and recent elections. While there will be opportunities to learn more about the deeper and richer history of Mexico and its indigenous cultures, the class will focus on the legacy of the Mexican Revolution of the early 20<sup>th</sup> century and contemporary

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developments as it will these events that students will encounter most on a daily basis. Our reflection on the past will deepen our understanding of the present, in particular the reality of a complex urban community like Guadalajara.

Interspersed with historical information, we will also read thought-provoking articles about liberating education, liberation theology social change, and the relationship between the United States and Mexico. These materials will help to enrich our understanding of the realities that the people involved with Intercolonias have and continue to face and introduce students to various methods Intercolonias and similar organizations have used to foster empowerment.

This class has two scheduled meeting times. Tuesday classes are dedicated to course material as presented by members of the class. Thursdays are dedicated to preparation and discussion of Intercolonias work, including *Temas de Estudio* (thematic group discussions with members of Intercolonias) and *Investigaciones Temáticas* (a series of guided conversations/discussions between individual students and a paired member of Intercolonias). In addition, Thursday class sessions will be used for a weekly business/check-in meeting with the group. As time permits, Thursdays may also include supplements to class material, such as guest speakers and/or movies.

### III. LEARNING OBJECTIVES

**Content Objectives:** To connect Freirian thought and pedagogy, liberation theology, and community development with our experience of contemporary Mexico, both in and out of the classroom; to become more aware of the way our lives in the US affect the lives of people in Mexico; to understand the Mexican political system in a socio-historical context; to understand how Mexican grass-roots movements fit in with the political system; to reclaim the classroom as a place for valid and meaningful learning.

**Skill Objectives:** To actualize problem-posing education, through the development of group discussion and cooperation, critical analysis, presentation and public speaking skills, reading, writing and research; to provide the opportunity for able students to practice and improve their Spanish-language speaking, writing, and comprehension abilities; to experience learning as a practice of freedom.

### IV. REQUIREMENTS AND EVALUATION

#### **Attendance:**

Attendance in class is required and expected, as well as integral to the learning experience. You may miss two (2) scheduled classes without penalty. After that, ½ of a letter grade will be deducted from your final grade. If possible, please let me know ahead of time if you will be missing class for any reason. It is recommended that you save your excused absences for illness or unforeseen emergencies. For anticipated absences, it is also advisable to make up the assignment ahead of time, whenever possible. It is the sole responsibility of the student to find out what was missed in class; please check with your classmates, and not the Instructor.

#### **Participation and Reading responses: 160 Points (16 points each)**

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Your participation in class is crucial! If you are in class and have not done the reading, your presence will be a dead weight that holds back meaningful dialogue and discussion. **Don't sabotage your classmates' (and your own) presentations by not fully preparing!**

For ten of the fifteen (10 of the 15) Tuesday classes, please turn in a written reflection before the start of the respective class for that reading. One or two (1 to 2) pages, typed or handwritten (aim more toward two [2] if handwritten) of reflective thought and commentary – not summary – is the expectation. We want to see that you are thinking about the material prior to class. Sometimes specific questions related to the reading appears in the syllabus; please fully answer these questions and/or write about another relevant aspect of personal interest.

### **Written Assignments: 280 Points (70 Points each)**

- *Pedagogy of the Oppressed* essay
- Three (3) Reflective Essays

The goal of these essays is to encourage reflective thought and analysis of your experience both specifically here in Guadalajara and Mexico in general. This is an opportunity to use your voice! For each of these essays, address your observations, your thoughts, your doubts, your revelations. While specific rubrics (distributed for each essay), each essay asks that you refer to at least two (2) class readings, as well as an external source or event, such as a group discussion at Intercolonias or a relevant independent experience you've had. In general, write four to ten (4 to 10) pages, but length is not as important as depth, so please feel free to write until you've said what you have to say. Essays may be typed or hand-written, with the expectation that hand-written essays will be longer in length. There is no specific citation requirement, except that you use a recognized citation style such as MLA or Chicago/Turabian and be consistent throughout each individual essay.

### **Group Presentations: 300 Points (100 each)**

Embodying Paulo Freire's philosophy that we are all teacher-learners and learner-teachers, each class member will have three opportunities to give an engaging presentation of a day's course content and lead/facilitate a problematizing class discussion.

The presentations will be conducted in pairs and/or groups of three. Each presentation should include a careful analysis of the day's reading that incorporates your experiences with Intercolonias (if applicable) as well as elsewhere in life. Please also utilize additional information either from supplementary readings or from your own outside research.

