
Feminist Pedagogy

A Short Bibliography

Implicit in many of the articles in this issue is the idea that women have unique ways of knowing and unique needs as learners. More important, how we teach is a matter of political choice. This brief bibliography is intended as an introduction to some recent thinking about feminist pedagogy.

Belenky, M.F., Clinchy, D.M., Goldberger, N.R., Tarule, J.M., *Women's Ways of Knowing: The Development of Self, Voice and Mind*. New York: Basic Books, 1986.

An exploration and attempt to validate the "ways of knowing" that women have cultivated over time, and that have sustained them in their struggles for identity. The book explores women's knowledge within both traditional educational institutions and unofficial learning contexts.

Bricker-Jenkins, Mary and Hooyman, Nancy. "Feminist Pedagogy in Education for Social Change" in *Feminist Teacher*, Vol. 2, No. 2., 1987. (Bloomington, IN: Feminist Teacher Editorial Collective, Indiana University), pp. 36-42.

An exploration of how certain feminist themes would influence classroom practice: ending patriarchy, empowerment; the personal as political; acceptance of the non-rational or the idea of "many truths."

Bunch, C., and Pollack, S., (eds.), *Learning Our Way: Essays in Feminist Education*. Trumansburg, N.Y.: Crossing Press, 1983.

Good collection of essays written over a number of years, reflecting on the assumption that feminist education is political. Topics range from teaching specific skills (reading, writing, computer technology) to developments in feminist theory and knowledge.

Cully, M., Portuges, C., (eds.), *Gendered Subjects: The Dynamics of Feminist Teaching*. Boston: Routledge & Kegan Paul, 1985.

An excellent collection of essays on feminist pedagogies written over a number of years and reflecting a wide range of classroom experiences. Topics include attempts at defining feminist pedagogy; analyses of the teacher as "other" and of the uses of authority and anger in the feminist classroom; investigations of

how race, class and political orientation inform feminist inquiry.

Eichler, Margrit. *Nonsexist Research Methods: A Practical Guide*. Winchester, MA: Allen & Unwin, Inc. 1988.

A set of guidelines for uncovering sexism in research and practical suggestions for avoiding it in the future.

Finn, G. and Miles, A., (eds.), *Feminism in Canada: From Pressure to Politics*. Montreal: Black Rose Books, 1982.

Essays concerned with feminist scholarship in a variety of disciplines and feminist politics. Topics include ideology, women and power, women in Jamaica and feminist praxis.

Gaskell, J. and McLaren A., (eds.), *Women and Education: A Canadian Perspective*. Calgary: Detselig, 1987.

An excellent overview of women and education in Canada which argues that we

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must reformulate how we look at issues in education both inside and outside educational institutions.

Gilligan, C. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge MA: Harvard University Press, 1982.

A classic in understanding women's development which examines how certain psychological theories have misrepresented women and explores female psychology from a feminist perspective.

Hoffman, L., and Culley, M., (eds.). *Women's Personal Narratives: Essays in Criticism and Pedagogy*. New York: Modern Language Association of America, 1985.

Essays about "personal narratives," such as letters, diaries and oral testimony, as particularly a women's form. Most of the essays are themselves autobiographical and concerned with how literature is produced. Collection attends to specificities of culture, class, race, gender and history.

Hooks, B. *Feminist Theory: From Margin to Center*. Boston: South End Press, 1984.

Powerful challenge of feminist theory that ignores the experiences of women at the margins — women of colour, poor and working class women, disabled women. While recognizing that difficult theoretical language might be necessary for developing feminist thought in the academy, Hooks also insists that feminist educators must make those ideas comprehensible to a variety of audiences.

Howe, Florence. *Myths of Coeducation: Selected Essays, 1964-1983*. Bloomington: Indiana University Press, 1984.

Essays on women and education that span twenty years of Howe's life as a teacher, writer and scholar. She explores how male curriculum has devalued women's experience and develops an historical perspective on women's education in the United States over the last 150 years.

Hull, Gloria, T. Bell Scott, Patricia, and Smith, Barbara (eds.). *But Some of Us are Brave: Black Women's Studies*. Old Westbury NY: The Feminist Press, 1982.

A wealth of materials of relevance to Black Studies and Women's Studies, including essays, bibliographies, lists of resource centers and course outlines.

Morgan, Kathryn Pauly. "The Perils and Paradoxes of Feminist Pedagogy". *Resources for Feminist Research*, Vol. 16, No. 3, September, 1987.

Exploration of the paradoxes that ensue from teaching in a feminist fashion within academic settings that embody patriarchal beliefs.

Rich, A. *On Lies, Secrets and Silence: Selected Prose 1966-1978*. New York: W.W. Norton, 1979.

Classic collection of essays by poet Adrienne Rich on a variety of feminist issues. Several discuss matters of particular relevance to feminist pedagogy; for example, "Teaching Language in Open Admissions" (1972); "Claiming and Education" (1977); "Taking Women Students Seriously" (1978).

Spender, D. *Invisible Women: The Schooling Scandal*. London: Writers and Readers Publishing cooperative, 1982.

Looks at how women are educated, the myth of equal opportunity and the exclusion of women from knowledge. Spender suggests that the 'powerless' (women, blacks, working class people, old people, homosexuals and disabled people) must develop their own knowledge.

Thompson, J.L. *Learning Liberation: Women's Response to Men's Education*. London: Croom Helm, 1983.

Focusing particularly on sexism in adult and continuing education, Thompson argues for women-centered education and for the importance of subjectivity in the formulation of theory.

Weedon, C. *Feminist Practice and Post-structuralist Theory*. Oxford: Blackwell, 1987.

Examination of how poststructuralist theory affects feminist critique and practice. Weedon outlines key principles of poststructuralist theory and some applications.

Weiler, K. *Teaching Women for Change*. Massachusetts: Bergin & Garvey Publishers, Inc., 1988.

Focusing on the feminist teachers and administrators who try to implement change, Weiler develops a critical perspective on the educational system and classroom relations and evolves a teacher-focused feminist pedagogy.

Woolf, Virginia. *A Room of One's Own*. London: Granada Publishing, Ltd. 1977 (first published, 1929).

Woolf's classic work on the obstacles facing women in society focuses on the woman as writer. She argues that women will be free only when they have the autonomy provided by "a room of one's own" and an independent income.

Woolf, Virginia. *Three Guineas*. Harmondsworth: Penguin Books, 1977 (first published, 1938).

Sequel to *A Room of One's Own*, in *Three Guineas*, Woolf launches a scathing attack on the patriarchal ruling class; challenges England's right to call itself a democracy while women are not free; continues her discussion of educational opportunities for women; and argues that funds for the military should be diverted to the needs of women.

Radical Teacher, Issue #18, 1981. (Cambridge MA: Boston Women Teachers Group).

Special issue of a newsjournal of socialist theory and practice. Notable is Bernie Fisher's historical study of the idea: "What is Feminist Pedagogy?"

Women's Education des femmes

Published quarterly by Canadian Congress for Learning Opportunities for Women (CLOW), articles deal with education and learning from a feminist perspective, and with an emphasis on women and literacy.

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