Abstracts: Gender and Education Association Conference 2015

## Wednesday 24 June

## 10.50-12.50 (William Morris Lecture Theatre)

### **Gender, social justice and education: North and South**

Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis:

Reflections from a first year of work (convened by Lauren Ila Misiaszek)

In this symposium, members of the Paulo Freire Institute – United Kingdom Doctoral and Post-Doctoral Network on Gender, Social Justice, and Praxis, henceforth NGSJP, will present their first year of work within this network.

Eleven Paulo Freire Institutesworldwide, whose work began over twenty years ago, are at the centre of Freirean studies across the disciplines. Yet, working within these institutes, the NGSJP emerged as a result of members identifying a large gap of innovative work on gender and social justice that incorporates the work of Paulo Freire and other critical and feminist theories and methodologies. This gap is highly problematic because static conceptualizations of gender and its intersectionalities often result in perpetuating the same social injustices that the work seeks to eliminate.

The uniquely structured NGSJP is comprised of seven partnerships of one experienced and one early/ier career academic, partnerships based on five continents and across multiple disciplines, making it cross-trajectory, geographically diverse, and interdisciplinary. This structure supports NGSJP’s particular emphasis on building capacity of early career researchers. NGSJP aims to create innovative pedagogical resources both around the core topics of gender and social justice and about experiences working in these unique partnerships, in order to reinvigorate higher education praxis on these topics, as well as directly and indirectly empower communities worldwide through an interwoven focus on university-community collaboration. The partner institutions are located in the UK, Ghana, Sudan, USA, South Africa, China, and Argentina.

**Keywords:** Paulo Freire, network, interdisciplinary, early career

Introducing the Network: theoretical and methodological underpinnings

**Lauren Misiaszek, Beijing Normal University**

The theoretical and methodological underpinnings of this cross-trajectory, interdisciplinary, and geographically diverse network and the employment of a network to create critical pedagogical continuing professional development resources will be discussed. A complex theoretical framework is necessary to do 1) cross-trajectory, 2) geographically diverse, and 3) interdisciplinary work on gender and social justice. To do this work, NGSJP utilizes critical (particularly Freirean) and feminist theories and methodologies. NGSJP ultimately aims to develop innovative and relevant pedagogical continuing professional development (CPD) on gender and social justice, since CPD on this topic, as this paper will argue, is often done superficially, if at all. Critical and feminist CPD aims to redress this (Burke & Crozier (2013)).

As NGSJP develops these CPD resources, it actively works to explicitly deconstruct its three central characteristics above. Potentialities and challenges in attempting to do so will be discussed.

**Lauren Ila Misiaszek** is currently an Associate Professor at the Institute for International and Comparative Education at Beijing Normal University. Before this, her two most recent full-time positions were for a year as a United Kingdom Fulbright Scholar at Roehampton University and immediately before that for three years as a national program manager for the US Veterans Administration in Los Angeles. She has been involved with the leadership of the Paulo Freire Institute, UCLA for seven years. She is the Co-Founder and Director of the Paulo Freire Institute - UK Doctoral and Post-Doctoral Network on Gender, Social Justice and Praxis. Lauren has a long history of work in Nicaragua that began nearly ten years ago when she was a fellow for a sustainable development foundation there.

A nurturing discourse of nationhood: Women physicians and public health in Argentina from 1890 to 1930

**Agustina González Nuňez, Córdoba**

Traditionally, history has assumed a picture of the period of 1890 to 1930 in Argentina as liberal and patriarchal.  Although this is undeniably true, in this study, based on archival research, I demonstrate how a group of women physicians were also instrumental in shaping the discourse about nationhood.  More specifically, backed by their professional knowledge, women physicians participated in discourse about the nation, introducing topics such as "healthy" citizen, "strong" family, and "clean" nationhood, as well as the identities of motherhood and womanhood.  These women physicians graduated from the University of Buenos Aires from 1889 onwards and launched a modern and nurturing discourse; their public policy formed an important part of Argentine nation building. I conclude by reflecting on potentialities for feminist pedagogy of teaching these historical discourses in the humanities.

**Agustina González Nuñez** currently conducts archival research at Georgetown University and the University of New Hampshire. She previously taught at Georgetown. At Georgetown and the London School of Economics, she specialized in the history of science and technology, gender, female physicians, and Latin America. She has been a Visiting Scholar in the Department of History at Western Michigan University. Together with Professor Lewis Pyenson, she has written about fin-de-siècle 19th and 20th century intellectual marriages. She has also written about Magic and Science: The System of Patronage of the Science and the Renaissance discourse in the Early Modern Period, Sixteenth Century and History, Science, Popularization, and Nationhood, Nineteenth Century. She is currently writing a history of Gabrielle de Laperrière as a feminist in Argentina, with a focus on modernity, the international feminist movement and science. She is a member of Fundación Amigos de la Tierra. She was manager editor of Osiris.

Reflecting on existing collaborative praxes:

knowledge and pedagogy in Sudan

**Gada Kadoba and Sondra Hale**

**Sudanese Knowledge Society, UCLA**

In this paper, using deliverables produced as a part of our work with this Network, we will reflect on how our understanding of knowledge and pedagogy is deepened through our collaborative work in Sudan. And despite our training and work in very disparate fields—Computer Science and Anthropology/Gender Studies (and including strikingly different methodologies), despite our cultural and ethnic differences—one of us is an American anthropologist and gender studies scholar, who has a long-lasting intellectual and research interest in Sudan, having lived in the country for some seven years, spanning decades; whereas one of us is Sudanese, but was born in Moscow and spent many years outside the country (namely in UK and Barbados) studying and teaching-- our generational differences, our disparate and far-apart locations, we will discuss how certain important frameworks highlighted for us that working together would have its intellectual and political rewards.

**Gada Kadoda** is an independent researcher and a collaborating lecturer with various Sudanese universities. She teaches software engineering, knowledge management and research methods and was an associate professor at Garden City College for Science and Technology, and works on short case studies with national and international organizations. Currently, she is consultant for Knowledge Management at the Epidemiological Laboratory and for Technology for Development at UNICEF. Her work experience includes research and teaching posts at a number of UK universities and the University of the West Indies. Kadoda is an active member of INAT (International Network on Appropriate Technology), and collaborates with the Barefoot College in India on equipping the rural poor with appropriate technologies like solar energy. She was 2010's African Scholar Guest of the Annual Program held by the College of Science, Engineering and Technology at the University of South Africa. She is President of the Sudanese Knowledge Society.

**Sondra Hale, Ph.D**. is Research Professor (Emerita), Anthropology and Gender Studies, University of California, Los Angeles (UCLA); former Co-editor of The Journal of Middle East Women’s Studies (JMEWS); and former chair of Islamic Studies and Women’s Studies. She received her Ph.D. in Anthropology from UCLA. Prof. Hale has published Gender Politics in Sudan and many articles and book chapters on gendered conflict; social movements; international gender studies; the politics of memory; and diaspora studies--Middle East and Africa. Hale has co-edited Sudan’s Killing Fields, forthcoming. She is an activist academic who has received many awards for research, teaching, and “diversity” work. In 2011 she received an award for 50 Years of Support and Commitment to the Sudanese Women’s Movement; in 2011 a Life-Time Scholarly Achievement Award from the Association for Middle East Women’s Studies; and in 2013 was given a life-time award for Distinguished Scholarship from the Sudan Studies Association.

Developing critical and feminist research and teaching in a new university: reflections from university leadership

**Liliana Olmos, Provincial University of Córdoba**

In this paper, I will reflect on the challenges and potentialities of supporting the development of critical and feminist research and teaching in a new university, using the case of a recently formed university in Córdoba, Argentina of which I am Academic Dean. The new university is rooted in the merger of 8 previously existing institutes. Before assuming this position, I oversaw a large hire of dozens of new academic staff as well as the development of the university’s research center. Through the theoretical lens of critical sociology of higher education and the methodological lens of a critical and feminist auto-ethnography, I will examine local, regional and national factors influencing this development, arguing that intentionally focusing on laying this early groundwork will have reverberating effects towards making this university a project of social justice both institutionally and in the larger community.

**Liliana Olmos** is the Academic Dean (Secretaria de Coordinación Académica) of the Provincial University of Cordoba, Argentina. Prior to this appointment, she served as the Research Director of the University, and immediately prior to that as Undersecretary for Childhood and Adolescence of the Department of Childhood, Adolescence, and Family, housed in the Ministry of Social Development of the Government of the Province of Córdoba. She is a professor, researcher and teacher educator from the University of Córdoba, where she did her undergraduate and graduate work in Literature and Language Arts, earning a PhD. She later earned an additional Ph.D. in International and Comparative Education (University of California, Los Angeles). She has worked with a broad range of Argentine educational, community, and government agencies on research, training, curriculum design, and program development in formal and non-formal education. She is a Founding Member of the Paulo Freire Institute, UCLA (2002), and Founder and Associate Director of the Paulo Freire Argentina (2003).

## 10:50-12.50 (Gilbert Scott Lecture Theatre)

### **Pedagogy, Power and the Curriculum**

***Feminist Critical Pedagogies: Challenge and Response***

Sleeping with the enemy?

Resisting social hierarchies through a feminist critical pedagogy of co-teaching

**Carolyn Gutman**

**Tel Hai College, Israel**

A major dynamic emerging from disability activism has been the demand for articulating the 'voice' of people with disabilities, with the practice of service user involvement offering a response to this call at micro and macro levels. Yet, despite the increasing rhetoric about service user involvement in health and welfare services in Israel, this involvement needs to move beyond mere lip service and be assimilated as an integral part of professional practice in these fields.

As a feminist educator in the Social Work Department in an Israeli college, I became troubled by the absence of disabled people's voices throughout our students' training. Resisting the continuing social hierarchy created between practicing social workers and people with disabilities, I created a co-teaching model which incorporates two voices – the voice of the able-bodied, social work professional alongside the voice of a service user teacher with disabilities.

This co-teaching method, which contests traditional "banking" methods of teaching and training in social work, focuses on deconstructing the socially accepted hierarchies and developing a new feminist critical dialogue within the classroom partnerships. This model, enables the students and co-teachers to participate in the challenging experience of integrating theoretical knowledge with lived knowledge, and contributes to the development of a more inclusive knowledge base, thus resisting hitherto accepted academic knowledge frameworks.

This paper explores the development of our pedagogic model by identifying both its emerging advantages and dilemmas, while illustrating how co-teaching can challenge and even transform the existing social hierarchy.

**Keywords:** co-teaching, social work, feminist pedagogy, service users, disability.

**Carolyn Gutman** is a Lecturer at Tel Hai College, Israel. She teaches in both the Social Work and Education Departments at undergraduate and graduate levels. Her teaching, writing and academic research interests include Critical Pedagogy, Social Justice and Human Rights in Social Work Education, Anti-oppressive social work practice, Feminist and Critical Disability Studies' methodologies and their connection to social work practice, and experiences of parenting and mothering with a disability. She is the founder and Academic Director of the Accessibility Centre for students with disabilities on campus whose mandate is to ensure and promote the rights and equal opportunities of students with disabilities.

Leading of Feminist Critical social change in Teacher Education:

The three spheres model

**Dr. Galia Zalmanson Levi**

**Kibbutzim College of Education, Israel**

This presentation presents a case study of leadership of Feminist Critical Pedagogy and social change in a teacher education program. The study objective was to examine how social change of Feminist Critical Pedagogy can be led in teacher education, and to try and build a model based on an existing program, from which we could learn for teacher education in general.

The case study was performed in the Program for Education for social Justice, Environmental Justice, and Peace education in the Kibbutzim College of Education in Israel. The program operates on the principles of feminist critical pedagogy. Research was conducted based on a ‘Three Spheres’ model I had built, which was expanded and adapted to teacher education. The model consists of a pedagogic sphere, an organizational sphere, and a systemic sphere. In each sphere, we can identify mechanisms for social preservation that can be redirected towards social change. Simultaneous action towards of social change by several mechanisms in each sphere is what creates change.

The pedagogic sphere contains the interactions between the pedagogic mentor and the students, both in the college and in their practicum.

The organizational sphere contains the program’s organization**.**

**Keywords:** Teacher Education, Social change, Feminist Critical Pedagogy, Mechanisms, Three Sphere model

**Galia Zalmanson Levy** is a Feminist critical pedagogy specialist . She holds a Phd from Constantine the Philosopher University Nitra, Slovakia. She is a co funder and general director of the Center of Critical Feminist Pedagogy at Kibbutzim College of Education, Tel Aviv. Galia is a lecturer in the elementary teacher’s training department. Responsible for project management, curricula development, and dialog with organization for social change. Zalmanson Levy is an activist and published several articles and teachers preparation books on Critical pedagogy.

The role of culturally responsive evaluation in promoting and sustaining equitable education programs for women and girls.

**Linda Thurston, Kansas State University**

Educators that serve women and girls in both formal and informal educational settings rely on evaluations of their programs to demonstrate merit, to improve practice, to demonstrate impact, and to inform policy. Too often, educational programs for marginalized groups, such as women and girls, are evaluated without attention to culture, context and voice; and thus findings lack the validity needed to demonstrate success or to guide improvement. Culturally responsive evaluation (CRE) is informed by Merten’s transformative theoretical framework and feminist evaluation practice in that it acknowledges and respects different world-views and emphasizes context, pluralism and inclusiveness. CRE helps ensure reliable, valid and meaningful findings and increases the likelihood that social and educational policies and practices are socially just. Evaluations that adhere to culturally responsive and inclusive practices provide valid, actionable findings that can be used to improve educational programs and to promote and sustain programs that provide equitable education for women and girls.

CRE is recognized by evaluation associations around the globe as an essential professional evaluation practice. The presenter, from the U.S., will discuss the theoretical and practical aspects of CRE and relate CRE to educational programming for girls and women. Included will be a description of the elements of culturally responsive and inclusive evaluation practices and examples of U.S. and international cases of CRE of programs for women and girls.

**Key words:** culturally responsive evaluation; evaluating programs for women and girls; transformative evaluation theory; feminist evaluation; inclusive evaluation; evaluation and social justice

**Linda P. Thurston, Ph.D**., is Associate Dean for Research in the College of Education at Kansas State University and Lydia E. Skeen professor in the Department of Special Education, Counseling and Student Affairs. She is also a faculty in the university’s Women’s Studies program and is the founder of the College of Education’s Social Justice Education graduate certificate program. Thurston has been principal investigator on government-funded gender and disability projects. She is active in the Feminist Issues in Evaluation and Disabilities and Other Vulnerable Populations sub-groups of the American Evaluation Association. Thurston has conducted research and taught about disability, gender and evaluation issues for over 35 years.

Making Mothers: The potential of Critical Making as Feminist Pedagogy

**Maud Perrier University of Bristol**

This paper presents the findings of a project which develops critical making as a feminist pedagogy for working with young mothers and its attempt to develop a pedagogy which identifies making as a key part of personal and political empowerment. Critical making, which combines reflection on personal experience and critique with the physical fabrication of an object, aims to redress the current devaluing of manual skills and the over valuing of academic knowledge to a better balance. This enables learners to deconstruct and then reconstruct the world and their place within it, using objects to reflect on and transform dominant ideologies of gender and motherhood. Through making workshops we investigate how domestic practices such as doll making, recipe writing and apron sewing can become empowering forms of feminist knowledge. Teenage mothers’ experiences of domesticity have been particularly silenced since most policy and academic discussions focus on encouraging young mothers back into education and the workplace. We respond to the vilification of teenage motherhood as non-ambition by making visible young mothers’ positive attachment to their familial identities and communities as valuable forms of knowledge and contribution to social life. The Making Mothers workshops explore the conflicted meanings of maternity and home as both constraining and empowering and transform tasks which are often devalued as mundane and unintellectual into feminist knowledge experiments. In this presentation I discuss the potential of a critical making pedagogy to transform the way academic knowledge is transmitted and produced and its ability to empower learners: I argue such an approach contributes to critical pedagogy by expanding definitions of empowerment to include craft proficiency- the ability to make something oneself as enhancing one’s capacity to act adds to definitions of empowerment that focus solely on the ability to use one’s voice and be heard.

**Key words: craft, motherhood, making, empowerment, domesticity.**

**Maud Perrier** teaches Gender Studies in the School of Sociology, Politics and International Studies at the University of Bristol since completing her PhD in the Centre for Women’s and Gender Studies at the University of Warwick. She has written about feminist theory and pedagogy, emotions and contemporary families. Her doctoral research which examined the timing of motherhood and the classed politics of mothering has been published in *Sociology, Sociological Review* and an edited collection entitled *Is Parenting a class issue?* She has also written about the representation of mothers in the media in Elizabeth Podnieks’ edited collection *Mediated Moms: Mothers in Popular Culture*. McGill Queens' University Press. In 2014 she was awarded a World Universities Network mobility fellowship to travel to the University of Western Australia to undertake research on the affective politics of women’s relationships in the Academy. She has used psychosocial and arts based methodologies such as collective biography in her research. She sits on the executive committee of the UK Feminist and Women’s Studies Association as book Prize Officer.

Feminist Pedagogy and Safe Prison Classrooms

**Breea C. Willingham, Ph.D.**

Women’s prisons in the United States are typically perceived as repressive structures, but they are also examples of what Black Feminist scholar Patricia Hill Collins calls "alternative institutional locations" where women who are not commonly perceived as intellectuals can be found. Even in classrooms that are located in such oppressive places as prisons, the intellectual conversations and creative expressions that occur defy the grim environment and present a unique opportunity for women to critically analyze their lives and the world around them.

Using feminist and critical pedagogies as my theoretical frameworks, I argue that instructors who teach higher education in women's prisons are change agents creating safe spaces where critical thinking, writing and other scholarly activities happen – all of which contradict the prison overseers’ demand for control and obedience. For this qualitative study, I interviewed 17 instructors who teach in women's prisons and jails across the United States to answer the question: "How do instructors use feminist pedagogy to create safe classroom spaces in women's prisons and jails?"

The instructors have varying opinions on whether it is truly possible for them to create safe learning spaces in the prisons and jails where they teach. Safety is such a relative concept – what is safe to one student may not be safe to another. That is not to say that safety cannot happen in a prison classroom, but instructors are not in a position to guarantee safety in a space that is out of their control. The instructors’ experiences support the literature on feminist critiques of safe space that indicates that despite the best of intentions, it is not always possible for instructors to create safe classroom spaces.

**Keywords:** feminist pedagogy, college-in-prison, women’s prisons

**Dr. Breea Willingham** is an Assistant Professor of Criminal Justice at Plattsburgh State University of New York. Her research areas include Black women’s prison writing, higher education in women’s prisons, the impact of incarceration on Black fathers and their children, and race and crime. Dr. Willingham worked as a newspaper reporter covering crime and education for 10 years before entering academia.

## 10.50-12.50 (G001)

### **Activism, Feminist Research and Praxis**

***Power, conflict and feminist praxis***

Education for Empowerment?: Six Cambodian feminist photovoices

**Anna Rogers, Victoria University of Wellington**

‘Educate a Girl. Change the World.’ Faith in this ‘universal’ creed permeates development discourse. Yet a breadth of literature demonstrates education and empowerment outcomes are contextual, unpredictable, and dependent upon factors outside formal schooling. Current educational access targets are being challenged by calls for quality, while Millennium Development Goals are challenged by rising calls for post-2015 rights-based development. This paper considers a particular time-space in the education and empowerment of six young women activists in Cambodia. In 2013, amidst a ‘human rights crisis’, the Cambodian national election spurred historic levels of youth engagement, including grassroots groups of women activists addressing violence against women, land rights, and political representation. Yet activist groups were often denied their right to public expression, and some faced violence. Findings draw from feminist research with six Cambodian women, all university graduates active in local feminist NGOs. Using participatory photovoice methodology, participants’ photographs illustrated their viewpoints on their education and empowerment, as well as their efforts to build collective feminist movements in precarious political spaces. This research found participants’ formal education significantly empowering, but their political empowerment stifled by broader denial of women’s rights, which formal education institutions may hesitate to affirm or actively refuse to support. Activist groups’ grassroots education was also empowering—but formal schooling provided job opportunities and family endorsement, both critical to participants’ success. To enhance education/empowerment/development outcomes, actors at all levels must develop praxis that engages with the complex nexus between these aims.

**Keywords:** higher education, gender, empowerment, photovoice, Cambodia, feminist politics

**Anna V. Rogers** has a Master’s in Development Studies from Victoria University of Wellington, with a focus in higher education, gender, and participatory methodologies. At the core of her work academically, professionally, and alongside feminist movements are reciprocal relationships, through which social justice is realised.

Untold Stories Revisited:

Jewish and Arab feminist moderators confront the shadows of the Arab-Jewish conflict it their dialogue

**Tuffhah Saba, Tamar Hager,** **Tel Hai College, Israel**

For decades, planned encounters – also termed "dialogues" – between Jewish and Palestinian citizens of Israel have been a main vehicle in peace education efforts to reduce ethno-political tension and hostility. Such interventions attempt to lessen prejudice, de-legitimization, and dehumanization by improving intergroup relations, while aiming towards eventual social change and reconciliation. The facilitation of such groups is usually conducted by both Jewish and Arab moderators who bring to the meetings their respective collective stories. For more than a decade we, one Arab and two Jewish moderators, all radical feminists whose views on the Israeli-Palestinian conflict place them within the radical left, have facilitated a Jewish Arab encounter group as part of the official curriculum of the Education Department at Tel Hai College in the northern periphery of Israel. Despite our shared political and social beliefs, the three of us constantly cope with painful national and cultural conflicts. In this paper, we narrate one of these distressing moments. Working together for four years, the Jewish facilitators, Nava Shay and Tamar Hager, noticed that their personal family stories, identified inevitably as part of the hegemonic Israeli narrative, were erased from the dialogue, leaving behind a complex void. Our paper does not intend to retrieve these missing stories, but rather to look reflectively at the void in an attempt to understand its meaning. Looking at this absence from three perspectives enables us to identify obstacles as well as new possibilities in peace work.

**Keywords:** conflict, dialogue, peace education, personal stories, facilitation

**Tuffaha Saba** teaches in Education Department at Tel Hai Academic College. Education for peace, dialogue, education for social change, multiculturalism, and language as a tool for empowerment are core issues of her academic research, teaching and social activism. She is the founder and former co-director of the college's Center for Peace and Democracy, whose mandate is to academically and administratively develop and implement the multicultural vision of the college. She is now the academic counsellor of the Arab students.

