

Art 1010

September 5, 2018

Paolo Friere (1921-1997)

Born in Recife, Brazil

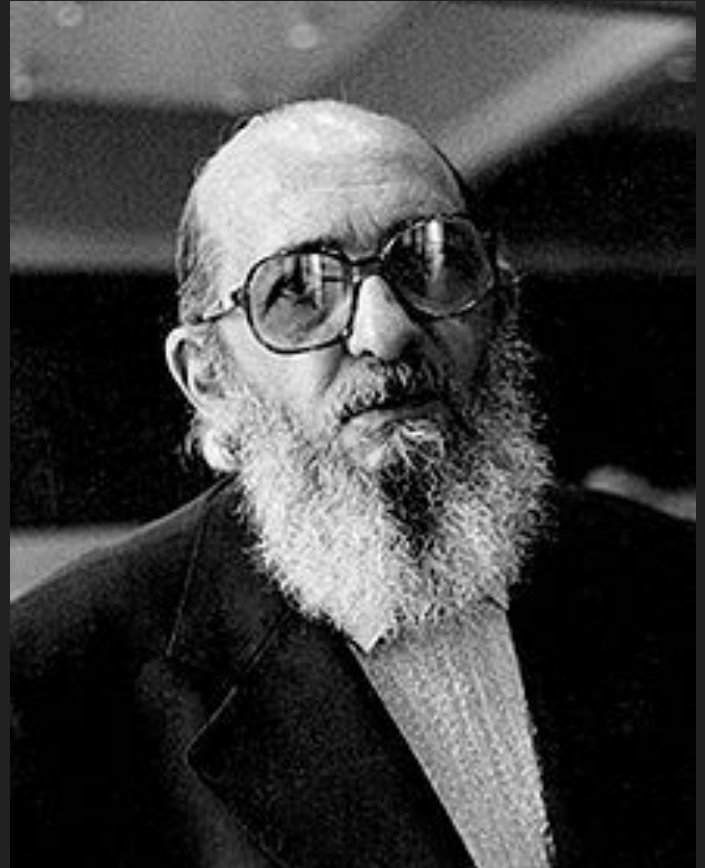
Suffered from poverty and hunger as a child

Studied law but never practiced

Taught Portuguese in secondary education

1946-Director of the Department of Education and Culture of the Social Service in the state of Pernambuco

1961-Department of Cultural Extension of Recife University



Paolo Friere (1921-1997)

1964-Military Coup in Brazil

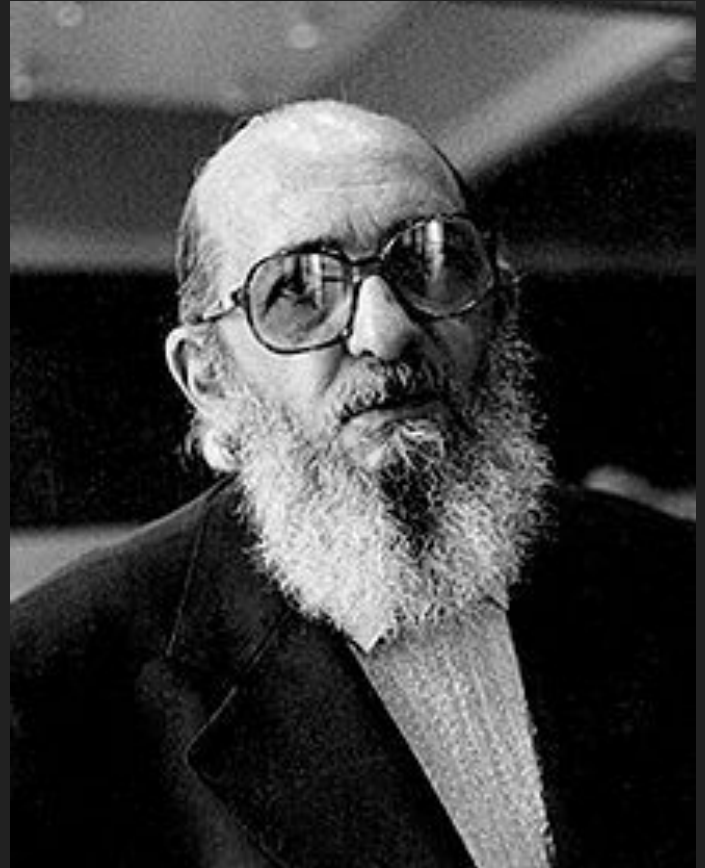
Friere imprisoned as a traitor for 70 days

