
Rethinking the public sphere, New York: SUNY Press. 123 + xiii pages. ISBN 0-7914-3170-3. £10.00. Hernández constructs a "feminist pedagogy of difference" for cultural workers. She draws upon her experience with the Argentine Mother's Movement to explore the place of critical pedagogy in the struggle for democracy. This book explores two competing traditions of American democracy and citizenship: a dominant, privately-oriented citizenship tradition and an alternative tradition of public citizenship. David Sehr then goes on to explore how the second tradition can be promoted within schooling (in case material from two democratic alternative urban high schools. This book provides a shifting interplay of the terms pedagogy, democracy, and feminism around the idea of an emancipatory political project. Chapter 1, "Remapping Pedagogical Boundaries: Critical Pedagogy, Feminism, and a Discourse of Possibility," examines the pedagogical within a discourse of critique and possibility, and discusses the definition of pedagogical practices within broader paradigms that go beyond reproductive approaches, and places those practices within the field of cultural politics. Chapter 3, "Inhabiting a Split: Feminism, Counterpublic Spheres, and the Problematic of the Private-Public," analyzes public spheres as spaces for democratic pedagogical practices within the particular emancipatory possibilities offered by feminist discourse. Pedagogy of Democracy re-interprets the U.S. occupation of Japan from 1945 to 1952 as a problematic instance of Cold War feminist mobilization rather than a successful democratization of Japanese women as previously argued. By combining three fields of research—occupation, Cold War, and postcolonial feminist studies—and examining occupation records and other archival sources, Koikari argues that postwar gender reform was one of the Cold War containment strategies that undermined rather than promoted women's political and economic rights. Pedagogy of Democracy: Feminism and the Cold War in the U.S. Occupation of Japan. By Mire Koikari. Pedagogical Practice Gender Norm Social Transformation Feminist Politics Critical Pedagogy. These keywords were added by machine and not by the authors. This process is experimental and the keywords may be updated as the learning algorithm improves. This is a preview of subscription content, log in to check access. 1997. Pedagogy, Democracy, and Feminism: Rethinking the Public Sphere. Albany: State University of New York PressGoogle Scholar. Hooks, Bell.