**Tamar Hager** is a Senior Lecturer at Tel Hai College, Israel. She is the head of "Education through Art" program in the Department of Education and also teaches in the Gender Studies Program in the Department of Multidisciplinary Studies. Critical pedagogy, feminist methodology, peace education, multiculturalism, motherhood and fictional and academic writing are core issues of her academic research, writing, teaching and social activism. She is the founder and the former co-director of the college's Center for Peace and Democracy, whose mandate is to academically and administratively develop and implement the multicultural vision of the college. She published in 2000 a book of short stories *A Perfectly Ordinary Life* (in Hebrew) and in 2012 she published another book, *Malice Aforethought* (in Hebrew), in which she attempts to reconstruct the elusive biographies of two English working class mothers who killed their babies at the end of the 19th century.

This paper is presented in the memory of our friend Nava Shay. As a passionate feminist and peace activist, her contribution to our dialogue and to this paper has been invaluable. We miss her a lot.

“I feel like I am hanged in the middle, neither I can fly really high … nor I can again go back to my life”: contradictions, unintended consequences and ethical considerations in consciousness-raising and empowerment in a feminist classroom in Bangladesh

**Meghan Daniel, Cleonicki Saroca**

**University of Illinois, Independent Scholar**

This paper utilises gendered, intersectional and transnational lenses to explore how feminist pedagogy, consciousness-raising and empowerment relate in a multinational feminist classroom in a women’s university in Bangladesh. Utilizing Third world feminisms’ constructs of intersectionality and anti-essentialism as conceptual tools to explain “different experiences based on intersecting social divisions and multiple systems of oppression” (Thiara and Gill 2010:37), we seek to re-contextualize and examine the ethics of empowerment and consciousness-raising. Eleven student interviews and a ‘what now’ follow-up one year after their graduation, together with our interviews and self-reflections as professor and teaching assistant, provide an excellent foundation to elucidate the ‘messy business’ of feminist pedagogy. Much feminist scholarship constructs consciousness-raising and empowerment as positive. However, our research indicates student and teacher experiences of these processes is contradictory; outcomes are not always positive, despite our best intentions. Feminist poststructuralist perspectives on power as fluid and unstable address the unintended consequences of our pedagogical practices for students and ourselves. Conceiving of empowerment “as an exercise of power in an attempt to help others exercise power” (Gore 1990:15) helps us ground actions in context without presupposing consciousness-raising and empowerment are inherently positive, while textually-mediated discourse (Smith 1990:11) illuminates how students and teachers engage in empowerment and consciousness-raising in mediating their own practices. We echo Gore’s (1990:11) critique of feminist pedagogical discourses that characterize power as property, teachers as agents of empowerment, and empowerment as inherently leading to a “desirable end state”. Rather, we recognise the need for empowerment and consciousness-raising to be contextualised and related to practices.

**Keywords:** Feminist pedagogy, empowerment, consciousness-raising, intersectionality, transnational, textually-mediated discourse

**Meghan Daniel** holds Bachelor of Arts degrees in Sociology and Women’s Studies, and is a Ph.D. student in sociology at the University of Illinois at Chicago. Broadly, she is interested in gender, race and ethnicity, and social change. Specifically, her interests are manifested in two strains. The first examines women’s education in transnational contexts; the second will examine intersectionality within social movement activism surrounding abortion. Her years of experience in feminist organizing inform her commitment to social justice activism within and through scholarly research.

**Nicki Saroca** is a feminist sociologist. She has extensive teaching experience in sociology and gender studies in universities in Australia, at the University of the Philippines and the Asian University for Women in Bangladesh, with particular expertise in Sociology of Gender, Gender and Sexuality in Asia, Gendered Violence, Migration, and Qualitative Research Methods. Her research is centrally concerned with the study of gender in intersectional, transnational contexts and has a human rights focus. Nicki brings to academia extensive experience in community engagement and networking, which were honed through her grassroots advocacy in NGO crisis services.

Researching violence in schools in Serbia: space for gender

**Nadja Duhaček Freelance Researcher**

Gender based violence (GBV) in Serbia has been the topic of research as a phenomenon that takes place in the private sphere, where it is mostly committed by men, against women or children (Ignjatović 2011). On the other hand, research regarding violence among and against children at school has largely disregarded gender as a category (Popadić, 2009).

An opportunity arose to conduct the first large scale research involving school children and gender, as a part of UN project, *Integrated Response to Violence against Women in Serbia.* For the first time, a team from the Center for Gender and Politics (University of Belgrade) joined three institutions with experience in researching violence in schools¹ and developed a qualitative and quantitative methodology for this particular purpose. The results have been presented to 50 participating schools and to the public.

The first part of the paper is a brief presentation of the main findings². However, the main goal of the paper is to provide a space for reflection on the success and the challenges in bringing feminism into processes of educational reform and violence prevention. In other words, the aim of the paper is to explore the larger context of the Serbian educational system, and the (im)possibility of bringing gender into it.

**Key words:** gender based violence, school violence, feminist educational policies

Ignjatović, Tanja (2011). *Nasilje prema ženama u intimnom partnerskom odnosu: Model koordiniranog odgovora zajednice*. [*Violence against women in intimate partner relationships.*] Belgrade:Reconstruction Women’s Fund.

Popadić, Dragan (2009). *Nasilje u školama* [*Violence in schools*]. Belgrade: Institute for Psychology and UNICEF.

¹A program called *School Without Violence* exists in Serbia since 2005, and has been carried out by the Ministry of Education, UNICEF and the Institute for Psychology at the University of Belgrade.

²<http://www.unicef.org/serbia/June_5_-_GBV_in_schools_presentation-v2.pdf>

**Nadja Duhaček** is freelance researcher and workshop facilitator, currently living and working in Belgrade, Serbia. Her main area of interest is feminism and formal education. For the past 18 months, she has been a member of team that conducted the first research project on Gender Based Violence (GBV) in schools in Serbia. Also, together with a group of colleagues, she has developed a workshop for elementary schools teachers, in which they learn about gender issues and feminism. This program has been accredited by the Ministry of Education and when teachers attend, it will count toward their points for their continuous professional development. In 2013, she completed a Master’s program in Women’s and Gender Studies, which was jointly organized by the University of Granada and the Institute for Humanities in Ljubljana.

Voluntarism: Black feminist perspectives of power and pedagogy

**Jacqueline McFarlane Fraser, Independent Scholar**

The paper is based on research exploring black feminist perspectives on voluntarism as a construct for increasing black women’s competencies and self- empowerment to reduce the impact of social exclusion. In this research, I aimed to consider the contribution of a black feminist approach to voluntarism - especially when the definition of voluntarism is varied depending on which social, cultural, political and economic factors are considered.

While Hanna (2000) suggests that the view of volunteering as popular altruism is a form of social oppression - Obaze (2000) states there is vibrant, but invisible black voluntarism which cannot be defined as social oppression.

Voluntarism research exhibits gaps in how small black womens’ organisations apply practical approaches such as Bloom s Taxonomy (1956) and Dales cone of Experience (1946) to voluntarism.

The paper presents two case studies of women who were volunteers within a small, UK-based black charitable organisation located in a diverse community of London. Methods of assessment and factors such as ‘barriers to learning’ were key elements of the research.

My research showed how the environment of black, feminist voluntarism led to the development of competencies and soft and hard skills such as decision-making which enabled the volunteers to develop and/or enhance their personal and professional power. I will show how small charitable organisations, such as the one studied, can provide black engendered-voluntarism and embrace critical pedagogy - such as those proposed by bell hooks and Henri Giroux.

**Key words:** Black feminist; voluntarism; oppression, critical pedagogy, power.

Wondering about collectives, assemblages and webs: Announcing the activism of Girls Work and feminist pedagogy in Youth Work.

**Janet Batsleer Manchester Metropolitan University**

Practices of informal learning in youth work/girls work have announced ‘separate space’ as a time and place which can enable safe enough connection for the development of critical consciousness in the investigation of the here and now constraints on being and becoming a woman. These spaces have existed sporadically from the 1970’s until today in youth work contexts across Europe. They provide alternative and markedly different sites in terms of borders drawn through class and cultural capital from those provided by the academy for the investigation of feminist pedagogy. Nevertheless, there has been a strong connection between the activisms of Women’s Studies and the activisms of Girls Work, and the theoretical-political framings of these activisms suggest common ground. This paper will offer examples from current feminist activism in Youth Work – specifically the current work of Feminist Webs, a North West England based youth work collective. It seeks to illuminate theoretical issues concerning the nature of collectives and associations in learning and the role of wonder-ing as an affect productive in opening up the possibilities of change. This paper investigates how activisms both declare and displace borders and so create the moment of feminist pedagogy which opens up to shared wonder and amazement. In the process, it considers both post-Freirean and ‘new materialist’ approaches to theorising collectives and assemblages and wonders how they each support and instigate new activisms and enquiries.

**Keywords**: GirlsWork, network, wonder, activism, border, collective

**Janet Batsleer** has worked as a Principal Lecturer in Youth and Community Work at Manchester Metropolitan University for many years. She has connected feminist activism with her work in many ways but especially through an interest in pedagogy which has crossed both community-based informal education opportunities and academic Women’s Studies courses. She is author of a number of books and papers on themes connected to Gender and Education. The second edition of a major work on Girls Work in Youth Work was published in 2013. ‘Youthworking with Girls and Young Women in Community Settings. A Feminist Perspective’ (Ashgate Arena).

## 10.50-12.50 (G070)

### **Power in the Academy**

***Obstacles and strategies for gender justice in the academy***

‘Lad culture’ and Higher Education: Exploring the perspectives of staff working in Higher Education Institutions

**Dr Vanita Sundaram, Professor Carolyn Jackson University of York, Lancaster University**

In this paper we will explore the phenomenon of ‘lad culture’ in higher education, highlighting the way in which it is characterised and perceived by staff working in higher education institutions (HEIs) in the UK. The study drew on data from six HEIs in the UK; within each institution we conducted interviews and focus groups with staff with varying levels of responsibility for student welfare and experience. Findings indicate that ‘lad culture’ is perceived as evident in HEIs, characterised by misogynistic, homophobic and sometimes racist language and behaviour, ranging from verbal harassment to physical and sexualised aggression and violence. ‘Lad culture’ is perceived as existing primarily in social contexts; however, some participants had witnessed or experienced ‘laddish’ behaviour being perpetrated in teaching and learning contexts also. We argue that ‘lad culture’ appears to exist across differing higher education contexts, but that staff do not always recognise it as problematic or feel enabled to address it. We suggest that HEIs should critically reflect on ways to enhance existing structures, policies and practices to create contexts which are conducive to gender and sexual equality.

**Keywords:** lad culture; gender; sexism; higher education; staff

**Vanita Sundaram** is currently a Senior Lecturer in Education at the University of York. Her research broadly covers gender and education, focusing more specifically on gender-based violence and teenagers; violence prevention work in schools; addressing issues of gender, sexuality and plurality in sex and relationships education; tackling everyday sexism through education across the lifecourse; and lad cultures in higher education. She is the author of numerous publications on these issues, including the forthcoming *Global debates and key perspectives on sex and relationships education: Addressing issues of gender, sexuality, plurality and power* (Palgrave)and *Preventing youth violence: Rethinking the role of gender in schools* (2014). She is an academic member of the NUS Strategy Team on Lad Culture and serves on the Gender and Education Association executive committee.

**Carolyn Jackson** is a Professor of Gender and Education in the Department of Educational Research at Lancaster University, where she co-directs the Centre for Social Justice and Wellbeing in Education. Carolyn has researched and published on numerous gender and education issues, including fear; constructions and performances of 'laddish' masculinities and femininities; and single-sex and mixed-sex learning environments. She has published books including ‘*Lads and Ladettes in School: Gender and a fear of failure’* and *‘Girls and Education 3-16’* (co-edited with Carrie Paechter and Emma Renold). She is currently working on an SRHE-funded project with Vanita Sundaram on ‘lad’ cultures in higher education.

The representation of women in the leadership of UK students’ unions

**Rachel Brooks**

**University of Surrey**

Despite women now constituting over half of the student population in the UK, significant gender disparities remain within the leadership of students’ unions. Indeed, the National Union of Student’s own survey, for example, indicated that 47 per cent of union officer roles were held by women, although they comprised 57 per cent of the higher education population as a whole. Even more starkly, it reported that 72 per cent of presidents were men, and only 28 per cent women (NUS, 2010). Other roles are also significantly less likely to be held by women, including: treasurer/finance officer, clubs/societies officer, sports officer, and LGBT officer (ECU, 2007). Drawing on a national survey of union officers and staff, and a series of 24 focus groups involving both students’ union officers and institutional senior managers, this paper considers the reasons for these inequalities. In contrast to the position held by Crossley and Ibrahim (2012), that students’ unions help to establish social networks which then play an active role in the politicisation of students, it argues that the relationship operates in the opposite direction: friendship groups and other peer networks play a significant role in determining who does and does not become involved in the union. Moreover, as friendship groups are often formed on the basis of ‘differential association’ (Bottero, 2005) and are thus frequently socially homogenous, inequalities tend to be perpetuated.

**Keywords**: higher education, students’ unions, gender, politics, friendship groups

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**Rachel Brooks** is Professor of Sociology and Head of the School of Social Sciences at the University of Surrey, and co-editor of *Sociological Research Online*. She has conducted research on wide variety of topics within the sociology of education. Her recent books include *Ethics and Education Research* (Sage, 2014, with Kitty te Riele and Meg Maguire) and *Contemporary Debates in the Sociology of Education* (Palgrave, 2013, with Mark McCormack and Kalwant Bhopal).

Rethinking access to graduate education for Latina students

**Mariana G Martinez**

**University of Illinois, Urbana-Champaign**

In 2012, women earned 47% of all research doctorates conferred, of that 6.4% were conferred to Latinas; majority in the disciplines of Social Sciences (8.5%) and Humanities (7.6%). To put it in perspective, of the total 51,000 degrees awarded only 3,060 (5.9%) doctorates were earned by Latinos, but only 1,510 (2.7%) earned by Latinas (Doctorate Recipients from U.S. Universities, 2012; 2014). Considering that Latina/os make up 17%, of the entire U.S. population a number such as 1,500 doctoral degrees earned is minimal.

As such, this study examined access to graduate school by Latinas at a research I institution. The study used a Chicana feminist epistemology (CFE) (Delgado Bernal, 1998) framework. CFE is grounded on the knowledge found by Chicanas – about who generates an understanding of their experiences, and how this knowledge is legitimized or not legitimized (p. 560), questions objectivity, a universal foundation of knowledge, and the Western dichotomies of mind versus body, subject versus object, objective truth versus subjective emotion, and male versus female. Delgado Bernal (1998) adds that a CFE exposes experiences that are probably not visible in a traditional patriarchal position or a liberal feminist standpoint. The findings gave an interest in *cuentos,* as many of the participants shared them as part of their narrative without having any hesitation sharing such intimate family moments/memories. Familia, support, distance, resistance/survival were themes that kept on reoccurring. Some of these themes are weaved together/connected and it is best to not separate them.

**Keywords**: United States, graduate education, graduate school, access, Latina women, Chicana feminist epistemology (CFE)

**Mariana G. Martinez** is a doctoral candidate in the Education Policy, Organization and Leadership program at the University of Illinois at Urbana-Champaign. Originally from California, her research focuses on Latinas of Mexican descent and their everyday experiences at a research I predominately white institution (PWI) in the Midwest. Her interest is a combination of her own experiences in a space that is in constant conversation within a White and Black racial paradigm and as an outcome excludes or minimizes the Other experience. Her research interest also stems from the hopes that scholarship will begin to understand that first generation for Latino students, in many occasions, is in reference to the entire pipeline, as many are the first and only to not just be a doctoral student but that holds beyond a high school diploma in their entire family. She also wants to use her research as a vehicle to gain insight onto the values of coming from an immigrant household, being an in-between, being in the middle. Finally, she is the mother of a 7-month baby boy, the eldest of three and the only one to hold a bachelor’s and master’s degree in a family of over 30 members.

Trajectories of feminist academics in higher education in Brazilian

North and Northeast

**Flavia Maia Guimarães, Gloria Rabay, Maria Eulina Pessoa de Carvalho**

**Federal University of Paraiba**

This paper analyses the trajectory of feminist academics participation in women and sex-gender studies centers in North and Northeastern Brazilian Universities. The research aimed at making visible the contributions of these women to academic feminism, as well as understanding, from a situated perspective, their trajectories as activists and academics, evidencing strategies of adaptation, resistance and innovation in higher education and social contexts. Based on feminist narrative biographical investigation, 22 biographies and autobiographies of academic feminists (born from the 1930´s to the 1960´s) were constructed and analyzed. The analysis points at diverse trajectories within a movement of feminist conscientization spanning from personal to institutional experience, and eventually converging to feminist activism within or outside Academia. Some engaged with gender issues within academic activism, as students or union representatives, as well as other kinds of activism in political parties and the Catholic Church; others engaged due to an inspiring female professor; some of them were already activists in women’s movements outside Academia; others joined the feminist movement after getting involved with gender studies. All of them engaged in feminist struggles in order to obtain recognition for their academic projects, overcoming prejudice that persists against gender and feminist studies in the university, as well as to sustain their centers and groups in the absence of academic support. The research was supported by CNPq and Capes grants.

**Keywords:** academic feminists, higher education, narrative biographical research.

**Flávia Maia Guimarães**: Doctor in Literature Theory (UFPE/Brasil, 2009), Master in Education (UFPB, 1998) Bachelor in Psychology (UFPB, 1990). Post-doctoral research (University of Barcelona/Spain, 2014). Associate Professor at Federal University of Paraiba (UFPB/João Pessoa, Brasil). Former coordinator of NIPAM (Gender Studies Center). Research interests: sexuality, gender, identity, human rights, curriculum.

**Gloria Rabay**: Doctor in Sociology (UFRN/Brazil, 2008), Master in Social Sciences UFPB/Brazil, 1992), Bachelor in Media Studies/Journalism (UFPB/Brazil, 1982). Associate Professor at Federal University of Paraiba (UFPB/João Pessoa, Brasil). CNPq researcher. Coordinator of the distance learning specialization course ‘Policy, management, gender and race’. Research interests: gender, higher education, women political participation.

**Maria Eulina Pessoa de Carvalho**: PhD in Curriculum, teaching and educational policy (MSU/USA, 1997); Master in Educational Psychology (UNICAMP/Brazil, 1989); Bachelor in Pedagogy (UFPB/Brazil, 1978). Post-doctoral research (University of Valencia/Spain, 2011). Full Professor at Federal University of Paraiba (UFPB/João Pessoa, Brasil), undergraduate, master and doctorate programs. CNPq researcher. Coordinator of the distance learning specialization course ‘Gender and diversity in schools’. Research interests: gender, higher education, child education, curriculum, family-school relations.

Gender, Networking and Higher Education

**Paula Burkinshaw, Kate White**

**LUCILE, Leeds University Business School, Federation University Australia**

UK higher education contributes £4b to the UK economy (HEFCE 2013) and has a moral imperative to pursue gender equality (Jarboe 2013). Despite women making up almost 60% of students and 50% early career academics, only 21 per cent of professors and 20 per cent of vice-chancellors in the UK are women (ECU 2014). The White Rose women in leadership project ‘Absent talent in UK HEIs’ identified major barriers to gender equality and recommended networking as an effective strategy, as it raises ‘research and professional profile and …mitigates isolation and invisibility’ (Ford, Burkinshaw & Cahill 2014, p. 26).

This paper presents the initial findings of our subsequent research project which is a collaboration between the UK northern universities network and the international Women in Higher Education Management Network that has explored:

* Accessing formal and informal male networks
* Negotiation and visibility in men’s networks
* Creating women’s networks
* Effectiveness of women’s networks (given that elite gatekeepers are male)
* Link between networking and academic promotion
* Gender and cultural issues in relation to networking
* Achieving a critical mass of women and impact on cultural change
* Networks, editorial boards and publishing
* Link between networking and mobility,

The paper analyses the potential and value of networking for improving both gender equality in academic leadership and the visibility of women in senior roles, with the added value and impact of undertaking action research through these two gender in higher education networks.

**Keywords**: gender, higher education, networking, academic promotion, publishing, mobility

**Dr Paula Burkinshaw** holds a senior research fellowship within LUCILE, having previously worked as a leadership development professional for more than twenty years. Paula’s professional experience spans public, private and third sectors culminating in senior appointments and consultancy. Paula has been fascinated by gendered leadership cultures for some time now and more recently Paula completed her PhD at Lancaster University exploring the under-representation of women at the top of higher education.

**Dr Kate White** is an Adjunct Associate Professor in the Faculty of Education and Arts at Federation University, Australia. She is Co-Director of the nine-country Women in Higher Education Management Network ([www.whemnetwork.com](http://www.whemnetwork.com)) and co-editor (with Barbara Bagilhole) of *Gender, Power and Management: a cross-cultural analysis of higher education* (2011) (Palgrave Macmillan) and *Generation and Gender in Academia* (2013) (Palgrave Macmillan).

## 10.50-12.50 (1014)

### **Teachers, Identities and Social Justice**

***Becoming a teacher: learning social (in)justice***

A very Froebelian childhood? Life history insights into the early childhood and education experiences of Froebel trainees educated in the 1950s and 1960s

**Dr Kate Hoskins, Dr Sue Smedley**

**University of Roehampton**

Drawing on life history interview data, collected as part of a research project funded by the Froebel Trust, this article explores the family backgrounds and educational experiences of nine women who attended Froebel College in the 1950s and 1960s. Drawing on Bourdieuian (1977) theories of habitus and field and underpinned by theories of identity (Burr, 2003: Bauman, 2004), the paper explores the gendered experiences and the shared habitus and dispositions within the sample. The paper also explores commonality of family values, experiences and education pathways reported by the participants. Attention is paid to the Froebel College education legacy, and its potential, by reflecting back to consider how Froebelian training in the 1950s and 1960s resonated with the women’s family habitus and dispositions in distinctive ways. The data highlights some of the distinctive features of Froebelian training and reveals a gendered story around the growing acceptance of women obtaining paid employment in the post Second World War period. The data highlights the strength of these women’s commitment to Froebel’s (1896) educational ideals, in particular learning through play and learning through engaging with nature (Brehony, 2001). The findings highlight the myriad ways in which Froebel’s philosophy infused the women’s early childhoods and was taken up by them in their training, which shaped and influenced their careers.

**Keywords:** Froebel; early childhood; life history; habitus and field; gender identity

**Kate Hoskins** is a reader in the School of Education at the University of Roehampton. She convenes an MA in Social Research Methods and also teaches undergraduate courses. Her research interests relate to the sociology of education, with a particular focus on policy, identities and inequalities.

