

## **SESSION 2.**

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### **FEMINIST PEDAGOGY**

#### **WHAT IS FEMINIST PEDAGOGY?**

“By most accounts, it is a perspective on teaching which is anti-sexist, and anti-hierarchical, and which stresses women's experience, both the suffering our oppression has caused and the strengths we have developed to resist it.” (Fisher, 1981: 20)

It can be defined as:

- result of the application of basic feminist principles to education.**
- new theories of feminist pedagogy and development of alternative teaching models.**

**NEED FOR SOCIAL CHANGE: new strategies for the education of the oppressed**

#### **AIMS:**

- empowering the self**
- building community**
- developing leadership**

“Not only concerned with gender justice, feminist pedagogy seeks to remove oppressions inherent in the genderedness of all social relations and consequently of all societal institutions and structures.” (Shrewsbury, 1987 in Sandell, 1991: 180-181)

- promotion of student-centered experience, as opposed to teacher-based one**

“critical to the education of the oppressed, be they women, minorities or others, it attempts to foster a confirmation of self-knowledge for the knower that is not provided by teaching in the traditional academic style” (Sandell, 1991: 181)

- emphasis on collaboration over competition**
- relating problems to each other without categorizing them as inferior or superior**

#### **CHANGES AND PROPOSALS:**

1. in the subject matter
2. roles teacher-student
3. structure of classes

- a new approach: SELF AS SUBJECT and SELF-AS-INQUIRER (not only to ask question, but to pose them!)** (Maher, 1985 in Sandell, 1991: 182)

- Proposal of the **diminishment of the teacher's authority**: theoretical model in which the teacher assumes the role of a **midwife**.

**TEACHERS ASSIST STUDENTS IN DELIVERING THEIR IDEAS TO THE WORLD** (see Socrates' concept of Maieutics) (Belenky et al., 1986: 127 in Sandell, 1991: 181)

- Revision of people's place in society in terms of racism, sexism, oppression, and domination.

Suggestion for further discussions:

Friere, Paulo. *Pedagogy of the oppressed*, London: The Continuum International Publishing Group Ltd, 2000.

Introduction of the concept of **education as an instrument of oppression vs the problem-posing concept of education as an instrument of liberation** (see post-colonial approach: the reconstruction of the fragmented self begins with the acknowledgement of principles of personal liberation, critical democracy and social equality, hitherto despised and condemned by the oppressors)

## **BIBLIOGRAPHY:**

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Sandell, Renee. "The Liberating Relevance of Feminist Pedagogy". *Studies in Art Education*, Vol. 32, No. 3, (Spring, 1991), <http://www.jstor.org/stable/1320688>

Shrewsbury, Carolyn. "Feminist Pedagogy: an Updated Bibliography". *Women's Studies Quarterly*, Vol. 21, No. 3/4, *Feminist Pedagogy: an Update* (Fall-Winter, 1993), <http://www.jstor.org/stable/40022018>