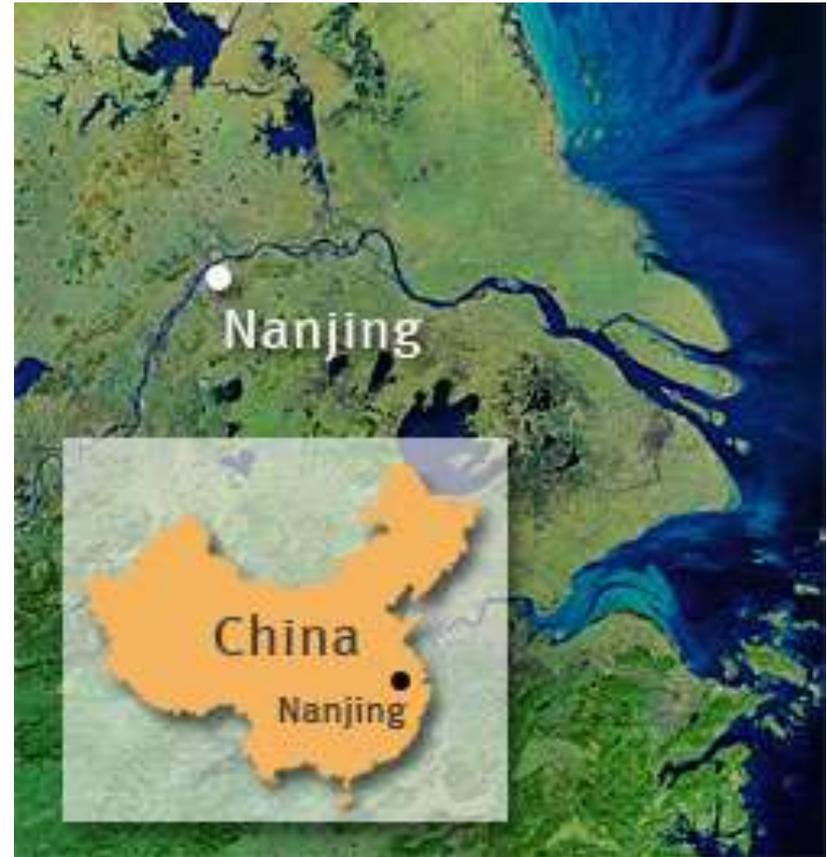




Semi-Colonized: Malebranche, Freire and My Summer in Nanjing

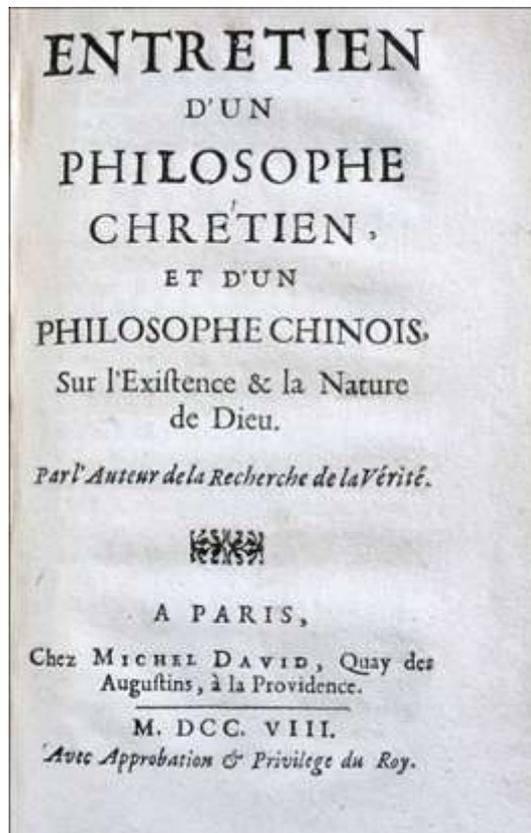
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The opportunity

