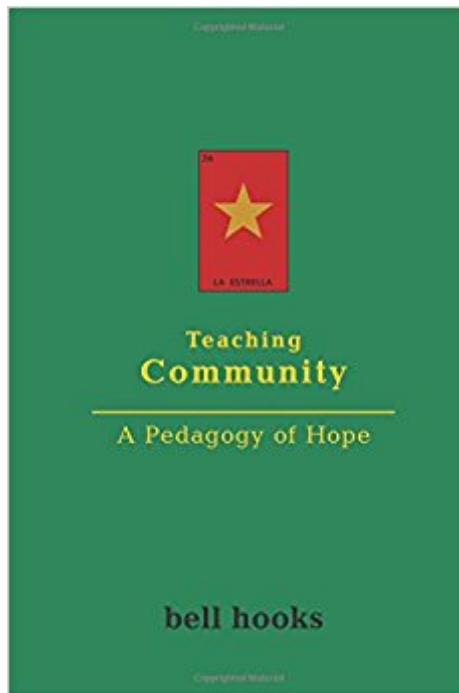




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Teaching Community: A Pedagogy Of Hope



Synopsis

Ten years ago, bell hooks astonished readers with *Teaching to Transgress: Education as the Practice of Freedom*. Now comes *Teaching Community: A Pedagogy of Hope* - a powerful, visionary work that will enrich our teaching and our lives. Combining critical thinking about education with autobiographical narratives, hooks invites readers to extend the discourse of race, gender, class and nationality beyond the classroom into everyday situations of learning. bell hooks writes candidly about her own experiences. Teaching, she explains, can happen anywhere, any time - not just in college classrooms but in churches, in bookstores, in homes where people get together to share ideas that affect their daily lives. In *Teaching Community* bell hooks seeks to theorize from the place of the positive, looking at what works. Writing about struggles to end racism and white supremacy, she makes the useful point that "No one is born a racist. Everyone makes a choice." *Teaching Community* tells us how we can choose to end racism and create a beloved community. hooks looks at many issues-among them, spirituality in the classroom, white people looking to end racism, and erotic relationships between professors and students. Spirit, struggle, service, love, the ideals of shared knowledge and shared learning - these values motivate progressive social change. Teachers of vision know that democratic education can never be confined to a classroom. Teaching - so often undervalued in our society -- can be a joyous and inclusive activity. bell hooks shows the way. "When teachers teach with love, combining care, commitment, knowledge, responsibility, respect, and trust, we are often able to enter the classroom and go straight to the heart of the matter, which is knowing what to do on any given day to create the best climate for learning."

Book Information

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Customer Reviews

Readers of hooks's prolific body of work on feminism, racism, cultural politics, art and education will find much that is familiar here. Grounded in autobiography and storytelling and written for an intelligent lay audience, these essays exhort readers to keep up the struggle in difficult times. A distinguishing characteristic of hooks's work is the challenge to recognize, confront and overcome "white supremacist capitalist patriarchy," a recurring phrase that captures her hallmark theme: oppression occurs at the intersections of race, gender and the dominant economic system. This work updates her thinking with post-September 11 reflections on domination and hope, and contains refreshingly original thinking about spirituality, family values and even erotic relationships between professors and students. hooks, a self-defined "[l]eftist dissident feminist black intellectual," embodies the clash of 20th-century cultural politics. She writes candidly about her own racially segregated youth, her struggles to overcome discrimination in the academic workplace and her efforts to find common ground with white feminists. hooks's voice is unique in that she manages to balance a relentless critique of oppressive forces in society with the open invitation to participate in "beloved communities where there is no domination." Containing more inspiration than concrete strategies, the book may leave practicing teachers wanting more in the way of specifics about how to practice antiracist pedagogy, transform classrooms and bring about a just society. But the author's clear and consistent voice for progressive, democratic education adds an important dimension to society's thinking about shared values and the creation of a loving and fair community. Copyright 2003 Reed Business Information, Inc.

Hooks brings passion and an updated perspective from her *Teaching to Transgress* (1994) to this challenging look at the failings of educational institutions and how we can bring hope and renewal to teaching. Drawing on her own experiences, she melds anecdote, autobiography, and critical analysis in an exploration of a range of issues, from educational standards to the unchallenged use of education in support of "capitalist patriarchy." For truly effective education, she advocates partnerships between students and teachers and the expansion of teaching beyond school settings to include community organizations and other more public arenas. Furthermore, noting the reluctance to discuss social injustices, hooks advocates teaching as an opportunity to confront racial and sexual biases, and to heighten consciousness of students across race, ethnicity, and sexual orientations. In a chapter on the attitudes of whites regarding racism, hooks demonstrates

that true racial equality requires profound individual efforts to understand "the truth of our essential humanness." For readers interested in cultural criticism and educational issues, hooks offers her usual thought-provoking viewpoint. Vanessa BushCopyright © American Library Association. All rights reserved

bell hooks is one of my all-time favorite authors. She writes with a voice and a heart that seeks to open us to what and to whom we are teaching. She tells it like it is and it is exactly what we need to hear. Her art is that in telling it like it is, she also challenges us to live from our hearts and to live out the hope with and for our students to encourage their learning and development and to transform higher education.

bell hooks understands the deep desires and longings of an educational community that we should all experience. An environment that cares about you, your future and the future of the community is what we need in this world.

I don't always agree with hooks but her view of teaching is spot on.

This book by Bell Hooks is absolutely fantastic! She is great at using her personal narratives to convey the mentality of U.S. higher education faculty in a manner that encourages one to pursue professorial teaching as a privilege and purposeful development of students first before anything. Great read for anyone who plans/attends a college university.

I really enjoyed it!

'No one is born a racist. Everyone makes a choice. Many of us made the choice in childhood.'-bell hooks, 2003, p. 53
Racism is an issue that permeates society, and, as much as teachers may wish to make them so, our classrooms are not immune to the effects of such a society. In her book *Teaching Community*, bell hooks tells us that "To build community requires vigilant awareness of the work we must continually do to undermine all the socialization that leads us to behave in ways that perpetuate domination" (2003, p. 36). It is not enough to create classrooms in which we seek to avoid dominance, but rather we must create spaces in which to actively counteract questions of bias as they situate themselves within our environments.'
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