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*Feminist Theory In
Education*

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TATE MCKEE

Troubling Women Routledge

"Educating feminists" is a sensitive exploration of the philosophical differences between feminist teacher-educators of the post-World War II generation and their students, who have experienced the restructured schools and recessionary environment of the "New Right". The author, writing from New Zealand, reaches across boundaries and cultures with her life-history approach to women's studies, giving

dimension to abstract sociological, educational, and feminist theory. Weaving autobiography throughout her discussions of policy and pedagogy, Dr Middleton adroitly takes up the postmodern challenge to reveal the personal history of her work. "My everyday life in sexist society -- my life as a woman, an academic, a mother, and a citizen -- is studied as sociologically relevant in that it is generative of my pedagogy. Of particular interest to educators employing life history methods, this book will also appeal to researchers in teachers education, and to professors and student

in sociology, women's studies, the philosophy of education and professional development and leadership."--Back cover.

Contemporary Feminist Thought

Routledge

Annotation 'Gendered Subjects' combines a number of classic statements on feminist pedagogy from the 1970s with recent original essays making significant and original contributions to the field.

Telling Women's Lives Routledge

This collection of new essays from 29 feminist scholars in a range of humanities and social science disciplines argues that pedagogical methods, as well as curricula and textbooks, should reflect feminist theories and emphases. At the same time, the scholars

demonstrate that feminists can advocate both hierarchy and equality, authority and freedom, order and flexibility, objectivity and subjectivity, reason and feeling, without being guilty of philosophical treason. Contributors: Feminism and the Classroom Teacher Routledge

In this new collection, contributors from a variety of disciplines provide a critical context for the relationship between feminist pedagogy and academic feminism by exploring the complex ways that critical perspectives can be brought into the classroom. This book discusses the processes employed to engage learners by challenging them to ask tough questions and craft complex answers, wrestle with timely problems and posit innovative solutions, and

grapple with ethical dilemmas for which they seek just resolutions. Diverse experiences, interests, and perspectives—together with the various teaching and learning styles that participants bring to twenty-first-century universities—necessitate inventive and evolving pedagogical approaches, and these are explored from a critical perspective. The contributors collectively consider the implications of the theory/practice divide, which remains central within academic feminism's role as both a site of social and gender justice and as a part of the academy, and map out some of the ways in which academic feminism is located within the academy today.

Feminist Perspectives on Contemporary Educational Leadership South End Press

This timely book explores how various feminist perspectives fruitfully explain women's experience of educational leadership, drawing on a contemporary conceptualisation of fourth-wave feminism that is intersectional and inclusive. The book asks which and whose feminist theory is used to explain gender and feminism in educational leadership, management and administration (ELMA): the scholar's, the research participant's or a combination of the two in the co-construction of knowledge from an intersectional feminist perspective. It conceptualises intersectional and inclusive feminist perspectives on educational leadership, theorising research through a Black British feminist perspective, a gender and Islamic perspective and a queer

theory perspective, depending on the self-identification of participants. It explores digital feminism and men's pro-feminism. The book identifies feminist leadership praxis as a focus for future research and explores how leaders can draw on funds of knowledge, identity cultural wealth and lead and educate diverse populations of students. Highlighting the importance of intersectional feminist perspectives in ELMA, the book will appeal to scholars, researchers and postgraduate students in the fields of inclusive educational leadership and management, gender studies and feminism.

Reproducing Gender Praeger

Dit boek geeft de strijd weer van vijftien jaar pogingen om een 'feministische educatie' te ontwikkelen in de de

Verenigde Staten. Het is een bundeling van analyses, persoonlijke getuigenissen en filosofische essays, van vrouwen die alleen op één of andere manier betrokken zijn (of zijn geweest) bij feministische onderwijsmethododes. Er komen zowel vrouwen aan het woord die feministisch onderwijs gegeven hebben, als deze die het genoten hebben. Aandacht wordt besteed aan de 'vrouwenuniversiteit', de aanval van Nieuw Rechts op het programma vrouwenstudies aan de universiteiten, een socialistisch-feministische kritiek op de gevestigde universiteiten, een cursus anti-racisme voor blanke vrouwen, literatuurs cursussen voor vrouwen in de gevangenis, e.d.

