

F E M I N I S M S I N E D U C A T I O N a n i n t r o d u c t i o n

G a b y W e i n e r



Feminisms In Education An Introduction

Maggie Humm



Feminisms In Education An Introduction:

Feminisms in Education Gaby Weiner, 1994 This timely book takes stock of past and present feminist educational thinking and practice in Britain It is the range and clarity of the descriptions of past feminist activities in education combined with the complexities of contemporary feminist ideas that make this book essential reading for a wide range of people Wiener's style is direct and intellectually interactive *Feminisms and Educational Research* Wendy R. Kohli, Nicholas C.

Burbules, 2011-12-29 Feminist theory has come a long way from its nascent beginnings no longer can it be classified as liberal socialist or radical It has shaped and evolved to take on multiple meanings and forms each distinct in its own perspective and theory In *Feminisms and Educational Research* the authors explore the various forms of feminisms tracing their history and their relation to gendered knowledge and identity Unlike other books on feminism the authors do not attempt to push that a particular theory is more correct than another but rather they give a complete overview of each of the forms of feminism The authors then couple the philosophical and theoretical ideas of western feminisms with the aims and conduct of educational research exploring how they interact and influence each other Focusing on more recent feminists both in education and related disciplines the book highlights illustrative examples from research to form a basis of understanding how the different feminisms have changed education

Gender Matters in Educational Administration and Policy Jill Blackmore, Jane Kenway, 2017-05-18 Originally published in 1993 This introductory text brings the somewhat gender blind fields of educational administration and policy into contact with feminism The chapters here demonstrate the considerable scope and potential of feminist scholarship for the field with regard to theory research and practice and open up new possibilities for effecting gender justice in and through education The first part looks at educational history the second at contemporary issues like assessment ethical practices equal opportunities and parental participation and the third at political and administrative theory

Feminisms Maggie Humm, 2014-06-11 This major textbook for women's studies provides an excellent and wide ranging introduction to feminist ideas and perspectives on issues such as the family sexuality work education patriarchy race language culture and representation It brings together over seventy key excerpts Wendy R. Kohli, Nicholas C. Burbules, 2012-07-01 The latest book in the Philosophy Theory and Educational Research series introduces the main philosophical and theoretical ideas of recent western feminisms as it applies to educational research Unlike other books that focus on these topics the authors present a balanced overview of the issues instead of pushing a particular perspective

Material Feminisms: New Directions for Education Carol Taylor, Gabrielle Ivinson, 2018-02-02 *Material Feminisms: New Directions for Education* provides a range of powerful theoretical and innovative methodological examples to illuminate how new material feminism can be put to work in education to open up new avenues of research design and practice It poses challenging questions about the nature of knowledge production the role of the researcher and the critical endeavour arising from inter and post disciplinarity Working with diffractive methodologies and new materialist

ecological epistemologies the book offers resources for hope which widen the scope for how educational problems are interrogated and provides a political counter movement to neo positivist outcomes based approaches within education Inspired by writers such as Barad Bennett and Deleuze and Guattari the book makes a radical break with cognitive dualist and universal conceptions of human subjectivity and intelligence in education By taking its starting point as the co constitutiveness of discourse materiality corporeality and place the book foregrounds educational practices as material enactments of multiple non linear entangled affective and relational forces It offers new insights into how gender class and ethnicity are constituted in and by material assemblages that are often submerged or unseen This book is an essential starting place for those intrigued by what new theoretical accounts of materiality posthumanism and affect can offer educational research Diffractive methodologies challenge readers to take a fuller range of actors into account than in objective humanist methodologies and in so doing to pay closer attention to what data is It invites researchers to engage with long standing feminist concerns about power and knowledge production in research processes This book was originally published as a special issue of Gender and Education

The Oxford Handbook of Feminism and Music Education Marissa Silverman, Nasim Niknafs, 2025-07-07 The Oxford Handbook of Feminism and Music Education brings together a wide range of international scholars practicing music teachers and educators policymakers and community musicians to conceptualize analyze and critique the personal social cultural political ethical and therapeutic practices and problems in music education through feminist perspectives The book offers global critical perspectives on a wide range of conceptual and practical issues in music education as they apply to various forms of feminist perspectives in music teaching and learning within schools and communities The central aims of this volume are to engage with readers understandings of and critical thinking about feminist perspectives on the problems opportunities and spaces and places that music educators and community music facilitators encounter and to elucidate the concepts and practical strategies they employ to improve various aspects of music teaching and learning around the world through feminist lenses This book helps current and future music educators community music facilitators arts and music activists and solidarity workers to understand the many varieties and potentials of music teaching and learning as described by the world renowned scholars and practitioners in this book It further invites readers to consider how traditional forms of musical pedagogies can be transformed in ways that will make them more mindful of and empathetic toward the personal and musical aims and desires of music students musicians and musical communities and collectives This book will be of interest to teachers scholars administrators advocates and solidarity workers who wish to redefine refine and redesign music teaching and learning practices

