

**feminist
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Telling Women's Lives

Narrative Inquiries in the
History of Women's Education

Edited by

**Kathleen Weiler
and Sue Middleton**

Telling Womens Lives Narrative Inquiries In The History Of Womens Education

Ruth Watts



Telling Womens Lives Narrative Inquiries In The History Of Womens Education:

Telling Women's Lives Kathleen Weiler, Sue Middleton, 1999 This collection brings together the work of scholars exploring the history of women in education in a number of different national settings The contributors include both established scholars who have completed major studies and younger scholars exploring new directions All of these writers share an engagement in reflection on the process of history writing and consider the impact of recent theoretical debates on their own scholarship Their work reflects the influence of feminist theory and poststructuralism but also of postcolonial theory and theories of the educational state In these essays writers address such key issues as the nature of historical evidence the continuing need to uncover the hidden histories of women as teachers the ways life history narratives can illuminate women s own conceptions of themselves as women and teachers the material conditions of teaching as work for women and the way conceptions of gender have shaped women s experiences in relation to the educational state the family class sexuality and race These feminist writers also explore the ways they are implicated in the very subject of their research the educated woman who is also an educator

'Femininity' and the History of Women's Education Tim Allender, Stephanie Spencer, 2020-12-18 This book draws on recent deconstructions around the idea of femininity as a social racial and class construct and explores the diversity of spaces that may be defined as educational that range from institutional contexts to family to professional outlooks to racial identity to defining community and religious groupings It explores how notions of femininity change across time and place and within individual lives Such changes take place at the interface of external forces and individual agency The application of the notion of femininity that assumes a consistent definition of the term is interrogated by the authors leading to a discussion of the rich possibilities for new directions in research into women s lives across time place and individual life histories

The History of Education Under Apartheid, 1948-1994 Peter Kallaway, 2002

Women and Education, 1800-1980 Jane Martin, Joyce Goodman, 2017-05-02 Women and Education 1800 1980 examines and celebrates the lives aims and achievements of six British women educational activists within nineteenth and twentieth century history Elizabeth Hamilton Sarah Austin Jane Chessar Mary Dendy Shena Simon and Margaret Cole Employing a biographical approach Jane Martin and Joyce Goodman adopt existing feminist and historical models to explore how these women resisted gender roles and combined their public lives with private commitments As individuals these women were very different personalities as a group they show how organised women made a substantial contribution to public life and changed philosophy policy and practice Women and Education is situated within the tradition of feminist engagements with recovering and reclaiming forgotten female figures in history By bringing the lives and actions of these female reformers to the forefront Martin and Goodman not only offer fresh perspectives on the relation between theory and practice in education but also give a critical new insight into the accomplishments of women in the past

Democracy's Angels Kristina R. Llewellyn, 2012 A groundbreaking study of the limits that democratic ideals placed on

the work of women teachers *The Oxford Handbook of the History of Education* John L. Rury, Eileen H. Tamura, 2019-06-17 This handbook offers a global view of the historical development of educational institutions systems of schooling ideas about education and educational experiences Its 36 chapters consider changing scholarship in the field examine nationally oriented works by comparing themes and approaches lend international perspective on a range of issues in education and provide suggestions for further research and analysis Like many other subfields of historical analysis the history of education has been deeply affected by global processes of social and political change especially since the 1960s The handbook weighs the influence of various interpretive perspectives including revisionist viewpoints taking particular note of changes in the past half century Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context and how these influences have affected the experiences of students their families and the educators who have worked with them The Handbook provides insight and perspective on a wide range of topics including pre modern education colonialism and anti colonial struggles indigenous education minority issues in education comparative international and transnational education childhood education non formal and informal education and a range of other issues Each contribution includes endnotes and a bibliography for readers interested in further study *Gender, Colonialism and Education* Joyce Goodman, Jane Martin, 2013-04-15 An examination of the ways in which gender intersects with informal and formal education in England Germany Indonesia South Africa USA and the Netherlands The book looks at various issues including citizenship authority colonialism and education and the construction of national identities Living and Learning Judith A. Davey, Jenny Neale, Kay Morris Matthews, 2003 Reporting the findings of a series of in depth studies based on diverse groups of students including early school leavers men Maori teachers nurses midcareer students and retirees this book examines these students patterns of study their employment status their motivations and the decisions they make It examines how they experience university how they see their futures and how educational institutions might better plan promote process and deliver courses to this growing group of older students **Knowing Their Place?** Brendan Walsh, Pam Hirsch, 2014-09-01 Knowing their Place is a comprehensive account of the public private and intellectual life of Irish women in the Victorian age In particular this book looks at the steady progress of girls and women within the education system their gradual involvement in intellectual life through amateur societies such as the Royal Dublin Society their emergence of independent highly motivated scholarly and philanthropic individuals who operated within local spheres with often very considerable degrees of success and influence *Women, War, Violence and Learning* Shahrzad Mojab, 2013-09-13 This anthology provides fresh theorization of gendered dimensions of learning war and violence with a view to offering new insights on the impact of violence on women s learning and well being The collection is an important contribution to emerging interdisciplinary approaches to the role and effectiveness of civil society especially women s NGOs working in war and post conflict zones and to the relationship between neoliberal global feminist projects and the re emergence of colonial

