



**GENDER PLAYLIST:**  
***ADVANCED***

# INTRODUCTION

This playlist will provide a further understanding of patriarchy and anti-transgender bias as systems of oppression and their intersection with education. It will also build the basics of feminist curricula and pedagogies that can be used to promote gender transformative education. Building from the work of transformative justice and intersectionality, this playlist will guide you through applied strategies for engaging with students and colleagues around gender-based topics.

Through these eight modules, each of which will take about 90 minutes, you will engage in a curated experience that builds upon critical knowledge; provides opportunities for reflection and self work; offers resources to engage in interpersonal and group work; and provides scaffolding to address organizational and systemic change.

In each module, we have included some global resources. While these are not exhaustive, you should peruse resources from regions of familiarity or interest to you, as gender and sexuality identities are steeped in cultural contexts.

The following modules have been intentionally developed and organized to guide learners through a developmental sequence, building your knowledge as you move from Module 1 to Module 8. By moving through the modules and respective resources in order, you will engage deeply with curated opportunities to build upon your knowledge as you progress through the playlist.

# ORIENTATION

To access the resources, click on the underlined text within the modules and the resource will open in a new tab. At the end of each module, there are reflections, activities, and challenges that serve as natural pauses to process your learning and consider how to apply these new insights to your practice. We encourage you to use a journal to keep track of your reflections and responses, so that you have a record of your learning through this playlist.

This playlist includes resources related to trauma, violence, and discrimination. We encourage you to take care of yourself while engaging in these resources. If you need additional support, we have listed Harvard resources in the final module.

As you engage with this playlist, be mindful that we cannot expect closure. True anti-oppressive work is a lifelong process, grounded in a commitment to lifelong learning. This playlist merely serves as a thoughtful entry into the work and we highly recommend that you continue to share these resources with your communities and sustain your commitment to this work through the suggestions in Module 8.

# CREDITS

This playlist was curated by Arushi Mittal (Ed.M. 2020) & Kimm Topping (Ed.M. 2020).

As feminist and gender-inclusive educators ourselves, we are constantly working to challenge ourselves and the institutions around us. We hope you enjoy engaging in this playlist as much as we did creating it. And that you will continue to seek solutions to the beautifully complex challenges of social justice and transformation.

To learn more about Arushi and Kimm, click [here](#).

Because this playlist is a pilot, we would truly appreciate your feedback to improve this tool and ensure that these learning experiences are intentional and useful to our community. Once you complete this playlist, please provide your feedback [here](#).

## **MODULE 1: REFRESHING OUR HEARTS & MINDS**

This module will help us create a common language throughout the playlist. You will also have the opportunity to reflect on your experiences with feminism, patriarchy, and gender identity.

## **MODULE 2: GENDER STEREOTYPES AND BIAS IN EDUCATION**

How does gender bias interrupt our educational goals? How do our other identities intersect with gender bias?

## **MODULE 3: IS EDUCATION STILL SHARING A SINGLE STORY OF GENDER?**

How can we expand our narratives? Here, we also explore how systems of oppression overlap with one another according to Kimberlé Crenshaw's concept of intersectionality.

## **MODULE 4: APPROACHES TO TRANSFORM & DISMANTLE PATRIARCHY AND SEXISM**

Using the lens of transformative justice as a model, we will begin applying our learning to educational practice.

## **MODULE 5: LGBTQIA+ INCLUSION**

In this module, we will identify strategies for creating gender-inclusive and LGBTQ+-inclusive educational spaces.

## **MODULE 6: RELATIONSHIP EDUCATION**

Educators are critical providers of safety when equipped with strategies to prevent violence. This module will offer strategies for discussing and encouraging healthy relationships.

## **MODULE 7: FEMINIST PEDAGOGIES**

This module will allow us to look forward and integrate feminist pedagogy in our practice.

## **MODULE 8: SUSTAINING**

Because anti-oppressive work requires continuous learning, this module provides connections and additional resources to dig deeper, learn more, and engage with this work in community.



**ROAD MAP**

**“Feminism insists on methods of thought and action that urge us to think about things together that appear to be separate, and to disaggregate things that appear to naturally belong together.”**

— ANGELA Y. DAVIS,  
*FREEDOM IS A CONSTANT STRUGGLE* (2016)

AS YOU PREPARE TO ENGAGE WITH THIS PLAYLIST, TAKE A MOMENT TO REFLECT AND NAME YOUR **WHY**.