**Sue Smedley** is a lecturer at the University of Roehampton, teaching a variety of undergraduate courses in education and early childhood studies. Her doctoral thesis focused on men student primary school teachers and her main interests are in early years and primary teachers’ professional identities. Prior to joining the university she worked as a primary school teacher in London.

Being a Double Minority: An Interpretive Look at a Non-White Pre-Service Teacher’s World Language Certification Experiences

**Mary Elizabeth Hayes University of Georgia**

Numerous studies have dealt with the fact that minorities are grossly underrepresented in the teaching profession in the United States, as well as with possible causes for such lack of representation (Cochran-Smith and Fries, 2005; Gordon, 1994; Hanushek and Pace, 1997; Motha, 2006; Rong and Preissle, 1997; Su, 1996). Such underrepresentation is a politicized form of *tacit oppression* (Gillborn, 2005) that is self-perpetuating and detrimental to our goals as programs of higher education dedicated to the promotion of diversity, understanding, and equity. In this interpretive study centering on critical race relations and the World Language classroom in the southeastern region of the United States, I interpret interview data and various documents taken from the coursework portfolio of Amanda (pseudonym)—a young, female, African-American student teacher in the final year of undergraduate study at a state university—who was preparing to enter the workforce as a teacher of Spanish as a foreign language, in order to better understand her unique experience as a part of this specific teacher education program. My interpretive findings support the conclusion that we must examine how we as supervisors and mentors construct and implement our teacher education courses and how these affect all of our student teachers, taking special care to consider non-White perspectives that may differ from our own assumption—as the literature would suggest—that most of us as teacher educators are White, middle class females (Ladson-Billings, 2005), or from what has gone unquestioned as “normative”.

**Keywords:** critical race theory, teacher education, world language education, minority, gender studies

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**Mary Elizabeth Hayes** is a doctoral student in Language and Literacy Education at the University of Georgia, with previous studies in linguistics and work experience in education faculty management. Her research interests include negotiation of the Self in crisis in emergent bilinguals, and the experiences non-Hispanic minority teachers of Spanish as a foreign language. She is currently exploring phenomenology as a philosophical framework, and developing an interest in post-human qualitative inquiry.

Exploring Pre-Service Male Students Perceptions about Becoming Teachers in Early Childhood Education (ECE):

A Case Study from Indonesia

**Jo Warin, Anette Helman, Vina Adriany Lancaster University, Gothenburg University, Indonesia University of Education**

Early childhood education remains one of the most gendered professions. The job is highly associated with women since caring and nurturing young children has traditionally been perceived as the responsibility of a mother. Most studies on male teachers in early childhood education have been conducted in the West. This working paper aims to fill in the gap in the literature by providing a case study from Indonesia. The subjects who participated in this study were four male students in the department of early childhood education in a university in Indonesia. Tentative analysis of interview data illuminates the complexity of their perceptions. Whilst the four men strongly advocated a need to have male teachers in ECE, their arguments were limited to a discourse about the value of ‘male role models’. At the same time they were also aware of having to confront public stereotypes about the presence of men in this context, articulating fears about being accused of pedophilia or being labeled as homosexual. An interesting finding was the influence of cultural and religious influences on their perceptions. Finally, the discussions also yielded some insights into the practical implications of recruiting more male students to ECE.

**Keywords:** Male Students, Teachers, Early Childhood Education

**Jo Warin** is a senior lecturer in the Department of Educational Research Lancaster University where she teaches the online Doctoral Programme in Social Justice and Wellbeing.

**Anette Hellman** is a senior lecturer in the Department of Education, Communication and Learning, Gothenburg University, Sweden.

**Vina Adriany** is a lecturer in the Department of Early Childhood Education, Indonesia University of Education. She can be contacted at vina@upi.edu

Nothing’s Straight Here: Gender and Teacher Education at a Faith-Based University in Canada

**Allyson Jule, Trinity Western University**

This ethnographic study explores the teaching of a gender and education course at a private, faith-based evangelical university, Trinity Western University, in British Columbia, Canada. This study uses questionnaires and interviews with students/pre-service teachers from within the School of Education to explore the unique campus community alongside growing feminist pedagogical ideas and a growing shift toward more inclusion of gay students. That said, a recent change in the university’s leadership has altered the rhetoric surrounding the school in the local media, highlighting the university’s official view that marriage is restricted to one man and one woman. This study suggests there are widely differing views regarding the LGBTQ community on campus.

This paper explores and defends the offering of a Gender and Education course within the only faith-based teacher preparation programme in Canada. Seven students completed three surveys: one upon course entrance to give background information on themselves and their thinking about gender issues in education, one to complete on the final day of the class to capture their immediate reflections on their experiences and opinions about the course, and one nine months after the Gender and Education course had ended to explore lasting impressions or insights. A total of 21 surveys (7 students x 3 surveys) were used for analysis. Student feedback on the course offering, its assignments, and the classroom atmosphere are highlighted.

**Key words:** faith-based education, Teacher Education, course development and delivery, student comments

**Allyson Jule**, PhD, is Professor of Education and Co-Director of the Gender Studies Institute at Trinity Western University in Langley, BC, Canada. She earned her PhD in London at the University of Roehampton (2002). She taught at the University of Glamorgan in Wales for six years before returning home to Canada in 2008. Allyson Jule has particular research interests in the area of gender in the classroom as well as gender alongside religious identity. She is the author of *A Beginner’s Guide to Language and Gender* and *Gender, Participation and Silence in the Language Classroom:* *Sh-shushing the Girls* and the editor of two collections of sociolinguistic scholarship: *Gender and the Language of Religion* and *Language and Religious Identity.*

Class and Gender matters? Non-traditional student’s aspirations to join the academy.

**Vivienne Hogan AUT University**

As part of a longitudinal research project looking at entrants to a teacher education program based in Auckland New Zealand, the research team became interested in the motivating factors for pre-degree students enrolling on the Introductory Certificate of Early Childhood Education. The Introductory Certificate is a one semester programme offering students a means to staircase onto the Certificate/Bachelor of Education in early childhood education or primary. Entry to the Introductory Certificate is ‘open,’ and attracts predominantly female students from diverse ethnic, cultural and socio-economic backgrounds.

Initial findings from the project suggest that there are interesting parallels with similar international studies specifically in relation to the demographic of students enrolling on teacher education programmes. Feminist research on the gendered nature of teaching in the United Kingdom by Braun, (2012), Clegg (2011), Osgood (2012), Skeggs (2004) and Walkerdine (2003) have argued that a class dimension persists in teaching by drawing on Bourdieuian theory to interrogate and contest the relationship between social class, gender and teaching.

While ‘class’ as an indicator of social status in New Zealand is more complex and some argue non- existent, Thrupp (2007, 2008) and Crothers (2013) have given convincing accounts that class is alive and well in New Zealand. Building on the ideas of feminist writers this paper complicates the concept of class as it relates to gender and teaching recruitment in New Zealand.

**Keywords:** social class, teaching, access to Higher Education, gender, Bourdieu

**Vivienne Hogan** is currently a lecturer in early childhood education based at AUT University in Auckland, New Zealand. Vivienne moved to New Zealand from the UK with her two sons and partner in 1999. She has been working and researching in the field of early childhood education for over thirty years and has an ongoing interest in the topic of gender and how it is theorised across the disciplines especially in relation to young children and teaching. She is currently co-ordinating a cross disciplinary feminist theory reading group in Auckland and planning to enrol in a PhD in 2015.

## 10.50-12.50 (2001)

### **Public Pedagogies: the power of policy**

**Policy, power and gender**

**Does gender (still) matter? Temporality and gender equity**

**policy in post-feminist times**

**Susanne Gannon, University of Western Sydney**

Almost twenty years ago the Australian federal government released a national *Gender Equity Framework for Australian Schools* (1997) which was adopted by all states. It promptly disappeared from sight after a conservative change of government. This was gradually followed by the dismantling of gender equity units and support staff in each state, and a narrow turn to boys’ education which eclipsed the more complex strategies and theoretical underpinnings of the Framework. Despite ample evidence that gender continues to shape students and teachers’ experiences of schooling in deleterious ways, there is no current national policy for gender and education. Successor narratives of feminist theory provide one explanation (i.e. fragmentation after liberal feminisms via the proliferation of poststructural, queer and postfeminist theories). This paper takes up the *Gender Equity Framework* (1997) as a case of policy emergence, mutation and dissipation and it considers how this might be read, both in its time and in the present, in terms of gender related practices, strategies and the theories through which they are understood. In particular the notion of *kairos* – timeliness, or political actions that emerge in the present, that open opportunities, breaks and ruptures, opportunities that emerge in the everyday (Honkanen, 2007) - will be explored as a means of better understanding the policy trajectories of gender equity in Australian schools. Further it will begin to reconsider the temporalities of feminist theories, where generational or linear temporalities have been recently questioned in favour of more complex genealogies (Hekman, 2014; Van der Tuin, 2014), in order to consider what opportunities might exist in the present – if at all - to reprise gender equity strategies. Discourse analysis of documents, artefacts and interviews will be examined in the paper.

**Keywords**: policy, gender equity, schools, kairos, temporalities, genealogies

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**Susanne Gannon** is associate professor of education at the University of Western Sydney Australia, and Equity Program leader in the Centre for Educational Research. She researches gender, ethnicity and equity, post-structural theories and their implications for education, innovative writing practices and pedagogies, place-based learning and English education. She is co-author / co-editor of several books including *Deleuze and Collaborative Writing: An Immanent Plane of composition* (with Wyatt, Gale and Davies; Peter Lang, 2011) and *Contemporary Issues of Equity in Education* (with Sawyer, 2014). Her most recent publication is *Becoming girl: Collective biography and the Production of girlhood* (co-authored/ co-edited with Marnina Gonick 2014). She has published over 80 book chapters and peer-reviewed journal articles in diverse publications.

Gender Mainstreaming in German Education Politics

**Jasmina Crčić, University of Marburg**

Educationally disadvantaged boys, gender-related choices of subjects, gender differences in school performances: gender and school is a highly topical and controversially discussed subject in many countries. Women´s and gender studies of different scientific disciplines made it possible to understand schools as places where gender relations are reproduced, where “gender is done” everyday.

At the same time schools have to be understood as structurally “gendered organizations”. The political strategy of gender mainstreaming aims to combat existing unequal gender relations in all policy fields. In the field of education or school politics, this means, that school laws, school curricula or the approval of school books have to take gender issues into account. It also refers to the question, whether teachers are sensitized during their studies at university for gender aspects in the classroom and gender relations in society.

This paper focuses on the implementation of gender mainstreaming in German education politics (basic and secondary education) and is based on a comparative analysis of the three German city states Berlin, Bremen and Hamburg. Key questions consider the role of equality initiatives or unions within the policy field, the relevance of formal or informal networks on a micro-political level or the different conceptualizations of terms such as gender and gender mainstreaming. The findings are drawn upon a document analysis and 22 expert interviews and show the importance of micro-political processes with regard to gender equality policies.

**Key words:** Gender Mainstreaming, Germany, School Politics, Implementation Research

**Jasmina Crčić** is currently working on her dissertation, which deals with the question of gender equality in German education politics. She is a doctoral student within the field of political science at the University of Marburg, Germany and holds a scholarship of the German foundation Friedrich-Ebert-Stiftung. Her research interests focus on social policy, especially gender relationships and educational policies. She is also working as a lecturer at Hamburg University of Applied Sciences/Department of Social Work.

The aspiration discourse and gendered subjectivities

**Dr. Konstanze Spohrer (corresponding author), Dr. Garth Stahl, Tamsin Bowers-Brown**

**Liverpool Hope University, University of South Australia, Sheffield Hallam University**

Over the last decade, the discourse of ‘poverty aspiration’ has become increasingly prominent in public debates in the United Kingdom. A much used term by New Labour, ‘aspiration’ has continued to be a key element in the current Coalition government’s rhetoric around ‘social mobility’ (Allen, 2013). ‘Raising aspirations’, in particular used in reference to working class youth, has been presented as a panacea for reducing educational and social inequalities and for meeting the alleged needs of a knowledge-based economy. These calls to raise aspiration can be seen as indicative of a neo-liberal structuring of a citizen-subject who is entrepreneurial, self-reliant and responsible (Francis & Hey, 2009; Raco, 2009). We argue that ‘aspiration’ is a gendered, classed and racialised process which requires an intersectional analysis as neoliberalism attempts to erase these categories.

In this paper, we analyse the discourse of aspiration, expressed in educational policies and practices, for its implications for the identity formation of young people. Firstly, we examine the gendered, classed and racialised ways in which young people’s aspirations are positioned in public discourse. Drawing on interviews with working-class youth in the United Kingdom from three research studies, these constructions are then juxtaposed with the future imaginaries by working-class males and females. By identifying instances of appropriation, resistance and counternarratives to the discourse of aspiration, the paper sheds light on the ways in which neo-liberal forms of power are exercised and negotiated in educational contexts. The paper concludes with suggestions for a more nuanced discussion of ‘aspiration’.

**Keywords:** Aspiration, neo-liberalism, gender, identity, policy discourse, working-class youth

**Konstanze Spohrer** is a lecturer in Education at Liverpool Hope University, specialising in the Sociology of Education. Her research interests are in inequalities in education, education policy and sociological theory. She is particularly interested in examining the ways in which educational transitions and participation of young people from working-class backgrounds are constructed and shaped by structural and discursive forces.

**Garth Stahl** is a theorist of sociology of education. His research interests lie on the nexus of neoliberalism and socio-cultural studies of education, identity, equity/inequality and social change. Currently, his research projects and publications encompass theoretical and empirical studies of learner identities, gender and youth, sociology of schooling in a neoliberal age, gendered subjectivities, equity and difference, and educational reform. Of particular interest is exploring neoliberal counternarratives and around 'value' and 'respectability' for working-class youth.

**Tamsin Bowers-Brown** is a Senior Lecturer and course leader of the BA in Education Studies at Sheffield Hallam University. Her main areas of interest are educational inequalities and in particular the impact of social class on educational experiences and the role of policy in shaping educational practices. Her doctorate explored how girls ‘do’ education, using concepts from Bourdieu and Foucault to theoretically analyse girls’ achievement and hopes for the future.

“The immigrant woman” as problematic in the Swedish Welfare State -

On categorizations and identity positions in policy, education and working life

**Marie Carslon, University of Gothenburg**

This contribution scrutinizes the troubled positions, borders and boundaries of “the immigrant woman” through Swedish language programs for immigrants (SFI) and also through policy texts and how the category “immigrant” including “the immigrant woman” is constituted and negotiated in relation to the labour market. Structural conditions as well as agency are not always problematized. Examples will be used from the past when SFI started in the 1960s and from the present – from a debate on troubled positions that is still ongoing. A *sociocultural perspective* and a *postcolonial point* of departure are used.

Since its inception SFI has been influenced by and interacts with shifting economic conditions and changes in immigration policy, education and labour issues. Gendered, culturalized and ethnified – but not classed – discourses are discerned during SFI's entire story. SFI can be seen as an arena in which the construction of who is an immigrant and who is a Swede is being played out – together with fostering attitudes. In particular, a gender-equality discourse is linked to Swedish norms: an ethnocentric discourse that positions both men and women who migrate to Sweden as more tradition-bound and less gender-equal than men and women born in Sweden.

The traditional and culturally bound immigrant woman is emphasized strongly in dominant discourses; issues such as discrimination are hardly ever addressed. The empirical data consist of policy documents, interviews and debates. Other research relevant to the critical discussion has also been reviewed. The overall intersectional discussion is related to cultural, migration, ethnicity and gender studies.

**Keywords:** categorizations, identity positions, immigrant women, language courses, policy documents, Swedish welfare state

**Marie Carlson**, PhD (Sociology) is Associate Professor of Sociology and Senior Lecturer at the Department of Sociology and Work Science, University of Gothenburg, Sweden. Her main research interest is in cultural studies and the sociology of education, with a special focus on migration, language, ethnicity, gender, identity, class and power relations. Since her PhD dissertation (2002) on Turkish immigrant women’s encounters with the Swedish welfare state in terms of language courses, she has worked in several multidisciplinary projects – often from a transnational perspective. Carlson is a Board Member and Research Fellow of the Swedish Research Institute in Istanbul (http://www.srii.org/). She is also a member of the *Centre of Excellence*: *Justice Through Education in the Nordic Countries, JustEd*, (2013-2018) funded by Nordforsk; sub-theme ”Perceptions and Construction of Marginalisation & Belonging in Education” (link: <http://blogs.helsinki.fi/just-ed/organisation/> )

WA Case Study on the Production of the Vulnerable Immigrant Girl in Spanish Education

**M. Belén Hernando Lloréns University of Wisconsin-Madison**

This paper presents some of the results from a multi-sited ethnographic study of how immigrant Latina girls produce and embody women’s rights at their culturally diverse high school in Madrid (Spain). The girls attend a school that was based on a project of democratic education in Madrid (Spain).

For this presentation, I will analyse the way in which the subject of women´s rights, the citizen, is discursively produced by different discourses and actors in education. In this study, I understand rights as discourses that entail certain imaginaries of personhood and modes of living, which, in turn, uphold specific modes of political intervention and particular social norms.

The goal of this presentation then will be twofold: 1) to trace what understandings of gender justice, citizenship, and vulnerability are mobilized in school to address the hopes for immigrant girls enabling the production of a particular kind of subject/citizen and 2) to inquiry the historical conditions that enable those discursive practices as the only reasonable possibility.

I draw on a critical discourse analysis of teachers´ and administrators´ interviews, as well as the policy products created by school (school mission or coexistence plan). I also analyzed two different bodies of policy in Spain: 1) women´s equality laws and 2) educational laws from the democratic opening in 1978. This analysis invites a reconsideration of the theoretical underpinnings of current analysis of democratic education and the way current framing of women´s education is creating new subjects of abjection in educational policy and practice.

**Keywords:** citizenship; policy analysis; subjectivization; liberal feminism; girls’ education; Latina girls

**M. Belén Hernando Lloréns** is a doctoral student in the department of Curriculum and Instructions at the University of Wisconsin-Madison. Her current research examines the process of subjectivization of women´s rights among immigrant Latina girls in Spanish education. Her research interests are: gender justice in education, subjectivity and agency in education, ethnographic study of citizenship, and anthropology of rights.

## 10.50-12.50 (2002)

### **Public Pedagogies: popular culture**

***Media pedagogies of gender***

**‘*NOTHING DEY HAPPEN*!’ Nollywood Representations of Mothers in Disempowering Situations**

**Anthonia Makwemoisa Yakubu (Ph.D), National Open University of Nigeria**

The paper critiques the nuances involved in the term, ‘power’ as it relates to the different roles prescribed for Nigerian women, as seen in the country’s biggest video culture, Nollywood. Generally, power swings on two axis – negative and positive. In gender discourse, powerful men are usually given the respect that comes with the label, while powerful women are generally demonised. This paper analyses a general body of gendered proverbs, especially from the Igbo, Yoruba and Hausa regions to maintain that women are generally perceived in a negative light, in relation to men. However, there is an absence of prescribed negativity when women are mothers, especially of boy children. In other words, women as wives and spinsters are demonised, while they are deified as mothers. That is, the nature of power ascribed to women under these social roles are not the same – the power they wield in the former are greatly limited, compared to those in the latter. Using the feminist theory of subjectivity to further explore this view, the paper examines Nollywood’s treatment of this subject in its character portrayal of mothers through four films: *Maami* (My Mother), and *Apaye* (A Mother’s Love), which present mothers’ efforts as sacrificial in nature, and *Dear Mama* and *Mother’s Betrayal*, which present the common belief that when power is thrust on a woman, she abuses it. One of its findings is that the larger-than-life picture women as mothers are cast in is no longer so, as the negativity ascribed to women has become more pervasive.

**Keywords:** Gender; Empowerment; Mother; Patriarchy

# **Anthonia Makwemoisa Yakubu** is a graduate of English from the University of Lagos. She has been in academics for a long time, but had a short one-year break in 2010 when she decided to work with a vibrant media house, 234Next.com. She is back to her first calling, academics, and is presently a Senior Lecturer at the National Open University of Nigeria. She has published a number of papers on gender studies, especially in relations to literary works. She is an associate editor with a peer reviewed journal, The Journal of Cultural Studies. She has edited 3 biographical compendiums on Nigerian and African women. She has also participated in workshops and conferences at the national and international levels, including being a laureate at both the Gender and Governance Institutes of the Council for the Development of Social Science Research in Africa (CODESRIA). Her hobbies include reading, writing, editing, and meeting people.

**Girls’ negotiations with genre and gender on screen:**

**the pedagogies of teen TV**

**Michele Paule, Oxford Brookes University**

Television is part of the wider landscape which provides cultural meaning. The relationship between its popular genres and gender/class constructs is, as Gonick (2003) points out, one of convention. Generic tropes mobilise discourses and create subject positions which reflect common cultural assumptions. Thus TV is a forum in which disciplinary knowledge is transformed into public pedagogies (Foucault 1979; Luke 1996).

However, TV genres can be seen as an audience sense-making strategy as much as a broadcaster’s marketing tool, especially in an era of global online fan communities and new ways of consuming media (Hills 2005; Livingstone, 2009; Ofcom 2010, 2014). In this presentation I begin by exploring aspects of the relationship between genre and gender/class in a context of deregulated (teen) television landscapes. I consider the political economies of industry genres, and how these may be reinforced or challenged by young audiences’ creation of their own categories for TV consumption.

Using evidence from a study conducted via interviews in schools in three locations in England and an online forum, I consider ways in which teenage girls explore issues of gender, identity, and imagined futures in their discussions of favourite TV shows. Focusing on High School, Noir and Medical genres I suggest that industry genres work to inculcate pedagogies of hetero- and hyperfemininities, and offer restrictive, complementary models of success to girls. However, in girls’ discussions of their own categorizations there is evidence of more transgressive readings of narrative possibilities.

**Key words:** Girlhood; Gender, Class; Genre; Television; Audiences

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**Michele Paule** works as a Senior Lecturer in Education, Media and Culture at Oxford Brookes University. Her research interests focus on youth and gender in popular and educational contexts, and the circulation of institutional discourses in diverse communities. Her doctoral thesis explored discourses of successful girlhood across school and media sites and is to be published by Routledge (2015). She has previously published work on popular constructs of ability and inclusion, and on youth engagement with gendered religious discourse on TV. In a previous incarnation as a secondary school teacher she published extensively for practitioners and students. Michele is currently working with a European Commission action research project looking at youth and the gendering of leadership in informal learning contexts across three countries. She is also a (Labour) city councillor for one of Oxford’s largest housing estates, and has a particular focus on youth inclusion.