Lives in exile afterward

1969-Visiting professor at Harvard University

1979-80 Friere returns and resettles in Brazil

1988-Secretary of Education for São Paulo

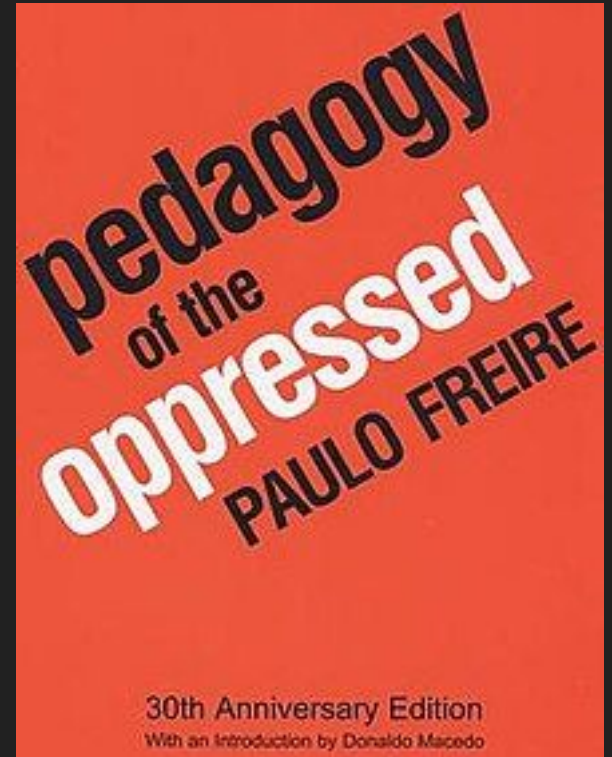


Pedagogy of the Oppressed

Published in 1968

Translated and Published in English in 1970

Helped establish Critical Pedagogy



The “Banking Model”

Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the “banking” concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits. They do, it is true, have the opportunity to become collectors or cataloguers of the things they store. But in the last analysis, it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system. For apart from inquiry apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry, human beings pursue in the world, with the world, and with each other.

...Banking education maintains and even stimulates the contradiction through the following attitudes and practices, which mirror oppressive society as a whole:

- (a) the teacher teaches and the students are taught;
- (b) the teacher knows everything and the students know nothing;
- (c) the teacher thinks and the students are thought about;
- (d) the teacher talks and the students listen — meekly;
- (e) the teacher disciplines and the students are disciplined;
- (f) the teacher chooses and enforces his choice, and the students comply;
- (g) the teacher acts and the students have the illusion of acting through the action of the teacher;
- (h) the teacher chooses the program content, and the students (who were not consulted) adapt to it;
- (i) the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;
- (j) the teacher is the Subject of the learning process, while the pupils are mere objects.

John Dewey (1859-1952)

Experience and Education (1938)

The best kind of education helps students to have meaningful experiences

Through experience we create our own, critical meaning

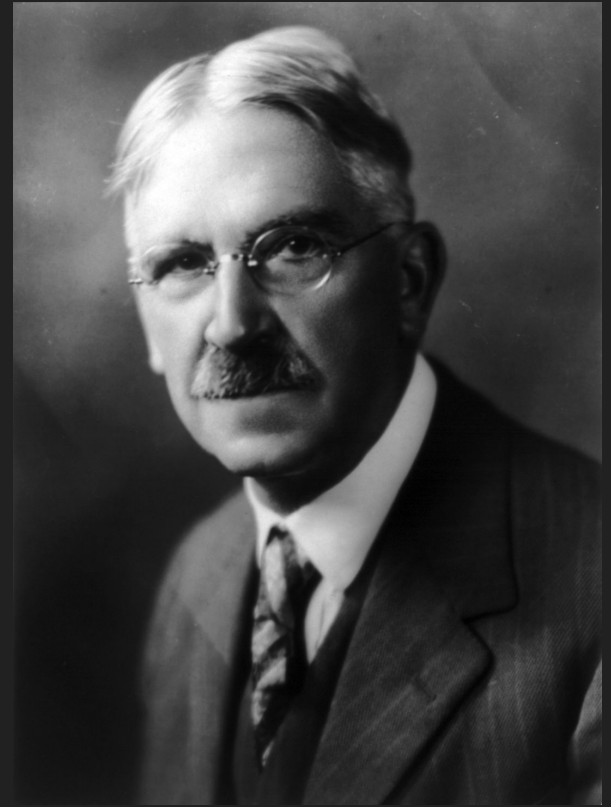
“Some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience.”

