

Educating Feminists

Life Histories and Pedagogy



Sue Middleton

Educating Feminists Life Histories And Pedagogy

Peter Munro



Educating Feminists Life Histories And Pedagogy:

Educating Feminists Sue Middleton, 1993 *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 students in sociology, women's studies, the philosophy of education, and professional development and leadership. Back cover

The Routledge International Handbook on Narrative and Life History Ivor Goodson, Ari Antikainen, Pat Sikes, Molly Andrews, 2016-10-04 In recent decades there has been a substantial turn towards narrative and life history study. The embrace of narrative and life history work has accompanied the move to postmodernism and post-structuralism across a wide range of disciplines: sociological studies, gender studies, cultural studies, social history, literary theory, and most recently psychology. Written by leading international scholars from the main contributing perspectives and disciplines, *The Routledge International Handbook on Narrative and Life History* seeks to capture the range and scope as well as the considerable complexity of the field of narrative study and life history work by situating these fields of study within the historical and contemporary context. Topics covered include: The historical emergences of life history and narrative study; Techniques for conducting life history and narrative study; Identity and politics; Generational history; Social and psycho-social approaches to narrative history. With chapters from expert contributors, this volume will prove a comprehensive and authoritative resource to students, researchers, and educators interested in narrative theory, analysis, and interpretation.

Life History and Narrative J. Amos Hatch, Richard Wisniewski, 2002-11 Narrative inquiry refers to a subset of qualitative research design in which stories are used to describe human action. This book contains current ideas in this field of research and will be of interest to qualitative researchers.

Education Feminism Barbara J. Thayer-Bacon, Lynda Stone, Katharine M. Sprecher, 2013-12-15 Collection of important essays by feminist scholars from cultural studies, philosophy of education, curriculum theory, and women's studies. *Education Feminism* is a revised and updated version of Lynda Stone's out-of-print anthology *The Education Feminism Reader*. The text is intended as a course text and provides students a foundational base in feminist theories in education. The classics section is comprised of the readings that students have most responded to in classes. The contemporary readings section demonstrates how the third wave feminist criticism of the 1990s has an impact on today's feminist work. Both of these sections address critical multicultural educational issues and have an

inclusive diverse selection of feminist scholars who bring race class sexual orientation religious practices and colonial postcolonial perspectives to bear on their work The individual essays are concise and well written and arranged in such a way that it is easy for instructors to assign them around themes of their own choosing The incredible value of this fine collection is that it demonstrates what it means to critically consider interrogate and challenge historic and contemporary ideas regarding educational equity while using these very ideas to imagine new possibilities It will serve as an indispensable resource in graduate classrooms where students can use the text to ground and forward explorations of the necessarily complex considerations of equity in education today Adela C Licona coeditor of *Feminist Pedagogy Looking Back to Move Forward* [The Women Who Reconstructed American Jewish Education, 1910-1965](#) Carol K. Ingall, 2010-07-31 The first volume to examine the contributions of women who brought the forces of American progressivism and Jewish nationalism to formal and informal Jewish education **Lives in Context** Ardra L. Cole, J. Gary Knowles, 2001 The reflexive turn in qualitative research has transformed the process of doing life history research No longer are research subjects examined through the lens of the all knowing but supposedly invisible researcher As Ardra Cole and Gary Knowles point out in this fresh introduction to conducting life history research the process is now one of mutuality empathy sensitivity and caring The authors carry the novice researcher through the steps of conducting life history research from conceptualizing the project to the various means of presenting results with an eye toward understanding the complex relationship between participant and researcher and how that shapes the project In addition to examples from their own research Cole and Knowles bring in the work of a dozen novice researchers who explain the challenges they faced in developing their own life history projects in a wide variety of settings Well written interesting and pedagogically sound *Lives in Context* is the ideal text for teaching life history research to students and an important reference for the bookshelf of all qualitative researchers **A Feminist Manifesto for Education** Miriam E. David, 2017-05-23 The idea that gender equality in education has been achieved is now a staple of public debate As a result educational policies and practices often do not deal explicitly with gender issues such as sexual abuse harassment or violence Exaggeration of neoliberalism's successes in creating individual opportunity in education conceals ongoing problems and ignores the continuing need for a fair and equal education for all regardless of gender or sexuality In this manifesto for education Miriam David rejects the notion that gender equality has been achieved in our age of neoliberalism She puts the focus back onto issues such as changing patterns of women's and girls participation in education across the globe feminist strategies for policy and legal interventions around human rights and violence against women and children She discusses waves of feminism linked to school teaching and pedagogies in higher education as well as an illuminating case study of an international educational programme to challenge gender related violence Revealing neoliberal education to be misogyny masquerading as metrics Miriam David argues for changes in the patriarchal rules of the game including questioning gender norms and stereotypical binaries and for making personal social health and sexuality