WHAT HAS BROUGHT YOU TO THIS PLAYLIST?

WHAT ARE YOUR GOALS AS YOU MOVE THROUGH THE MODULES?

WHAT CHANGE ARE YOU HOPING TO CREATE? PERSONALLY, INTERPERSONALLY, AND STRUCTURALLY?

AS YOU CONTINUE THROUGH THE FOLLOWING MODULES, YOU WILL HAVE OPPORTUNITIES TO REVISIT, REFINE, AND RECOMMIT TO YOUR WHY.

**OPENING REFLECTION: WHAT'S YOUR  
WHY?**

AS WE CURATED THIS PLAYLIST, WE ALIGNED THE MODULES AND RESOURCES WITH THE FOLLOWING DEIB OUTCOME AREAS:

- **KNOWLEDGE:** GAIN A FUNCTIONAL UNDERSTANDING OF KEY CONCEPTS AND TERMS RELATED TO DIVERSITY, EQUITY, INCLUSION AND BELONGING.
- **REFLECTIVE AND DEVELOPMENTAL SELF-WORK:** DEMONSTRATE AWARENESS, COMFORT, AND SKILL AT CONSISTENTLY SELF-IDENTIFYING AND REFLECTING ON IDENTITY, POSITIONALITY, AND POWER OVER TIME.
- **INTERPERSONAL AND GROUP WORK:** GAIN CAPACITY TO COMMUNICATE, COLLABORATE, DIALOGUE, FACILITATE AND INTERVENE (IN REAL TIME) WITH OTHER PEOPLE, ACROSS SOCIAL IDENTITY DIFFERENCES.
- **ORGANIZATIONAL AND SYSTEMS WORK:** BUILD CAPACITY TO IDENTIFY AND ANALYZE SYSTEMS (HISTORICAL, ORGANIZATIONAL, POLITICAL, GLOBAL) OF POWER AND THEIR INFLUENCE ON THE EVERYDAY EXPERIENCES OF INDIVIDUALS IN OUR SOCIETY.

# DEIB OUTCOMES

FOR A FULL LIST OF DEIB OUTCOMES, CLICK [HERE](#).

RECOGNIZING THAT THIS PLAYLIST IS MEANT TO BE A PERSONALIZED EXPERIENCE, COMPARE OUR FOUR DEIB OUTCOMES WITH **YOUR WHY** AND **YOUR GOALS**?

IF YOU WOULD LIKE TO INTEGRATE THESE DEIB OUTCOMES INTO YOUR PERSONAL PURPOSE FOR THIS PLAYLIST, TAKE A MOMENT TO REVISE YOUR WHY AND YOUR GOALS.

AS YOU NAVIGATE THE FOLLOWING MODULES, THESE GOALS WILL SERVE AS TOUCH POINTS FOR YOUR LEARNING.

# WHY + DEIB OUTCOMES

# MODULE 1: REFRESHING OUR MINDS AND HEARTS

This module will help us create a common language throughout the playlist. You will also have the opportunity to reflect on your experiences with feminism, patriarchy, and gender identity.

## **1. GENDER IDENTITY 101: GENDER, SEX AND HIERARCHIES OF POWER**

"In a culture that is at the same time working to break gender norms (Jaden Smith being named the face of Louis Vuitton's SS16 womenswear, Caitlyn Jenner, David Bowie, Janet Mock) and yet hold them captive (the backlash Smith received) we are diving into the ways in which we actually talk about gender in hopes of educating and evolving your discussions."

## **2. THE U.S. TEACHING SYSTEM IS GETTING BIGGER, AND MORE FEMALE**

"Women now make up a larger share of educators than they have in decades." (2019)

USE THE **FOUR I'S OF OPPRESSION** FRAMEWORK TO REFLECT ON YOUR OBSERVATIONS AND EXPERIENCES WITH PATRIARCHY AND SEXISM.

HOW DO THESE SYSTEMS SHOW UP IN EDUCATIONAL CONTEXTS?

HOW HAS YOUR OWN IDENTITY INFLUENCED YOUR ROLE AS AN EDUCATOR?