“The development occurs through reciprocal give-and-take, the teacher taking but not being afraid also to give.”

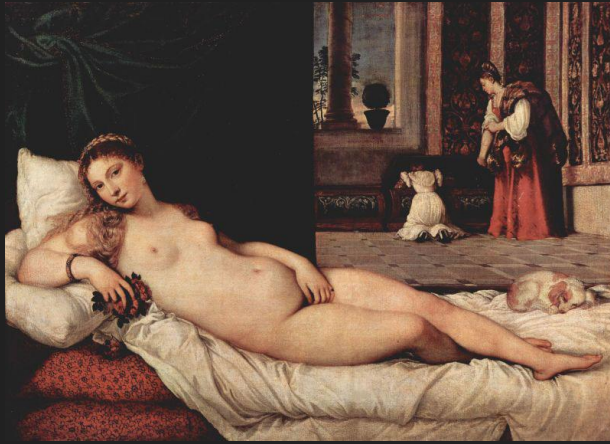
John Dewey

“Failure is instructive. The person who really thinks learns quite as much from his failures as from his successes.”

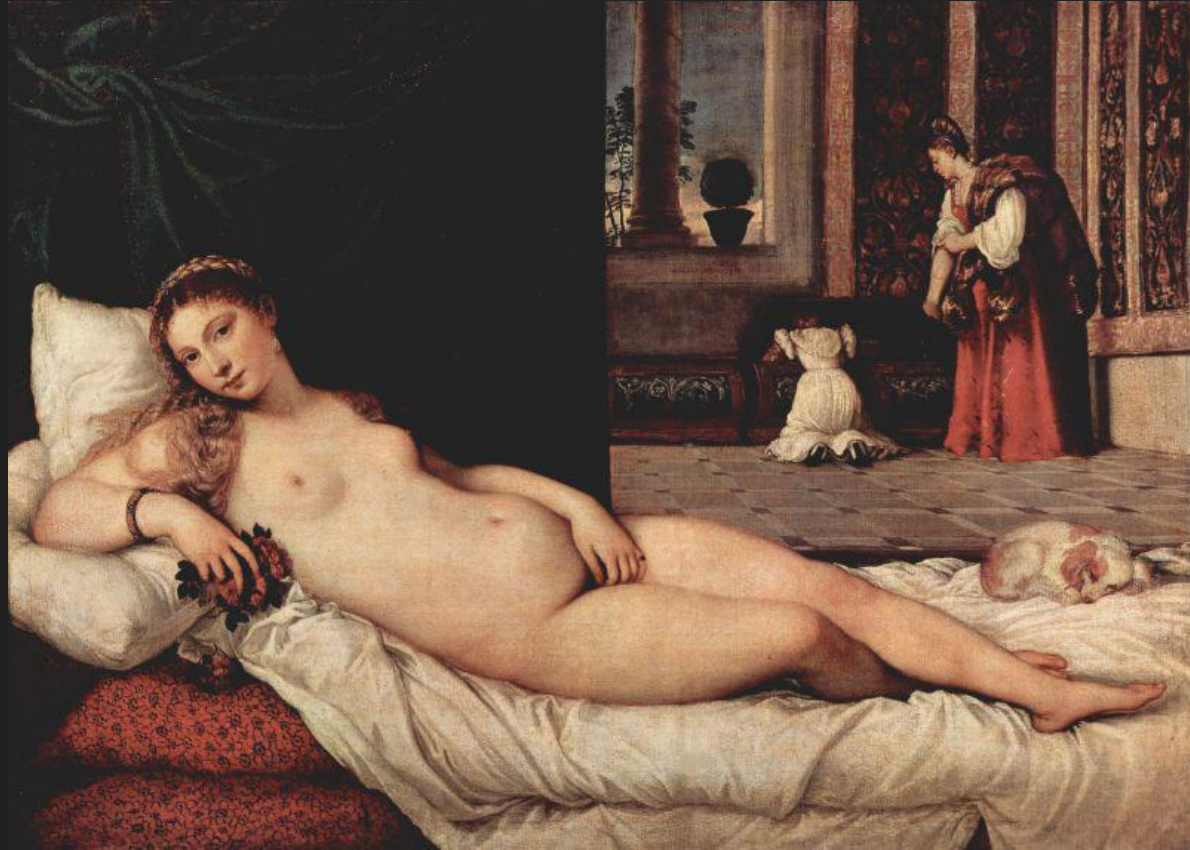
“Education is not preparation for life; education is life itself.” (*Democracy and Education*, 1916)



