



Framing Identities: Autobiography and the Politics of Pedagogy

Wendy S. Hesford

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How do historically marginalized groups expose the partiality and presumptions of educational institutions through autobiographical acts? How are the stories we tell used to justify resistance to change or institutional complacency? These are the questions Wendy S. Hesford asks as she considers the uses of autobiography in educational settings. This book demonstrates how autobiographical acts -- oral, written, performative, and visual -- play out in vexed and contradictory ways and how in the academy they can become sites of cultural struggle over multicultural education, sexual harassment, institutional racism, hate speech, student activism, and commemorative practices.

Within the context of Oberlin, a small liberal arts college in Ohio, this book looks at the uses of autobiographical practices in empowering groups traditionally marginalized in academic settings. Investigating the process of self-representation and the social, spatial, and discursive frames within which academic bodies and identities are constituted, *Framing Identities* explores the use of autobiographical acts in terms of power, influence, risks involved, and effectiveness. Hesford provides a model for teacher-researchers across the disciplines (education, English, composition, cultural studies, women's studies, to name a few) to investigate the contradictory uses and consequences of autobiography, and to carve out new pedagogical spaces.

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