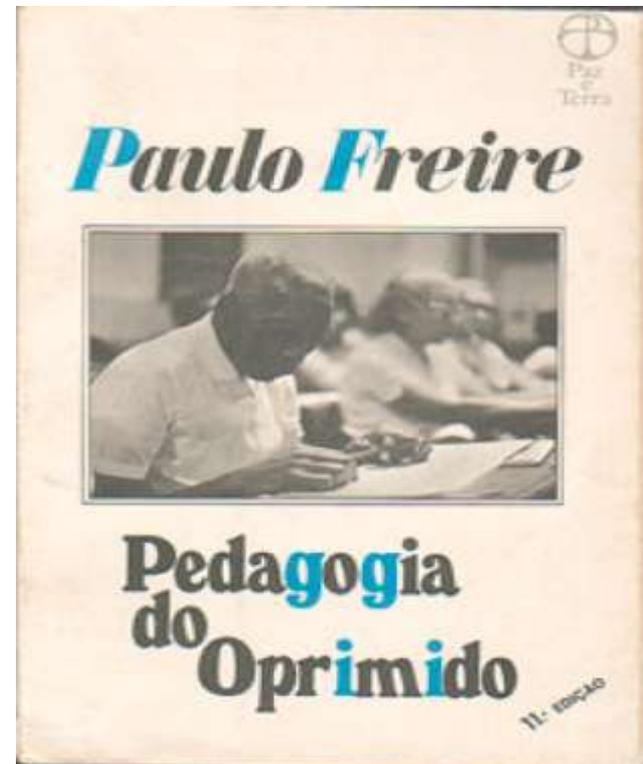


Two dialogues

Nicolas Malebranche, 1708



Paulo Freire, 1968



Malebranche's dialogue

- Chinese philosopher versus Christian philosopher
- “insular eurocentrism” (Mungello, 1980)
- Origins in mission work: an asymmetrical pedagogy



Freire



- “Banking model” of colonizer and colonized
- Student-centred education
- Conscientization
- Dialogics

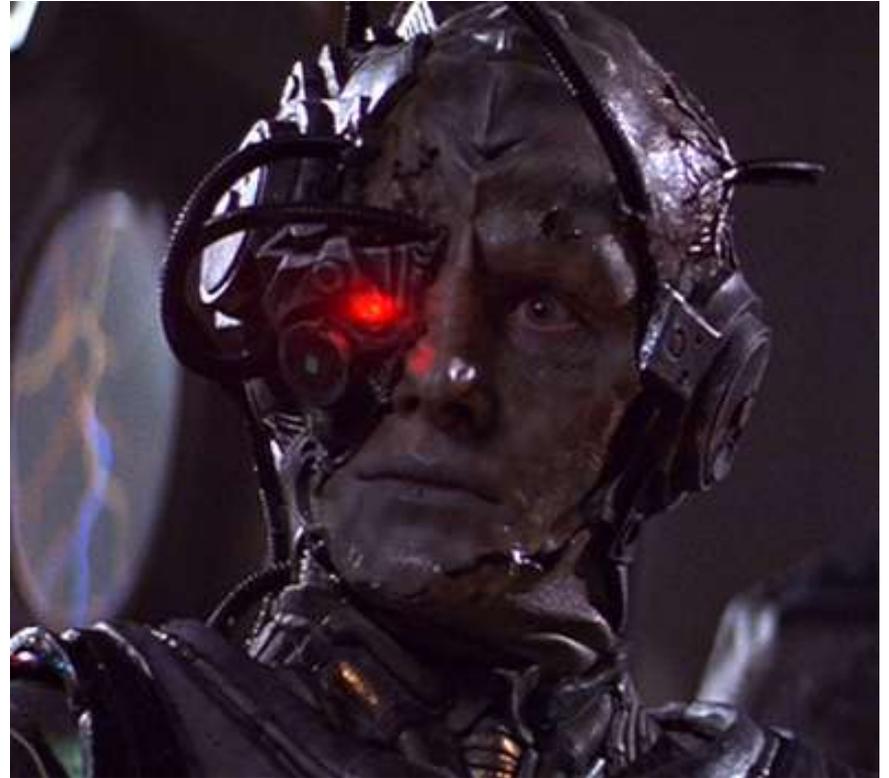
A worry

- What if dialogic pedagogy is more insidious than Malebranche's?
- What is the cost of effective teaching?



Resistance is futile!

When we make ourselves “accessible” to the students, we make it harder for them to resist us.



Generalizing the worry...



- Not just Chinese students
- Not just Philosophy classes

Why shouldn't we colonize our students?

- Because colonization creates intellectual monocultures
- Because they are persons not objects.
- Because, historically, colonialism has been the source of injustices.
- Because we ought not to treat the future as a resource to be exploited.
- Because this system of power is not worth reproducing just as it is.

A question:

How much should our students resist us? (And should we be the ones to decide?)



Resistance vs. openness

Semi-colonized?

Even if our role as colonizers is inescapable, perhaps awareness of that fact, and resistance to it helps us to avoid the worst consequences of colonialism.



Thank you!

This talk would have been impossible without the intellectual generosity of Nicholas Ray and Rockney Jacobsen, who are jointly responsible for all of the good ideas and none of the bad ones.

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