Feminism(s) in Early Childhood
Routledge

In a provocative collection of essays, the authors...examine the disjuncture between academic feminism and feminism in the academy. An eminently readable, hard-hitting and much needed critique of the curricular, pedagogical and scholarly practices that legitimate the unequal social relations in the academy.--Chandra Talpade Mohanty

Changing Education Routledge

This unique book brings together international scholars from around the globe to examine how different feminist theories are being used in early childhood research, policy and pedagogy. The array of feminist discourses captured by the authors offer contextualised possibilities for disrupting dominant patriarchal beliefs and producing change. The authors address

and challenge how early childhood experiences, institutions and practices produce gendered effects across and within diverse contexts and demonstrate how feminism(s) in action can be used to reconceptualise research methods, government policy, children's learning, teaching practice and educational resources. In this way, the book contributes to creating new knowledge connections and community alliances in the global effort to end gender-based inequalities across local and global communities.

Feminist Theory and Educational Leadership Routledge

The author questions commonly understood binaries in understanding gender, identity, sexuality, and education in order to forge new areas of

theorizing the politics of self and other while destabilizing established power hierarchies. The book concludes with a discussion of feminist pedagogy and activism, stressing the significance of analyzing pedagogy and working to create more open feminist and democratic spaces for learning."--Jacket. Jesuit and Feminist Education Peter Lang
 In this new collection, contributors from a variety of disciplines provide a critical context for the relationship between feminist pedagogy and academic feminism by exploring the complex ways that critical perspectives can be brought into the classroom. This book discusses the processes employed to engage learners by challenging them to ask tough questions and craft complex answers, wrestle with timely problems

and posit innovative solutions, and grapple with ethical dilemmas for which they seek just resolutions. Diverse experiences, interests, and perspectives--together with the various teaching and learning styles that participants bring to twenty-first-century universities--necessitate inventive and evolving pedagogical approaches, and these are explored from a critical perspective. The contributors collectively consider the implications of the theory/practice divide, which remains central within academic feminism's role as both a site of social and gender justice and as a part of the academy, and map out some of the ways in which academic feminism is located within the academy today. Feminisms and Educational Research
 New York : Pantheon Books

"By combining history, theory, philosophy, case studies and monographs with broader issues, *Changing Education* shows how educational experience and knowledge are deeply gendered. One of its strengths--indeed the excitement of women's studies in general--is its breadth and interdisciplinary nature. It pays attention to such issues in feminist theory and women's studies as women's culture and the sameness versus difference debate; at the same time it provides a wealth of information and new material that is not available elsewhere." -- Susan Ware, New York University "It highlights gender as a cultural phenomenon, showing that women's experience in education has been shaped by gender-specific

stereotypes and concepts. At the same time, the essays show how women used gender categories to their own advantage to create new lines of work (such as kindergarten teaching and child study activity) or to overcome societal prejudice by way of collective action (such as the Boston Women's Health Collective). "It makes an important contribution to the debate about women's culture versus women's politics, showing the significance of each; e.g., the women's page of the *Jewish Daily Foreword* as a vehicle for women's (traditional) culture and contemporary committed feminism. I think you have a winner here." -- Ann J. Lane, Colgate University
Feminist Pedagogy in Higher Education
Rowman & Littlefield Education

"This book explores how the principles and practices of Ignatian pedagogy overlap and intersect with contemporary feminist theory in order to gain deeper insight into the complexities of today's multicultural educational contexts. Drawing on a method of inquiry that locates individual and collective standpoints in relation to social, political, and economic structures, it highlights points of convergence and divergence between Ignatian and feminist pedagogies to explore how educators might find strikingly similar methods that advocate common goals-including engaging with issues such as race, gender, diversity, and social justice."-- Publisher's abstract.

