

Leslie C. Sotomayor II

Teaching In/Between

Curating Educational Spaces with Autohistoria-Teoría and Conocimiento

CURATING AND INTERPRETING CULTURE

About the author

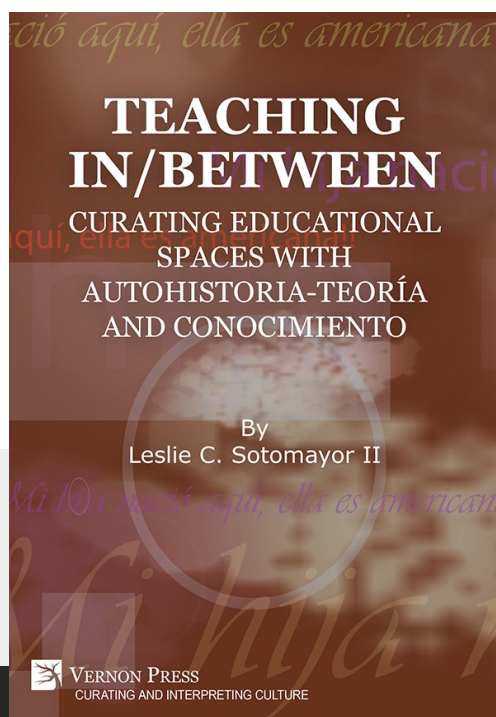
Dra. Leslie C. Sotomayor II, is an artist, curator, writer and educator. Her dual Ph.Ds are in Art Education and Women's, Gender, & Sexuality Studies from The Pennsylvania State University. Sotomayor focuses on Gloria Anzaldúa's theory of *conocimiento* and *autohistoria-teoría* — a feminist writing practice of theorizing one's experiences as transformative acts — to guide her teaching methodology and create a curriculum for empowerment and transformation in curating educational spaces that decolonize White hegemonic academic canons.

Summary

'Teaching In/Between: Curating educational spaces with *autohistoria-teoría* and *conocimiento*' is an iteration of an educator's embodied teaching and theorizing through testimonio work. Sotomayor, through a decolonizing feminist teaching inquiry, documents and analyzes her experiences as a facilitator in higher education while teaching the undergraduate course 'Latina Feminisms, Latinas in the US: Gender, Culture and Society'.

This unique book is her interpretation and implementation of the seven recursive stages of Gloria Anzaldúa's *conocimiento* theory as transformative acts to guide her research design and teaching approach. Sotomayor's distinct bridging of Anzaldúa's theories of *autohistoria-teoría* and *conocimiento* offers an expansive perspective to how theorizing and curating our lived experiences can be transformational processes within academia. Sotomayor applies Anzaldúa's theories and her own theorizing to curate educational spaces that decolonize White hegemonic academic canons and empower underrepresented learners who may experience a deep sense of not belonging in academia. She situates herself in the study as curator, and her practice as curator as an agent of self-knowledge production and theorizing to create self-empowering learning environments.

Sotomayor's work dwells within the lineage of border and cultural studies with shared voices of Gloria Anzaldúa, AnaLouise Keating, Mariana Ortega, Ami Kantawala, Maxine Greene, and Ruth Behar. Her work is considered a guide for teaching practitioners and researchers who hope to develop ways of knowing within their teaching environments that are inclusive and holistic for learners through a non-linear transformative process. 'Teaching In/Between' can be adapted for classroom use for pre-service teachers and instructors as well as creative interpretations for interdisciplinary works within Chicana/x, Latina/x, Art Education, Visual Arts and History, Women's & Gender Studies, Border and Cultural Studies.



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