# CONTENTS

*List of figures* *viii*
*Acknowledgements* *ix*

**1 Introduction** **1**
*A practical example 2*
*Framing the issues 4*
*Overview of the book 6*

PART I
**Body stories** **9**

**2 Embodied inquiry** **11**

**3 Crissy's body story** **16**

**4 Pat's body story** **22**

**5 Natalie's body story** **30**

**6 Zaylie's body story** **37**

**7 Rae's body story** **43**

**8 Learning from the body stories** **53**
*Theme one: intersecting embodied identities 53*
*Theme two: embodied microaggressions and asymmetrical interactions 55*
Navigating body boundaries 55
Gesture, posture, and expression 57

Eye contact 58
Touch 58
Nonverbal communication as a locus of social control and a site for resistance 60
*Theme three: trauma, oppression, and the body 61*
Embodied traumatic memory 61
Somatic hypervigilance 62
Somatic withdrawal and alienation 63
*Connecting the dots between trauma and oppression 65*
*Theme four: body image and body shame 66*
Body weight 66
Skin color 67
Appropriateness, competence, and attractiveness 67
Wearing our identities 69
*Theme five: body knowledge and power 70*
*Implications for embodied social justice 71*

**PART II**
**Oppression and embodiment** **75**

**9 (Un)learning oppression** **77**
*Experience as education 79*
*Education as socially transformative 80*
Critical pedagogy 81
Engaged pedagogy 82
Queer and postmodern perspectives 82
*Implications for a model of embodied critical learning and transformation 83*

**10 Learning through the body** **86**
*The body across cultures and times 87*
*The phenomenological body 88*
*Somatic perspectives on embodiment 89*
*Somatic education 91*
*Components of a somatic approach 93*
Interoception 93
Exteroception 93
Proprioception 93
Felt sense 94
Intercorporeality 94
*The embodied knowledge of the somatic educator 94*
*Connecting somatic perspectives with critical praxis 96*

PART III
**Grasping and transforming the embodied experience of oppression** 99

**11 The cycle of embodied critical learning and transformation** 101
*Introducing the cycle 102*
*Phase one: embodying the experience 105*
*Phase two: reflecting multiple perspectives 107*
*Phase three: making meaning through the body 110*
*Phase four: engaging and experimenting 112*
*Embodied critical pedagogy and facilitator preparation 114*
*Session/lesson planning using the cycle of embodied critical transformation 116*
*Assessing the learning 117*
*Additional considerations for practitioners 118*

**12 Implications and applications** 120
*Identifying and owning embodied privilege 121*
*Reclaiming body image 123*
*Somatic resourcing, resistance, and resilience 126*
Resourcing 126
Resistance 127
Resilience 128
*An integrative example: cultivating the intimate kinesphere 130*
*Gathering up and moving forward 131*

**13 Community resources** 134
*Specialized training resources 134*
Programs in embodiment and social justice 134
Embodied leadership and peacemaking 135
Somatic approaches to trauma 135
*Professional organizations with approved somatic training programs 136*
*Academic programs 136*
*Academic and professional journals 137*
*Conferences 137*
*Recommended reading 137*

*Bibliography* 139
*Index* 147