education mainstream **Challenging Democracy** Madeleine Arnot, Jo-Anne Dillabough, 2014-02-04 This collection establishes a highly topical new international field of study that of gender education and citizenship It brings together for the first time important cutting edge research on the contribution of the educational system to the formation of male and female citizens It shows how gender relations operate behind apparently neutral concepts of liberal democratic citizenship and citizenship education The editors asked leading international educationalists to describe the theoretical frameworks and methodologies they used to research gender and citizenship Challenging Democracy suggests ways in which the educational system could help develop genuinely inclusive democratic societies in which men and women play an equal role in shaping the meaning of citizenship **Jsl Vol 13-N5** JOURNAL OF SCHOOL LEADERSHIP, 2003-09-29 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Women's Studies Linda Krikos, Cindy Ingold, 2004-08-30 This truly monumental work maps the literature of women s studies covering thousands of titles and Web sites in 19 subject areas published between 1985 and 1999 Intended as a reference and collection development tool this bibliography provides a guide for women s studies information for each title along with a detailed often evaluative review The annotations summarize each work s content its importance or contribution to women s studies and its relationship to other titles on the subject Core titles and titles that are out of print are noted and reviews indicate which titles are appropriate as texts or supplemental texts This definitive guide to the literature of women s studies is a must purchase for academic libraries that support women s studies programs and it is a useful addition to any academic or public library that endeavors to represent the field A team of subject specialists has taken on the immense task of documenting publications in the area of women s studies in the last decades of the 20th century The result is this truly monumental work which maps the field covering thousands of titles and Web sites in 19 subject areas published between 1985 and 1999 Intended as a reference and collection development tool this bibliography provides a guide for women s studies information for each title along with a detailed often evaluative review The annotations summarize each work s content its importance or contribution to women s studies and its relationship to other titles on the subject Most reviews cite and describe similar and contrasting titles substantially extending the coverage Core titles and titles that are out of print are noted and reviews indicate which titles are appropriate as texts or supplemental texts Taking up where the previous volume by Loeb Searing and Stineman left off this is the definitive guide to the literature of women s studies It is a must purchase for

academic libraries that support women s studies programs and a welcome addition to any academic or public library that endeavors to represent the field *Women in Catholic Higher Education* Sharlene Nagy Hesse-Biber,Denise Leckenby,2003-01-01 Delving into discourse traditionally silenced by the Catholic hierarchy this edited collection observes the ways in which patriarchal structures often hinder women s advancement within Catholic institutions of higher learning The contributors describe their own conflicts and successes in their attempts to negotiate their academic careers and personal lives in the context of the clash between secular and Catholic patriarchal values The contributors suggest concrete steps toward social justice for women who teach and work in Catholic higher education *Radio Activism* Annette Rimmer,2021-07-27 This unique book draws on the narratives of women participants in community radio using intersectionality feminist critical psychological and community development frameworks to explore how this highly symbolic creative dimension of activism can unmute marginalised women and enrich corporate media Over a period of four years twelve female radio project volunteers offer their experiences which they analyse together as part of the RRG Radio Research Group alongside a conceptual and contextual framework to produce insights on the gendered nature of silence voice and empowerment and the wider potential of radio activism Employing literature from a variety of fields from bell hooks to Stuart Hall the book foregrounds evidence from the majority world to argue the empowerment potential of community radio and the barriers to radio participation Through this analysis community radio emerges as a site of development from which diverse identities transpire through laughter dialogue raised consciousness and solidarity but it also exposes the conflicts of empowerment by recognising inherent tensions in womanhood and in communities Centering on the global hegemonic challenge of empowering women and relevant across multiple disciplines and professions this is fascinating reading for academics students and professionals in psychology gender studies media studies development and related areas

Handbook of Education Politics and Policy Bruce S. Cooper,James G. Cibulka,Lance D. Fusarelli,2014-11-10 This revised edition of the Handbook of Education Politics and Policy presents the latest research and theory on the most important topics within the field of the politics of education Well known scholars in the fields of school leadership politics policy law finance and educational reform examine the institutional backdrop to our educational system the political behaviors and cultural influences operating within schools and the ideological and philosophical positions that frame discussions of educational equity and reform In its second edition this comprehensive handbook has been updated to capture recent developments in the politics of education including Race to the Top and the Common Core State Standards and to address the changing role politics play in shaping and influencing school policy and reform Detailed discussions of key topics touch upon important themes in educational politics helping leaders understand issues of innovation teacher evaluation tensions between state and federal lawmakers over new reforms and testing and how to increase student achievement Chapter authors also provide suggestions for improving the political behaviors of key educational groups and individuals with the hope that an

understanding of political goals governance processes and policy outcomes may contribute to ongoing school reform