and imperial feminisms This collection is also an exploration of the plausibility of current peace education strategies augmenting the political and leadership role of women and their civic engagement This collection is designed to create a space for conversation across disciplines on such issues as how to advance our conceptualization of gender related education and conflict how to provide empirically based case studies and transnational analyses that improves our understanding of the impact of war and violence on women s learning and how to contribute to national and international policy analyses to improve education for women and girls through related policy reforms or humanitarian aid programs in post war reconstruction efforts This book was published as a special issue in the International Journal of Lifelong Education

Constructing Opportunity Elizabeth K. Eder,2003-01-01 In the 1850s after two and a half centuries of self imposed isolation Japan opened to the outside world creating the possibility for profoundly new cultural interactions and experiences Constructing Opportunity American Women Educators in Early Meiji Japan tells the story of Margaret Clark Griffis and Dora E Schoonmaker two extraordinary women who transcended the traditional boundaries of nation class and gender by living and working in an alternative cultural setting outside the United States in the 1870s Elizabeth K Eder draws on numerous primary sources including unpublished diaries and letters to give both an intimate biographical account of these women s lives and an examination of the social and institutional frameworks of their professional lives in Japan Thoroughly researched and immensely readable Constructing Opportunity expands and challenges current views of the history of the U S teaching profession and the role of women as institution builders in Meiji Japan

Feminism and the Classroom Teacher Amanda Coffey,Sara Delamont,2002-11 Combining feminist theory and empirical material drawing on feminist writing and their own research experience the authors provide an interpretation of teachers and their teaching

Handbook of Complementary Methods in Education Research Judith L. Green,Judith L Green,Gregory Camilli,Patricia B. Elmore,Patricia B Elmore,2012-01-04 Published for the American Educational Research Association by Routledge The Handbook of Complementary Methods in Education Research is a successor volume to AERA s earlier and highly acclaimed editions of Complementary Methods for Research in Education More than any book to date including its predecessors this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible Each method is described in detail including its history its research design the questions that it addresses ways of using the method and ways of analyzing and reporting outcomes Key features of this indispensable book include the following Foundations Section Part I is unique among research books Its three chapters examine common philosophical epistemological and ethical issues facing researchers from all traditions and frames ways of understanding the similarities and differences among traditions Together they provide a tripartite lens through which to view and compare all research methods Comprehensive Coverage Part II the heart of the book presents 35 chapters on research design and analysis Each chapter includes a brief historical overview of the research tradition examines the questions that it addresses

and presents an example of how the approach can be used Programs of Research Part III examines how research programs connected to eight specific lines of inquiry have evolved over time These chapters examine phenomena such as classroom interaction language research issues of race culture and difference policy analysis program evaluation student learning and teacher education Complementary Methods As the title suggests a central mission of this book is to explore the compatibility of different research methods Which methods can be productively brought together and for what purposes How and on what scale can they be made compatible and what phenomena are they best suited to explore Flexibility The chapters in Parts II and III are largely independent Therefore selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education Likewise established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume This handbook is appropriate for any of the following audiences faculty teaching and graduate students studying education research education researchers and other scholars seeking an accessible overview of state of the art knowledge about specific methods policy analysts and other professionals needing to better understand research methods and academic and research libraries serving these audiences

Social Education in the Twentieth Century Christine A. Woyshner, Joseph Watras, Margaret Crocco, 2004 Since the birth of the republic the aim of social education has been to prepare citizens for participation in democracy In the twentieth century theories about what constitutes good citizenship and who gets full citizenship in the civic polity changed dramatically In this book contributors with backgrounds in history of education educational foundations educational leadership and social studies education consider how social education inside and outside school has responded to the needs of a society in which the nature and prerogatives of citizenship continue to be contentious issues Girls

