Feminist Pedagogy: Looking Back to Move Forward

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Role
Co-Editors: Robbin D. Crabtree, David Alan Sapp, and Adela C. Licona

Description/Summary
In addition to co-editing, David A. Sapp (CAS, English, Fairfield University) and Robbin Crabtree (CAS, Communication, Fairfield University) co-authored the introduction, "The passion and the praxis of feminist pedagogy".

Book Description: This collection of essays traces the evolution of feminist pedagogy over the past twenty years, exploring both its theoretical and its practical dimensions. Feminist pedagogy is defined as a set of epistemological assumptions, teaching strategies, approaches to content, classroom practices, and teacher-student relationships grounded in feminist theory. To apply this philosophy in the classroom, the editors maintain that feminist scholars must critically engage in dialogue and reflection about both what and how they teach, as well as how who they are affects how they teach. In identifying the themes and tensions within the field and in questioning why feminist pedagogy is particularly challenging in some educational environments, these articles illustrate how and why feminist theory is practiced in all kinds of classrooms.

In exploring feminist pedagogy in all its complexities, the contributors identify the practical applications of feminist theory in teaching practices, classroom dynamics, and student-teacher relationships. This volume will help readers develop theoretically grounded classroom practices informed by the advice and experience of fellow practitioners and feminist scholars. – Publisher description

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Comments
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Recommended Citation
The introduction of the book Feminist Pedagogy: Looking Back to Move Forward explains the qualities, and distinctions from critical pedagogy, thus: "Like Freire's liberatory pedagogy, feminist pedagogy is based on assumptions about power and consciousness-raising, acknowledges the existence of oppression as well as the possibility of ending it, and foregrounds the desire for and primary goal of social transformation. Feminist pedagogy is an interdisciplinary effort to challenge assumptions about teaching and learning; it positions issues of gender and power as central themes." The neologism feminist pedagogy was coined by feminist artist Judy Chicago in the field of Pedagogy and Postmodernism. Varying Form of Title: Looking back to move forward. Publication, Distribution, etc.: Baltimore . John Mihelich Not for queers only: pedagogy and postmodernism / Sal Johnston Feminist pedagogy, interdisciplinary praxis, and science education / Maralee Mayberry and Margaret N. Rees Small group pedagogy: consciousness-raising in conservative times / Estelle B. Freedman Bringing different voices into the classroom / Julia T. Wood Teaching about domestic violence: strategies for empowerment / Saundra Gardner The shift from identity politics to the politics of identity. The introduction of the book Feminist Pedagogy: Looking Back to Move Forward by Robbin D. Crabtree explained the qualities and distinctions from critical pedagogy: Like Freire's liberatory pedagogy, feminist pedagogy is based on assumptions about power and consciousness-raising, acknowledges the existence of oppression as well as the possibility of ending it, and foregrounds the desire for and primary goal of social transformation. Feminist pedagogy concerns itself with the examination of societal oppressions, working to dismantle the replication of them within the institutional settings.