Feminist Theory in Diverse Productive Practices Macmillan Reference USA

The issues explored in *The Feminist Classroom* are as timely and controversial today as they were when the book first appeared six years ago. This expanded edition offers new material that rereads and updates previous chapters, including a major new chapter on the role of race. The authors offer specific new classroom examples of how assumptions of privilege, specifically the workings of unacknowledged whiteness, shape classroom discourses. This edition also goes beyond the classroom, to examine the present context of American higher education. Drawing on in-depth interviews and using the actual words of students and teachers, the authors take the reader into classrooms at six colleges and universities - Lewis and

Clark College, Wheaton College, the University of Arizona, Towson State University, Spelman College, and San Francisco State University. The result is an intimate view of the pedagogical approaches of seventeen feminist college professors. Feminist scholars have demonstrated that American higher education has long represented a white, male, privileged minority. The professors here bring together the twin upheavals that have challenged this tradition: namely a rapidly changing student body and the more inclusive knowledge of feminist and multicultural scholarship. They uncover the voices, concerns and experiences of groups hitherto marginalized in higher education: women, people of color and working class students. Through

concrete examples of classroom practice, the work of these professors challenge the traditional split between knowledge and pedagogy that has long characterized higher education.

Empowering Women in Higher Education and Student Affairs LA Trobe University Press

This book invites us to wrestle honestly with the issues and possibilities of contemporary feminism. Hester Eisenstein brings a persuasive optimism to her analysis of feminism, finding in the achievements of the 70's fertile ground for renewed growth. In Eisenstein's clear-sighted, empathic interpretation, the revolutionary vitality of the new feminism survives and blossoms.

Teaching and Learning Like a Feminist

Wilfrid Laurier Univ. Press

The combined effort of 19 feminist educators and theorists from four continents, this exciting collection of essays is designed to be as wide-ranging intellectually as it is geographically.

Probing the abilities (and dis-abilities) of women in education from the mid-19th century to the present, it brings historical analysis, classroom research, and theoretical reflection to bear on gender issues in schooling and higher education. 'What about the boys?' cry alarmists who fear a feminist takeover in schools. 'What about them indeed?', say students of women's education who wonder if it is now time to engage more explicitly and directly with the politics of male advantage in education, as well as in economic, political, social and cultural

life.

Feminist Pedagogy in Higher Education
Routledge

Feminist Theory and Pop Culture synthesizes feminist theory with modern portrayals of gender in media culture.

This comprehensive and interdisciplinary text includes an introductory chapter written by the editor as well as nine contributor chapters of original content.

Included in the text: • Historical illustration of feminist theory • Application of feminist research methods for the study of gender • Feminist theoretical perspectives such as the male gaze, feminist standpoint theory, Black feminist thought, queer theory, masculinity theory, theories of feminist activism and postfeminism • Contributor chapters cover a range of topics from

Western perspectives on Belly Dance classes to television shows such as GIRLS, Scandal and Orange is the New Black, as well as chapters which discuss gendered media forms like “chick lit”, comic books and Western perspectives of non-Western culture in film • Feminist theory as represented in the different waves of feminism, including a discussion of a fourth wave • Pedagogical features • Suggestions for further reading on topics covered • Discussion questions for classroom use

Feminist Theory and Pop Culture was designed for classroom use and has been written with an eye toward engaging students in discussion. The book’s polished perspective on feminist theory juxtaposes popular culture with theoretical perspectives which have

served as a foundation for the study of gender. This interdisciplinary text can serve as a primary or supplemental reading in undergraduate or graduate courses which focus on gender, pop culture, feminist theory or media studies. “This excellent anthology grounds feminism as articulated through four waves and features feminists responding to pop culture, while recognizing that popular culture has responded in complicated ways to feminisms. Contributors proffer lucid and engaging critiques of topics ranging from belly dancing through Fifty Shades of Grey, Scandal and Orange is the New Black. This book is a good read as well as an excellent text to enliven and inform in the classroom.” Dr. Jane Caputi Professor of Women, Gender and

