

# REPOSITIONING FEMINISM & EDUCATION

Perspectives on Educating for Social Change



Janice Jipson, Petra Munro,  
Susan Victor, Karen Froude Jones,  
and Gretchen Freed-Rowland

*Critical Studies in Education and Culture Series*  
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# Repositioning Feminism And Education

**Becky Ropers-Huilman**



## **Repositioning Feminism And Education:**

*Repositioning Feminism & Education* Janice Jipson, 1995-08-22 This book presents testimony of feminisms in process The accounts are filled with tensions not least an uneasiness with feminism itself and the question of what exactly it means to be a feminist in education in the contemporary world It is their respect for their own differences and the honesty with which they write that makes this such a rich text From the Foreword by Kathleen Weiler Educators committed to social change face the common dilemma of how to take up the work of transformation without reinscribing systems of domination The struggle with the concept of imposition is central to the emergence of many educators identities and provides a site for exploring the complex relationship between power knowledge and teacher identity This book chronicles the collaborative efforts of five diverse women educators Native American European Jewish American rural midwestern working class to grapple with the tensions of taking up a political position while honoring the cultural social and historical context of others Their dialogue across feminist critical and postmodern theories and practices explores the process of fusing theory with political work in the world What emerges is the continual repositioning and disruption of taken for granted meanings as central to enhancing emancipatory education

**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

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

Feminist Critical Policy Analysis: A perspective from primary and secondary schooling Catherine Marshall, 1997 *Feminist Critical Policy Analysis I* Catherine Marshall, 2020-09-23 This text sets out to challenge the traditional power basis of the policy decision makers in education It contests that others who have an equal right to be consulted and have their opinions known have been silenced declared irrelevant postponed and otherwise ignored Policies have thus been formed and implemented without even a cursory feminist critical glance The chapters in this text illustrate how to incorporate critical and feminist lenses and thus create policies to meet the lived

realities the needs aspirations and values of women and girls A particular focus is the primary and secondary sectors of education

**Curriculum** William Pinar, 2014-01-21 This collection of essays by established writers in postmodern pedagogy stakes out new conceptual territories redefines the field and presents a complete review of contemporary curriculum practice and theory in a single volume Drawing upon contemporary research in political feminist theological literary and racial theory this anthology reformulates the research methodologies of the discipline and creates a new paradigm for the study of curriculum into the next century The contributors consider gender identity narrative and autobiography as vehicles for reviewing the current and future state of curriculum studies Special Features Presents new essays by established writers in postmodern pedagogy Reviews curriculum studies through the filters of race gender identity narrative and autobiography Offers in a single affordable volume a complete review of contemporary curriculum practice and theory

**Qualitative Research** Sandra G. Kouritzin, Nathalie A.C. Piquemal, Renee Norman, 2009-02-15 Evocative and provocative this book presents the points of view of often junior scholars in the social sciences who used non standard methods or writing practices to challenge the research as usual paradigm in the academy The authors discuss their lived personal experiences as well as their struggles and eventual successes

*Power & Voice in Research with Children* Beth Blue Swadener, 2005 This volume critically examines issues of power and voice in research with children Chapters focus on the relationship between researchers and children and explore how to more adequately represent the complexities multiple perspectives and understandings that emerge when the research process more fully includes children and youth Contributors explore issues of imposition and power that are inherent in traditional research and even more problematic with children Authors document how children's voices can guide us in learning about research methodologies theories and praxis as well as about issues of race identity class linguistic diversity and gender within larger postcolonial contexts and research traditions

**Redefining Babes, Booze and Brawls** Luoluo Hong, 1999 Despite evidence that 90% of violent crimes are committed by men higher education professionals and researchers still understand relatively little about the process by which male students acquire the attitudes knowledge values and skills which serve as deterrents to perpetrating violence against women and against other men Men Against Violence is a peer advocacy organization at a large public Research I institution in the South which focuses on the special and unique responsibility men have to end violence Through participation in a wide array of service learning community action and leadership opportunities MAV members challenge cultural norms which link masculinity with violence Types of violence targeted by MAV include fighting domestic violence rape vandalism hazing harassment hate crimes homicide and suicide Utilizing a sociological public health perspective that incorporates theories of masculinity and models of student development this dissertation is a case study of the organization Men Against Violence It examines the ways in which a close knit association of men generated and sustained an organizational culture that encourages and rewards non violence among its members as well as begins to reframe traditional conceptions of masculinity Subjects for this

