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Call for Special Issue of Taboo—"Womanist Pedagogy: Defining the Theory and Practice"

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Call for Special Issue of *Taboo*— “Womanist Pedagogy: Defining the Theory and Practice”

Taboo: The Journal of Culture and Education invites papers for a special issue focusing on womanist pedagogy. Djanna Hill-Brisbane and Jeannine Dingus will serve as guest educators for this special issue around the theme “**Womanist Pedagogy: Defining the Theory and Practice.**”

We draw upon Alice Walker’s (1984) definition of a womanist being a Black feminist or feminist of color, who is committed to the survival and wholeness of an entire people, loves culture and self, and holds a greater scope and intensity than Black feminism. A womanist is an agent of social change. However, this definition has problematic aspects.

Walker’s definition implicates that all women of color can be womanists, if self perceived as a Black feminist or feminist of color. Black women are not womanists simply by implication, but they can certainly become womanists. The question arises however when we ask, who can be a Black feminist or a feminist of color. For example, Michael Awkward (2000) who advocates a Black male feminist presence considers womanism particularly suggestive to African American men because it foregrounds a Black psychic health as its primary objective, a goal not found to be a part of Black feminism. Thus, if Black men can be womanists, can not White women? Under this umbrella term, many fit, however, who can be a womanist remains to be seen.

This call invites papers that explore the womanist concept, describe what a womanist pedagogy might look like, and define womanist theory and pedagogy in past and present contexts. Submitters are encouraged to explore points of tension, new directions, and considerations of positionality in relation to womanist theory. As an alternative to traditional pedagogies, a Black womanist pedagogy is both similar to and distinct from emancipatory pedagogy (Gordon, 1986; Freire, 1996),

—continued on page 36—