## Activist, Lifestyle Guru, Corruptor, Freak Show: Media representations of LGBTQ Parented Families and the potential impact on their

## relationships with schools

**Dr Anna Carlile**

**Goldsmiths, University of London**

This paper will address narratives about LGBTQ parented families generated through the media, including Web 2.0, reality TV, and news journalism. Focussing on the UK but also drawing on US, Canadian, and Australian examples, it will examine ways in which these families might or might not construct or recognise themselves in relation to popular representations, and how this could affect interactions with staff and other families in schools. It will also ask whether media representations of LGBTQ parents could function to disrupt homophobic responses and to normalise certain kinds of LGBTQ parented families in the eyes of those they come into contact with in schools. It will explore how specific media emphases (such as on fixed binary models of gender and sexuality; publicly funded sperm banks and IVF; celebrity gay fathers; and ‘pregnant men’) might distort perceptions of the origins and composition of these families. The paper will address what this means for families who do not fit these normalised discourses. In the UK, this picture is situated within the context of same-sex marriage and the dominant (and developing) discourses of powerful lobbies such as Stonewall. Analysis of surveyed material is tentatively divided into the categories of *activism*; *parenting advice*; *noble survivor*; *lifestyle*; *corruption and death*; and *freak show*. The theoretical framework will draw on the notion of the queering of family and school relationships and the phenomenon of a queer parents’ community of practice. The paper is drawn from research and writing in progress which will form the basis of a forthcoming book (2017, with Paechter), focussed on LGBTQ-parented families and schools.

**Key words:** Parents; schools; media; lesbian; gay; transgender

**Anna Carlile’s** areas of research emerge from her youth work and teaching background, clustering around youth voice, inclusion, social policy, behaviour management, and special educational needs. Having joined Goldsmiths in 2008, she is now head of the BA Education, Culture and Society. Anna's research has been around the effects of permanent exclusion from school on young people, families and professionals, and more recently, through the [Illuminate Student Researcher Project](https://db3prd0411.outlook.com/owa/redir.aspx?C=ve1u2SClCkCUzyDhPXWCRMxHGeFoftAIJSjwThN8EfdjCLMsDfZN3-d4P-NnOD94HQtDccR3P4s.&URL=http%3a%2f%2fwww.gold.ac.uk%2feducational-studies%2fteacherscentre%2fyvs%2f) . This work seeks to develop a deep model of youth voice and embed it meaningfully into school and community provision and governance. Anna’s work seeks to addresses issues of institutional prejudice on the basis of race and ethnicity, gender, sexuality, and class, and is fundamentally designed as a collaboration with young people, school professionals, and community organisations.   She is interested in the potential for such collaborations in terms of innovating to directly impact fair access to education and better outcomes for all involved.

Remix video in the classroom: Working with underprivileged youths on critical media participation

**Birgit Hofstätter Alpen-Adria Universität**

Media, particularly the internet, can be perceived as technologically created arenas of learning and of political discourses. In these spaces we learn about social norms and values, e.g. in regard to gender and sexuality. In turn, any contributions to these discourses (e.g. videos, comments) reflect the way prevalent social paradigms are processed, adopted or dismissed and can be seen as political statements. With the design of digital media technologies becoming simple enough to be handled by children, it has also become easier for them to participate in media production and hence in public discourses.

The educational research project transFAIRmation was an attempt to make DIY-media production a topic at school. It was launched as a participatory project with underprivileged young teenagers attending an Austrian “New Secondary School”. It involved testing and evaluating a didactical concept based on the vehicle theory (Thaler & Zorn 2009). This theory indicates that difficult contents (e.g. of technological nature) can be transported by a vehicle topic, a topic relevant and of high interest to the target group (e.g. music, fashion, sports or video games). In transFAIRmation two of the participating pupils’ favourite TV-series were chosen as vehicle. After thematic workshops in regard to aspects of ‘(un)fairness’ such as discrimination against social minorities, particularly sexism and homophobia, the pupils examined their favourite TV-series, looking for display of discrimination and injustice.

The results were processed in remixes of the original audio-visual material to ‘transform’ the plot into a ‘fair’, non-discriminatory story-line. This talk will be about the experiences made throughout this project.

**Key words:** media education, media participation, remix, political education, popular culture

**Source referred to:** Thaler, Anita & Zorn, Isabel (2009). Attracting teenagers to engineering by participatory music technology design. In: Maartje van den Bogaard, Erik de Graf & Gillian Saunders-Smits (Hg.). Proceedings of 37th Annual Conference of SEFI. “Attracting young people to engineering. Engineering is fun!“, 1st–4th July 2009, Rotterdam. CD-Rom.

**Birgit Hofstätter** is a researcher at IFZ – Inter University Research Centre for Technology, Work and Culture in Graz, Austria, and teaches at Alpen-Adria Universität Klagenfurt | Wien Graz (AAU). She is a trained high school teacher and holds a degree of Interdisciplinary Gender Studies. Her studies and teaching mainly focus on technology education, representations of gender and sexuality in media. Birgit Hofstätter currently is PhD candidate at AAU in the field of Science, Technology and Society Studies (STS).

Contemporary culture, media, subjectivity and psychoanalysis: female images in the songs of Brazilian singer Alcione

**Maria do Socorro do Nascimento**, **Norma Maria Meireles Macêdo Mafaldo**

**Interdisciplinary Gender Studies Center, Federal University of Paraíba**

The media, which works as a cultural curriculum, portrays and sets new repositionings in the female-male relations. This article discusses partial results of ongoing research on female images in songs. Several fronts in the media and human sciences argue that nowadays "the" man faces a strong crisis of gender and identity, fundamentally due to the changing role of women in the labour market and their new performances in relationships. New images or updates are given to those who are the so-called “Amelia” (the submissive), the “Female Wolf” or Cougar, or the ‘sometimes Amelia sometimes Cougar’, intensifying this “masculinity crisis”. Using the conceptual tools of Psychoanalysis (Jacques Lacan), the social sciences (gender theories), and of Discourse Analysis, we analyse interviews presented in a major national magazine and we reflect about femininity-masculinity, as cultural and educational constructions. The sources of this desk research were the articles referring to unsuccessful love stories of women that were, most of the time, betrayed by their companions, who have the need to betray them to "reaffirm" their masculinity. Other objects of analysis are the models of straight and homoparental unions. The results indicate that masculinity as a concept in media discourse portrays a universal, a-historical, white, heterosexual man and woman, members of a defined social class. We also notice the complex place that the concept of masculinity occupies in psychoanalytic theory, often taken as a natural principle and constituent base of the Other - the woman, the homosexual, the black man and other divergent subjectivities, sometimes seen as subordinate, sometimes seen as incomplete. Therefore, the woman in these discourses is always willing to fight for her "tutor".

**Keywords:** Gender, Sexuality, Popular song, Psychoanalysis, Guilt-Repair

**Maria do Socorro do Nascimento** Doctor in Sociology (UFPB/Brazil, 2010), Master in Education (UFPE/Brazil, 1998) Bachelor in Pedagogy (UFPB/Brazil, 1989). Associate Professor at Federal University of Paraíba (UFPB/João Pessoa, Brazil). Former coordinator of the Pedagogy Undergraduate Program, Center of Education, UFPB. Current coordinator of NIPAM (Gender Studies Center), UFPB. Research interests: sexuality, gender, human rights, curriculum, psychoanalysis.

**Norma Maria Meireles Macêdo Mafaldo**: PhD student in the Program of Graduate Studies in Education (UFPB), Master in Education (UFPB/Brazil, 2008); Specialist in Cultural Journalism (FIP/Brazil, 2003); Bachelor in Journalism (UFPI/Brazil, 1992). Assistant Professor at Federal University of Paraiba (UFPB/João Pessoa, Brazil). Research interests: education, communication, higher education, gender, curriculum, radio, broadcasting.

Gender and the Internet: Lessons in feminist media studies pedagogy at a California public university

**Anna Cooper, University of California, Santa Cruz**

In the spring quarter (March to June 2015), I will be teaching a media studies course for upper-division undergraduates called “Gender and the Internet” at the University of California, Santa Cruz (USA). This will be an open exploration of ongoing issues relevant to women’s presence and absence in online spaces, including the recent Gamergate controversy, the harassment of women online (including not just the intimidation and doxxing of feminists but also in less overtly political spaces like online dating), the relative absence of female contributors on sites as diverse as Wikipedia, IMDb, and Reddit, and the ways that the lives of poor women and women of colour are inscribed and surveilled by internet technologies through, for example, low-paying telemarketing work and the welfare system.(See Virginia Eubanks, *The Digital Dead End: Fighting for Social Justice in the Information Age* (MIT Press, 2011).

As an exploration of ongoing issues for which there are no existing set curricula or textbooks, and for which students will have their own subjective and highly individual forms of expertise not knowable in advance, this course will be an experiment in feminist and radical pedagogies. Students will be asked to participate actively in the design of lessons and assessments, undertake experimental first-person research as subjects in various online spaces, seek out and speak to women working on the internet and in IT to find out about their experiences, and reflect on their own gendered experiences with internet technologies and cultures.(These methods are inspired by my work on the Gendered Knowledges project at the Centre for the Study of Women and Gender, University of Warwick, in 2012. <http://www2.warwick.ac.uk/fac/cross_fac/iatl/funding/fundedprojects/strategic/genderedknowledges/> )

This paper will report on the successes, failures, and lessons learned from this pedagogical experiment. Obviously I can’t know in advance exactly what all of these will be. However, I anticipate that there will be some significant institutional obstacles – the fact that this supposed seminar course will have 40 students; a lack of suitably flexible classroom space; my own status as a precariously employed part-time lecturer; resistance from the students themselves, who have been trained practically from birth in traditional classroom obedience behaviours – that will be particularly interesting to critique from a feminist perspective. I anticipate that the paper will contribute to a conversation about the practical, institutional implementation of feminist pedagogy.

**Dr. Anna Cooper** is a Lecturer of Film and Digital Media at the University of California, Santa Cruz. She has previously taught film and media studies at the universities of Hertfordshire and Warwick. She served as a Research Assistant on the “Gendered Knowledges” research project at the Centre for the Study of Women and Gender, University of Warwick, which was an exploration of contemporary feminist and queer pedagogies. She also served as a Research Fellow for the EPSRC-funded feminist media studies project “Sustaining Networked Knowledge: Expertise, Feminist Media Production, Art and Activism” at the University of Sussex. She finished her PhD at the University of Warwick in 2013 and is now working on a monograph based on her doctoral research, titled *An American Abroad: European Travel, American Imperialism and Postwar Hollywood Cinema*. Her newest project aims to assess the presence (or absence) of the voices of women and minorities in contemporary processes of film canonization and listmaking.

## 10.50-12.50 (2012)

### **Femininities and Masculinities in Educational Settings**

***Gender cultures, schools and the making of boys***

The Assessment of Intrasexual Profiles among Young Adolescents. Above and Beyond the Search of Laddish Profiles.

**Ellen Huyge, University of Ghent**

Boys and girls rejecting school as a matter of gendered popular identities, are dominating the qualitative sociological literature on secondary education. Although many of these studies depict a colourful image of such “laddish” or “antischoolish” student profiles, the thematic literature lacks large-scale evidence and a focus on profiles other than antischoolish ones. Using quantitative methodological techniques, this article attempts to meet both gaps.

Hierarchical cluster analysis revealed four student profiles for each sex among 6234 students (ages 13–14) from 58 secondary schools in Flanders (Belgium). These different student masculinities and femininities varied along five gender-related and popularity dimensions such as gender role ideology, homonegativity and social integration at school. The cluster solution introducing “golden boys and girls, macho boys and babes” among others, was externally validated by relating these profiles to academic futility as an indicator of “antischoolishness”. This additional analysis showed that the gender profiles which are theoretically assumed to be more antischoolish, had significantly stronger feelings of futility than those which are assumed to have more positive school orientations. Whereas the literature on antischoolish students claims the connection between gender and school orientation, these orientations are not solely the result of gendered (popularity seeking) identities.

Ethnicity, sexual orientation and social class are also important classificatory principles operating in making different student profiles. An intersectional exploration of the availability of gendered student profiles according to these background features, yielded interesting insights. This article argues the need to abandon gender-dichotomies and adopt a focus on intrasexual differences.

**Keywords:** student masculinities, student femininities, antischoolishness, hierarchical cluster analysis

**Ellen Huyge** obtained a master’s degree in Sociology in 2006 at the University of Antwerp. After finishing her one-year academic teacher training, she started applied research on the topic of teachers, including a sociography of the occupational group and the early retirement of teachers. Subsequently, she moved on to the educational field for teaching experience and a deeper understanding of school organizations. Since 2013, Ellen is a doctoral researcher at the University of Ghent, Department of Sociology, research unit CuDOS. She is investigating the explanatory value of teacher and student cultures with respect to the gender gap in academic achievement. The broader framework of her research is a project funded by the Flemish government agency for innovation by Science and Technology “Teaching in the Bed of Procrustes”. She works in cooperation with Prof. Mieke Van Houtte and Dr. Dimitri Van Maele.

One school is not the other: The impact of schools’ gender cultures on the well-being of gender atypical children**.**

**Wendelien Vantieghem, Ghent University**

To explain the educational gender gap, a lot of –qualitative- research has focused on gendered study cultures and gendered learner identities. These studies have uncovered how cultures of traditional masculinity impede boys’ achievement. An important line of findings in this research demonstrates how children who do not uphold gendered norms get disciplined by peers. This is especially notable for boys, since boys who cannot compensate good grades with ‘appropriate masculine’ behaviours often get bullied or excluded.

This research delves deeper in these processes, by investigating how gender typicality and pressure for genderconformity differentially link to school well-being for boys and girls. Where previous research has often been limited to a single school, we wish to provide large-scale and comparative evidence by using quantitative data from over 50 schools. Hence, we take the impact of school cultures on these associations into account by considering the shared beliefs on the school level regarding homophobia and gender ideology. Because of the stricter gender norms for boys, we expect stronger effects of atypicality and pressure for genderconformity on boys’ well-being than girls’.

Furthermore, we expect these associations to be more extreme in schools with more traditional school cultures. To do this, we investigate these associations in a sample of over 6000 Flemish (Belgium) secondary school students, who filled out a survey 3 times in the course of 7th and 8th grade. Consequently, we employ multilevel analysis to account for both the longitudinal and nested structure (with students clustered in schools) of the data.

**Keywords:** school culture, well-being, gender conformity, gender identity

**Wendelien Vantieghem** obtained her master’s degree in Sociology in 2010 at the University of Ghent (Belgium). Wendelien also obtained a master’s degree in Health Education and finished her one-year academic teacher training. Since 2012, Wendelien is working as a doctoral researcher at the department of Sociology (Ghent University), under the supervision of Prof. Dr. Mieke Van Houtte. Her research is part of the “Teaching in the Bed of Procrustes”-project, which investigates the educational gender gap in Flanders. Within this project, Wendelien focuses on gender identity and pressure for gender conformity and its impact on well-being and educational parameters.

Bullying, Binaries, Bathrooms, and Biology: Conversations with U.S. Elementary Educators about Supporting Transgender Students

**Melissa J. Smith, PhD, Elizabethe Payne, PhD**

**Queering Education Research Institute**

Schools are highly gendered cultural sites that leave little room for gender transgressions, let alone the comfortable presence of a transgender child. This paper examines how U.S. educators make meaning of teaching transgender students after attending professional development about transgender identity. The professional development workshop covered differences between sex, gender, and sexuality; research on elementary schools as gendered spaces; limitations of the gender binary for all children; recommendations for inclusive practices for transgender students; and guidelines for changing curriculum and pedagogy to challenge the cultural norms limiting children to binary gender performances. Twelve educators participated in semi-structured interviews focused on personal experiences with transgender children, perceptions of their school’s success in supporting transgender students, ideas about resources schools need to support these students, and responses to the training. This paper explores participants’ responses to the professional development content addressing non-normative gender identities and expressions and the systemic marginalization of queer people. Participants resisted recommendations to challenge strict gender norms through gender-affirming curriculum and pedagogy. Instead, educators remained fixated on preventing the bullying of the transgender child and procedural issues such as bathrooms, using correct pronouns, and maintaining confidentiality around the child’s gender identity. It will be argued that this interpretation of educator responsibility is indicative of a broader problem preventing the creation of inclusive schools for LGBTQ students: educators and policy makers’ fixation on fitting queer students into normative structures and failure to make structural changes that have potential to disrupt the cultural privileging of gender conformity.

**Keywords:** heteronormativity in schools, transgender, youth

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"The de-masculinization of the young gay male - he’s angry"

**Elle Hilke Dominski, University of Nottingham**

Researchers (e.g. Davies, 2004) suggest young gay males are subject to sexism through homophobic bullying. Organizations serving LGBT adolescents are aware sexual minority youth face sexism due to their sexual identity. However, youth workers worry these feelings of oppression and consequences of sexism they experience, have resulted in them engaging in sexist behaviour themselves. Youth workers report young gay men engage in sexist behaviour towards women seems to be a socially accepted hierarchical model. Sexism by young gay adolescents toward women, regardless of her sexuality, is under-researched.

This paper considers why gay male adolescents exhibit sexism toward women. I draw from a series of my seminars with an LGBT youth organization, attended by twelve to fifteen male and female sexual minority youths, with discussions focused on sexism and the LGBT community. Drawing on data from field notes, a questionnaire and survey, I illustrate gay young men who find themselves in conflict with patriarchal power, simultaneously exhibit sexist prejudices toward women as an attempt to reconcile their own masculinities and heterosexual male dominance.

During these sessions those who seemed more secure with their sexuality changed to a more supportive role toward women. Yet, those who appeared more vulnerable remained verbally offensive and sexist toward women.

I argue that in an effort to gain social acceptance, gay male youth express verbal sexist aggression toward women because of their own feelings of demasculinated weakness. These boys tend to feel demonized, and seeing themselves as victims are attempting to reconcile their place in the world.

**Keywords:** Homosexuality, sexism, gay youth, bullying, masculinities

Michelle Davies (2004) *Correlates of negative attitudes towards gay men: Sexism, male role norms, and male sexuality*, **The Journal of Sex Research** 41:3. 259-266, **DOI:** 10.1080/00224490409552233 (Published online 2012)

**Elle Hilke Dominski** is presently a PhD candidate at the University of Nottingham in the School of Education, with a vast D&I background. Taking a break from her professional career to pursue her PhD in child human rights law and UK education policy, her background includes the development and implementation of diversity and inclusion strategies in both university and corporate settings. Additionally, she advised and directed research and development of diversity programs, conducting training and awareness activities in support of D & I programming, raising awareness.

Taciturn, indifferent and rural – constitutions of male students in northern rural Sweden

**Eva Reimers University of Linköping**

The subject of this paper is representations of “failing boys” and “failing schools” in public media. Point of departure is the presumption that normalizations of dominant discourses on education in large take place by reiterations in public media, and that television therefore is a fruitful arena for studies of taken-for-granted as well as contested values and norms, and a means by which possibilities and limitations for agency and power in the field if education are constituted (Franklin, 2004). Drawing on feminist poststructural perspectives (Coleman & Ringrose, 2013; Youdell, 2011), the paper analyses constitutions of rural students in relation to school achievement. The empirical data consist of Swedish PBS television programs on education where the topics are “failing boys”, “low achievements” and “failing schools” (Utbildningsradion, 2011).The research question concerns how the supposed general phenomenon of “failing boys” is made sense of in terms of gender and place. Besides employing a feminist poststructural perspective, the article is informed by theories of place and space (Massey, 2005; McGregor, 2004; Rose 1999).

The analysis evinces that differing from programs that address “failing schools” and “failing students” in urban areas, the reports constitute rural masculinity as decisive in making sense of low achievements. There is consequently a simultaneous and mutual constitution of gender, place, and possibilities for school achievement. Although place is significant also in reports from urban areas, place are there predominantly constituted together with ethnicity rather than gender. This evinces a specific intersection of gender, class, and the rural.

**Keywords:** gender, school achievements, rural, place

**Eva Reimers** is professor on Educational Practice – Norms and Diversity in Education at the University of Linköping, Sweden. Homepage: <http://www.isv.liu.se/medarbetare-vid-isv/reimers-eva?l=en&sc=true>

Identity, neoliberalism and aspiration: educating white working-class boys

**Garth Stahl**

**University of South Australia**

Non-migrant, white working-class boys continue to be one of the lowest attaining groups in the United Kingdom’s educational system (Strand, 2008) and, in wider society, this ethnic group remains less socially mobile than ethnic minorities of similar class backgrounds (Platt, 2007). White working-class boys typically experience high levels of disaffection toward education in their community ([Gillborn and Kirton 2000](#_ENREF_4); [Evans 2006](#_ENREF_3); [Demie and Lewis 2010](#_ENREF_2)) and highly polarized attainment amongst White British at GCSE – a divergence which is largely dependent on socio-economic status ([Cassen and Kingdon 2007](#_ENREF_1); [Strand 2008](#_ENREF_5)). This research utilizes intersectional questioning within a Bourdieussian framework to investigate how white working-class boys experience social and learner identities, and it is positioned within the debates regarding masculinity in schooling and working-class disadvantage. Instead of using fixed definitions of identity or typologies, the analysis draws on Bourdieu’s (1977; 1990; 1992) signature concepts of habitus, field and capitals, in order to understand the complexities and negotiations in reconciling educational success with working-class values. Embedded within the analysis of social identities in schooling, this study of aspiration, masculinity and class leads me to three main questions, specifically: 1) How can theoretical work, using gender and class paradigms, foster understanding the relationship between adolescent male identity, academic engagement and student motivation in education? 2) How does the study of how gender and class are weighted in the habitus shed light on conceptions of ‘underachievement’ and ‘aspiration’? 3) In today's diverse society, how can studies across aspiration and masculinity enhance our understanding of how neoliberal policies shape these subjectivities? Through my analysis, this presentation intends to discuss the utility of employing gender and class theory towards understanding the role of aspiration in shaping identity, school engagement and motivation.

**Keywords:** Bourdieu; neoliberalism; masculinity; aspiration; working-class boys

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**Garth Stahl** is a theorist of sociology of education. His research interests lie on the nexus of neoliberalism and socio-cultural studies of education, identity, equity/inequality, and social change. Currently, his research projects and publications encompass theoretical and empirical studies of learner identities, gender and youth, sociology of schooling in a neoliberal age, gendered subjectivities, equity and difference, and educational reform. Of particular interest are exploring neoliberal counternarratives around 'value' and 'respectability' for working-class youth.