study consisted of the eight male students who comprised the 1997-1998 Executive Board of MAV Primary research questions were 1 What are the characteristics of an organizational culture of non violence that is created and maintained among a close knit group of male college students 2 How can higher education professionals particularly women facilitate the process of creating such an organizational culture Chapter 1 addresses methodological concerns in the dissertation Chapters 2 and 3 review current literature regarding men and campus violence Chapter 4 provides a historical narrative of the founding and development of MAV Chapter 5 presents cultural themes which emerged during content analysis of data from ethnographic interviews and participant observation and Chapter 6 offers theoretical and practical implications of the study

*Under the Sign of Hope* Leslie Rebecca Bloom, 1998-01-01 Under the Sign of Hope examines the practices of life history ethnographic fieldwork and interpretation of women's narratives ultimately asserting the importance of self reflexivity for feminist methodology Bloom takes the stance that what is critical to research is an ability to analyze the complexities of researcher participant relationships and the limitations of narrative interpretation

**Contemporary Curriculum Discourses** William F. Pinar, 1999 JCT was the most important journal of curriculum studies during the field's paradigm shift in the 1970s Its editors sponsored a yearly conference which also supported the intellectual breakthrough that was the reconceptualization of American curriculum studies This collection brings together the best of JCT articles plus key documentary material of importance to scholars and students alike Undergraduate and graduate students in curriculum instruction and foundations would find this book useful and insightful

*Women's Studies Quarterly* (28: 3-4) Nancy Hoffman, Nitza Hidalgo, Ellen Silber, 2000 Groundbreaking volume provides positive strategies for eliminating gender bias in middle school and high school classrooms

*How Theatre Educates* Kathleen Gallagher, David Booth, 2003-12-15 Canada boasts a remarkable number of talented theatre artists scholars and educators How Theatre Educates brings together essays and other contributions from members of these diverse communities to advocate for a broader and more inclusive understanding of theatre as an educative force Organized to reflect the variety of contexts in which professionals are making researching and teaching drama this anthology presents a wide range of articles essays reminiscences songs poems plays and interviews to elucidate the relationship between theatre practice and pedagogy and to highlight the overriding theme namely that keeping education with its curriculum components of dramatic literature and theatre studies in formal school settings separate from theatre outside of the classroom greatly diminishes both enterprises In this volume award winning playwrights directors actors and scholars reflect on the many ways in which those working in theatre studios school classrooms and on stages throughout the country are engaged in teaching and learning processes that are particular to the arts and especially genres of theatre Situating theatre practitioners as actors in a larger socio cultural enterprise How Theatre Educates is a fascinating and lively inquiry into pedagogy and practice that will be relevant to teachers and students of drama educators artists working in theatre and the theatre going public Contributors Maja Ardal David Booth Patricia

Cano Diane Flacks Kathleen Gallagher John Gilbert Sky Gilbert Jim Giles Linda Griffiths Tomson Highway Janice Hladki Cornelia Hoogland Ann Marie MacDonald Lori McDougall John Murrell Domenico Pietropaolo Walter Pitman Richard Rose Jason Sherman Lynn Slotkin Larry Swartz Judith Thompson Guillermo Verdecchia Belarie Zatzman **Postmodern**

**Philosophical Critique and the Pursuit of Knowledge in Higher Education** Roger Mourad, 1997-08-30 This work explores the philosophical positions of five postmodern thinkers Lyotard Rorty Schrag Foucault and Derrida to show how their critiques imply that scholars are unduly limited by the belief that inquiry is fundamentally about gaining knowledge of phenomena that are assumed to exist prior to and independent of inquiry and to persist essentially unchanged by inquiry The author argues that there are good reasons why this constraint is both unnecessary and undesirable and he resituates the disciplines within a more flexible foundation that would expand what counts as legitimate inquiry This foundation would emphasize the inquirer as a cause of reality not just an observer who aims to accurately describe and explain phenomena Mourad proposes an intellectual and organizational form which he calls post disciplinary research programs These dynamic programs would be composed of scholars from diverse disciplines who collaborate to juxtapose disparate disciplinary concepts in order to create contexts for post disciplinary inquiries **Gendered Futures in Higher Education** Becky