For each presentation, your group must turn in a lesson plan no later than the day before your group's presentation. Think of your lesson plan as a road map for your presentation. Lesson plans should have a clear objective and a plan to support it. Of course, some presentations may deviate somewhat from the lesson plan and this is fine

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as long as the changes are appropriate and organized. On average, presentations should last approximately 30 minutes, not including time for facilitated discussion.

### **Intercolonias Guías: 160 Points (20 points each)**

As mentioned above, each student will be paired with a member of Intercolonias for a series of one-on-one conversations/discussions called *Investigaciones Temáticas*. Upon arrival in Guadalajara, you will receive a packet with objectives and conversation guides for this process. Beginning in September, expect to schedule a weekly meeting with your conversation partner (there will be some flexibility for planned trips and other excursions).

Each Thursday, your written report for that week's Guía de Investigación is due. These reports should summarize the content of your discussion with your conversation partner, and must be based on the guides in the packet. The staff will revise and return each report to you with comments and suggestions. Thursday classes include time to discuss this process and answer questions and concerns you might have. **These reports must be written in Spanish (that is why you will turn them in for corrections)!** Toward the end of the semester, please type all of your revised summaries and turn them in as a cohesive documents, with clear titles of the dates you met, topics, etcetera.

### **Final Scrapbook Project: 100 Points**

Instead of a final exam, your final project for this semester will consist of making a scrapbook! When done, this will be a great way to share your Mexico experience with others. Use your imagination to create a scrapbook with what seems most important to you, whether it be photos, drawings, ticket stubs, newspaper/magazine cutouts, or all of these. Obviously, this will be much easier if you work on it – or at least gather materials – throughout the semester. You may also include your reflective essays or any other particularly meaningful work from the semester, such as your summaries of your Guías (see above).

## V. COURSE SCHEDULE

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### **UNIT 1, Weeks 1-5: Introduction and Mexican Culture**

**Week 1:** Focus: Getting Started

**Tuesday Aug. 22-** What is Community Development?

Go over syllabus. Introduction to Mexican history.

Discuss:

- What is a safe classroom?
- What do we expect of each other as teacher-learners and learner-teachers?

**Readings:**

- hooks, bell “**Teaching to Transgress: Introduction**” Teaching to Transgress: Education as the Practice of Freedom, New York: Routledge, 1994.
- Meyer, Michael C., et al., “**Preface**,” The Course of Mexican History, 7<sup>th</sup> ed., New York, Oxford: Oxford University Press, 2003, pp. vii-x.

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*Questions:*

1. *In your mind, what makes for a successful classroom experience?*
2. *Would you want to be a part of the kind of classroom bell hooks describes?*

**Thursday Aug. 24-** Focus: How to plan a lesson

Lesson planning workshop, Intercolonias preparation + meeting for business

Discuss bell hooks article further if time permits

**Week 2:**Focus: Why are we here?

**Tuesday Aug. 29-**

*Readings:*

- Paz, Octavio “**Pachucos and Other Extremes,**” Labyrinth of Solitude, New York: Grove Press, 1961. Illich, Ivan “**To Hell with Good Intentions,**”

*Questions:*

1. *What is the validity of traveling to “help” others?*
2. *What can we learn from Paz’s reflection on the difference between the U.S. and Mexico what will help us avoid cultural invasion?*
3. *How does Illich’s critique relate to what Freire says about liberation and the oppressed?*
4. *What do you see as your role as a US citizen in Mexico?*

**Thursday Aug. 31-** Intercolonias preparation day + business/discussion

**Week 3:** Focus: Article 27 and Lázaro Cárdenas

**Tuesday Sept. 5-** *Tierra para quien la trabaje:* The Ejido and the legacy of the Mexican Revolution

*Readings:*

- Adler, Judith Hellman “**Agricultural and Rural Development,**” Mexican Lives, New York: The New York Press, 1999.
- Meyer, Michael C., et al., “**Cárdenas Carries the Revolution to the Left,**” The Course of Mexican History, 7<sup>th</sup> ed., New York, Oxford: Oxford University Press, 2003, pp. 574-585.
- Handout on Article 27 of the Mexican Constitution

*Questions:*

1. *Why was Cárdenas’ land reforms seen as so radical?*
2. *How were they eroded after he left office?*
3. *Why do you think there has been so much resistance to rural land reform in Mexico?*
4. *What are your predictions for the future of rural Mexico?*

**Thursday Sept. 7-** Intercolonias Preparation + business/discussion

**Due: Pedagogy of the Oppressed Essay**

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**Week 4:** Focus: Cárdenas' Legacy (Cont.), Sindicatos and the PRI

**Tuesday Sept. 12-** The Institution of the Revolution: The Mexican Political System

**Readings:**

- Adler, Judith Hellman, "**Lives of Struggle; 8pm.; Roberto Martinez and Alicia Perez,**" Mexican Lives, New York: The New York Press, 1999.
- Meyer, Michael C., et al., "**From Revolution to Evolution, 1940-46,**" The Course of Mexican History, 7<sup>th</sup> ed., New York, Oxford: Oxford University Press, 2003, pp. 603-613. "**The Institutionalized Revolution, 1946-58,**" pp. 614-24.

