**Abstract:** This article explores our research conducting Memoir Pedagogy Reading Circles. Using an interpretative sociological case study methodology (Merriam, 1998), we facilitated two groups which read and discussed women’s memories as living texts of society, culture, and history; we read the self and the social through the personal narratives of violence, survival and resistance. Our framing questions for participants were: How does reading the memoirs support our understandings of women, violence, patriarchy, and culture? How do the memoirs promote a collective resistance to patriarchy, violence, capitalism, colonialism, orientalism, and racism? How can educators engage adults in discussions about women's memoirs in order to promote social justice? The themes that emerged were Learning and Unlearning, Engaging with Others, Curriculum for Social Justice, and Pedagogy to Reclaim a History. We conclude that, while the contexts, settings, and geographic regions changed in the memoirs, the presence of structural violence remained the same. This provided a constant grounding which helped the participants in the process of recognizing the universality and uniqueness of experiences of patriarchy, racism, colonialism, religion, and capitalism as well as silence, hope, resistance, community, and arts.