Ropers-Huilman, 2012-02-01 This volume addresses the ways in which gender takes shape in and is shaped by higher education environments Focusing on historical knowledge and contemporary experience the contributors identify several key gender issues affecting students faculty and leaders in higher education They examine such diverse topics as what lessons women s colleges have to offer violence on campus women faculty and part time employment and intersecting identities of race and gender and they apply critical perspectives to suggest needed change While they may not agree on the necessary strategies to improve higher education environments they do agree that those environments are currently deeply and problematically gendered Women Leading Education Across the Continents Helen C. Sobehart, 2009-01-16 Women

Leading Education across the Continents is the first collection of research about and stories of women in basic and higher education leadership from every region of the globe The chapters are authored by scholars representing every continent including a keynote from the first all female team to traverse Antarctica The book captures not only statistical data about the position of women in basic and higher education in over 17 countries but relates compelling insights and stories about the challenges that women face in leadership the limited access to education by young women and some strategies for success that have fanned a flame to light the way for both women and men to follow toward equity and social justice **Handbook**

**of Research on the Education of Young Children** Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly

since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field

Resources in Education ,1997      **The Papon Affair** Richard Joseph Golsan,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company      **Pregnant Bodies, Fertile Minds** Wendy Luttrell,2014-05-22 Focusing on fifty girls enrolled in a model public school program for pregnant teens Luttrell explores how pregnant girls experience society s view of them and also considers how these girls view themselves and the choices they ve made Also includes an 8 page color insert

## Whispering the Secrets of Language: An Psychological Quest through **Repositioning Feminism And Education**

In a digitally-driven world where screens reign great and immediate connection drowns out the subtleties of language, the profound techniques and mental nuances concealed within words usually go unheard. Yet, situated within the pages of **Repositioning Feminism And Education** a fascinating literary treasure blinking with fresh thoughts, lies an exceptional quest waiting to be undertaken. Published by a skilled wordsmith, that enchanting opus invites readers on an introspective trip, softly unraveling the veiled truths and profound affect resonating within ab muscles material of every word. Within the mental depths of the moving review, we will embark upon a sincere exploration of the book is core styles, dissect their fascinating writing style, and succumb to the strong resonance it evokes serious within the recesses of readers hearts.

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### **Table of Contents Repositioning Feminism And Education**

1. Understanding the eBook Repositioning Feminism And Education
  - The Rise of Digital Reading Repositioning Feminism And Education
  - Advantages of eBooks Over Traditional Books
2. Identifying Repositioning Feminism And Education
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Repositioning Feminism And Education
  - User-Friendly Interface
4. Exploring eBook Recommendations from Repositioning Feminism And Education
  - Personalized Recommendations
  - Repositioning Feminism And Education User Reviews and Ratings



- Repositioning Feminism And Education and Bestseller Lists
- 5. Accessing Repositioning Feminism And Education Free and Paid eBooks
  - Repositioning Feminism And Education Public Domain eBooks
  - Repositioning Feminism And Education eBook Subscription Services
  - Repositioning Feminism And Education Budget-Friendly Options
- 6. Navigating Repositioning Feminism And Education eBook Formats
  - ePub, PDF, MOBI, and More
  - Repositioning Feminism And Education Compatibility with Devices
  - Repositioning Feminism And Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Repositioning Feminism And Education
  - Highlighting and Note-Taking Repositioning Feminism And Education
  - Interactive Elements Repositioning Feminism And Education
- 8. Staying Engaged with Repositioning Feminism And Education
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Repositioning Feminism And Education
- 9. Balancing eBooks and Physical Books Repositioning Feminism And Education
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Repositioning Feminism And Education
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Repositioning Feminism And Education
  - Setting Reading Goals Repositioning Feminism And Education
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Repositioning Feminism And Education
  - Fact-Checking eBook Content of Repositioning Feminism And Education
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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