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INSTITUTE FOR GENDER AND DEVELOPMENT STUDIES



## CALL FOR SUBMISSIONS

Caribbean Review of Gender Studies issue on

# TEACHING FEMINISMS

Guest Editors:

**Dr. Karen Carpenter, Dr. Adwoa Onoura, and Ms. Leemoy Weaver**

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### Important Dates:

Deadline for submission of abstract:

**March 25, 2022**

Notification of acceptance:

**April 29, 2022**

Deadline for final paper submission:

**July 29, 2022**

Teaching should be a liberatory act says noted Black feminist intellectual and feminist pedagogue bell hooks in *Teaching to Transgress: Education as the Practice of Freedom*. Over the last few decades, feminist theorizing has been a framework for advancing the women's liberation movement across the globe. Critical pedagogues who see education and social change as inextricable, have long since lauded feminism's intersectional potentiality for liberating enchained humanity (Freire, 1970; Giroux and McLaren, 1994; hooks, 1994; Hill Collins, 2000). Neo-liberal educational reforms have however ruptured ideas of teaching and learning as necessarily emancipatory. We are now living in a climate where education is largely a profit-driven endeavour, where primacy is given to skill development at the expense of critical thinking, and where independent ideas that challenge the status quo are seen as inimical to the profit economy. Under the neo-liberal order, pedagogy and teaching practice are primarily about meeting market demands, and less about emboldening learners to transform inequitable power relations that pervade society. At the same time, we have seen a resurgence in discussions about the meanings, significance and usefulness of politicized pedagogies to learners and to our social world today (Crawford & Best, 2017; Hosein 2011; Patai and Koertge, 2003).

In light of the "pedagogical dilemmas and considerations" (Hosein, 2011 p. 121) confronting those of us who teach feminisms in these neo-liberal times, and whose teaching practices are grounded in feminist philosophies, this issue of the Caribbean Review of Gender Studies asks: *What is the contemporary relevance of feminist pedagogies within in/formal spaces of learning? What are the pitfalls and possibilities of teaching feminisms for social and gender justice today? If by definition, feminist pedagogies challenge learners to rethink the obvious, natural, accepted and unquestioned (Green, 2009), has the broader, emancipatory thrust and aspirations of liberatory education been undermined in our new educational dispensation? What is to become of feminism's political enterprise both inside and outside academia? Is feminism, as Hosein (2012) contends, still a useful tool for teaching about consciousness-raising, organizing and movement building? If it is, what, then is the likely impact of neo-liberal approaches to education on our pedagogical practices and on learner experiences in the Caribbean and beyond?*

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CARIBBEAN REVIEW OF GENDER STUDIES

issue on **TEACHING FEMINISMS**

All correspondence or questions regarding submissions for the Caribbean Review of Gender Studies should be addressed to:

**Ms. Satira Maharaj**  
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This *Teaching Feminisms* issue welcomes papers that not only recognize the historical lens of feminist theorizing and activism through transnational lenses, but also the variety of new approaches, strategies and tools used in teaching from a feminist worldview in both formal and informal spaces of learning. We therefore welcome papers that offer critiques and deliberations on the future of pedagogical practices grounded in feminist principles.

*Teaching Feminisms* not only counts on different and varied media for bold creativity and innovation, it is also key to exploring feminist expressions across the disciplines. In this regard, we welcome submissions in written, digital and artistic formats, that include (but are not restricted to) the following themes:

- Epistemological equity as evidenced in feminist pedagogical practices
- Experiences of teaching 'difficult' knowledges that centre race, class, sexualities, abilities and other critical equity lenses frameworks
- Student evaluations of the feminist classroom and self-reflections on feminist pedagogical strategies
- Reflections on teaching feminist activism for collective action and social transformation
- Educational equity in the context of changing higher educational agenda
- The nexus between mothering and feminist pedagogy; mothering as pedagogy
- The efficacy of feminist activism as pedagogical strategy
- New media and the democratization of learning
- Pedagogies of the erotic, sexual and spiritual
- Teaching and/as identity politics
- Examples of Caribbean feminist engagement with feminist pedagogies
- The implications of feminist pedagogical interventions online/in the virtual realm

### **Guidelines for submission of abstracts:**

You are invited to submit your abstract of no more than 250-300 words together with a 50-word author biography, author(s) name and organizational or institutional affiliation. Please submit your abstract to [igds.crgs@sta.uwi.edu](mailto:igds.crgs@sta.uwi.edu) in word or pdf files.

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### **AUTHOR GUIDELINES FOR SUBMISSION**

Authors wishing to submit material for possible publication in this issue of CRGS should note that CRGS uses as its style guide The Chicago Manual of Style, 16th edition. That means all submissions should follow this stylebook's guidelines, particularly with reference to presentation of in-text citations and the list of references. Chicago has two referencing styles. The CRGS uses the author-date citation style, not the notes and bibliography style. Additional style guidelines can be accessed on the CRGS website at [www.sta.uwi.edu/crgs](http://www.sta.uwi.edu/crgs). All accepted manuscripts will be published in 2018.

### **SUBMISSION OF BIOS AND PHOTOS**

A brief biographical note of not more than 80 words about each author of manuscripts or artists of artwork accepted for publication should be supplied on a separate page. This should include information about location institutional, geographical, etc., and publications and/or exhibitions.

### **CONSENT TO PUBLISH**

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