## 10.50-12.50 (2039)

### **Power, Pedagogy and Childhood**

***Posthumanist approaches to reconfiguring gender and early childhood. Convened by Jayne Osgood***

A posthumanist turn in the sociology of education, as well as other disciplinary fields, invites us to de-centre the human subject and to engage with the infinite ways that they can become entangled, expansively, to other forms of life and matter (Braidotti, 2010). Haraway (2007) invites us to engage with naturecultures and technocultures and to consider their enmeshed pastpresents as a vital means to reach fresh understandings. Coupling a posthuman turn with a postcolonial one, enables this decentring to recognise and reconfigure our collective ‘respons-ability’ (Haraway, 2007) to all life forms and matter. This ‘respons-ability’ is captured by a number of feminist posthumanist theorists (including Rosi Braidotti, Karen Barad, Donna Haraway, and Erin Manning) whose ideas are variously put to work through this symposium. Haraway (2007) invites us to ‘stay with the trouble’ and consider that the mattering of matter matters ‘with’, in and of generative entanglements of all kinds including humans, matter and the ‘more-than-human’. This symposium offers four papers that creatively take up this position to allow for more ethical and intense relational engagements than a humanist preoccupation with the self in the world allows. In turn, the papers work with a range of mediums including art, video and forms of poetry to provoke engagements with gender and early childhood that move us to generative places – both theoretically and practically – to think through and beyond what we thought we knew.

**Keywords:** Posthumanist, materiality, early childhood, art-based methodologies

**Paper 1:** What can a too tutu do? Reconfiguring gender in early childhood



**Professor Jayne Osgood, Dr Miriam Giugni/Red Ruby Scarlet**

**London Metropolitan University**

This paper queers configurations of gendered childhood by focusing on a four year old and her entanglements with kin, animals, and matter through everyday life, lived mostly in a Tutu, in London, UK. Our posthumanist postcolonial theorisations are presented through a collection of mediums including narrative, Ode, photographic and cinematic artwork. The generation of these matterings is itself the reconfiguration of gender. By attending to several routine events in the life of this young girl we focus on the means by which matter: a swishing skirt and an oversized tutu are ways to take up space; especially from spatially dominant boys. The heteronormative rules governing childhood (Blaise 2010, Robinson 2012) determine that boys are considered good when they stand still; but the ‘goodness’ of girls goes unnoticed - *unless*wearing a very large tutu. Our posthumanist theorising of the swishing skirt and the scratchy tutu can be understood as a reconfiguration of fabric in feminine/ist transmogrifications (Haraway, 2007). We ask what can a too-tutu do when inhabited by a young child playing (with gender)?

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**Dr Jayne Osgood** is Professor of Education at London Metropolitan University, UK and Visiting Professor at the University of Western Sydney, Australia. Through her research and publications she is particularly concerned to explore issues of inequality by developing and applying critical, post-structuralist and material feminist theorisations to her work. She has authored various publications, including a recent book: *Narratives from the Nursery: Negotiating Professional Identities in Early Childhood* (2012) and peer-reviewed papers in *Gender & Education*, *Journal of Education Policy*, *Early Years*, and *Contemporary Issues in Early Childhood* (amongst others). She is currently on the editorial board of several high ranking journals including *British Education Research Journal*. She is also co-editor of *Reconceptualizing* *Educational Research Methodology*.

**Dr Miriam Giugni** (Pen name) - Red Ruby Scarlet (Performance name) is an artist, activist academic, engaged primarily in early childhood research pedagogy generated in, through and by ‘Arts as Method’. The ‘Odes’ and ‘PhArts’ (Photographic Arts) in this paper are intended to offer movement to apparent stillness in the perceived truth of text. Miriam is ensconced in the in-between spaces of theory and practice in early childhood publishing books, resources and academic texts that inhabit this zone.

**Paper 2:** Crush: mapping material and affective force relations in young children’s hetero-sexual playground play



**Dr. Tuija Huuki, Professor Emma Renold**

**University of Oulu, Finland, Cardiff University, Wales**

Drawing on longitudinal ethnographic multi-media research of pre-school play (age six) in a rapidly declining fishing and farming community in North Finland, this presentation intra-acts with our sense-making of a short video recorded episode in which three boys repeatedly pile up on and demand a kiss from one of their girl classmates. We invite participants to think creatively as we map out three of these ‘crush’ assemblages (Guatarri 2006). Our aim is to open up a thinking Otherwise about gender, sexuality and violence in which place, space, objects, affect and history entangle in predictable and unpredictable ways. Nowhere, we would argue, is this more needed than in the field of childhood studies and research on inter-personal peer sexual violence, where territorialising literatures pervade the field in ways that gloss the qualitative multiplicity of micro-social events (Braidotti 2010) and the socio-historical and affective relational field of which they are a part.​

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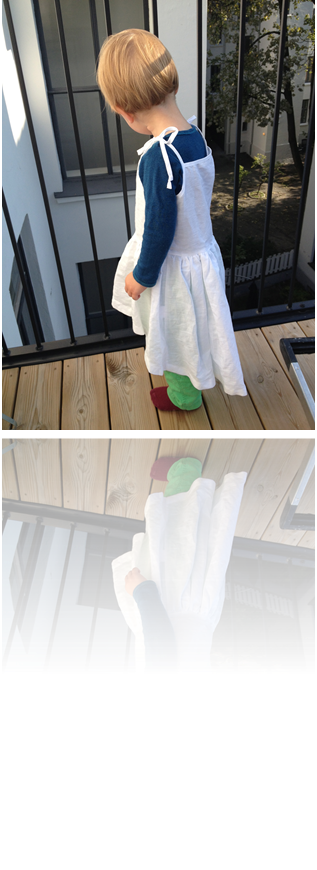
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**Dr. Tuija Huuki** works at the Faculty of Education of the University of Oulu, Finland as a post-doctoral researcher of the Academy of Finland. Her research interests include examining the processes in which power, conflict, and compassion shape young people’s relationships and peer cultures. Her doctoral thesis (2010) concerned the status work of school boys in the light of violence and caring. She has recently completed an international development and research project, ALLiES: developing teachers and parents alliance for early violence prevention in pre-school.

**Dr. Emma Renold** is Professor in Childhood Studies at the School of Social Sciences, Cardiff University, Wales. She is the author of *Girls, Boys and Junior Sexualities* (Routledge 2005), *Children, Sexuality and the Sexualisation of Culture* (Palgrave 2015), and was co-editor of the journal Gender and Education (2006-2012). Regularly working at the interface of policy, practice, activism and research, her research draws on feminist, queer and post-humanist approaches to explore children and young people’s gender and sexual cultures across diverse institutional sites, places and spaces (age 3-18).

**Paper 3:** Hapticizing gender in early childhood - cutting together - apart





**Ann Merete Otterstad, Ann-Hege Lorvik Waterhouse**

**Oslo University College, Norway**

Drawing upon our entanglements with global multimedia and in influencing and participating in the production and consumption of images of children and childhood, we experiment with *haptic events* to explore gendered childhoods expansively. For Manning (2013) events always have a concern for how they come to emerge. By mapping events as past/presences the child and gendering matter. The enduring categorization of the innocent/asexual child comes into focus whilst we map other gendered categories (LGBT) which are seldom addressed in early childhood, especially so in the Norwegian context. Childhood as a category is slippery and often a fiction that is reproduced by adults looking back upon an imagined past. Meanwhile, gender normalizes, produces and polices bodies. By sensing and expressing the ‘more-than’ potential of haptic intensity, we take these propositions seriously by luring, manipulating and queering photos of children, adults and things. We ask; how are fear, disgust, roughness, provocations, distaste, confrontations, indecently and viscerally working?

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**Ann Merete Otterstad** is Docent /Professor in early childhood education at Oslo and Akershus University College of Applied Sciences, Norway. She is a co-editor of the journal RERM (Reconceptualizing Educational Research Methodology) editing many academic books and published broadly. The latest co-edited book, “*Øyeblikkrealisme og metodefestival*” (Fagbokforlaget 2015) is worldly connections and collaborations around/with/in discursive, material and affective research methodologies.

**Ann-Hege Lorvick Waterhouse** is Associate Professor in early childhood education at Oslo and Akershus University College of Applied Sciences, Norway. Ann-Hege publishes widely in the area of Art, Art Education and the early years, for example a recent publication Waterhouse, Ann-Hege Lorvik;Gulpinar, Tona (2012). Exploring public spaces - Street art as subject of exploring creative collaborative processes and expressions in public spaces. Journal of the European Teacher Education Network (JETEN). Vol. 7. illustrates the means by which creative collaborative research methodologies enable fresh insights into public spaces and childhood.

**Paper 4:** Flickering, spilling and diffusing gender/body/knowledge in the posthuman early years

**Professor Rachel Holmes, Professor Liz Jones, Manchester Metropolitan University**

La Pocha Nostra, 2012

Tierney Gearon, 2000

This paper will work with Braidotti’s ‘process ontology’ (2006: 199) to think about how animality, gender and politics are both produced and destabilised in the posthuman early years. Gathering data from early childhood settings in the North of England we will interrogate the many non-human animal gestures taken up by young children, no less serious for being in play (Massumi, 2014), but also referred to by those who work with them as gnats, dogs, hens, wild, untamed and feral. We will examine how these animal-child references produce subjects as ‘boundary-creatures’ (Graham 2002: 11), scrambling the established codes and destabilising anthropocentric gendered binaries (Braidotti, 2006). Scavenging around the transgressive spaces evoked by the data, we will linger amongst the flows, intensities and passions of potentially contradictory positions: animal/child; girl/boy to think how that which is chaotic, messy and dark, both gathers and resists gendered politics, becoming, “alternative structures of otherness” (Haraway, 1997: 201).

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Massumi, B. (2014). What Animals Teach Us about Politics. US: Duke University Press.

**Professor Liz Jones** has over 20 years experience of teaching in both mainstream and special education. Her research interests include poststructuralist theory; feminist theory; social constructions and deconstructions of 'the child' and 'childhood'. Liz leads the Centre for the Cultural Studies of Children and Childhood, which is affiliated to the Educational and Social Research Institute.

**Professor Rachel Holmes** has been a teacher for 19 years. She currently works at MMU in the Educational and Social Research Institute within the Centre for Cultural Studies of Children & Childhood. Her research interests lie across the interstices of applied educational, social science, and arts-based research, located around the ways childhood becomes imag(in)ed through visual research methodologies such as ethnographic film.

## 10.50-12.50 (2040)

### **Subject Cultures**

***Gender, science and technology***

Youth interests as vehicles for gender-reflexive

science and technology education

**Thomas Berger, Anita Thaler**

**Alpen-Adria-Universität**

This paper presents the vehicle theory (Thaler & Zorn 2010), a didactical gender-reflexive approach to engage students without a STEM (science, technology, engineering and mathematics) background by using their fields of interest (e.g. music or fashion). A vehicle can be understood as a carrier-topic in which STEM subjects are embedded instead of directly focusing on them as in classic front teaching settings. The vehicle-based training was then further developed for the areas of energy efficiency and reducing energy consumption and CO2 emissions to engage youths with the ever-growing energy demand of heavily digitalised modern societies.

By using this angle the classic STEM education approach is re-democratised since vehicle based smart-technology learning does not exclusively focus on those who are already interested or educated in science and technology. Young adults have been found to feel indifferent to (or even uninterested in) STEM-subjects and STEM-related professions even though we are living in a “technology-based knowledge society” in which especially teenagers use information and communication technologies very naturally. We will present empirical data from a current study, in which “solar-fashion” was used as a vehicle topic to familiarise youths with energy efficiency and CO2 saving by engaging them in a creative and collaborative effort. The paper will especially focus on the "dramatized pedagogical gender approach" of the vehicle theory, where interventions aim at breaking up gender stereotypes without emphasizing gender in the pedagogical settings with youths too heavily.

Thaler, Anita and Zorn, Isabella (2010), 'Issues of doing gender and doing technology - Music as an innovative theme for technology education', European Journal of Engineering Education 35 (4): 445-454.

**Keywords:** vehicle theory, STEM, re-democratisation, solar-fashion

**Thomas Berger** received his degree in Sociology at the University of Graz and is currently working on his PhD on science and technology studies at Alpen-Adria-Universität Klagenfurt/Wien/Graz. In 2008 he was awarded the young-scientist-award at the 4th Austrian Conference for International Development. 2010-2011 researcher at Spectro - gemeinnützige Gesellschaft für wissenschaftliche Forschung GmbH conducting a project on energy poverty in Styria

**Anita Thaler** is researcher at IFZ and heads the research area Women – Technology – Environment and the working group Queer STS. Beside her research in the field of gender and technology she is also lecturer at the University of Graz and Alpen-Adria-Universität Klagenfurt. She has studied Psychology (she is a certified work psychologist), Education Science and Women’s and Gender Studies at the University of Graz and the Alpen-Adria-Universität Klagenfurt.

Girls, boys and pedagogical ploys at play in the science classroom

**Janice Crerar, University of Charles Darwin**

The gender pattern of engagement in science continues to be well discussed in research literature. Much of the research indicates that women and girls prefer biological sciences while men and boys tend to the enabling sciences of maths and physics.  This thinking gives limited consideration to socialisation pressures and often assumes genetic control over gender construction.

Recent research observes that science teachers are often influenced more by scientific ‘evidence’ of genetic determination of gender.  This scientific view of gender tends to the binary (male and female/boy and girl) as determined by sex and this makes movement from conventional gender roles difficult.   In contrast, attitudes influenced by the consideration of socialisation pressures on gender tend to accept a broader and more fluid view of gender construction, which gives all students more options for embodying science.

Where teachers ‘sit’ in their notions of gender formation is likely to affect their approach to education and there is a risk that associated expectations of students may perpetuate the status quo in terms of the ongoing exclusion of women and girls in some areas of science and science education.

This paper introduces results from my recent study of Australian science teachers’ notions of gender in the classroom and critically reviews the impact of pedagogical choices that are driven by the idea that ‘girls will be girls and boys will be boys’.  The paper argues that a belief in scientifically constructed gender supports the status quo.  Predictably, the choices for all genders are diminished when people are conformed to social identity as determined by sex.

**Keywords:** Science, gender, exclusion, education, teachers

**Janice Crerar** is a lecturer in the School of Education at Charles Darwin University, Darwin, Australia. With a diverse background in science, community development and social policy analysis it was while working as a classroom teacher that she became increasingly interested in the role of gender in determining teachers’ pedagogical choices and in socially constructed notions about students, particularly in science and technology.  This interest provided the impetus for current doctoral research on women and/in science.  This research collects and analyses common dialogues, stories and ideas about science from the perspective of women science teachers and women scientists to investigate how girls and women embody science. The implications for girls in choosing their pathways to, from or in science will be articulated and points of exclusion for women will be identified and contested.

A gender perspective on technology education in extracurricular activities – A comparative evaluation of two technology-learning programmes

**Magdalena Wicher Alpen-Adria Universität**

Despite good future prospects of technical professions, there is still a lack of specialised personnel in technical fields. Even though the labour market is demanding experts in natural sciences and technology sectors, young people rarely make job and educational choices that fall in these fields. On the contrary, numbers of students in these fields are decreasing. Young people name unattractive and abstract science classes and the lack of application-oriented lessons as reasons for their apparent disinterest in these topics (Dahmen & Thaler, 2009). Additionally, technology *and* technological professions are still connected with (gender) stereotypes which make the above-mentioned fields even more unattractive for youth.

Two Austrian extracurricular educational programmes are targeted at these issues. The first one, GISAlab (**G**irls\_**I**n\_**S**cience\_and\_**A**rt), is a complimentary project for girls from the age of 10, trying to impart technological and natural science contents by combining art and technology and/or science. The second project, CodeStudio, offers children from 10 to 12 the possibility to learn how to programme their own computer game.

Both projects have been evaluated based on an approach seeking to democratise education. From this view, one of the most prominent findings is that it is hard to reach young people, especially girls, from educationally disadvantaged groups of the population. On the basis of the outcomes, further implications and recommendations will be presented in this talk.

**Keywords**: education research, science and technology education, gender equality, equality policies, extracurricular educational programmes

**Magdalena Wicher** is researcher at IFZ – Inter University Research Centre for Technology, Work and Culture in Graz, Austria, in the research unit ´Women – Technology – Environment´. She studied Psychology with a focus on Gender Studies and Environmental Psychology. Her main research fields are gender aspects in science and technology as well as gender and technology in the media on the one hand, and sustainable office buildings and user satisfaction on the other hand. She is also a member of the working group QueerSTS.

Women and Science. Between Stereotypes and New Representation.

**Valentina Guerrini**

**University of Florence**

In our modern, complex, and multicultural society, men and women are ever more frequently required to interpret new roles, undertake different work activities, and form new types of relationships that, unlike in the past, are now characterized by greater fluidity between male and female roles.

In spite of this, in the work environment, there are still distinct divisions between “caring professions”, considered typically female, and scientific-technological professions, mostly reserved for men. This aspect definitely limits the realization of a democratic citizenship and the equal participation, by certain groups of people in political and social life.

A vertical and horizontal gender imbalance still exists in all European countries, in universities and in research and scientific institutions. It is mainly in scientific and technological fields.

The European Union's contribution has been crucial for increasing overall attention and awareness of this issue. (Helsinki Group on Women in Science, 2009). A study that I carried out in Italy, with primary school children, their teachers, and girls enrolled in male dominated university courses, reveals that both children and teachers currently hold gender stereotypes concerning social and professional roles. Female university students are aware that they start their careers with a “disadvantage”, in some fields of studies, simply because they are women. On the other hand, they are more determined and willing to achieve their goals.

The theoretical paradigm that I use is the Critical Educational Theory, which assumes that one of the fundamental tasks of educational research is the aim of unmasking the forms of oppression and supremacy that are present in educational contexts and, consequently, the power relationships that affect the educational practice.

The role of education, beginning in childhood, is fundamental and strategic for guiding future generations of young people towards a complete awareness of themselves, their own ambitions, and their capabilities. A good education, careful to gender difference, allows one to choose an educational or professional career, with responsibility and freedom.

**Key words:** Educational segregation, Equal opportunities, Orientation, Capabilities.

**Valentina Guerrini** has a Phd in Science of Education, University of Florence. She is a tutor training in the graduate “Primary Education Sciences” in the Department of Educational Sciences and Psychology of University of Florence and an expert assistant in “Education and Gender Equality” in the same University. She regularly leads lessons, seminars and workshops in the teaching of Social and Intercultural Pedagogy and Gender Pedagogy in the Department of Educational Sciences and Psychology of University of Florence. Her research interests are in the field of the development of the differences, in particular gender difference and gender stereotypes in the social and scholastic context.

Industrial Engineering in Brazil: Challenges for Women from the University to the Factory floor

**Ricardo Moreira da Silva, Josilene Aires Moreira, Tatiana Rita de Lima Nascimento,**

**Luana Kelly Mendonça**

**Federal University of Paraíba**

Previous studies (Tabak, 2002) indicate that there is an increased presence of women in universities; however, that does not mean a significant increase of women presence in engineering careers. The research of Tozzi (2010) points to a growing female presence in industries, going from 4% (in the 70s) to 14% in 2009, but the female command is still inexpressive in relation to men. To break this paradigm, women need (i) to change the existing male standards in the Brazilian industry, and (ii) to legitimate the female authority. In fact, there was never an easy acceptance of them in this area: the Engineering courses have a greater number of men and the women are seen as "the weaker sex". So, is very hard for women to impose her management style at the factory floor, mainly because men do not respect their authority.

A study with former students of Federal University of Paraiba shows a breaking in those patterns, and the objective of this paper is to present the differences of management roles between male and female gender in Brazilian industries, showing inequalities in acceptance for each gender, and the women’s achievements. One of the conclusions is that the women respondents admit to be pressed to incorporate masculine values as "to meet deadlines" and "to force employees to get results". The research also shows that such organizational demands occur for both sexes, but the form of management and charging is different between genders.

**Keywords:** Higher Education, Gender, Gendering in Industrial Engineering, Inclusion.

**Ricardo Moreira da Silva,** PhD in Management and Industrial Engineering (Brazil); Post-Doctor in Energy and Climate in KTH (Sweden); Full Professor and Researcher in UFPB – Brazil. Research areas: Sustainability, Knowledge Management, Renewable Energy Sources, Gender Issues in Science and Technology.

**Josilene Aires Moreira,** Bachelor in Computer Science (Federal University of Paraíba – UFPB/Brazil,1986), Specialist in Computer Networks (UFPB, 1998), Master in Computer Networks and Distributed Systems, Federal University of Campina Grande (UFCG/Brazil, 2003) and PhD in Computer Networks and Distributed Systems, Federal University of Pernambuco (UFPE/Brazil, 2011). Associate Professor and Researcher at UFPB. Coordinates Research and Extension Projects on Gender in Science and Technology, with focus on Computer Science.

**Tatiana Rita de Lima Nascimento,** Master in Industrial Engineering (Brazil); Research grant from Brazilian CNPq/ Federal University of Paraiba.

**Luana Kelly Mendonça**, Undergraduate in Industrial Engineering (Brazil); Research grant from CNPq/ Federal University of Paraiba.

**Women in Physics: An Exploratory Study of Gender Relations Among Undergraduate Students in Brazil**

**Érica J. S. Pinto, Valquiria G. Amorin, Cecília Telma A. P, Queiroz**

**Federal University of Paraíba**

Policies and actions to ensure gender equality in higher education are still incipient in Brazil. Women suffer sexist prejudice and discrimination that exclude them from hard sciences. Physics is a field predominantly lead by male, it is still difficult for women to enter the field and succeed. This article aims to explore gender relations among undergraduate Physics students at the Federal University of Paraíba, Brazil. We used a qualitative approach by interviewing five young females, three undergraduate senior students and two students who had dropout from university. We focused only on women to avoid comparisons between the genders, which often tend to establish generalizations about men and women. Results show a masculine culture that has explicit and implicit sexist and discriminatory features regarding the relationships among classmates and professors. In order to be accepted, recognized and show that they are capable, the female students need to stand out and prove themselves more than their male counterparts. Moreover, the cold climate reinforces the female invisibility in the Physics undergraduate program.

**Keywords:** gender, physics, higher education, female students.

**Érica Jaqueline Soares Pinto** is aMaster in Education (Federal University of Paraíba - UFPB/Brazil, 2014). Specialist in Educational Psychology (CINTEP/Brazil, 2011), Bachelor in Education (UFPB/Brazil, 2008). Member of CNPq Research Group "Education, diversity and inclusion" and of the specialization course staff "Gender and Diversity in School" sponsored by UFPB’s Gender Studies Center – NIPAM. Research interests: gender in high school and higher education.