Feminist Science Education Angela Calabrese Barton, 1998 This volume presents a case for liberatory science education from a feminist perspective Based on a two year teacher research study Feminist Science Education questions and challenges how power and knowledge relationships position teachers students and science with and against one another in the classroom Using stories about life in

and out of the classroom this book describes the impact that exploring this situated nature of science and teaching has for transforming science education

Feminisms and Critical Pedagogy Carmen Luke, Jennifer Gore, 2014-02-04

Feminisms and Critical Pedagogy centres around the theoretical effort to construct a feminist pedagogy which will democratize gender relations in the classroom and practical ways to implement a truly feminist pedagogy

Feminisms in Geography Pamela Moss, Karen Falconer Al-Hindi, 2008

In this innovative reader Pamela Moss and Karen Falconer Al Hindi present a unique reflective approach to what feminist geography is and who feminist geographers are Their carefully crafted textbook invigorates feminist debates about space place and knowledges with a fine balance among teaching chapters reprints and original essays Offering an anthology that actually questions the very purpose of an anthology the editors create and then negotiate a tension between reinforcing and destabilizing scholarly authority They challenge the idea that there is one set of works that acts as the vision interpretation voice and feel of feminist geography while both reproducing key previously published works and including fresh essays from a number of feminist geographers in a single volume The first chapter frames feminism geography and knowledge as a m lange of ideas principles and practices Each of the three major sections of the volume begins with an introductory essay that places individual contributions into the overarching argument about the construction of feminist geography Each introduction is then followed by a combination of reprints and original essays that contribute both to understanding how feminist geographical knowledge is constructed differently in different places and to showing what feminist geographers do wherever they are The final chapter extends the anti anthology arguments and raises questions that feminisms in geographies have yet to address Students and scholars will find both the approach and the discussion essential for a full and nuanced understanding of feminist geography

Contributions by Sybille Bauriedl Kath Browne Joos Droogleever Fortuijn Kim England Karen Falconer Al Hindi Anne Fran oise Gilbert Melissa R Gilbert Ellen Hansen Susan Hanson Audrey Kobayashi Clare Madge Michele Masucci Janice Monk Pamela Moss Ann M Oberhauser Linda Peake Geraldine Pratt Parvati Raghuram Bernadette Stiell Amy Trauger Dina Vaiou The Sangtin Writers Anupamlata Ramsheela Reshma Ansari Vibha Bajpayee Shashi Vaish Shashibala Surbala Richa Singh and Richa Nagar

No Angel in the Classroom Berenice M. Fisher, 2001

No Angel in the Classroom Teaching through Feminist Discourse presents a theoretically complex yet down to earth and personal account of feminist teaching in higher education Starting with a nuanced interpretation of consciousness raising longtime feminist educator Berenice Malka Fisher develops her philosophy of feminist teaching as a form of political discourse Through reflection on a series of candid classroom stories she analyzes knotty problems faced by academics and activists What counts as knowledge in discussion of feminist issues Can teachers exercise authority without being authoritarian What is the role of caring in political deliberation Should safety be considered when students and teachers address volatile topics How can feminist and other teachers committed to social justice give serious attention to the intersections of gender race and sexual orientation This groundbreaking book is intended for the

beginning and veteran teachers and others concerned with the contribution of education to extending social justice Fisher's work offers a pedagogical vision that inspires both passion and critical thinking