Sexuality Studies and Communication & Multimedia at Florida Atlantic University “Feminist Theory and Pop Culture is destined to be as popular as the culture it critiques. The text plays up the paradoxes of contemporary feminism and requires its readers to ask difficult questions about how and why the popular bring us pleasure. It is a contemporary collection that captures this moment in feminist time with diverse analyses of women’s representations across an impressive swath of popular culture. Feminist Theory and Pop Culture is the kind of text that makes me want to redesign my pop culture course. Again.” Dr. Ebony A. Utley, Assistant Professor of Communication at California State University-Long Beach, author of Rap

and Religion Adrienne Trier-Bieniek, Ph.D. is a professor of sociology at Valencia College in Orlando, Florida. She is the author of *Sing Us a Song, Piano Woman: Female Fans and the Music of Tori Amos* (Scarecrow 2013) and the co-editor of *Gender & Pop Culture: A Text-Reader* (Sense 2014).

www.adriennetrier-bieniek.com

Educating Feminists Routledge

The author questions commonly understood binaries in understanding gender, identity, sexuality, and education in order to forge new areas of theorizing the politics of self and other while destabilizing established power hierarchies. The book concludes with a discussion of feminist pedagogy and activism, stressing the significance of analyzing pedagogy and working to

create more open feminist and democratic spaces for learning."--Jacket. *Unsettling Relations* Routledge

This book provides a valuable route map to the development of thinking in gender and education over the last fifteen years. It includes over thirty-five seminal articles from the journal *Gender and Education*, written by many of the leading authors in the field from the UK, the USA, Australia and Europe. Compiled by the current editors of the journal to show the development of the field, the book is divided into six sections: * Gender Identities * Theory and Method * Policy and Management * Sexuality * Ethnicity * Social Class. The specially written introduction by the editors contextualises the selection and introduces students to the main issues

and current thinking in the field. Available in one easy-to-access place, this authoritative reference book provides a collection of articles that have lead the field. It should find a place in every library and on every departmental bookshelf.

Education into the 21st Century Rowman & Littlefield Publishers

Gender in Learning and Teaching brings together leading gender and feminist scholars to provide a unique collection of international research into learning and teaching. Through dialogues across national traditions and boundaries, the authors provide new insights into the relations between feminist scholarship of pedagogy, gender and didactics, and offer in-depth accounts that critically investigate how gender relations are

enacted, contested and analysed at the level of the classroom, the curriculum, and the institution. Drawing on original research, the chapters explore gender dynamics in relation to student-teacher interactions, gendered classroom practices, curriculum content and knowledge formation in different subjects. The book includes accounts of innovative approaches to curriculum development to address gender inequality. It includes new theoretical frameworks and methodological approaches which provide fresh insights into gendered practices including intersectionality, new material feminism, epistemic gender positioning and cultural anthropology. The chapters span all education phases from early years to higher education. This book makes a

compelling case for the continuing relevance of feminist pedagogy and the urgent need for strategies to address gender inequalities in the classroom and beyond. It will be of great interest to academics and postgraduate students in the fields of theory, philosophy and feminist politics of learning and teaching; education and didactics; feminism and pedagogy; sociology and the arts.

Gendered Subjects Springer
 How has feminism influenced contemporary educational practices? Is feminism relevant to today's teachers? *Feminism and the Classroom Teacher* undertakes a feminist analysis of the work and everyday realities of the school teacher, providing evidence that feminism is still relevant as a way of

thinking about the social work and as a lived reality. Providing a unique contribution to the literature in the area of gender and education, the authors' objective is to articulate the educational discourses of gender - how gender is constructed, performed and sustained

through discourse and material practices. The overall aim of the book is to ascertain the extent to which women teachers specifically, and the feminist project more generally, have contributed to theoretical understandings and practical accomplishments of teaching.