

Through the use of qualitative methods and poststructuralist feminist approaches, this volume addresses the multiple factors and perspectives that contribute to the many forms of feminist teaching. Incorporating a wide range of views based on conversations and observations with 22 teachers, the author encourages readers to broaden their understanding of feminist teaching while also providing suggestions for practice. With a focus on circumventing existing structures to create new possibilities for the classroom, the text examines power relations, knowledge negotiations, approaches to difference, and language usage through speech and silence.

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