Feminist Perspectives on Advertising Kim Golombisky, 2018-11-29 This volume edited by Kim Golombisky applies an intersectional lens to advertising focusing on gender race ethnicity sexuality disability age class and nationality Intersectional feminist perspectives on advertising are rare in the advertising industry even as it faces pressure to reform This anthology focuses on advertising messaging to follow up the professional practices covered in *Feminists Feminisms and Advertising* edited by Kim Golombisky and Peggy Kreshel In this new collection contributors write from a variety of perspectives including Black African lesbian transnational poststructuralist material commodity and environmental feminisms The authors also discuss the reproductive justice framework feminist disability studies feminist ethnography feminist discourse analysis and feminist visual rhetoric Together these scholars introduce big ideas for feminist advertising studies The first section titled *Historicize* This includes work dealing with historicized analyses of advertising ranging from more than a century of stereotypes about black women to early twentieth century white women purchasing automobiles all contextualized with women's complex relations with technologies from cars to Twitter The second section *Advertising Body Politics* groups work on topics related to body politics in advertising including lesbians disabled women aging women and Chinese promotion girls The third section *Media Reps* revisits advertising representation in novel ways from operational definitions of race and advertising news about gay men to advertising twenty first century masculinities in Ghana and the United States The last section *Reproduction and Postfeminist Empowerment* ends the book with a selection of case studies on the advertising industry's cooptation and commodification of feminism particularly in regressive postfeminist ideologies about women's reproductive health and mothering

Decolonization and Feminisms in Global Teaching and Learning Sara de Jong, Rosalba Icaza, Olivia U. Rutazibwa, 2018-08-06 *Decolonization and Feminisms in Global Teaching and Learning* is a resource for teachers and learners seeking to participate in the creation of radical and liberating spaces in the academy and beyond This edited volume is inspired by and applies decolonial and feminist thought two fields with powerful traditions of critical pedagogy which have shared productive exchange The structure of this collection reflects the synergies between decolonial and feminist thought in its four parts which offer reflections on the politics of knowledge the challenging pathways of finding your voice the constraints and possibilities of institutional contexts and the relation between decolonial and feminist thought and established academic disciplines To root this book in the political struggles that inspire it and to maintain the close connection between political action and reflection in praxis chapters are interspersed with manifestos formulated by activists from across the world as further resources for learning and teaching These essays definitively argue that the decolonization of universities through the re-examination of how knowledge is produced and taught is only strengthened when connected to feminist and critical queer and gender perspectives Concurrently they make the compelling case that gender and feminist

teaching can be enhanced and developed when open to its own decolonization *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 *Feminist Theory in Diverse Productive Practices* Liz Jackson, Michael A. Peters, 2018-12-19 Feminist Theory in Diverse Productive Practices is the second of two volumes examining gender and feminist theory in Educational Philosophy and Theory This collection explores the difference that gender and sexual identities make both to theorizing and working in education and other fields As the articles contained in this text span nearly 40 years of scholarship related to these issues this volume sheds light on how feminist gender and sexuality theory has evolved within and beyond the field of philosophy of education over time Key themes explored in the book include women's ways of knowing the challenges women and girls face in taking up professional employment across diverse fields historically and today and how feminist and related theories can enable women in professional development roles to empower each other The book tells a rich story of how gender and sexuality theory has been brought to bear on discussions of educational practice in diverse fields over decades of publication of Educational Philosophy and Theory Feminist Theory in Diverse Productive Practices will be key reading for academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory post structural theory and the policy and politics of education **The Education Feminism Reader** Lynda Stone, Gail Masuchika Boldt, 1994 This anthology includes some of the most important and influential essays in feminist education theory since the late 70s Contributors are drawn from traditional liberal feminists radical postmodern theorists and those with psychological philosophical and political agendas **Feminism And Social Justice In Education** Kathleen Weiler, 2005-08-04 Gathers together notable educators from five different countries to examine contemporary

feminist politics and practice in education It presents a response to recent developments in education and feminist theorising and the restructuring of educational provision

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

Feminism and Indian Realities K. A. Kunjakkan, 2002 This Book Is Primarily On The Indian Situation In The Context Of Feminism With Special Reference To The Status Of Indian Women Through The Ages And The External Influences That Transform Their Life Style In Modern India

Feminist Posthumanisms, New Materialisms and Education Jessica Ringrose, Katie Warfield, Shiva Zarabadi, 2020-04-28 This edited collection is a careful assemblage of papers that have contributed to the maturing field within education studies that works with the feminist implications of the theories and methodologies of posthumanism and new materialism what we have also called elsewhere PhEmaterialism The generative questions for this collection are what if we locate education in doing and becoming rather than being And how does associating education with matter multiplicity and relationality change how we think about agency ontology and epistemology This collection foregrounds cutting edge educational research that works to trouble the binaries between theory and methodology It demonstrates new forms of feminist ethics and response ability in research practices and offers some coherence to this new area of research This volume will provide a vital reference text for educational researchers and scholars interested in this burgeoning area of theoretically informed methodology and methodologically informed theory The chapters in this book were originally published as articles in Taylor Francis journals

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