**Valquiria Gila De Amorim** is a graduate student in the Specialization Course "Gender and Diversity in School" sponsored by Federal University of Paraiba - UFPB’s Gender Studies Center – NIPAM. Bachelor in Education (UFPB, 1996). Since 1996 works in the areas of school and social education and has professional experience in Brazil and the United States. Member of CNPq Research Group "Education, diversity and inclusion" at UFPB. Research interests: gender in schools and higher education.

**Cecília Telma Alves Pontes de Queiroz** is a PhD student in the Program of Graduate Studies in Education (Federal University of Paraiba - UFPB/João Pessoa, Brazil); Master of Natural Resources (Federal University of Campina Grande - UFCG/Brazil, 2012); Bachelor in Pedagogy (Federal University of Pernambuco - UFPE/Brazil, 1992); Specialist in New Technologies in Education (State University of Paraiba – UEPB/Brazil, 2011). Coordinator of Distance Education Programs at UEPB/Brazil (2006-present). Research interests: Education and Technology. Gender and Diversity.

## 2.00-4.00 (William Morris Lecture Theatre)

### **Gender, social justice and education: North and South**

Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis:

Reflections from a first year of work (convened by Lauren Ila Misiaszek)

Exploring the impact of neoliberalism on female academics in UK and Ghanaian universities

**Gifty Gyamera and Penny Jane Burke**

**GIMPA, University of Roehampton**

This project seeks to explore the impact of neoliberalism on the educational and career experiences of a small group of female academics in the UK and Ghana. A qualitative participatory methodology will be adopted in this small-scale project to allow the research participants to collectively explore and make sense of their experiences, perceptions and practices. The data collection methods will be mainly biographical. Biographical research is perceived as an exciting, stimulating and fast-emerging field, which aims at understanding the varying experiences and positions of individuals, the interpretations and the importance they attach to their experiences. The study will contribute to the existing literature on gender in the universities in the UK and Ghana and will create spaces for women to explore and critique their experiences through participatory methods. It will examine the extent to which neoliberalism plays out differently in Ghana and England where women are differently positioned.

**Gifty Gyamera** is Lecturer in the School of Public Service and Management and Coordinator of the Gender Centre at the Ghana Institute of Management and Public Administration (GIMPAShe completed her PhD programme at the Centre for Educational Research in Equalities, Policies and Pedagogy (CEREPP), University of Roehampton. Her research takes a critical look at internationalisation of public universities in Ghana, with particular emphasis on the curriculum. Ms. Gyamera’s research interests include Internationalisation of Education, Postcolonial studies, Curriculum Development and Gender. She is particularly interested in challenging marginalization of minorities, and discourses and practices perpetuating colonial ideologies and philosophies particularly in relation to higher education. She received her Bachelor’s and Master’s degrees from the University of Cape Coast, Ghana in Educational Psychology and Educational Administration, respectively. From 2005-2010, she was a lecturer in the Department of Education, Valley View University, Accra, Ghana. She also served as the Coordinator of the Summer School programme in the Education Department of the University from 2008 to 2010. She is a member of the Society for Research Into Higher Education.

**Penny Jane Burke** is Professor of Education at University of Roehampton, London. Penny is passionately dedicated to developing methodological and pedagogical frameworks that support critical understanding and practice of social justice in higher education. She is co-Founder and Director of the Paulo Freire Institute-UK, which contributes to an international network, aiming to build on, critique and develop critical pedagogies, theories and practices. Her books include The Right to Higher Education: Beyond Widening Participation (2012, Routledge), Accessing Education effectively widening participation (2002, Trentham Books) and Reconceptualising Lifelong Learning: Feminist Interventions (with Sue Jackson, 2007, Routledge). Penny was recipient of the prestigious Higher Education Academy’s National Teaching Fellowship award and is the Access and Widening Participation Network Convenor for the Society for Research in Higher Education (SRHE). She is a member of SRHE Council, an Executive Editor of Teaching in Higher Education, and an editorial board member of Gender and Education.

Cultivating transformative course evaluation practices: a case study of our work in a Chinese university

**Lauren Misiaszek and Zhang Lili**

**Beijing Normal University**

In this paper we reflect on course evaluation practices, using our Network partnership as a case study, asking, *how can course evaluations be transformative for students and instructors alike?* And, *how can we conceptualize a pluralistic understanding of “transformation” (rooted in the solidarity that we seek to cultivate in our partnership), and which is, beyond that, translatable to our colleagues*?

We reflect on our work together in a Chinese university as a tenured full professor (who is Chinese), and an earlier career associate professor (who is from the US and one of the faculty’s first foreign hires). From a nearly two-year process of mutual observations and co-facilitation of student-led gender-related activities, the challenges and potentialities of developing a transformative course evaluation in our own highly diverse classes emerged as a mutual key issue in our professional lives. We present complements to formal institutional evaluations that we have developed.

**Lauren Ila Misiaszek** is currently an Associate Professor at the Institute for International and Comparative Education at Beijing Normal University. Before this, her two most recent full-time positions were for a year as a United Kingdom Fulbright Scholar at Roehampton University and immediately before that for three years as a national program manager for the US Veterans Administration in Los Angeles. She has been involved with the leadership of the Paulo Freire Institute, UCLA for seven years. She is the Co-Founder and Director of the Paulo Freire Institute - UK Doctoral and Post-Doctoral Network on Gender, Social Justice and Praxis. Lauren has a long history of work in Nicaragua that began nearly ten years ago when she was a fellow for a sustainable development foundation there.

**Zhang Lili** is Associate Professor of Education at Beijing Normal University in the Institute for Educational Foundations. She is Deputy Director of the Research Center for Minority Education and Multi-cultural Studies at BNU. Prof. Zhang received her Ph.D. from the Faculty of Education, The University of Hong Kong. She has held a number of international positions, including at the Center of Women Studies at the University of Michigan, at New Mexico State University, and as a Fulbright Scholar at Penn State Erie. Her research interests include the career experiences of women academics, girls’ education, and women in science and technology. She has worked as a consultant or gender specialist in a number of UNICEF, UK Department For International Development, UNESCO, and Asian Development Bank projects. Her project experiences cover women leadership, action research, skill training for girls, the development of gender sensitive standards of child-friendly schools, and gender analysis of Technical and Vocational Education and Training.

Redistribution, recognition and participation: Investigating gender equity in South African higher education

**Nonhlanhla Mthiyane and Saajidha Sader**

**University of KwaZulu Natal**

When the initial optimism around educational reforms meant to permeate South African institutions in post-apartheid era (reforms characterized by equity and social justice goals) faded, the resultant discontent among academic staff was increasingly perceived by the management of the university as a sign of anti-transformation. Given our experiences of this institutional restructuring, we set out to examine how issues related to women’s experiences and sexism within the restructured university was tangential to wider transformation and equity issues, and that equity was more about race and racism than about addressing sexism. We will report on the first phrase of this project, an extension of one of our doctoral studies on women academics experiences of restructuring at one South African university, in which participants from the original study are invited to co-write their narratives as research publications.

**Nonhlanhla Mthiyane** holds Bachelor’s degrees in Pedagogics and Education from the University of Zululand (South Africa), a Master’s of Science in Education from the State University of New York College at Buffalo (United States), and a PhD from the University of Kwazulu-Natal (South Africa). She has extensive teaching experience as a science and mathematics teacher at diverse high schools in South Africa. She currently teaches in Teacher Development Studies in the School of Education, University of KwaZulu-Natal. She has worked extensively with teachers and students in professional development projects, both as a teacher educator and as a consultant. She is interested in critical, feminist research, and in using her research to address challenges of access to equal education opportunities, the empowerment of girls and women, and teacher development in South Africa.

**Saajidha Sader** is a lecturer in the School of Education at the University of KwaZulu-Natal (UKZN), South Africa. She worked as a high school teacher for twelve years before joining a College of Education involved in teacher education. She then joined UKZN in 1999 as part of a team of academics centrally involved in developing their continuing education qualifications which catered for the large majority of under qualified teachers (a legacy of apartheid education). Her current teaching is in social justice education. Her doctoral research is a feminist study of woman academics experiences of higher education reform in the context of globalization. Her research interests include feminist praxis and pedagogy in higher education.

## 2.00-4.00 (Gilbert Scott Lecture Theatre)

### **Pedagogy, Power and the Curriculum**

***Experience, Pedagogy and Unexpected Consequences***

Experience is not an end in itself: feminist pedagogy

in a neoliberal context

**Alison Phipps, University of Sussex**

Teaching from experience is a key feminist pedagogic principle – it enables us to start from where students are, bridge the public/private divide, challenge established conceptions of knowledge/knowers and bring gendered (and particularly women’s) lives into the mainstream. This paper, however, asks questions about what this practice both opens up and forecloses in the contemporary neoliberal context. Using the personal as pedagogy is undeniably valuable, in moving discussions away from abstractions and towards lived realities and encouraging deep engagement with the subjects at hand. Nevertheless, this now needs to be set within a wider cultural and political confessionality and individualism, and a ‘tabloidisation’ of debate in which experience and emotion (often second-hand) are often selectively used as currency by powerful groups to shore up particular positions. In such a context experience has become evidence rather than data, the macro- and micro can be indistinguishable and the personal may stand in for or even trump the structural. Productive dialogue becomes difficult or even impossible when positions become entrenched through claims of experiential supremacy or attributions of false consciousness. This paper will explore these themes via a case study of the sex industry, an area in which discussions tend to vacillate between extremes of oppression and empowerment in line with polarised experiences which invisibilise those in between. The challenges of teaching this topic (and others) in this context will be examined, and the paper will end by reflecting on the implications for feminist pedagogic practice.

**Keywords:** Feminism, pedagogy, experience, neoliberalism, individualism, confessionalism

**Alison Phipps** is Director of Gender Studies at University of Sussex and works on the politics of gender and the body, through issues such as sex work, sexual violence, childbirth, breastfeeding and abortion. She also has an interest in ‘lad cultures’ in higher education and their links to sexual violence. She can be contacted at [a.e.phipps@sussex.ac.uk](mailto:a.e.phipps@sussex.ac.uk)

When One Size Doesn’t Fit All: Exploring Womanist

Pedagogical Perspectives in White Feminist Spaces

**Ebony C. Pope Birdine**

**University of Oklahoma**

While feminism is concerned with advocating for women’s social, political, and economic equality to men, and serves as the dominant pedagogical approach in academic contexts concerning gender issues, it does not necessarily acknowledge cultural ways of knowing and understanding by non-white women. The often heard complaint is that Black-or non-white-women are often relegated to the margins as the location of intersection within their realities and are not included in the general pedagogical practices of feminism. Thus, how do Black women navigate a white, intellectual space that does not reflect-and possibly, may not accept-their cultural ways of knowing as “valid”? Womanism-although used interchangeably with feminism by many-is a social and spiritual movement of consciousness that acknowledges the diverse representation of voices present in multicultural spaces (Dillard, 2006; Maparyan, 2012). Womanist pedagogy responds to the exclusively traditional pedagogical practices of feminism by encouraging diverse worldviews representing the intersections of race, ethnicity, class, gender, and sexuality to be recognized, acknowledged, and utilized as a valid cultural means of knowing and understanding. This paper investigates the womanist pedagogical practices employed by Black women in classrooms of Predominantly White Institutions in the United States of America and how those practices influence entrance into critical discourses in classrooms where non-white women-more specifically, Black women-do not comprise the dominant voice. As such, it interrogates the traditionally feminist and anti-racist pedagogy of the academy that excludes the “both/and” (Sheared, 1994) location of being both a woman and non-white in all spaces.

**Keywords:** African American women, Black women, Womanism, Womanist pedagogy, faculty, African American women at PWIs

**Ebony Pope Birdine** is a doctoral student in Educational Leadership and Policy Studies at the University of Oklahoma. Her research interests include the experiences of Black women in higher education, including access and retention of Black women as students and faculty members at Predominantly White Institutions in the United States of America. Ebony employs a social justice approach to the inequity of Black women in the U.S. institution of higher education through multiple critically theoretical lenses and worldviews. In hopes of highlighting the injustice in validity processes of ways of knowing and understanding, Ebony investigates feminist and anti-racist perspectives in contesting notions of scholarly inquiry pertaining to the experiences of Black women in the academy as invalid.

Teaching tolerance? Aversive and divisive pedagogical encounters

**Emily Gray, RMIT, School of Education, Melbourne**

This paper takes as its subject two critical incidents in two different Australian educational settings. The first takes place within the teacher education classroom when an attempt to engage students with issues of gender and sexuality was met with resistance that was unspoken in the classroom but written in student feedback. The second incident takes place within the secondary classroom and concerns the gendered and homophobic bullying of a lesbian-identified teacher in a secondary school. Whilst I acknowledge that many have sought to interrogate such experiences via critical theory, and in particular critical pedagogy, in this paper I will draw from the work of Wendy Brown and her idea that tolerance, and teaching or expecting tolerance, is a regulatory force. Brown argues that discourses of tolerance are produced within historical and cultural milieu that enable tolerance and aversion to exist simultaneously. This has significant implications for how we might come to understand the contemporary project of working towards a socially just educational system and the various struggles encountered within pedagogical sites. I conclude the paper by examining the pedagogical ‘affects’ that are produced within different educational moments as we work to teach gender and sexuality or when we embody the Other in the classroom, and how these experiences speak to the way in which, as Brown argues, tolerance as a national ideal acts to both alleviate and circulate discourses of inequality such as sexism and homophobia.

**Keywords:** Affect, gender, pedagogy, sexuality, social justice, tolerance.

**Emily Gray** is from Walsall, UK and is currently a lecturer in Education Studies at RMIT’s School of Education in Melbourne, Australia. Her publications include refereed journal articles, book chapters, and an edited collection entitled *Queer Teachers, Identity and Performativity* co-edited with Anne Harris and published by Palgrave. Her theoretical interests are interdisciplinary and she draws from the fields of sociology, cultural studies and education primarily to consider questions of social justice. She is particularly interested in interrogating how attempts to teach social justice issues are both enabled and constrained within different pedagogical settings. More recently her work has turned to consider the role of affect in learning and teaching within a rage of institutional settings and contexts and to the complexities affect (re)produces in relation to social justice. Emily’s work also explores popular culture, public pedagogies and audience studies, in particular the ways in which gender and sexual identities are explored within online fandom and fanfiction. She considers how popular culture is deployed as a pedagogical tool and with the effects that this produces. Some of this work is located within the Gothic and with how Gothic tropes are used within contemporary popular culture to examine the construction of monstrous Others that exist at the margins of the social world.

Contemporary Knowledge/Contemporary Gaps?

A ‘Semi-systematic’ Review of Programmes for Sex, Gender and Gender-based Violence Education in South African Schools

**Kelley Moult, Carmen Corral and Talia Meer University of Cape Town, Psychologist, University of Cape Town**

In the context of pervasive gender-based violence victimisation and perpetration amongst South African youth, appropriate prevention programming is critical. However, the literature on such programmes is sparse and disparate. To remedy this shortcoming, the paper undertakes a cross-disciplinary semi-systematic review to map the findings on programmes for South African youth on gender, sexuality, and gender-based violence implemented in the last ten years. Using combined systematic and narrative review techniques, the paper analysed articles from six academic databases, screened them for content relevance and thematically analysed the articles that fit the inclusion criteria to generate information on *the* *pedagogical and methodological approaches that programmes used, the issues addressed, and the effectiveness in providing knowledge and skills for young people in terms of gender, sexuality and gender-based violence*. The paper presents a nuanced thematic analysis of the state of the literature on youth gender, sexuality, and gender-based violence programmes in South Africa, highlighting problems such as their reliance on ‘outside’ experts, replicability, highly specific didactic approaches that are often not adaptable or context specific, and that fails to critically engage youth, or speak to contemporary challenges and risks. The paper shows that programme content is often reproductive health focused with a strong emphasis on HIV and pregnancy prevention through abstinence or condom-use, with little engagement with sexual and gender diversity, the complexities of youth sexual decision-making, pleasure, consent and coercion.

**Keywords:** gender, sexuality, gender-based violence, programmes, semi-systematic review, schools, South Africa

**Kelley Moult** holds a PhD in Justice, Law and Society from the American University in Washington, DC. She holds an MA in Criminal Justice from the George Washington University, and an undergraduate degree in Criminology from the University of Cape Town. Kelley is a founder member of the Gender, Health and Justice Research Unit. She has previously worked at the Institute of Criminology at UCT, George Washington and American Universities in DC, and at the National Institute of Justice, the research arm of the United States Department of Justice. She has been a Fulbright Fellow, and was the recipient of the Neil and Anne Kerwin Dissertation Fellowship. Her areas of interest are feminist criminology, gender-based violence and policy, domestic homicide, and the intersection of traditional and Western justice systems in terms of these issues. At present she works on sexual and reproductive rights, and education for youth in South Africa.

**Carmen Corral** is a psychologist whose work has primarily focused on mental health issues related to sexual and intimate partner violence. She has a PhD in Psychology from the University of Deusto, Spain, where she completed her research and public dissertation on men who were convicted for intimate partner violence. She also holds a Master´s degree in Clinical Psychology, after which she worked as a psychologist at Zutitu (The Family and Sexual Violence Psychological Intervention Unit) and at GAKOA (The Psychological Intervention Centre for the Perpetrators of Intimate Partner Violence) in Basque Country, Spain. Her research interests include mental health, aggressive behaviour and violence against women and girls.

**Talia Meer** completed a BA in Political Science at the University of KwaZulu Natal, South Africa in 2007, and an MA in Development Studies at Dalhousie University, Canada in 2010. In 2011 she started as researcher at the University of Cape Town’s Gender, Health & Justice Research Unit – an interdisciplinary unit focusing on evidence-informed advocacy at the intersections of gender, the criminal justice and health systems. In the last four years her work has involved public health and criminal justice responses to survivors of sexual assault – including survivors with intellectual and psychosocial disabilities, and sexuality and gender-based violence education. She recently concluded a three-year project that investigated how learners gain information about sexuality, relationships and violence, and co-developed a curriculum to address some of the gaps in information to teenagers in the school context. In 2015 Talia will begin full time doctoral studies at UCT’s Department of Sociology.

## 2.00-4.00 (G001)

### **Activism, Feminist Research and Praxis**

***Teaching and learning through feminist activism***

Critical allies, cross cultural pedagogies and feminist praxis

**Colleen McGloin, University of Wollongong**

In Australian universities, non-Indigenous teachers teaching Indigenous studies and/or Indigenous content must engage critically with anti-colonialism, not merely as lip service to syllabus content, but also, at a personal level whereby consultation and collaboration with Indigenous scholars must necessarily direct praxis. Such an association is referred to as a “critical alliance”: an engagement with Others about whom we are speaking that forms the basis for an ethical relationship. A “critical alliance” seeks always to undermine the colonial relations of power that discursively position both Indigenous and non-Indigenous subjects. This paper explores what such an alliance might ‘look like’, what will sustain it or give it substance so that it can contribute productively to a more socially just pedagogy. My research shows that most non-Indigenous scholars working in the area of Indigenous/non-Indigenous critical alliances are women. Therefore, I want to consider how gender and race intersect in the establishment of critical alliances. In other words, what, if anything, is distinctive about the ways in which non-Indigenous women scholars form alliances with Others? Although this paper comes specifically from an Australian Indigenous/non-Indigenous context to discuss the concept and practice of “critical alliance”, points might be extrapolated to other areas of cross cultural practice. This is not to suggest a neat collapsing of all ‘Other’ histories; rather, I note some similarities in white pedagogical privilege in a range of cross cultural contexts with a view to destabilising their enduring force. Such a project, I argue, must be the starting point for establishing a “critical alliance” with Others.

**Keywords:** non-Indigenous “critical allies”, feminist praxis, cross cultural pedagogy, white privilege.

**Dr. Colleen McGloin** is a senior lecturer in Indigenous Studies at the Indigenous Studies Unit, Faculty of Law, Humanities and Arts (LHA), University of Wollongong. Colleen’s research interests are in the intersections between critical pedagogy and feminism(s) as these relate to Indigenous and cross cultural contexts.

Bodies on stage - informal adult learning through feminist activism

**Catherine André, Elisabeth Hofmann**

**University Bordeaux Montaigne**

Women do not engage in feminist activism with an educational objective. However, activism has a transformatory effect on the participants, through forms of informal learning that are mainly recognized by the concerned in retrospect. Our research tries to identify which elements of the activist process have the highest informal learning potential in terms of empowerment (Williams, 1994; Oxaal, Baden, 1997) of the activists.

We analyse and compare the learning effect of activism in two feminist movements - « La Barbe » and Femen -based on the transformative learning concept (Mezirow 1997).

« La Barbe » is a French network of women seeking to denounce male domination in official institutions, private and public decision making bodies or important public events (conferences, etc.) concerning the political, economic, academic, artistic and other “high level” spheres. The members irrupt during public events wearing false beards. Femen is a [radical feminist](http://en.wikipedia.org/wiki/Radical_Feminism) [protest group](http://en.wikipedia.org/wiki/Protest_group) founded in [Ukraine](http://en.wikipedia.org/wiki/Ukraine) in 2008, now based in [Paris](http://en.wikipedia.org/wiki/Paris). The organization is highly mediatised for organizing controversial [topless protests](http://en.wikipedia.org/wiki/Topless_protest) against [sex tourism](http://en.wikipedia.org/wiki/Sex_tourism), religious institutions, sexism, homophobia and other social, national and international topics. Both movements use symbolic attributes of the body to stage their protest. According to our hypothesis, this characteristic makes a considerable difference compared to activism based solely on discourse, as it enhances the empowering effect. This research analyses the informal learning effect of these forms of activism, according to the activists’ own perceptions and the available literature. In order to capture in which ways this kind of activism is empowering, we focus on the process: organisational mode of the networks, the public appearances, their preparatory stages and the mode of debriefing and evaluation.

This research about is part of the work of the UNESCO Chair « Training of Professionals in Sustainable Development ». It contributes to the ongoing action research on how to train development professionals on participatory methods integrating gender, amongst others through “learning by doing” and informal methods.

**Keywords:** empowerment, informal learning, feminist activism, protest

**Catherine André** , member of UNESCO Chair « Training of Professionals in Sustainable Development ». Catherine is ‘professeure agrégée’ (lecturer) in the Department of local Management, Tourism and Urbanism (IATU) at the University Bordeaux Montaigne (France). Her research interests concern biodiversity and sustainable development, particularly from a gender perspective, adult learning in formal and informal education, participatory process in sustainable development with a gender focus.

