Walking with Paulo in a Southern Textile Town
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The Scene
The Problem

- How to develop and deepen social consciousness and action in an increasingly dehumanizing world.
- How to teach graduate art education students in the MAT and MEd programs to develop democracy and create experiences for empowerment.
Paulo Freire

Born 1921 – Recife, Brazil
Died 1997 – Sao Paulo, Brazil

Literacy Education
Special Education
Critical Pedagogy

Pedagogy of the Oppressed
Teachers as Cultural Workers
No pedagogy which is truly liberating can remain distant from the oppressed by treating them as unfortunates and by presenting for their emulation models from among the oppressors. The oppressed must be their own example in the struggle for their redemption (Freire, 1970)
ART 502: Contemporary Problems in Art Education

- In ART 502, Master of Arts in Teaching and Master of Education – Art Education students research a number of social and cultural issues that they may encounter in various classroom settings.

- Service Learning components are encouraged in all classes at Converse.
Converse Art Therapy Students Work in Haiti
“Weaving Hope for Haiti”

Our objective:

- Using our art skills, MAT students will develop a training model and materials to teach the Converse College Art Therapy students how to weave bags. These students will, in turn, teach the Haitian women how to weave them for a supplemental activity and income using t-shirts, cloth scraps, and recycled textiles that are readily accessible in their community.
Transform old t-shirts into strips of cloth
Create a cardboard loom and begin weaving
Materials developed:

- Samples of products
- Handouts for finishing techniques
- Instructional video describing the process that can be accessed via internet or CD rom.

https://www.youtube.com/watch?v=8vJmgMcw1Nc
Final thoughts

Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.

— Paulo Freire, *Pedagogy of the Oppressed* 1970
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