Becoming Teachers , **Theorising Identity and Subjectivity in Educational Leadership Research** Richard Niesche, Amanda Heffernan, 2020-03-11 Theorising Identity and Subjectivity in Educational Leadership Research brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership The book highlights empirical theoretical and conceptual research that offers new ways of thinking about the work of educational leaders The authors take critical approaches to exploring the influences of gender race sexuality class power and discourse on the identity and subjectivity formation of educational leaders It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues This book will appeal to researchers students and professionals working in the fields of educational leadership and sociology and the chapters within offer readers new perspectives in understanding educational leaders their work and their identities **Creating This Place** Linda Cullum, Marilyn Porter, 2014-04-01 The twentieth century witnessed

both the formation of Newfoundland as a self conscious national entity and the construction of distinct and self aware middle and upper classes in its capital city This interdisciplinary collection examines the key roles played by women in the creation of this state and society and the essential influence that gender ethnicity and religion played in class relations Shifting class relations were formed in the salient political events of the first half of the twentieth century in Newfoundland the First World War the suffrage movement the Great Depression the Second World War and finally Newfoundland s contested entry into the Canadian Confederation *Creating This Place* shows how upper middle and working class worlds were established in the everyday work of women as well as the ways in which the complex social boundaries of the period were constructed Individual chapters explore issues such as women s work in religious and voluntary institutions their struggle for voice suffrage and political change work of domestic servants and the construction of proper women and mothers through denominational education *Creating This Place* adopts an innovative perspective on Newfoundland and Labrador that focuses on the often overlooked lives of urban women Contributors include Sonja Boon Memorial University Linda Cullum Memorial University Margot Duley University of Illinois at Springfield Vicki Hallett Memorial University Jonathan Luedee doctoral candidate University of British Columbia Bonnie Morgan doctoral candidate University of New Brunswick Marilyn Porter emerita Memorial University Karen Stanbridge Memorial University Helen Woodrow Educational Planning and Design Associates and Harrish Press Publications

Better Living by Their Own Bootstraps Cherisse Jones-Branch, 2023-04-28 The first major study to consider Black women s activism in rural Arkansas *Better Living by Their Own Bootstraps* foregrounds activists quest to improve Black communities through language and foodways as well as politics and community organizing In reexamining these efforts Cherisse Jones Branch lifts many important figures out of obscurity positioning them squarely within Arkansas s agrarian history The Black women activists highlighted here include home demonstration agents employed by the Arkansas Agricultural Cooperative Extension Service and Jeanes Supervising Industrial Teachers all of whom possessed an acute understanding of the difficulties that African Americans faced in rural spaces Examining these activists through a historical lens Jones Branch reveals how educated middle class Black women worked with their less educated rural sisters to create all female spaces where they confronted economic educational public health political and theological concerns free from white regulation and interference Centered on the period between 1914 and 1965 *Better Living by Their Own Bootstraps* brings long overdue attention to an important chapter in Arkansas history spotlighting a group of Black women activists who uplifted their communities while subverting the formidable structures of white supremacy

Can Education Change Society? Michael W. Apple, 2013 Despite the vast differences between the Right and the Left over the role of education in the production of inequality one common element both sides share is a sense that education can and should do something about society to either restore what is being lost or radically alter what is there now The question was perhaps put most succinctly by the radical educator George Counts in 1932 when he asked Dare the School Build a New

Social Order challenging entire generations of educators to participate in actually to lead the reconstruction of society Over 70 years later celebrated educator author and activist Michael Apple revisits Counts now iconic works compares them to the equally powerful voices of minoritized people and again asks the seemingly simply question of whether education truly has the power to change society In this groundbreaking work Apple pushes educators toward a more substantial understanding of what schools do and what we can do to challenge the relations of dominance and subordination in the larger society This touchstone volume is both provocative and honest about the ideological and economic conditions that groups in society are facing and is certain to become another classic in the canon of Apple s work and the literature on education more generally

Women in Science Ruth Watts, 2013-05-13 The first book of its kind to provide a full and comprehensive historical grounding of the contemporary issues of gender and women in science Women in Science includes a detailed survey of the history behind the popular subject and engages the reader with a theoretical and informed understanding with significant issues like science and race gender and technology and masculinity It moves beyond the historical work on women and science by avoiding focusing on individual women scientists

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