**Elisabeth Hofmann**, head of UNESCO Chair « Training of Professionals in Sustainable Development ». ‘Maitre de conferences’ (lecturer), in the Department of local Management, Tourism and Urbanism (IATU) at the University Bordeaux Montaigne (France), she is also research fellow at ‘Les Afriques dans le Monde’ in Bordeaux and consultant/trainer on gender and development. Her research concerns feminist activism in Africa, gender in education and training, including about participatory approaches in sustainable development.

We Only Talk Feminist Here:

Fighting for and Fleeing to Feminist Spaces in Australian Higher Education

**Elizabeth Mackinlay, Briony Lipton**

**The University of Queensland, The Australian National University**

Being feminist has always been dangerous inside and outside the academy. Those of us who do identify as feminist are keenly aware that in today’s cut-throat, bean counting, neoliberal environment, we have to run fast and smart to keep one compassionate and two collective steps ahead of those who would otherwise send us into exile. What then, happens to feminism in university organisations, and what can the experiences of gender studies academics teach us about how we inhabit institutions and about contemporary institutional life?

In this paper we explore feminist subjectivities, knowledges and discourses as ‘wilful’ (Ahmed, 2014) performativities in higher education that refuse to go away, and brings to bear the experiences of feminists who are willing to be wilful and stand against the will of dominant discourse. Disentangling pedagogy from organisational culture and power relations in academia reveals a gender bias. Feminist perspectives therefore offer alternative ways of thinking about the position of women in academia as situated in the social and political, and whose practices will offer new insights into the ongoing underrepresentation of women in positions of influence and authority.

We aim to provide a contemporary account of what it might mean to ‘only talk feminist’ in higher education in a neoliberal world, and draw upon interviews and conversations with gender studies academics in Australian universities and our own experiences, to demonstrate that ontological, epistemological and methodological dis/positions in classrooms, curricula and communities are frequently evoked to ensure that feminist ways of being, doing and knowing continue to fight for gender justice.

**Keywords:** gender studies, academic women, feminist discourse, feminist pedagogies, feminist epistemologies, organisational culture

**Elizabeth Mackinlay** is an Associate Professor in the School of Education at the University of Queensland, Brisbane, Australia where she teaches Indigenous Education and co-convenes Gender Studies. Her book, *Disturbances and dislocations: Teaching and learning Aboriginal women’s music and dance*, was published in 2007 by Peter Lang. Liz has published many chapters and articles in the fields of ethnomusicology, Indigenous education, music and arts education, and feminist studies. Liz is currently working on a book titled *Teaching and learning like a feminist: Stories of experience in higher education* to be published by Sense Publishers in 2015. Liz is currently the co-editor of the *Australian Journal of Indigenous Education* (AJIE).

**Briony Lipton** is a PhD candidate in the School of Sociology at The Australian National University, Canberra, Australia. Her thesis explores the relationship between academic women, feminism, and university leadership in Australian higher education. She has a Bachelor of Arts (Honours Class I) in Women’s Studies from The University of Queensland. Her research interests include: women’s and gender studies, higher education and organisational studies, feminist theory, feminist history, Indigenous women’s writing, queer theory, and creative academic writing.

Gendered parental care work: sole parents in the academy

**Genine Hook Monash University**

By exploring the experiences of sole parent postgraduates in the Australian academy, I contribute to scholarly research which considers gendered constructs of parental care-work in higher education. I suggest the production of research knowledge, accessed through postgraduate qualifications and research is critical to promote equitable access to the privileges of higher education.

The sole parent postgraduates in this study shared strongly aspirational orientations towards the academy to provide financially for their children. Mediations these sole parents undertook to engage with postgraduate education demonstrates a contingent autonomy within the enabling constraints of higher education and the sole care of children, finances and households.

Contingent autonomy for these sole parent postgraduates reflects an agentic orientation towards the academy within often conflicting conditions of account. Collisions between parental care-work and university study relating to both time and money were ever-present for participants in this study. Nevertheless, participants negotiated these conflicts through the powerful position of holding full responsibility with their capacity for full decision making. Autonomous decision making enabled participant agency to re-work their time, money and child-care obligations to protect and structure their everyday lives to incorporate postgraduate study.

Sole parent participants shared a sense that their extended and intensive parental care-work was invisible in relation to university policies and practices. This was evident in timetabling evening classes, expectations of academic conference attendance and in the lack of academic scholarships. This paper begins to chart acts of contingent autonomy demonstrated by participants in a re-working of gendered constructions (re)producing the un-encumbered postgraduate student.

**Keywords**: Gender; Performativity; agency; parental care-work; sole parents; higher education.

**Genine Hook’s** research interests explore gendered constructions of sole parent postgraduates in the Australian academy. Drawing on Judith Butler’s theoretical framing of gender performativity and accountability in higher education, she examines parental care-work and equitable engagement with research in academia.

*Feminism in transition -* Teaching for women’s political participation in ‘emerging democracy’

**Elizabeth J. T. Maber**

**University of Amsterdam**

Training courses offering women empowerment, leadership skills or capacity building proliferate throughout development contexts delivered both by international NGOs and community women’s organisations. Although international influences and agendas are clearly present in the recurrent discourses prevalent in such teaching practices, the contribution of women leading community based organisations in adapting, supplementing and repurposing material for their own contexts is often overlooked. While many of these courses present a homogenised and de-politicised construction of womanhood, this paper explores the practices of a small number of Myanmar women’s groups that overtly identify as feminist organisations and that offer alternative formats to encourage the inclusion women’s concerns in the current reform process and to engage women’s political participation in preparation for forthcoming elections. After more than 50 years of military rule, Myanmar has transitioned to a civilian-led government and is undergoing a rapid (although arguably not entirely comprehensive) process of reform. For women in this context, the multiple networks of local women’s organisations are claiming a new space for political engagement while navigating evolving agendas including increased international attention and available funds. This paper draws from professional work and research conducted in Myanmar and Thailand over the last six years including practices of ethnographic discourse analysis of the training courses conducted by Myanmar women designed to promote women’s political empowerment.

**Keywords:** Women’s empowerment; Myanmar ; political transition ; leadership training ; post-colonial feminism

**Elizabeth J. Tregoning Maber** has worked as a trainer, curriculum writer and consultant in Myanmar and Thailand for the last six years working on women’s empowerment, rights and community development projects and training initiatives for civil society activists. Drawing from these experiences I am currently undertaking a PhD at the University of Amsterdam where my research explores community education practices and female citizenship construction within transitioning democracy and situations of conflict, focusing on women’s organisations in Myanmar. I also work as a researcher for a research consortium on education and peacebuilding – a partnership between the Universities of Amsterdam, Sussex and Ulster and UNICEF – which seeks to explore the role of young people, of teachers and of policy initiatives in building sustainable peace.

## 2.00-4.00 (G070)

### **Power in the Academy**

***The fashioning of academic: choices and courses***

‘Little Miss Perfect’: Conversations, Careers and Conversions

**Yvette Taylor**

**London South Bank University**

In a recent academic forum, I was happily engaged in the above, in collegial ‘conversations’. In these settings, exchanges can become ‘conversions’, allowing us to display, convey and circulate career capitals – or not. Such conversions, moving from conversations to careers, are perhaps more subtle than bringing out the CV. But recent experiences have left me wondering if reaching for the paper version of the academic self would cut-out, condense or confirm ratings of worth, measures of success, feelings of (im)perfection and (in)secure [academic arrivals](http://weekscentreforsocialandpolicyresearch.wordpress.com/2012/06/21/trying-to-triumph-academic-cares-and-capacities-2/). Many have [written](http://www.palgrave.com/products/title.aspx?pid=494513) passionately and provocatively about the awkward encounters in academia where some seem to be versed and conversant, while others occupy marginal positions – and others aren’t even in the room. We know this is a matter of structural inequality rather than simply not being able to appear and perform; in other words this is not just ‘my problem’ I’m trying to convey here, in pushing into the room. My problem is this: a lingering unease about a ‘polite’ even complimentary conversation, where I’ve maybe missed the ‘joke’, as the unhappy feminist. Contrary to my [own sense](http://www.sciencedirect.com/science/article/pii/S1755458612000709) of academic ‘fitting’ and ‘becoming’, my colleague asserted, somewhat teasingly (I think) that I was ‘Little Miss Perfect’. Yet I am neither a cartoon character, nor any other manifestation of (gendered) perfection. In this paper, I consider the awkward place of ‘Little Miss Perfect’ in academia, where female professorial presence is reduced, yet inflated as brightly coloured and exaggerated.

**Keywords:** Capitals, CVs, Gender, Feminism, Mobility, Precarity

**Yvette Taylor** is Professor in Social and Policy Studies and Head of the Weeks Centre for Social and Policy Studies. LSBU. She is PI on the ESRC funded project ‘Making Space for Queer Idenitfying Religious Youth’, and edited collections include *The Entrepreneurial University: Engaging publics, Intersecting Impacts (*Palgrave, 2014) and *Educational Diversity: The Subject of Difference and Different Subjects* (Palgrave, 2012). She is Series Editor for Gender and Education (Palgrave) and Critical Diversities (Routledge).

Living in-between, in the middle, in the Heartland: Mexicana scholars in the making

**Mariana G Martinez, University of Illinois**

Through a life history method approach this study is framed under a Chicana Feminist Epistemology (CFE) framework to understand the role family, culture, community and the institution play in the formation of first generation Mexicana scholars at public Predominately White Research I institutions (PWIs) in the Midwest in the U.S. The literature indicates that at the doctoral level Latinas encounter an array of challenges as outcomes of their class, race/ethnicity and gender. Barriers include additional responsibilities, cultural incongruity, lack of fit, institutional racism, lack of mentors and limited social network, support and a constant questioning of their scholarship that demand to be the cultural expert (Reyes & Halcon, 1998). Furthermore, they are one of the few, lack faculty of color and navigate curriculums that ignore the historical and contemporary experiences of people of color.

However, participants in this study share that their upbringing of constant contradiction of gender expectations, while expected to behave as young women they are also to protect themselves like men and/or expectation to fit cultural beliefs as well as American ones, succeed in school but don’t expect assistance. Parents want their daughters to go to college but to stay at home, be independent but marry. Yet, parent actions teach their daughters to be resilient, challenge stereotypes of Latinas and teach how to juggle and live while straddling their multiple identities. As a result, themes of border crossing, a mestizaje/mestiza consciousness and being in a state of nepantla - a meaning the in-between or middle (Anzaldúa, 1987) began to emerge.

**Keywords**: Latina women, doctoral education, Chicana feminist epistemology (CFE), nepantla, higher education

**Mariana G. Martinez** is a doctoral candidate in the Education Policy, Organization and Leadership program at the University of Illinois at Urbana-Champaign. Originally from California, her research focuses on Latinas of Mexican descent and their everyday experiences at a research I predominately white institution (PWI) in the Midwest. Her interest is a combination of her own experiences in a space that is in constant conversation within a White and Black racial paradigm and as an outcome excludes or minimizes the Other experience. Her research interest also stems from the hopes that scholarship will begin to understand that first generation for Latino students, in many occasions, is in reference to the entire pipeline, as many are the first and only to not just be a doctoral student but that holds beyond a high school diploma in their entire family. She also wants to use her research as a vehicle to gain insight onto the values of coming from an immigrant household, being an in-between, being in the middle. Finally, she is the mother of a 7 month baby boy, the eldest of three and the only one to hold a bachelor’s and master’s degree in a family of over 30 members.

Feminist attitudes and feminist identity of undergraduate

students in Spain

**Anna Velasco-Martínez, Trinidad Donoso-Vázquez**

**Barcelona University**

After the development and validation process of an instrument for identifying attitudes towards feminism and feminist ideology amongst young university students (the Feminist Attitudes and Identity Questionnaire, FAIQ), here are presented the results after its application in a representative number of undergraduate students of two Spanish universities (n=1.759).

The instrument is divided into two parts: i) The first one is the feminist attitude scale (with a high reliability of .92 and good internal and external consistency and criterion validity), which is composed by five theoretical domains: gender roles; feminist goals; gender discrimination; collective action; and evaluation of feminism. ii) The second part of the instrument is formed by two short independent scales. They measure the degree of feminist identification.

A representative sample of students has been calculated, taking in account the different university areas including: the natural and formal sciences; the health sciences; the social and juridical sciences; the arts and humanities; and architecture and engineering. The participants belong to two Spanish universities: University of Barcelona (UB) and University of Polytechnics in Catalunya (UPC).

Interesting results are discussed showing how different variables (such as the degree, the gender, the religion, the politic ideology, the place of birth, the sexual orientation, the family background, the socioeconomic standard of living, the influence of communications and media, the previous contact with the feminism, and others) play a significant role in the attitudes and identification of undergraduate students.

**Keywords:** Feminist attitudes, Feminist identity, Undergraduates, Questionnaire.

**Anna Velasco-Martínez** is a PhD candidate, ADR Predoctoral Fellow of the Department of Research Methods and Diagnosis in Education of the Education Faculty of the Barcelona University. She is member of the research group GrediDona, specialized in gender issues. She has participated in various research projects about the prevention and intervention of the IPV and is currently participating in the research of the online gender based violence in teenagers. Also she is taking part of a research focused on the introduction of the feminist perspective in the University of Barcelona curricula. Her PhD research is focused on the analysis of the Youngers beliefs and identification with the feminist movement.

**Trinidad Donoso-Vázquez** is a Lecture Professor at the Department of Research Methods and Diagnosis in Education of the Education Faculty of the Barcelona University. Her research interests are focused on the study of the IPV and she has designed, implemented and evaluated several programs to prevent and intervene in IPV cases. Nowadays she is also directing a transdisciplinar research about the introduction of the feminist perspective in the University of Barcelona curricula. She is the director of the research group GrediDona, specialized in gender issues. Trinidad is currently the Barcelona University Principal’s Delegate for Gender Equality.

Mid-Career Academic Women: Strategies, Choices and Prestige

**Kelly Coate, Camille Kandiko Howson and Tania de St Croix**

**Kings Learning Institute, Kings College London**

This paper reports on a project, funded by the Leadership Foundation for Higher Education (UK), which is investigating the ways in which ‘mid-career’ academic women perceive the development of their careers, and how they describe the choices and strategies available to them. We are using the lens of the ‘prestige economy’ to explore the ways in which women access and exploit the types of indicators of esteem that are necessary for an academic career, and which previous research has suggested that male academics acquire more easily (Coate and Kandiko Howson 2014). The main form of data collection has been qualitative interviews with 30 self-identified ‘mid-career’ academic women at London universities, primarily in the STEM subjects.

The interviews included a concept-mapping exercise in which the participants mapped out the next 5-10 years of their careers, including the barriers and enablers that they felt would help them achieve their next goals. Preliminary analysis of this data has highlighted a number of interesting aspects of women’s academic careers. First, the decision-making process is clearly quite complex and fluid, which suggests that there is no ‘one size fits all’ approach to women’s career development. Second, women’s relationship to indicators of esteem was varied; some were willing and able to exploit avenues for prestige and progression, which many identified as gendered, while others were uncomfortable with doing so. Third, there was often a disconnect between the factors that women valued about academic work, and the aspects of this work that are valued or recognised by their employers. Fourth, the levels that women identified as ‘mid-career’ were surprisingly wide, suggesting that women spend much of their career at the ‘mid’ stage.

**Keywords:** Mid-career academics; Prestige; Higher education; Gender

**References**

Coate, K. and Kandiko Howson, C. (2014) Indicators of Esteem: Gender and Prestige in Academic Work. *British Journal of Sociology of Education* <http://dx.doi.org/10.1080/01425692.2014.955082>

**Kelly Coate** is the Director of the King’s Learning Institute at King’s College London. She has published widely in the field of higher education research, including the history of women’s studies as an academic subject area, the higher education curriculum, international students and gender and prestige. She previously taught at the National University of Ireland, Galway and the UCL Institute of Education. She currently sits on the editorial boards of *Teaching in Higher Education*, the *Journal of Education Policy*, *and Higher Education Research and Development*.

**Camille Kandiko Howson** is the (Academic) Head of Student Engagement, King’s College London. In a cross-institutional capacity she is working on student engagement and experience enhancement initiatives at KCL. She also leads the King’s Experience Internship scheme for undergraduate students. She is involved in national higher education policy research on students and the student experience, working with HEFCE/BIS/HEA on Learning Gains research; with HEFCE and the HEA on student surveys, including NSS and UKES; with the QAA on student engagement and student expectations; and the Leadership Foundation on academic motivation, prestige and gender.

**Tania de St Croix** is a Research Associate at King's Learning Institute, as well as lecturing at King's College London Department for Education and Professional Studies and YMCA George Williams College. Her research and teaching is in the areas of education policy, youth and community work, and higher education. She has recently handed in her thesis entitled 'Passion and resistance: Grassroots youth work in a changing policy context'.

Gender, age and seniority: un/becoming an academic in precarious times

**Carole Leathwood, Barbara Read**

**London Metropolitan University, University of Glasgow**

In recent years, increasing attention has been paid to the difficulties facing early career researchers attempting to enter academia, with competition for 'permanent' academic posts seemingly greater than ever. At the same time, concerns about job in/security as well as threats to academic identities have been expressed by some already-established academics (Leathwood and Read 2013; Grove 2014), and the issue has become a key point of activism internationally (e.g. <https://actualcasuals.wordpress.com>).

In this paper, we explore what it means to be/become an academic in times of precarity. We conceptualise precarity in Butler's terms as a condition which is 'politically induced' (Butler 2009) and a deliberate product of neoliberalism. Heightened competition between nations, universities, departments and individual academics has resulted in conditions of insecurity permeating macro, meso and micro levels. We are particularly concerned here with the latter, with how precarity 'inhabits the microspaces of everyday life' (Ettlinger 2007). Our aim is to explore everyday experiences of precarity in relation to the fears and actualities of being, becoming or ‘unbecoming’ (Colley and James 2005; Archer 2008) an academic, with a specific focus on gender, age and occupational seniority. We draw on data from a qualitative study with 71 academics in the UK, supplemented by additional email interviews for this paper (Leathwood and Read, 2013). Our questions include who can be/become a legitimate/recognized academic in this context? Who is able to ride the wave of precarity? What does it mean to unbecome an academic and what conditions of conformity and/or resistance are called upon in this process?

**Keywords:** academics, gender, age, seniority, precarity

**Dr. Carole Leathwood** is Professor of Education and Director of the Institute for Policy Studies in Education (IPSE), London Metropolitan University. With a disciplinary background in sociology and women's studies, Carole specialises in research related to inequalities in higher and post-compulsory education, with particular interests in gender and HE/research policy. Carole is a Fellow of the Society for Research into Higher Education (SRHE)

**Dr Barbara Read** is Reader in Gender and Social Inequalities at the Robert Owen Centre for Educational Change, and Director of the Adam Smith Research Foundation, University of Glasgow. The Foundation's 2014-16 Research Programme focuses on the theme of Social Precarity (<http://www.gla.ac.uk/researchinstitutes/adamsmith/socialprecarity/>).

Towards academic freedom: post-Kantian feminisms

**Lenka Vrablikova, University of Leeds**

The paper opens an ‘old’ feminist theoretical and political problem which, due to unprecedented changes in recent years, has become extremely urgent - the problem of ‘equality for all’ in higher education. I will introduce the problem by juxtaposing two works by Immanuel Kant, namely ‘What is Enlightenment?’ and his later book on the university ‘The Conflict of the Faculties’. In ‘What is Enlightenment?’ Kant offers a conceptualization of intellectual freedom which would even include the ‘entire fair sex’. However, in ‘The Conflict of the Faculties’ this conceptualization is absent and so too is ‘the fair sex’. In fact, as Derrida (1984) shows, the modern university depends on the erasure of the concept of the universal intellectual freedom: academic freedom is instituted by censoring freedom of speech everywhere except the university. According to some of post-Kantian scholars the shift in Kant’s discourse thus represents a betrayal of the values of the Enlightenment. For a certain feminist perspective this shift therefore also can be read as an elitist and paternalist gesture which opposes the emancipatory project of feminism. However, I will show that the shift in Kant’s discourse allows a reformulation of questions of (academic) freedom and equality. It helps us move beyond the framework of binary oppositions of inclusion/exclusion, man/woman, populism/elitism public/private which were favoured by Kant and which still define the current scenes of both conflicts - ‘the conflict of the faculties’ as well as ‘the conflict of the sexes’, i.e. the university and gender.

**Keywords**: academic freedom, equality, emancipatory strategies, deconstruction, Immanuel Kant, the university

**Lenka Vrablikova** is a PhD candidate in Cultural Studies at the School of Fine Arts, History of Art & Cultural Studies at the University of Leeds. I work in the fields of deconstruction, philosophy, psychoanalysis and feminist theory. I focus specifically on the questions of the university, pedagogy, theories of sexual difference(s), performativity, art, resistance and transformative feminist practice and research.

## 2.00-4.00 (1014)

### **Teachers, Identities and Social Justice**

***Teachers and teacher educators :* doing *social justice***

Tanzanian teachers’ constructions and perceptions of ‘inclusive education’ for girls and girls with disabilities

**Alexandra Sewell, University of Birmingham**

The benefits of the inclusion of girls and girls with disability in mainstream education in Tanzania have been well documented, yet it is this demographic which remain the most at risk of exclusion. Quantitative research has demonstrated some success for the government’s target of all children to be enrolled in primary education, regardless of gender or disability. However, qualitative research “is recommended to complement, confirm and contradict statistics” (Okkolin, Lehtomäki, Bhalalusea, 2010) in order to divulge and analyse contributory factors to inequalities in the education of girls and girls with disabilities*.*

The research aims to expand the current state of knowledge by employing Discourse Analysis as a qualitative methodology, interviewing a sample of Tanzanian teachers to seek their constructions and perceptions of ‘inclusion’, ‘girls’ and ‘girls with disability’. Photo elicitation was chosen as the interview method as it engages subjects as equal collaborators in the research process enabling a deeper cultural and social understanding to be brought into the process (Lehtomäki, et al, 2013).

The analysis of teacher’s constructions will contribute to a socio-cultural understanding of disability, inclusion and gender. It will raise contributory factors to inequalities and promote informed inclusive action in the contexts in which it is conducted. It will also contribute to the wider analysis of the success of inclusive education for girls and girls with disabilities in Tanzania schools.

The presentation will pay particular attention to the discourse analytic philosophy and methodology, the gender activism basis for the research and experiences of conducting research in Tanzania.