IF YOU ARE AN INTERNATIONAL STUDENT, DO A QUICK GOOGLE SEARCH ON THE GENDER DISTRIBUTION OF TEACHERS IN YOUR COUNTRY.

WHAT IS YOUR EXPERIENCE OF AND UNDERSTANDING OF FEMINISM, PATRIARCHY, AND GENDER IDENTITY?

WHAT HAS SHAPED YOUR VIEWS?

HOW HAVE THESE TOPICS SHOWN UP IN YOUR WORK AS AN EDUCATOR?

WHAT DO YOU HOPE TO GAIN FROM OR CHALLENGE YOURSELF ON DURING THE COURSE OF THIS PLAYLIST?

**ACTIVITY & REFLECTION**

# MODULE 2: GENDER STEREOTYPES AND BIAS IN EDUCATION

How does gender bias interrupt our educational goals? How do our other identities intersect with gender bias?

## **1. BLACK GIRLS MATTER: PUSHED OUT, OVERPOLICED, AND UNDERPROTECTED**

This report by Kimberlé Williams Crenshaw, Priscilla Ocen and Jyoti Nanda examines the inequities and harms caused by the education system on Black girls.

## **2. THE SEXIST MYTHS THAT WON'T DIE**

"Gina Rippon has spent her career trying to debunk the idea that men and women's brains are different – yet she believes the “gender bombardment” we are subjected to is greater than ever. Why?"

## **3. SELECT ONE ARTICLE:**

- [The Alarming Message of Mattel's "Gender-Neutral" Dolls](#)
- [The War on Pink](#)

## **4. THE 'GENDER-EQUALITY PARADOX' IN STEM FIELDS**

"David Grossman explores the 'gender-equality paradox' proposed in a new study which suggests that more gender-equal countries have fewer women pursuing careers in the fields of science, technology, engineering and mathematics."

## **5. GLOBAL RESOURCES:**

- [Gender bias in textbooks: a hidden obstacle on the road to gender equality in education](#)
- [Gender stereotypes in textbooks: Comparison across Malaysia, Indonesia, Pakistan, Bangladesh](#)
- [Q&A: Young women discuss gender and education in China today](#)
- [Council of Europe - Combating Gender Stereotypes in and through Education](#)
- [The Educational Gender Gap in Latin America: Why Some Girls Do Not Attend School](#)

INSTALL THESE TWO PLUG-INS - **JAILBREAK THE PATRIARCHY** AND **GENDER BLINDER** ON YOUR WEB BROWSER. ACTIVATE THEM AND SPEND 30 MINS EXPLORING YOUR FAVORITE WEBSITES/BLOGS/SOCIAL MEDIA SITES, AND SEE THE MAGIC UNFOLD.

*\*\*THESE PLUGINS WORK ONLY WITH GOOGLE CHROME. PLEASE REMEMBER TO SWITCH OFF/DELETE AFTER THE ACTIVITY TO PROTECT YOUR DATA.*

WHAT ARE 3 GENDER STEREOTYPES THAT YOU THINK YOU HAVE 'DEFIED' OR 'VIOLATED' (OR WILL DO SO NOW!)?

HOW HAVE YOU 'REDEFINED' THESE GENDER STEREOTYPES? HOW DID THE REACTIONS OF PEOPLE AROUND YOU SUPPORT OR AFFECT YOU IN THIS PROCESS?

**GLOBAL REFLECTION:** WHAT GENDER DIFFERENCES EXIST IN EDUCATION IN YOUR REGION/COUNTRY? WHAT STEREOTYPES DO SCHOOL TEXTBOOKS REINFORCE?

# ACTIVITY & REFLECTION

# MODULE 3: IS EDUCATION STILL SHARING A SINGLE STORY OF GENDER?

How can we expand our narratives? Here, we also explore how systems of oppression overlap with one another according to Kimberlé Crenshaw's concept of intersectionality.

## **1. DANGERS OF A SINGLE STORY**

"Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding."

## **2. WHY GENDER EQUALITY IS GOOD FOR EVERYONE**

"Yes, we all know it's the right thing to do. But Michael Kimmel makes the surprising, funny, practical case for treating men and women equally in the workplace and at home. It's not a zero-sum game, but a win-win that will result in more opportunity and more happiness for everybody."

## **3. KIMBERLÉ CRENSHAW: THE URGE FOR INTERSECTIONALITY**

In the TED talk, Kimberlé Crenshaw uses the term "intersectionality" i.e., if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both.