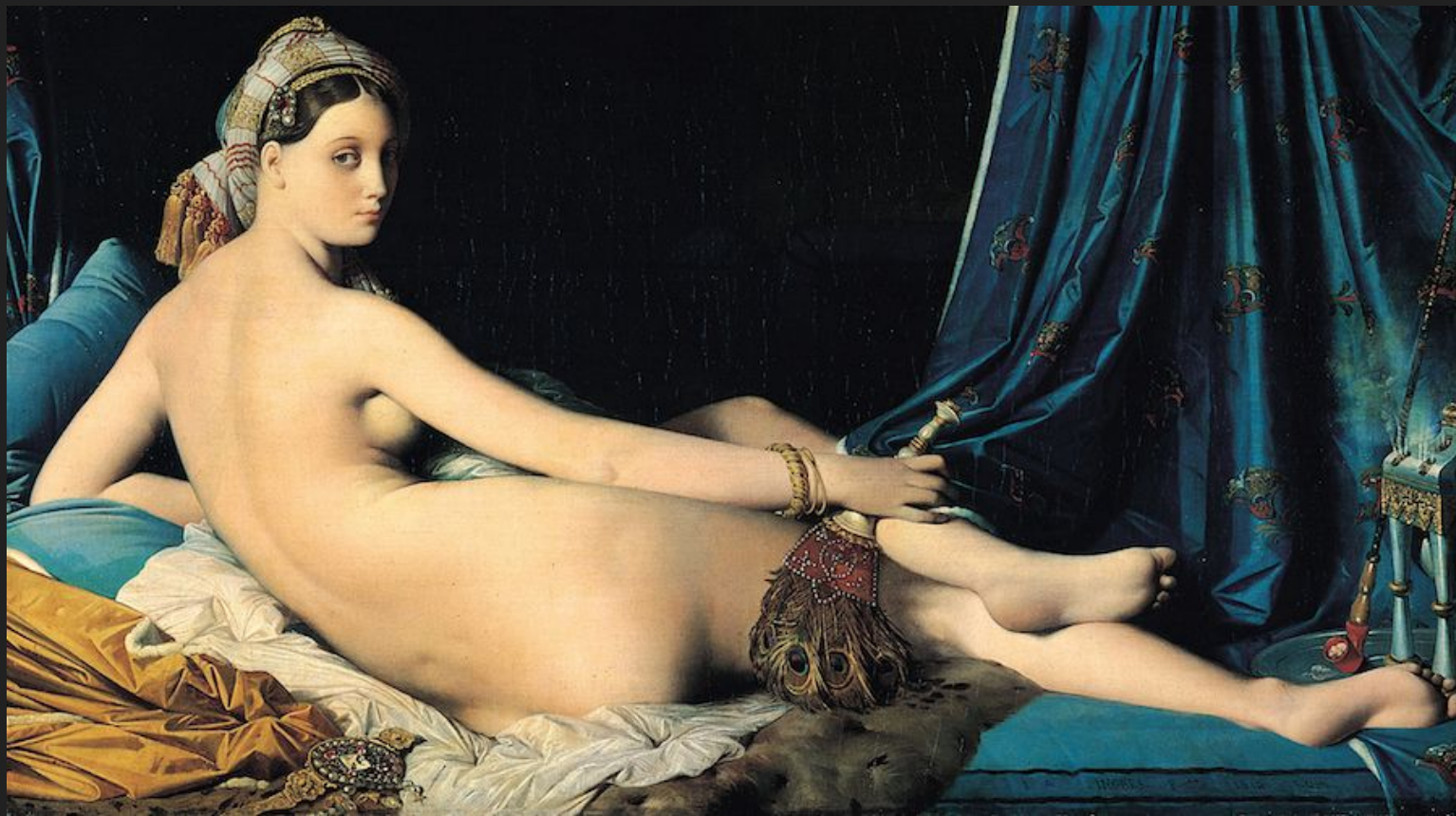
Critical Takes on Art History



Titian, Venus of Urbino, 1538



Ingres, La Grande Odalisque, 1814



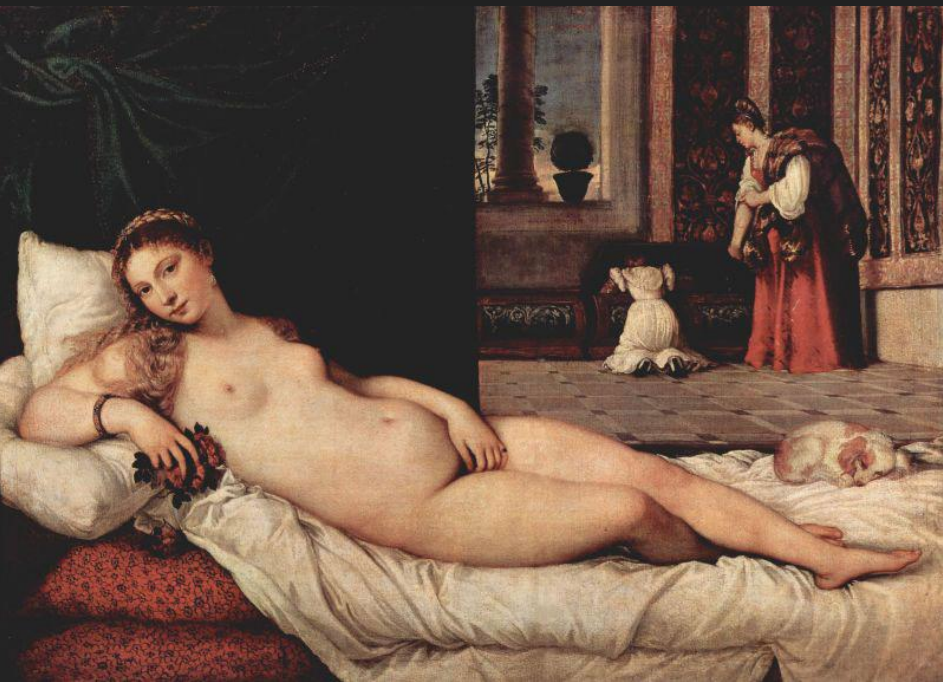