EBOOK: SUBJECT TO FICTION Peter Munro, 1998-04-16 How do the life histories of women teachers illuminate the gendered nature of the teaching profession How do women teachers negotiate their own sense of self against within cultural stereotypes of teachers Situated within current feminist poststructuralist theories regarding the subject this book takes seriously the lives of women teachers Drawing on the life histories of three teachers it explores their narrative strategies to author themselves as active agents within and against the essentializing discourses of teaching The complex and contradictory ways in which these women construct themselves as subjects while simultaneously disrupting the notion of a unitary subject provide new ways to think about subjectivity resistance power and agency The implications of this reconceptualization for feminist theorizing curriculum theory and life history research are woven throughout the book

Understanding Education Sharon Gewirtz, Alan Cribb, 2009-09-28 Who should be educated when by whom and how What purposes should education serve Why does education matter These fundamental questions of value are not always seen as central to the sociology of education However this book argues that they are pivotal and provides a sophisticated and engaging introduction to the field that is designed to open up these important debates It draws attention to the many points of disagreement that exist between major thinkers in the sociology of education and the values on which their ideas are based By involving readers in crucial questions about the potential contribution of sociology to education policies and practices it aims to bridge the divide between education as it is talked about by academics and the concerns of policymakers and educators who have to make practical decisions about what is to be done Chapter by chapter the book introduces competing approaches in the sociology of education structural functionalism symbolic interactionism Marxism feminism critical race theory and poststructuralism It shows how these can be applied to major themes such as social reproduction the politics of knowledge multicultural education identity and teachers work Throughout the authors emphasise the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both academics and educators

Education and Training Tony Lawson, Tim Heaton, Anne Brown, 2017-09-16 Building on the popular 1st edition this book examines the sociology of education in Britain today Informed by recent debates and research it outlines new social policy and explains relevant theory With updated chapters and contemporary examples it is packed with skills based activities to develop students understanding of the topic

Reconstructing Policy in Higher Education Elizabeth J. Allan, Susan Iverson, Rebecca Ropers-Huilman, 2009-10-16 Written for Higher Education Masters and PhD programs this landmark textbook joins the theory of feminist post structuralism with research methods for the purpose of policy analysis in Higher Education It showcases the different methods that can be applied to a range of topics in Higher Education policy and policy development Reconstructing Policy in Higher Education highlights the work of accomplished and award winning scholars and provides an in depth examination of theoretical frameworks and concrete examples of how feminist post

structuralism effectively informs research methods and can serve as a vital tool for policy makers and analysts *Meeting the Challenge* Ellen Rose,1999-03-16 This collection demonstrates how feminist pedagogy can be implemented in a variety of institutional and disciplinary settings Unlike most of the current literature it provides a vast array of examples of feminist pedagogy in action It suggests practical ways of creating classroom environments open to feminist and anti racist teaching way feminists at universities can intervene in community programs and how to apply feminist pedagogy to new challenges such as distance education cyberspace fiscal constraints and the changing political climate Meeting the Challenge also looks to other nations for examples of how to successfully implement feminist pedagogy **The Research Process in Classroom Discourse Analysis** Kim Marie Cole,Jane Zuengler,2017-09-25 This volume gives intellectual space to a range of current perspectives on classroom discourse research and provides a forum for conversations about the research process Classroom discourse researchers from different theoretical perspectives provide five separate analyses of the same instructional unit in a high school biology class using the same set of data Interwoven with the five research reports are several conversations among the editors and researchers regarding specific aspects of the research process These conversations illuminate some of the actual decisions that researchers make when looking at data and crafting their analyses This book is intended for graduate students researchers and teacher educators across the fields of applied linguistics and education who are interested in studying classroom discourse and more generally language in use With its focus on both the research process and the outcomes of research as well as on the theory method relationship this book is relevant for courses in research methodology language in education applied linguistics discourse analysis language development and multiculturalism in the classroom **Teacher Education in Industrialized Nations** Ivan Z. Holowinsky,Nobuo K. Shimahara,2014-04-08 The original essays in this volume examine reform related issues in teacher education in Great Britain Canada Japan Ukraine United States and Western Europe A distinguished group of educators reviews the social context of the teacher the economics and value of teaching the pace of change government policy and teacher control of the profession and the evolving role of the teacher and education system in the face of political and social upheaval

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