## **4. GLOBAL RESOURCES:**

- [The Challenges of Leading an LGBT Student Society in China](#)
- [Promoting changes in gender norms in Latin America: why boys' education matters](#)

COMPLETE THE SOCIALIZATION AND ISM PRISM.

AS A STUDENT AND/OR EDUCATOR, CAN YOU IDENTIFY ANY SINGLE STORIES ABOUT GENDER (IDENTITY, EXPRESSION, RELATIONS) THAT EDUCATION PROMOTES? IF YES, HOW DO YOU THINK YOU COULD ADDRESS THIS IN THE CLASSROOM OR OTHER EDUCATIONAL CONTEXT?

**GLOBAL REFLECTION:** WHAT DOES GENDER EQUALITY IN EDUCATION LOOK LIKE ACROSS REGIONS/COUNTRIES?

# ACTIVITY & REFLECTION



AT THIS POINT, TAKE SOME TIME TO REVISIT YOUR WHY.

REMINDE YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW HAS YOUR LEARNING THUS FAR HELPED YOU REFINE YOUR GOALS FOR YOUR LEARNING?

WHAT HAS CHANGED REGARDING YOUR UNDERSTANDING OF THE PERSONAL, INTERPERSONAL, AND STRUCTURAL CHANGES YOU ARE HOPING TO CREATE?

**REFLECTION: REVISIT AND REFINE  
YOUR WHY**

# MODULE 4: APPROACHES TO TRANSFORM & DISMANTLE PATRIARCHY AND SEXISM

Using the lens of transformative justice as a model, we will begin applying our learning to educational practice.

## **1. GENERATION FIVE TRANSFORMATIVE JUSTICE HANDBOOK**

Read pages 35 to 44 of this handbook in preparation for the activity on the following page.

## **2. THE MASTER'S TOOLS WILL NEVER DISMANTLE THE MASTER'S HOUSE**

Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House." 1984. *Sister Outsider: Essays and Speeches*. Ed. Berkeley, CA: Crossing Press. 110-114. 2007. Print.

## **3. GLOBAL RESOURCES**

- [UNESCO SDG: Global Education Monitoring Report Gender Review](#)
- [Policy brief: Mainstreaming gender equality and empowerment education in post-primary schools in India](#)

CHOOSE ONE APPROACH TO TRANSFORMATIVE JUSTICE:

- LIBERATION
- SHIFTING POWER
- SAFETY
- ACCOUNTABILITY
- COLLECTIVE ACTION
- CULTURAL RESPONSIVENESS
- SUSTAINABILITY
- RESILIENCE

DESIGN AN EDUCATIONAL ACTIVITY THAT UPLIFTS THAT APPROACH.

WHAT CHALLENGES MIGHT YOU FACE WHEN INTRODUCING THIS APPROACH? HOW WILL IT IMPROVE YOUR WORK AS AN EDUCATOR?

**ACTIVITY & REFLECTION**

# MODULE 5: LGBTQIA+ INCLUSION

In this module, we will identify strategies for creating gender-inclusive and LGBTQ+-inclusive educational spaces.

## **1. SHARING PRONOUNS: WHAT, WHY AND HOW**

This guide from MaeBright LLC explains pronouns and how you can use them.

## **2. CONSIDERING TRANSGENDER PEOPLE IN EDUCATION: A GENDER-COMPLEX APPROACH**

This article is intended to begin the discussion of transgender issues in teacher education.

## **3. BECOMING QUEERLY RESPONSIVE**

"Drawing upon an ethnographic study of an HIV/AIDS prevention and supports center, this article describes the center's culturally responsive pedagogical work with Black and Latino urban queer youth, and it identifies several implications for how educational and community stakeholders who work with urban youth might engage this particular population in a culturally responsive manner."

## **4. LATINX: A BRIEF GUIDE**

This resource from the Princeton LGBT Center provides historical context of the term "Latinx" and an understanding of the complexity of gender inclusive terminology.

## **5. BACK TO SCHOOL FOR NON-BINARY YOUTH**

"As kids across the country go back to school, the Human Rights Campaign joined Emma and Zeam as they discussed issues transgender and non-binary kids go through at school, and how teachers and administrators can create a better environment for all students."