Edouard Manet, Dejeuner Sur L'herbe, 1863



Manet, Olympia, 1863/5

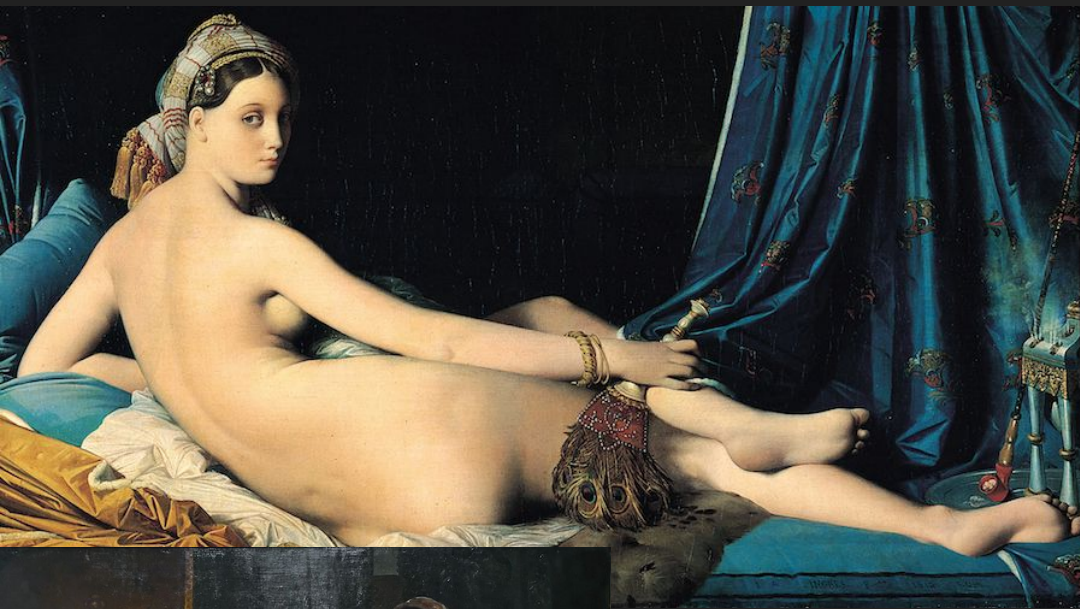


Manet, Olympia, 1863/5



What is Formal Analysis?





Yasumasa Morimura, Portrait (Futago), 1988





