Problematizing Adult Education: A Feminist Perspective

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ABSTRACT

This article explores androcentrism in the adult education field generally, with a particular focus on North American adult education training. Adult education historicism and enrolments are discussed, though it is the dominant adult education philosophies and approaches that are highlighted—Tough's and Knowles' especially. The emphasis in andrology on the neutrality of goals, highly intentional learning, individualism, the cognitive, and measurement is critiqued. Promising shifts identified include: the development of a feminist critique, the hiring of feminist faculty, and the creation of explicitly feminist courses. The author discusses backlash, lack of awareness, and lack of integration as problems which both limit and threaten the feminist changes made to date. Résumé Dans cet article, l'auteure démontre le fait de l'androcentrisme au sein de l'éducation des adultes en général, au sein de la formation des formateurs en Amérique du Nord en particulier. L'auteure y discute la façon de présenter l'histoire de l'éducation des adultes en regard des faits concernant les clienèeles d'adultes. Elle examine surtout les approches de Tough et Knowles. Elle critique l'importance que l'andragogie attache à la neutralité des objectifs, à l'enseignement intentionel, à l'individualisme, au domains, cognitif. Parmi les changements prometteurs que l'auteure retient, il y a le développement de la critique féministe, le recrutement de professeures féministes et la création de cours résolument féministes. Par ailleurs, on doit tenir compte des difficultés qui menacent et entravent les initiatives féministes déjà en place: ce sont les chocs en retour qu'elles provoquent, le manque de sensibilisation à leur égard et l'insuffisance de leur intégration.
About the Journal

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Keywords Conflict Perspective; Education; Feminism; Gender Stratification; Hidden Curriculum; Normal Distribution; Reinforcement; Self-Fulfilling Prophecy; Social Stratification; Socioeconomic Status (SES); Status; Teacher Expectancy Effect. Educational Sociology: Sociology of Education Theory: Feminist Perspectives. Overview. Historically, most societies treat men and women differently. Feminism, that means feminist thinking, is a facilitator as it begins with an acknowledgment of women’s inequality, oppression, and subordination and need to change the situation and improve the quality of women’s life. It is also a movement against hierarchies, which goes the liberation of a sex, it contains the possibility of equal relations not only between women and men, but between men and men, women and women, and even between adults and children. (Rowbotham, 1985:214) To the widen implication.
of feminist thought is that it would eradicate domination and transform society, as it marks. Feminism entails an ethical and political commitment provides a social theory through which to understand and explain women’s lives and experiences. An Introduction: Feminist Perspectives. Developed by: Penny A. Pasque, PhD - Associate Professor, Adult & Higher Education Educational Leadership & Policy Studies, Jeannine Rainbolt College of Education Women's & Gender Studies / Center for Social Justice University of Oklahoma. Brenton Wimmer, MEd – PhD Graduate Student Educational Leadership & Policy Studies Jeannine Rainbolt College of Education University of Oklahoma. • Liberal feminism is a traditional perspective that was established as a part of the first wave of feminism. It is often the root of comparison when deconstructing contemporary conceptualizations of feminism.