## **6. GLOBAL RESOURCES**

- [A Global School Climate Crisis: Insights on LGBTQ Students in Latin America \(refer conclusion and recommendations\)](#)
- [Chinese student lodges suit over homosexuality terms in textbooks](#)
- [Sweden's 'gender-neutral' pre-school](#)

EXPLORE THE GLSEN INCLUSIVE CURRICULUM GUIDE.

HOW HAVE YOUR OWN EDUCATIONAL EXPERIENCES PROVIDED “WINDOWS AND MIRRORS?” HOW CAN YOU CREATE WINDOWS AND MIRRORS FOR GENDER IDENTITY AND EXPRESSION IN YOUR WORK AS AN EDUCATOR?

**GLOBAL REFLECTION:** WHAT IS THE STATUS OF LGBTQ INCLUSION ACROSS THE WORLD?

**ACTIVITY & REFLECTION**



AS YOU ARE NEARING THE END OF THIS PLAYLIST, HOW MIGHT YOU RECOMMIT TO YOUR WHY?

BASED ON YOUR ENGAGEMENT WITH THE MODULES SO FAR, REMIND YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW CAN YOUR LEARNING THUS FAR HELP YOU SUSTAIN A COMMITMENT TO THE CHANGE THAT YOU ARE HOPING TO CREATE?

**REFLECTION: RECOMMIT TO  
YOUR WHY**

# MODULE 6: RELATIONSHIP EDUCATION

Educators are critical providers of safety when equipped with strategies to prevent violence. This module will offer strategies for discussing and encouraging healthy relationships.

## 1. SEX ED FOR SOME?

This webinar by GLSEN explores which topics are highlighted in sex ed curricula (or not).

## 2. GLOBAL RESOURCES:

- [UNESCO SDG: International technical guidance on sexuality education](#) (p 37-44)
- [Sex education around the world: how were you taught?](#)
- [China's progressive sex education curriculum](#)
- [A Policy Brief on Comprehensive Sexuality Education](#) (p 24-30, 45-56) (India)

READ THIS **ONE-PAGE GUIDE** TO DISCUSSING ISSUES OF MASCULINITY WITH BOYS AND YOUNG MEN.

WRITE DOWN ANSWERS TO THE FIRST THREE QUESTIONS IN STEP 1 AND REFLECT ON WHAT YOU WOULD LIKE TO LEARN GOING FORWARD TO BETTER PREPARE YOU FOR CONVERSATIONS AROUND MASCULINITY. IF YOU HAVE TIME, EXPLORE THE **FULL MENTOR GUIDE**.

EXPLORE **AMAZE.ORG** FOR A VIDEO FOCUSED ON HEALTHY RELATIONSHIPS. YOU CAN FILTER BY AGE GROUP. HOW WOULD YOU FACILITATE A DISCUSSION WITH YOUNG PEOPLE USING ONE OF THEIR VIDEOS?

**GLOBAL REFLECTION:** HOW ARE COUNTRIES AROUND THE WORLD EDUCATING YOUNG PEOPLE ON INTIMATE RELATIONSHIPS? WHAT ARE THE SIMILARITIES AND DIFFERENCES?

**ACTIVITY & REFLECTION**

# MODULE 7: FEMINIST PEDAGOGIES

This module will allow us to look forward and integrate feminist pedagogy in our practice.

## **1. IMPACTS OF FEMINIST EDUCATION IN A NYC SCHOOL**

Illeana Jiménez, a scholar most notably known as “Feminist Teacher,” has created a course in New York City that teaches high school students about feminism.

## **2. 5 STEPS TO CREATING A FEMINIST CLASSROOM**

1. Recognize and Analyze Power Dynamics
2. Treat Everyone with Respect
3. Make Sure Marginalized Voices Are Represented
4. Encourage Students to Analyze New Perspectives
5. Lead by Example

## **3. FEMINIST AND LIBERATORY PEDAGOGIES: JOURNEY TOWARD SYNTHESIS**

"Through the synthesis of feminist and liberatory pedagogies, I propose a fused pedagogical approach for academic environments that addresses personal experiences, active participation, dialogue, and the intersectionality of multiple identities."