**Questions:**

1. *Ask a Mexican his/her opinion of official labor unions (sindicatos).*
2. *How have official labor unions added to the PRI's historical consolidation of power?*
3. *What other tactics mentioned in the readings also ensure(d) the power of the PRI?*

**Thursday Sept. 14-** Mexican Independence Beach trip with Intercolonias?

**Week 5:** Focus: The 1968 Olympics, the student movement and its legacy

**Tuesday Sept. 19-** La noche de Tlateloco

**Readings:**

- Paz, Octavio "**Tlateloco**" Meyer, Michael C., et al., "**Sparks, Fire, and Smoldering, 1964-76,**" The Course of Mexican History, 7<sup>th</sup> ed., New York, Oxford: Oxford University Press, 2003, pp. 637-650.

**Questions:**

1. *In Paz's opinion, what is unique about students that make them natural critics of the system?*
2. *What do you think about his commentary?*
3. *Can you relate these ideas to Pedagogy of the Oppressed (Hint: try page 145)?*
4. *Ask a Mexican about his/her opinion of the legacy of the massacre at Tlateloco and add your reflections on this.*

**Thursday Sept. 21-** Intercolonias Preparation + Business/discussion

**Due: Reflective Essay #1**

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**UNIT 2, Weeks 6-9:**

**International Economics, Social Movements, and Community Organizing**

**Week 6:** Focus: The impacts of urban migration and the Earthquake of '85

**Tuesday Sept. 26-** La gran Tenochtitlan: Mexico City Organizing and Conditions

**Readings:**

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- Alder, Judith Hellman “**10am Conchita Gomez: Two Women, Two Strategies**,” *Lives*, New York: The New York Press, 1999.
- Oster, Patrick “**La muchacha**,” *The Mexicans: A Personal Portrait of a People*, New York: William Marrow and Company, 1989.

*Questions:*

1. *Interview your pareja (conversation partner) about the early days in his/her colonia.*
2. *What tactics did they use to pressure the government to give them services like running water and electricity?*
3. *What community initiatives have they participated in to improve the lives of their neighbors?*
4. *How does this compare to the stories in the readings?*

**Thursday Sept. 29-** Intercolonias Preparation + Business/Discussion

**Week 7:**

**Tuesday Oct. 3-** The Election of Carlos Salinas and Economic Reforms

*Readings:*

- Oster, Patrick, “**The Prista**,” *The Mexicans: A Personal Portrait of a People*, New York: William Marrow and Company, 1989.
- Meyer, Michael C., et al., “**The Tensions of Development and Democritization, 1976-88**,” *The Course of Mexican History*, 7<sup>th</sup> ed., New York, Oxford: Oxford University Press, 2003, pp. 651-666.
- “**Mexico since 1988: The Post-Revolutionary Era**,” pp. 667-698.

*Questions: Compare the Mexican presidential election of 1988 with the election of 2006;*

1. *What differences and similarities do you see?*
2. *In what ways can you see the effects of the economic reforms described in the readings in your everyday life in Guadalajara and Mexico?*

**Thursday Oct. 5-** Intercolonias Preparation + Business/discussion

**Week 8:** Focus: Contemporary Mexican Economics

**Tuesday Oct. 10-** NAFTA and its Implications

*Readings:*

- Wise, Timothy A. “**NAFTA’s Untold Stories: Mexico’s Response to North American Integration**,” Americas Program Policy Report, June 10, 2003, [http://www.americaspolicy.org/reports/2003/0306globalization\\_body.html](http://www.americaspolicy.org/reports/2003/0306globalization_body.html)
- “**Notes on NAFTA**,” Noam Chomsky.

*Questions: Ask a Mexican about his/her opinion of NAFTA (TLCAN en español);*

1. *How does this compare to the opinions expressed in the articles?*

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2. *What is your personal take on methods of economic development?*

**Thursday Oct. 12-** Intercolonias Preparation + Business/discussion

**Week 9: Tuesday Oct. 17-** The Zapatistas

**Readings:**

- Hayden, Tom, ed. **“Introduction,”** The Zapatista Reader, New York: Thunder Mouth Press/Nation Books, 2002.

