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## Editors' Introduction: Back to School Issue of Feminist Pedagogy

Rachel E. Silverman

*Embry-Riddle Aeronautical University, silverr1@erau.edu*

Emily D. Ryalls

*California Polytechnic State University, San Luis Obispo, eryalls@calpoly.edu*

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Editors' Introduction

Back to School Issue of *Feminist Pedagogy*

Emily D. Ryalls  
California Polytechnic State University, San Luis Obispo

Rachel E. Silverman  
Embry-Riddle Aeronautical University

Since the inaugural issue became available in December 2021, we've published a total of four issues of *Feminist Pedagogy*, and we couldn't be more excited. The enthusiasm from contributors, the responses from readers, and the hard work of our editorial board has been extraordinary. We are honored to be doing this work, and, with each new issue, we become even more dedicated to providing a space for feminists to share their ideas and practices. As we look forward to the upcoming school year, we recognize that as feminist teachers we will be called upon to bring the current events of the last year – the overturning of *Roe v. Wade*, the proliferation of anti-Trans\* legislation around the country, the ongoing reality of COVID-19 and the new dangers of Monkeypox – into our classrooms. We hope that this “Back to School” issue will help as our readers begin considering how to approach these topics in generous, kind, and powerful ways.

As stated in the Introduction to our first issue, “This journal was born out of our – Emily and Rachel’s – passion for intersectional feminist pedagogy,” and, with the new academic year approaching, our passion for intersectional feminist pedagogy remains strong. Each new semester brings innovative ideas and renewed motivations, as well as familiar fears and last-minute stressors. As readers of *Feminist Pedagogy* prepare their courses for the upcoming term, whether building entirely new syllabi or updating seasoned activities, we wanted to offer an issue that goes beyond our standard collection of exceptional teaching practices. This “Back to School” issue highlights reviews of books and media we are confident you will want to include in your classrooms.

Each book reviewed for this issue do what feminist pedagogy does best: disrupt the oppressive powers that systematically limit people’s ability to be free. With attention given to the power of grassroots organizing, the strength it takes to walk down the street, the ability to live in a body deemed unworthy, the right to exist as a racial minority in the classroom, or the talent to turn ideas into words and words into pages, the books highlighted in this issue offer the best of contemporary feminist philosophy and practice.

Equally important are the reviews of two recent documentaries offering insights into very specific feminist issues. Both films center on the impact media has in recognizing real bodies – trans bodies in film and television and “dark-skinned faces” in facial recognition software.

While the collection of reviews is impressive, an issue of *Feminist Pedagogy* would not be complete without the inclusion of Original Teaching Activities – the practices the ground our

readers and our students. The activities in this issue offer strategies for critically analyzing social media depictions of feminist rage, using icebreakers to establish a rigorous and inclusive classroom, designing an interdisciplinary course focused on diversity and intercultural competence, and investigating Halloween costumes for their contribution to gendered socialization.

As we look toward the new semester and the possibilities that come with it, we look back to one last statement from that original issue, “As we move forward, we look forward to extending our reach even further.” With that in mind, we would like to introduce our newest type of publication, Social Justice Strategies. Social Justice Strategies are defined as:

Social Justice Strategies (1,000-1,750 words, not including references): Practices and resources for the classroom or campus community that advocate for social justice, human rights, and/or the inclusion of marginalized people. Specific texts, thematic compilations, organized events, and strategies for engagement are welcomed.

Each submission must include the following information:

- Overview of Strategy, including Target Audience
- Rationale
- Analysis of Effectiveness
- References