

~ ECOTONE ~



wayfaring on the margins



Florence R. Krall

Eco-tone The boundary between two natural communities
where elements of both as well as transitional species
intermingle in heightened richness

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Ecotone Wayfaring On The Margins Suny Series Feminist Theory In Education

Terry C. Jones



Ecotone Wayfaring On The Margins Suny Series Feminist Theory In Education:

Ecotone Florence R. Shepard, Florence R. Krall, 1994-01-01 In this book Krall proposes a counter narrative to the usual reading of marginality In autobiographical narrative that rings with experience she describes margins as rich and dynamic abodes places of crossing over and transition as well as spaces of separation and alienation In reinterpreting journeys and encounters she maps the shared terrain of the personal natural and social fields of our lives *Ecotone* Florence R. Shepard, 1994-07-01 *Ecotone Wayfaring on the Margins* a personal history of place is written from the perspective of a teacher naturalist and feminist and uses the metaphor of the biological ecotone as the boundary where inner and outer landscapes of the woman nature continuum meet In this book Krall proposes a counter narrative to the usual reading of marginality In autobiographical narrative that rings with experience she describes margins as rich as dynamic abodes places of crossing over and transition as well as spaces of separation and alienation In reinterpreting journeys and encounters she maps the shared terrain of the personal social and natural fields of our lives She draws upon Native American sensibilities about place relationship and the sacred in order to deepen our understanding of human nature bonds to more fully develop respect and responsibility to others and to heal the rifts that sometimes set humans at odds with other humans and non human creatures and threaten life on earth *Forthcoming Books* Rose Arny, 1995-02 **SUNY Series, Feminist Theory in Education**, 1995 *Changing Education* Joyce Antler, Sari Knopp Biklen, 1990 *Exiles and Communities* Jo Anne Pagano, 1990-01-01 This book is a meditation on the profession of teaching from the perspective of a woman whose intellectual identity as teacher and writer is inseparable from her whole life as a woman Pagano brings the methods and insights of feminist psychoanalytic literary criticism to bear on a reading of her own educational practice in order to reach a transformed understanding of the educational enterprise She raises serious questions How are we implicated in what we know What actions are required by our knowledge Responses to these questions are given with probing analyses of practice ethics gender knowledge and curriculum In *Exiles and Communities Teaching in the Patriarchal Wilderness* Jo Anne Pagano teaches us how to teach as she sustains identity in transformation and relinquishes neither the world nor other people to thought Education Feminism Barbara J. Thayer-Bacon, Lynda Stone, Katharine M. Sprecher, 2013-11-18 Winner of the 2015 Critics Choice Book Award presented by the American Educational Studies Association Winner of the 2015 Critics Choice Book Award presented by the American Educational Studies Association *Education Feminism* is a revised and updated version of Lynda Stone's out of print anthology *The Education Feminism Reader* The text is intended as a course text and provides students a foundational base in feminist theories in education The classics section is comprised of the readings that students have most responded to in classes The contemporary readings section demonstrates how the third wave feminist criticism of the 1990s has an impact on today's feminist work Both of these sections address critical multicultural educational issues and have an inclusive diverse selection of feminist scholars who bring race class sexual orientation religious practices

and colonial postcolonial perspectives to bear on their work The individual essays are concise and well written and arranged in such a way that it is easy for instructors to assign them around themes of their own choosing **Getting Lost** Patti Lather, 2012-02-01 Winner of the 2008 Critics Choice Award presented by the American Educational Studies Association In this follow up to her classic text *Troubling the Angels* an experimental ethnography of women with AIDS Patti Lather deconstructs her earlier work to articulate methodology out of practice and to answer the question What would practices of research look like that were a response to the call of the wholly other She addresses some of the key issues challenging social scientists today such as power relations with subjects in the field the crisis in representation difference deconstruction praxis ethics responsibility objectivity narrative strategy and situatedness Including a series of essays reflections and interviews marking the trajectory of the author s work as a feminist methodologist *Getting Lost* will be an important text for courses in sociology of science philosophy of science ethnography feminist methodology women and gender studies and qualitative research in education and related social science fields Learning Our Way Charlotte Bunch, Sandra Pollack, 1983 A good deal of discussion of lesbian issues even if only incidental P Thorslev Working the Ruins Elizabeth St. Pierre, Wanda Pillow, 2002-05-03 From some of the leading feminist scholars in education comes a collection of writings discussing how they use feminist poststructural theory in their classrooms and research Drawing on real life situations in their work they show how using this theory has transformed their work Topics covered include theory in everyday life ethnography writing the body emotions in the classroom qualitative research and gossip as a counter discourse The range of topics processes and styles presented provides the reader with a variety of examples illustrating the diversity and power of the effects of poststructural theory as well as showing the possibilities of work still to be done Under the Sign of Hope Leslie Rebecca Bloom, 1998-01-01 *Under the Sign of Hope* examines the practices of life history ethnographic fieldwork and interpretation of women s narratives ultimately asserting the importance of self reflexivity for feminist methodology Bloom takes the stance that what is critical to research is an ability to analyze the complexities of researcher participant relationships and the limitations of narrative interpretation Repositioning Feminism & Education Janice Jipson, 1995-08-22 This book presents testimony of feminisms in process The accounts are filled with tensions not least an uneasiness with feminism itself and the question of what exactly it means to be a feminist in education in the contemporary world It is their respect for their own differences and the honesty with which they write that makes this such a rich text From the Foreword by Kathleen Weiler Educators committed to social change face the common dilemma of how to take up the work of transformation without reinscribing systems of domination The struggle with the concept of imposition is central to the emergence of many educators identities and provides a site for exploring the complex relationship between power knowledge and teacher identity This book chronicles the collaborative efforts of five diverse women educators Native American European Jewish American rural midwestern working class to grapple with the tensions of taking up a political

position while honoring the cultural social and historical context of others Their dialogue across feminist critical and postmodern theories and practices explores the process of fusing theory with political work in the world What emerges is the continual repositioning and disruption of taken for granted meanings as central to enhancing emancipatory education

Whose School Is It? Rhoda H. Halperin, 2006-01-02 The story of a new community charter school told by one of its founders SUNY Series in Feminist Criticism and Theory State University of New York, 19?? **Connecting Girls and Science** Elaine V. Howes, 2002

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