**Questions:**

1. *In what ways does the Zapatista culture differ most from popular Mexican culture?*
2. *Which of these differences seem the most significant to their movement?*
3. *Could they be generalized to society at large?*

**Thursday Oct. 19-** “Hombres con armas” (Movie)

**Due: Reflective Essay #2**

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### **UNIT 3, Weeks 10-15: Liberation Theology and Civil Society**

**Week 10: Tuesday Oct. 24-** Liberation Theology Introduction

Focus: What is theology? What is liberation theology? How did it begin?

**Readings:**

- Brown, Robert McAfee **“Introduction: Situating Ourselves,”** Liberation Theology: An Introductory Guide, Louisville, Kentucky: Westminster/John Knox Press, 1993.
- Berryman, Phillip, **“Birth Pangs,”** Liberation Theology: The essential Facts about the Revolutionary movement in Latin America and Beyond, New York: Pantheon Books, 1987.

**Questions:**

1. *Were you raised in (a) certain faith tradition(s)?*
2. *How do the ideas of liberation theology compare to your own thoughts on faith an/or Christianity?*
3. *Can and should faith/religion be a basis for social/political movements?*

**Thursday Oct. 26-** Intercolonias Preparation + Business/Discussion

Focus: Preparation for Excursion to Patzcuaro for Day of the Dead

**Readings:**

- Paz, Octavio, **“The Day of the Dead”**

**Week 11: Tuesday Oct. 31-** In Patzcuaro

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**Thursday, Nov. 2-** Tentative, possibly still in Patzcuaro (read ahead in free time!)

**Week 12:**

**Tuesday Nov. 7-** Liberation Theology

**Readings:**

- Boff, Leonardo, “**Christian Liberation towards the 21<sup>st</sup> Century,**”

**Questions:**

1. *Can/should religion be a source of liberation?*
2. *Can people in the “developed” world experience liberation theology?*

**Thursday Nov. 9-** Civil Society in Latin America

Focus: Civil Society from the U.S. perspective and the environment in Mexico

**Readings:**

- Wiarda, Howard J., “**Latin America**” Civil Society: The American Model and Third World Development, Massachusetts: Westview Press, 2003.
- List, Rurik & Patricia Manzano-Fischer “**Conserving Wildlands in Mexico,**” Wild Earth, Fall 2002, pp. 46-55.

**Questions:**

1. *What is civil society?*
2. *What role(s) does it play in the US and Mexico?*
3. *Are there multiple ways of envisioning civil society, and if so, what are some different visions that you see?*

**Week 13: Focus:**

**Tuesday Nov. 14-** The Role of the US in Latin America

**Readings:**

- Castillo, Ana, “**A Countryless Woman: The Early Feminista.**”  
Temple, Kathryn, “**Exporting Violence,**” The Fire This Time: Young Activists and the New Feminism, Eds. Vivien Labaton & Dawn Lundy Martin.

**Questions:**

1. *What are your passions?*
2. *What are your gifts?*
3. *How do you see yourself combining these into your life’s work?*
4. *Is this the same answer you would have given before coming to Mexico?*
5. *If not, how and why has your answer changed?*

**Thursday Nov. 16-** Intercolonias Preparation + Work on Scrap Books + Business

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**Week 14:** Focus:

**Tuesday Nov. 21-** Applied Pedagogy/Cultural Circles in El Salvador

**Readings:**

- Purcell-Gates, Victoria & Robin A. Waterman, “**The Literacy Class: Engaging in Social Reality and Print to Affect Change.**”

*Questions:*

1. *Based on our readings of Pedagogy of the Oppressed, how well do you think these “cultural circles” embody the ideals of Freire’s thought?*
2. *In your opinion, has and how well has this class integrated these same ideals into our learning environment?*
3. *How would you rate your education experience in this class?*

**Thursday Nov. 23-** Intercolonias Preparation + Work on Scrap Books + Business

**Due: Reflective Essay #3**

**Week 15:** Focus:

**Tuesday Nov. 28-** What is our pedagogy?

**Readings:**

- hooks, bell, “**Engaged Pedagogy,**” Teaching to Transgress: Education as the Practice of Freedom, New York: Routledge, 1994.
- Illich, Ivan D., “**School: The Sacred Crow,**” Celebration of Awareness: A Call for Institutional Revolution, New York: Anchor Books, 1971.

*Questions:*

1. *What is our pedagogy?*
2. *What is the purpose of school – in theory and in reality?*
3. *Is this the same or different as the purpose of education?*

**Thursday Nov. 30-** Closing and Sharing of Scrapbooks

**Due:**

- **Scrapbook Projects**
- **Final, corrected collection of Guías de Investigación**

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