To be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others. — Nelson Mandela

This conference honors and re-examines Freirean principles and aim to take critical pedagogy in new directions for a new generation. The goal is to build upon past accomplishments of Paulo Freire’s work and critical pedagogy while moving beyond its historical limitations. This includes efforts that revisit and re-evaluate established topics in the field or take on new areas of contestation. Issues related to education, labor, and emancipation, broadly defined and from any geographical context, are addressed. The theoretical perspectives used to look at these issues might include, but are not limited to, the following:

- Critical Pedagogy
- Critical Race Theory
- Critiques of Globalization and Neoliberalism
- Marxist and Neo-Marxist Perspectives
- Social Constructivism
- Comparative/International Education
- Postmodernism
- Indigenous Perspectives
- Feminist Theory
- Queer Theory
- Poststructuralism
- Critical Environmental Studies
- Postcolonial Studies
- Liberation Theology

The conference organizers appreciate the generous support of:

American Educational Research Association—Paulo Freire SIG; University of Texas at El Paso; Universidad Autónoma de Ciudad Juárez, Mexico; New Mexico State University; Victoria University, Melbourne, Australia; University of British Columbia, Canada; Florida International University; University of Texas at Arlington; Shih Chien University, Taiwan; University of Minho, Portugal; University of New Mexico; Boise State University, Idaho; University of South Carolina; Universidade Federal do Ceará, Brazil; McGill University Faculty of Education, Montreal.

For registration, fees, hotel accommodations, and updated conference information:
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Logistics and conference coordination:
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Registration:
Lourdes Chee
Phone: (915) 747-8565
lchee@utep.edu
KEYNOTE SPEAKER

**Joel Spring** is professor of education at Queens College and Graduate Center, City University of New York. His great-great-grandfather was first Principal Chief of the Choctaw Nation in Indian Territory and his grandfather, Joel S. Spring, was a local district chief at the time Indian Territory became Oklahoma. His research interests include history of education, multicultural education, Native American culture, and human rights education. He is the author of over twenty scholarly books, most recently *Pedagogies of Globalization: The Rise of the Educational Security State*.

**Invited Guest Lecturers**

**Joe L. Kincheloe** is professor of the Canada Research Chair at McGill University Faculty of Education. He is author of numerous books and articles about pedagogy, education, and social justice.

**Shirley R. Steinberg** is associate Professor at McGill University Faculty of Education. She is author and editor of numerous books and articles and co-edits several book series.

**Henrique Cunha Jr.** is professor of Education at the Federal University of Ceará, Brazil. He is founding member and ex-president of the Brazilian Association of Black Researchers.

**Jurjo Torres Santomé** is Professor of Education at the Universidad de A Coruña (Spain), specializing in curriculum, educational policy, multicultural pedagogy, and teacher training.

**Nancy Pineda-Madrid** is a faculty member in the Department of Theology of the Institute of Religious Education and Pastoral Ministry (IREPM) at Boston College.

**Elena Izquierdo** is Associate Professor of Bilingual/ESL Education, University of Texas at El Paso, and Vice President of the Texas Association for Bilingual Education (TABE) and serves on the Executive Board of the National Association for Bilingual Education (NABE).

**Hermán S. García** is Regents Professor of Curriculum and Instruction at New Mexico State University. He is a nationally recognized critical bilingual educator.

**Jill Blackmore** is Professor of Education in the Faculty of Education, Deakin University. She serves on several editorial boards of international journals, including the British Educational Research Journal.

**Robert Bahruth** is Professor of Bilingual Education at Boise State University, where he was honored with the “Outstanding Faculty” Award for 1997-98.

**Jeni Oliveira Neff** is a teacher, researcher, activist and critical thinker. She was twice named “Teacher of the Year” for the Paramount Unified School District (Los Angeles) and has worked to implement various Freirean Projects in U.S. and Brazilian schools.

**Rudolfo Chávez Chávez** is Regents Professor of Curriculum & Instruction at New Mexico State University. His areas of research and teaching include curriculum theory, foundations, and critical multicultural education.

**Doug Foley** is Professor of Education and Anthropology at University of Texas at Austin. He specializes in race and ethnic relations, critical studies of schooling, and social movements of the American Southwest.

**Miguel de la Torre Gamboa** is professor of graduate and research studies with the Department of Philosophy and Literature at the Universidad Autónoma de Nuevo León, Monterrey, Mexico.

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**CALL FOR PROPOSALS**

Education has long been viewed as a vehicle for building community. However, the critical role of education and schools for constructing community resistance is undermined by recent trends toward the centralization of educational policy-making (e.g. No Child Left Behind), the normalization of “globalization” as a vehicle for the advancement of economic neo-liberalism and social hegemony, and the commodification of schooling in the service of corporate capitalism. Alternative visions of schooling are urgently needed to transform these dangerous trends so as to reconstruct public education as an emancipatory social project.

Proposals for both panels and individual papers are solicited. Please indicate type of proposal:

**Individual paper proposals** should contain a cover sheet with the paper title, contact information (e-mail, address, telephone number, and affiliation), a brief bio, and an abstract of no more than 150 words (not including references), in both English and Spanish if possible. Please indicate whether you wish to present in Spanish or English, and in Ciudad Juárez or El Paso. We will try to accommodate your choice.

**Panel proposals** should include a cover sheet with the panel title and organizer’s contact information (e-mail, address, telephone number, and affiliation). Proposals should also include an abstract of the overall panel theme (no more than 300 words, not including references), in both English and Spanish if possible, and abstracts/bios for each paper included in the panel.

**Proposals should be sent by E-mail to:** confele@utep.edu

**THE DEADLINE FOR PROPOSALS IS MAY 31, 2006.**

Registered participants will receive a cd containing all of the accepted abstracts.

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**PUBLICATION OPPORTUNITIES:**

A book (in English, with possible versions in Spanish and Portuguese) will be produced from this conference, comprising the most engaging conference papers, as selected by an editorial board. **Presenters wishing to be considered for this volume should submit full papers (in APA style) for review by September 25, 2006.**

The following journals also invite submissions from conference participants:

- *Cultural Logic: Marxist Theory and Practice* (www.eserver.org/clogic)
- *Curriculum Without Borders* (www.curriculosemfronteiras.org)