USE AN EXISTING LESSON PLAN OR INSTRUCTIONAL DESIGN FROM YOUR EDUCATIONAL EXPERIENCE (AS A STUDENT OR AS AN EDUCATOR) AND REDESIGN THE LESSON PLAN BASED ON FEMINIST PEDAGOGY PRINCIPLES THAT YOU HAVE LEARNT. SHARE WITH PEERS TO DISCUSS THE CHALLENGES THAT IMPLEMENTING SUCH A PLAN MIGHT POSE IN THE CLASSROOM.

WHAT ELEMENTS OF “FEMINIST PEDAGOGY” HAVE YOU INTRODUCED IN EDUCATIONAL SPACES BEFORE?

THIS COULD INCLUDE CREATING SPACE FOR SELF-EXPRESSION AND CHOICE, CULTIVATING CARE AND LOVE, PRACTICING GENEROSITY, ADDRESSING CONFLICT AROUND GENDER-BASED ISSUES, OR SOMETHING ELSE.

WHAT ELEMENTS OF FEMINIST PEDAGOGY DO YOU HOPE TO INTEGRATE INTO YOUR FUTURE WORK?

## ACTIVITY & REFLECTION

# MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides habits, connections, and additional resources to dig deeper, learn more, and engage with this work in community.

## 1. CONNECT: HARVARD RESOURCES

The following organizations and resources at Harvard provide opportunities to connect with and learn about gender in community.

- [Harvard Gender and Sexuality Caucus](#)
- [Office of Sexual Assault Prevention & Response](#)
- [QueerEd at HGSE](#)
- [Office of BGLTQ Student Life at Harvard](#)
- [Harvard Crimson coverage of Secret Court 100](#)

## 2 LEARN MORE: RESOURCE BANK + RECOMMENDED BOOKS

To learn more about gender equity and intersectional identities and experiences, consider exploring the other playlists and resources in our database. Also, take some time to explore the recommended book list by feminist scholars below.

# RECOMMENDED BOOKS

Explore these works by feminist scholars to continue your learning.

***AIN'T I A WOMAN: BLACK WOMEN AND FEMINISM* | BELL HOOKS (2014)**

***BORDERLANDS LA FRONTERA: THE NEW MESTIZA* | GLORIA E. ANZALDÚA (1987)**

***COLONIZE THIS! YOUNG WOMEN OF COLOR ON TODAY'S FEMINISM (NEW EDITION)* | EDITED BY DAISY HERNÁNDEZ & BUSHRA REHMAN (2018)**

***FREEDOM IS A CONSTANT STRUGGLE* | ANGELA Y. DAVIS (2016)**

***HOW WE GET FREE: BLACK FEMINISM & THE COMBAHEE RIVER COLLECTIVE* | KEEANGA-YAMAHTTA TAYLOR (2017)**

***"KEEP THE DAMNED WOMEN OUT:" THE STRUGGLE FOR COEDUCATION* | NANCY WEISS MALKIEL (2016)**

***MODERN HERSTORY: STORIES OF WOMEN AND NONBINARY PEOPLE REWRITING HISTORY* | BLAIR IMANI (2018)**

***RETHINKING SEXISM, GENDER, AND SEXUALITY* | RETHINKING SCHOOLS (2016)**

***THE PENGUIN ATLAS OF WOMEN IN THE WORLD: FOURTH EDITION* | JONI SEAGER (2008)**

***WE DARE SAY LOVE: SUPPORTING ACHIEVEMENT IN THE EDUCATIONAL LIFE OF BLACK BOYS* | NA'ILAH SUAD NASIR, JARVIS R. GIVENS & CHRISTOPHER P. CHATMON (2019)**

***WHEN THEY CALL YOU A TERRORIST: A BLACK LIVES MATTER MEMOIR* | PATRISSE KHAN-CULLORS & ASHA BANDELE (2017)**

***WHY DOES PATRIARCHY PERSIST?* | CAROL GILLIGAN AND NAOMI SNIDER (2018)**

WHAT HAVE YOU LEARNED FROM THIS PLAYLIST?

WHAT CHALLENGED YOU AND WHAT SURPRISED YOU?

IDENTIFY ONE OR TWO RESOURCES THAT YOU WILL EXPLORE GOING FORWARD TO CONTINUE YOUR LEARNING ABOUT FEMINIST PEDAGOGY AND GENDER-INCLUSIVE EDUCATION.

**FINAL REFLECTION**