

Twenty-First-Century

FEMINIST CLASSROOMS

PEDAGOGIES OF IDENTITY AND DIFFERENCE

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Edited by Amie A. Macdonald & Susan Sánchez-Casal

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Twenty First Century Feminist Classrooms Pedagogies Of Identity And Difference

S. Sánchez-Casal, A. MacDonald



Twenty First Century Feminist Classrooms Pedagogies Of Identity And Difference:

Twenty-First-Century Feminist Classrooms S. Sánchez-Casal,A. MacDonald,2004-02-02 This book is centrally concerned with crucial theoretical and practical aspects of teaching in the national and global borderlands of gender race and sexuality studies The cross cultural feminist focus of this anthology allows the contributors to consider the various ways in which global and national frameworks intersect in the classroom and in students thinking and also the ways in which power and authority are developed directed and deployed in the feminist classroom This volume provides a critical elaboration of provocative self reflexive questions for feminist cultural and intellectual practice for the 21st century In doing so the volume provides a site for engaged feminist self criticism for the specific purpose of reinvigorating a critical pedagogical practice grounded in multicultural feminist identities

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Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning Keengwe, Jared,2017-10-31 Every generation of students comes to the classroom with different needs than that of their predecessors Implementing new methods and styles of teaching to meet these diverse needs will provide students with the best chance of success in their educational careers The Handbook of Research on Pedagogical Models for Next Generation Teaching and Learning is a critical scholarly source that examines the most effective and efficient techniques for implementing new educational strategies in a classroom setting Featuring pertinent topics including mixed reality simulations interactive lectures reflexive teaching models and project based learning this is an ideal publication for educators academicians students and researchers that are interested in discovering more about the recent advances in educational fields

Moroccan Feminist Discourses F. Sadiqi,2014-09-17 Both a scholarly and personal critique of current feminist Moroccan discourses this book is a call for a larger than Islam framework that accommodates the Berber dimension Sadiqi argues that current feminist discourse both secular and Islamic ones are not only divergent but limit the rich heritage knowledge and art of Berber women

Clio in the Classroom Carol Berkin,Margaret Crocco,Barbara Winslow,2009 This book makes accessible the content key themes and concepts and pedagogical techniques of U S women s history The essays in this volume provide concise up to date overviews of American women s history from colonial times to the present that include its ethnic racial and regional changes

book cover Engaged Pedagogy, Enraged Pedagogy: Reconciling Politics, Emotion, Religion, and Science for Critical Pedagogy T. Monchinski, 2011-07-23 Students teachers and schools are under attack The assault comes in the guise of accountability and choice cloaking itself in the scientifically proven with an over emphasis of data It combines a vilification of organized labor along with a promotion of the irrational while readily blurring the line between utopia and dystopia The attack abuses education as it disseminates self serving propaganda simultaneously covering up inconvenient truths like the United States government s long and storied relationships with Saddam Hussein and Osama bin Laden in the Wars on Terror It suppresses solidarity and compassion while it champions a divisive form of selfish individualism Engaged Pedagogy Enraged Pedagogy seeks to counter these attacks and expose the ideological impulses behind them Marshalling critical pedagogy and an ethic of care with the notions of justified anger and the intellectual warrior the book explores the non antagonistic dualisms between faith and science reason and emotion it deconstructs social texts ranging from 80s action films to dystopian literature as it uncovers the ideologies that structure and order our lives it explores and champions the democratic potential of dialogue mutuality and authority while challenging left essentialism and identity politics The book also features an interview with Joe Kincheloe a seminal figure in the field of critical pedagogy **A Guide to Teaching Introductory Women's and Gender Studies** Holly Hassel, Christie Launius, Susan Rensing, 2021-05-10 This book provides a practical evidence based guide to teaching introductory Women s and Gender Studies courses Based on the findings of a Scholarship of Teaching and Learning project that analyzed 72 Intro students written work the authors equip instructors with key principles that can help them adapt their pedagogy to a range of classroom environments By putting student learning at the center of course design the authors invite readers to reflect on their own investments in and goals for the introductory course The book also draws on the authors combined decades of teaching experience and aims to help instructors anticipate the emotional intellectual and interpersonal challenges and rewards of teaching and learning in the introductory WGS course Chapters focus on course design including identifying desired learning outcomes in terms of course content skills and dispositions or habits of mind choosing course materials pedagogical activities and assessing student learning This book will be an invaluable resource for experienced WGS instructors and those seeking or planning to teach it for the first time including graduate students and high school teachers Faculty Identities and the Challenge of Diversity Mark A Chesler, Alford A Young Jr, 2015-11-17 This book focuses on understanding the experiences of faculty members of various races ethnicities and genders and their classroom encounters with students in the United States It illustrates some of the dynamics for faculty members facing the challenges and opportunities the diversity presents Educational Futures Ivana Milojevic, 2005-05-19 This book provides an overview and analysis of current tensions debates and key issues within OECD nations particularly Australia the USA Canada and the UK with regard to where education is and should be going Using a broad historical analysis it investigates ideas and visions about the future that are increasingly evoked to support arguments

about the imminent demise of the dominant modern educational model Focusing neither on prediction nor prescription this text suggests the goal is an analysis of the ways in which the notion of the future circulates in contemporary discourse Five specific discourses are explored globalisation new information and communications technologies feminist indigenous and spiritual The book demonstrates the connections between particular approaches to time visions of the future and educational visions and practices The author asserts that every approach to educational change is inherently based on an underlying image of the future

Identity Politics Reconsidered L. Alcoff, M. Hames-García, S. Mohanty, Michael Hames-García, Paula M.L. Moya, 2006-01-09 Based on the ongoing work of the agenda setting Future of Minority Studies national research project Identity Politics Reconsidered reconceptualizes the scholarly and political significance of social identity It focuses on the deployment of identity within ethnic women s disability and gay and lesbian studies in order to stimulate discussion about issues that are simultaneously theoretical and practical ranging from ethics and epistemology to political theory and pedagogical practice This collection of powerful essays by both well known and emerging scholars offers original answers to questions concerning the analytical legitimacy of identity and experience and the relationships among cultural autonomy moral universalism and progressive politics

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