**Keywords:** SEN, inclusion, Tanzania, Discourse Analysis, Photo Elicitation

**Alexandra Sewell** is in her second year of a doctorate degree in Applied Education and Child Psychology at the University of Birmingham. Her previous research was a discourse analysis of Educational Psychologist’s perceptions and constructions of IQ and Standardised Cognitive Assessment (Sewell and Ducksburry, 2013). She presented the current research at two conferences previously and will be presenting at the annual British Psychology Societies Division for Education and Child Psychologies conference in January 2015.

Feminism and Early Childhood: What are the lived realities of educators?

**Kylie Smith, Kate Alexander**

**University of Melbourne**

In the late 1990s and early 2000s Australian and international early childhood scholars researched and wrote about the importance of gender identity work in the early childhood classroom (e.g. MacNaughton, 1997, 2000; Blaise, 2005). Currently there appears to be a lack of information about how this past research has translated to everyday early childhood classroom practice. With the introduction in 2009 of an Australian national curriculum framework (along with state-based curriculum frameworks) and the National Quality Standards, we ask: where is feminism in early childhood policy and pedagogy? Discussion of gender identities for educators and children is all but invisible in Australian policy documents, early childhood frameworks, professional development training and literature.

This presentation will examine emerging findings from an Australian research project exploring early childhood educators’ experiences of access to and working with feminism. The project investigates three key questions:

1. How might histories help us gain insight to current early childhood gender identity work and future possibilities?
2. How do educators currently support the development of children’s gendered identities and what and who influences this work?
3. What are the intersections of educator’s histories and pedagogy?

We will also discuss how these experiences have influenced educators’ understandings of gender and the effect of this in how they develop and enact early childhood pedagogy. This paper connects with the conference question: *How can we build our understandings of education and/or pedagogy through critical analyses of power relations drawing on, for instance, feminist, subaltern, critical race and postcolonial theories?*

**Keywords:** Feminism, Early Childhood, Gender Identities, Histories

**References:**

Blaise, M. (2005). *Playing it straight: Uncovering gender discourses in the early childhood classroom*. New York: Routledge.

MacNaughton, G. (2000). *Rethinking gender in early childhood education*. St Leonards: Allen & Unwin.

MacNaughton, G. (1997). Feminist Praxis and the Gaze in the Early Childhood Curriculum. *Gender and Education, 9*(3), 317-326.

**Kylie Smith** is a Senior Lecturer and Research Fellow in the Melbourne Graduate School of Education (MGSE) at the University of Melbourne. Her research examines how theory and practice can challenge the operation of equity in the early childhood classroom and she has worked with children, parents and teachers to build safe and respectful communities.

**Kate Alexander** is a Senior Administrator in the Melbourne Graduate School of Education (MGSE) at the University of Melbourne. She supports staff in the Youth Research Centre in the areas of research, teaching and engagement. Previously, Kate worked as a Research Assistant and her Master of Education research focused on gender and early childhood.

Pedagogy of resistance:

Revealing and reversing structural discrimination

against Arab students in Israeli academia

**Tamar Hager, Tel Hai College, Israel**

This paper has grown out of my recognition that recurring and distressing emotions experienced during teaching can offer a site for discovering significant knowledge. It recounts how acknowledging and studying such emotions has led to insights into examples of structural inequality and discrimination against Arab citizens of Israel within Israeli academia. As a Jewish feminist teacher at a college in northern Israel whose views on the Israeli-Palestinian conflict are considered radical left, I’ve repeatedly experienced feelings of helplessness and indignation in face of the underachievement and alienation of many of my Arab students.

Following Sara Ahmed (2004) I believe these feelings offer significant information about the politico-social power structures present in the classrooms. Recognizing the common fallacy of blaming the victim of discrimination, and the tendency (including my own) to misread their responses, I strive to comprehend my frustration and anger when confronted with students’ apparent refusal to make an effort. Examining and understanding the meaning of these students’ minority position on campus and in society at large, reveals the specific educational, cultural, political and institutional barriers which face most Arab students, and which lead to feelings of hostility and estrangement.

The paper goes on to describe pedagogical tools for resisting these students’ structural inequality the impulse to act within the confines of this structural inequality. Adopting feminist critical pedagogy in my course "Representing Disability in Literature and the Cinema", I work to problematize the student-teacher hierarchy, in order to create a space in which Arab students can and do stand up to repression within the Israeli academic system, at least for the duration of my class. In many instances, the process of empowerment and the subsequent liberating educational exchange has enabled participants (both Jewish and Arab) to construct new and more culturally sensitive knowledge. I conclude by offering some possible explanations for the rarity of critical feminist pedagogies in Israeli academia.

**Keywords:** emotions, sensitive knowledge, discrimination, structural inequality, critical feminist pedagogy, empowerment

**Tamar Hager** is a Senior Lecturer at Tel Hai College, Israel. She is the head of "Education through Art" program in the Department of Education and also teaches in the Gender Studies Program in the Department of Multidisciplinary Studies. Critical pedagogy, feminist methodology, peace education, multiculturalism, motherhood and fictional and academic writing are core issues of her academic research, writing, teaching and social activism. She is the founder and the former co-director of the college's center for Peace and Democracy whose mandate is to academically and administratively develop and implement the multicultural vision of the college. She published in 2000 a book of short stories *A perfectly Ordinary Life* (in Hebrew) and in 2012 she published another book, *Malice Aforethought* (in Hebrew), in which she attempts to reconstruct the elusive biographies of two English working class mothers who killed their babies at the end of the 19th century.

Schoolteachers as gendered political subjects:

pedagogy, activism and feminism

**Heidi Fritz Horzella, University of Warwick**

The focus of this paper is on the ways in which schoolteachers work to promote gender equality in the context of the politics and practice of education in contemporary England. This involved inquiring about their pedagogical and activist work that challenges gender inequalities inside and outside the school. The study investigated the resources drawn upon by the teachers to support themselves, to develop a feminist stance or not, the power relations at play in the educational context and related social spaces, and the opportunities and constraints they faced. More broadly this links to the process of becoming gendered political subjects through their lives and their engagement in pedagogical practices and gender activism challenging gender stereotypes and inequalities.

The paper will concentrate on the connection between personal, professional and political dimensions that could explain how such political positions may be fulfilled; it will illustrate the various spaces such as schools, unions and other organizations in which a feminist politics could be undertaken. It considers different generations of teachers and their journeys in and across pre-neo-liberal and neo-liberal periods. Therefore, exploring how these diverse socio-cultural, political and historical contexts helps or hinders such world views and political engagement.

These results are a preliminary approach to the data collected through in-depth interviews carried out between August 2013 and August 2014. This is an ongoing part of my Ph.D. research, which is inquiring how these teachers can fulfill political projects through pedagogical and activist work.

**Keywords:** women lives, feminism, activism, gender, schoolteachers.

Heidi is a third-year PhD Student in Sociology for the Women and Gender Programme at the University of Warwick. She has a Master of Arts degree in Social Sciences from the ‘Facultad Latino Americana de Ciencias Sociales’ (Latin American Faculty of Social Sciences), Mexico (2000-2002) and a Bachelor of Arts degree in Anthropology from the Universidad Austral de Chile (1996). Her PhD research is focused on the relationship between gender activism and teachers’ lives. She has conducted empirical research on women and gender issues; taught gender theory and worked in mainstreaming a gender perspective in education, development projects and public policy. She has worked mostly in Chile for NGO’s, academic institutions, the State and the UNDP.

Four years after the project: Is gender awareness in teacher education a mission impossible?

**Elina Lahelma,** **University of Helsinki**

The need to promote gender equality within and through education has been a worldwide mission since the 1970s. Also Finland has evidenced a history of hundreds of projects and reports that have repeated the same aims, ideas and practical innovations for promoting equality, many of them with teacher education as one of the foci. However, the actual pace of change has been very slow. In 2007 I was invited by the Ministry of Education to coordinate in Finland a national project on gender awareness in teacher education. The initial analysis suggested that very little knowledge about gender and sexuality and results of gender studies was included in the curricula. In the project of 3,5 years we built a national network and organized local, national and international workshops and conferences. Several small scale studies and innovations for new courses etc. took place in the institutions of teacher education. The ideas and activities, however, typically did not reach all members of the staff and the main persons in charge of teacher education typically did not take responsibility. After the project I asked in an article (Lahelma 2011) whether gender awareness in teacher education is a mission impossible. Now, after four years, I am returning to the question. I ask whether the small changes that took place during the project now have turned out to be sustainable. The analysis draws from the following data: documents of the project, small open-ended questionnaires among the activists of the project, curricula documents of teacher education and policy documents.

**Key words:** teacher education, gender awareness, equality project

**Elina Lahelma** is Professor of Education (emerita) in Education at the University of Helsinki, Finland. She is a sociologist of education and has conducted studies and published extensively in the fields of gender and education, using and elaborating ethnographic and life historical methodologies. She is a member of the editorial board of Gender and Education journal.

## 2.00-4.00 (2001)

### **Public Pedagogies: the power of policy**

**International policy**

Constituting an Egalitarian Personhood of ‘Value’ in a Neoliberal Discourse

**Garth Stahl**

**University of South Australia**

This paper critically consider how working-class boys constitute themselves as subjects of value within a neoliberal ideology with privileges a certain conception of individualizing personhood. Through a historic lens, I consider the rise in the hegemonic neoliberal discourse, which has arguably worked to erase class in the United Kingdom over the past thirty years. Neoliberalism privileges a conceptualization of aspiration that is competitive, economic, and status-based and which is in direct contrast to a traditional working-class culture. The young men in this study contend with increasingly neoliberal conceptions of personhood, as in the United Kingdom white working-class boys are frequently labeled as having ‘low aspirations’ or, indeed, no aspirations at all. The boys’ habitus undergoes complex ‘identity work’ in order to reconcile competing and contrasting conceptions of aspiration. Through the use of habitus, as a conceptual tool, the article intends to serve as a theoretical exploration of how the aspiration rhetoric influenced the boys’ conception of value.

**Keywords**: aspiration; value; counter-habitus; egalitarianism; personhood

**Garth Stahl** is a theorist of sociology of education. His research interests lie on the nexus of neoliberalism and socio-cultural studies of education, identity, equity/inequality, and social change. Currently, his research projects and publications encompass theoretical and empirical studies of learner identities, gender and youth, sociology of schooling in a neoliberal age, gendered subjectivities, equity and difference, and educational reform. Of particular interest are exploring neoliberal counternarratives around 'value' and 'respectability' for working-class youth.

School Going Muslim Girls in Assam (India): Experiences at the Intersection of National Policy and International Islamophobic Discourses

**Saba Hussain University of Warwick**

In this paper I argue that educational policies of the post-colonial Indian state denies Muslim girls ‘participatory parity’ in multicultural school settings (Fraser 1997) by constructing them simultaneously as ‘invisible’ subjects of customary ‘religious’ laws as opposed to ‘visible’ ‘secular’ citizenship rights including right to education. To support this argument I adopt a macro-to-mico view of the existing terrain of policies around Muslim girls, and their framing of the person of the ‘Muslim girl’ in India as a certain kind of learner. At the macro-level I engage largely with the texts of The Constitution of India¹ (1947), the National Policy on Education (1988), the Sarva Siksha Abhiyan Framework (2010) and the Right to Education Act (2011). At the micro-level, where translation of policy to practice occurs, I analyse the practical implication of locating Muslim women within the narrow confines of minority politics by comparing textually the conception of women and women’s empowerment in two government schemes. Accounts of Muslim girls, parents and teacher are deployed to understand the practical realities operationalizing a universal right to education in the context of institutionalized biases, uneven power structures and fiscal constraints using practical examples. By adopting the macro-micro and policy-practice dynamic in the paper I make explicit the strategic moments of misrecognized visibility of Muslim women to drive home the message of ‘backwardness’ and the strategic invisibility of Muslim women when the larger message focuses on gender equity of Indian women.

¹On the sections focussed on Right to Education, protection of Minorities and status of women

**Keywords:** Participatory parity, Schooling of Muslim girls in India, National Education Policies, Isalamophobic discourses

**Saba Hussain** is currently a final year doctoral student at the Department of Sociology in the University of Warwick, UK. Her doctoral research project on Muslim Girls in Multicultural schooling contexts is funded fully through the Chancellor’s International Scholarship. Currently, Saba also works as a part-time lecturer, at the University teaching a module on Sociology of Education. Prior to this she has worked in international development for several years as a social development specialist. She hold a Master’s degrees in International Development and Sociology from London School of Economics and from Delhi University.

The politics of women’s access to higher education in the Islamic Republic of Iran: the interplay of repression and resistance

**Goli Rezai-Rashti, University of Western Ontario**

Since 1979 Iranian women’s access to all levels of education increased considerably. Access to education and greater investment in education are noticeable achievements of the Iranian Islamic revolution. However, this progress has been accompanied by legal restrictions affecting women including compulsory veiling, repealing of family protection law, re-instituting polygamy, and enforcing sex segregation in public spaces. Against the dominant social imaginary of Muslim women in the west, the main objective of this paper is to show how the heterogeneity and complexities of politics within the Islamic republic impact women’s lives and how women themselves are able to bring gender issues to the core of Iranian politics. This is important given the one-dimensional and the stereotypical understanding of Islam and Muslim women in the aftermath of September 11.

Understanding Iranian women’s subordination, therefore, requires an investigation into the historical specificity and the implication of religious interpretation and practices since the revolution. The entrenchment of discriminatory laws and policies such as family laws, criminal codes, education policies, and the dress codes for women are indicative of pervasive gender codes and cultural practices that religious elites tried to institutionalize since 1979. This historical specificity highlights the need for engaging with an anti-Orientalist pedagogical project. This entails making available alternative narratives that challenge the Western hegemonic constructions of Iranian women and their oppression.

**Goli M. Rezai-Rashti** is Professor of Education and women studies at the University of Western Ontario. Her research interests are broadly in the field of sociology of education, critical policy analysis, Globalization and postcolonial studies. Her teaching and publications focus on gender, race, class, sexuality and schooling and also the impact of neoliberal education reform on education. Professor Rezai-Rashti’s research has been published in scholarly journals such as the *American Education Research Journal, Gender and Education, Discourse: Studies in the Cultural Politics of Education, Curriculum Inquiry, International Journal of Inclusive Education and Critique: Critical Middle Eastern Studies and the International Journal of Qualitative Studies.* Her co-authored book (2012), with Wayne Martino, on *Gender, Race, and the Politics of Role Modelling: The Influence of Male Teachers* was published by Routledge, New York. Her forthcoming co-authored book (with Bob Lingard, Wayne Martino and Sam Sellar) on *Globalizing Educational Accountability* is also published by Routledge, New York. She also guest edited (2013) a special number of the *Journal of Education* on Accountability and Testing with Bob Lingard and Wayne Martino.

Women’s Education in Saudi Arabia: a source of empowerment through the ongoing battle for equality.

*A feminist pedagogical perspective*

**Sophie Alkhaled-Studholme, Nahla AlMalki Delta**

**Stockholm University Business School, Independent Scholar**

In Saudi Arabia, a Middle Eastern county where there is an absence of democracy and social activism, and where overt demands for women’s equal rights are met with public shaming, resistance and legal punishment, what alternative strategies can women use to empower and mobilise themselves in order to steer social and legal reform toward gender equality? One strategy that has demonstrated effectiveness is the use of legitimate and state-sanctioned institutions as vehicles for change (Devriese, 2008). Therefore, given Saudi Arabia’s commitment to female education since the 1960s, it would seem that education would be the avenue to women’s empowerment and voice in society.

Girl’s schooling and higher education - named the General Presidency for Girl’s Education (GPGE) - remained under the Department of Religious Guidance until 2002, while the Ministry of Education oversaw the education of boys. In order to satisfy the ambition of the Saudi people, the mandate of the GPGE was to design curricula, which primed young girls to become good wives and mothers and to prepare them for ‘acceptable’ jobs such as teaching and nursing that were believed to “suit her nature” (Hamdan, 2005; Doumato, 2002). However, a tragic incident in 2002, where 15 elementary school girls died in a fire at a school in Makkah because the religious police used their authority to stop the firemen from entering the school and save the ‘unveiled girls’, caused a public outcry and the subsequent amalgamation of the GPGE under the Ministry of Education. To date, no research has been conducted on girls’ education in Saudi Arabia post the amalgamation. Through the lens of feminist pedagogy (Luke, 1996; Shrewaburt, 1993;Lather & Lather, 1991) and Islamic feminism (Ahmed, 1992: Mernissi, 1991), we explore the power and authority that women hold within the Ministry of Education and their influence on pedagogical techniques specifically. Through our invaluable access to the Ministry of Education, we conducted interviews with female pedagogical directors and uncovered their experiences. The preliminary results support that education is indeed a primary vehicle for change and empowerment for Saudi women. However, although changes are occurring in terms of gender equality within education, women continue to hold limited pedagogical authority within the ministry. Furthermore, the limitations of the local patriarchal and tribal customs continue to bound women’s education within subject areas (mainly within the social sciences), which “suit their nature” and do not teach women subjects such as geology and engineering.

**Keywords:** Feminist pedagogy, Saudi women, education, empowerment, Islamic feminism

**Dr. Sophie Alkhaled-Studholme PhD, MSc, BSc (Hons)** is a British-Syrian Postdoctoral Researcher at Stockholm University Business School- Centre for Entrepreneurship; funded by the Swedish Research Council and Stockholm School of Entrepreneurship. She completed my PhD in Management studies at the University of Aberdeen in 2013. Her interdisciplinary research interests are feminism, entrepreneurship, sociology and gender in the Middle East. She holds a BSc in Psychology and an MSc in Management. Her doctoral research, entitled “Women entrepreneurs in Saudi Arabia: bargaining with a patriarchal society”, explores female entrepreneurship and boundary negotiation in the context of Saudi Arabia. She was selected to present my PhD’s findings at the ‘British Federation for Women Graduates’ presentations day, and was later awarded funding towards my PhD research from the ‘Federation for Women Graduates’. She was also selected to conduct an interview based on my thesis’ research findings for CNN international’s ‘*Leading Women’* strand, which looks at work, women and success across the world.

**Nahla AlMalki Delta, Celta, BSc (Hons)** is a Syrian English Language Teaching consultant, a course developer and writer and a certified Teacher Trainer from the University of Cambridge – ESOL. I currently live in Saudi Arabia and have done so for over 15 years which has helped me acquire in-depth understanding of the Saudi culture and the structure of the society through daily interaction.As a freelance trainer she works with different entities; mainly the British Council, developing the skills of new and experienced teachers from both the public and the private sector to obtain the Certificate of English Language Teaching for Adults (CELTA) from the University of Cambridge. She has worked on numerous projects for Government bodies such as the Ministry of Education where she worked as a part of a team of consultants and writers to develop and edit Saudi Girls’ Schools English language course-books and curricula and also trained their head teachers across the Kingdom. In addition, she is also part of a team hired by the Ministry of Labour to deliver a project aimed at creating a blended learning experience (online and face to face) for Saudi girls at vocational colleges. I have developed a significant part of the course contents and oversaw the training of all the college teachers in Saudi Arabia.

## 2.00-4.00 (2002)

### **Research Methods and Methodology**

Beyond Representation: engaging creative and affective methodologies for re-imagining girlhood in place, history and time.

Convened by Emma Renold

This symposium critically explores the capacity for art and arts-based methodologies to address the spatial, historical, temporal and affective dynamics of everyday life for re-imagining girls and girlhood. Some of the key questions orienting the panel include:

In what ways do bodies, femininity and place come to matter in the making of girlhood?

How does the past, present and future criss-cross girls’ lived lives?

Which methodologies can embrace the affective and more-than-human relations of embodied girlhood?

Each presentation will foreground the affordances of creative and affective methodologies in research with girls and young women across diverse contexts and cultures. Marnina Gonick will reflect upon her video installation, Voices in Latitude and Longitude which is based upon multi-sited research with girls (age 13-23) living in four very different Canadian communities. Drawing on Barad (2007) Marnina will explore how art and ethnography intra-act to open up new ways of making sense of girls’ experiences. Inspired by the work of Erin Manning, the next two presentations by Gabrielle Ivinson and Emma Renold focus on their collaborative arts-based research with girls living in ex-mining communities. They reflect upon the making of two films: “Light Moves” and “Dance of the not-yet”. Each presentation highlights the transformative potential of arts-based interventions for non-discursive methods (Renold et al.) and co-productive research practices (Ivinson and Renold). The final presentation by Valerie Walkerdine follows the work of Bracha Ettinger to explore the affordances of the creative arts, and specifically sound and song, to research the inter-generational transmission of the embodied feminine across two multi-media research projects with girls and women. Collectively the papers consider what (else) research on girls and girlhood can be and become through artful and co-produced research creations.

**Keywords:** girlhood, femininity, creative methods, arts, affect, multi-sensory, posthumanism

Girling the intersection of art and ethnography:

Voices in Longitude and Latitude

**Marnina Gonick, Mount Saint Vincent University, Canada**

In this paper I present an experiment in thinking about girls and girlhood through bringing art and ethnography together in a video installation called Voices in Latitude and Longitude that I collaborated on with a professional filmmaker/artist. We travelled to four Canadian geographical regions to work with girls (ages 13-23) from different communities and video-taped eighty hours of documentary footage of the girls in their own social milieu, in landscapes and cityscapes, domestic and public settings and a series of ethnographic interviews. Voices explores the multi-sensory and affective relations of place and becomings through assemblages of bodies, landscape, infrastructure, and girls’ voices. In the hybrid space of ethnography and art, Voices explores the “intra-action” (Barad, 2007) of these elements to produce assemblages that, I suggest open new epistemologies for making sense of girls’ experiences. I am interested in how these assemblages can provide insights into resources and barriers that diverse girls encounter in their daily lives, their dreams and aspirations for the future.

**Marnina Gonick** is Canada Research Chair in Gender at Mount Saint Vincent University. She is the author of Between Femininities: Identity, Ambivalence and the Education of Girls (2003), co-author of Young Femininity: Girlhood, Power and Social Change (2004) and co-author of Becoming Girl: Collective Biography and the Production of Girlhood (2014).

Dance of the not-yet: exploring teen girls’ bodily becomings in an ex-mining community in the south Wales valleys

**Emma Renold, Gabrielle Ivinson, Jên Angharad**

**Cardiff University, University of Aberdeen, Foundation for Community Dance.**

This paper maps the affective ‘ontological intensities’ (Deleuze and Guatarri 1987) of the often imperceptible micro-moments of teen girls’ body-becomings. Building on a series of artful interventions in a larger multi-media ethnographic study of young people living and growing up in an ex-mining community in the south Wales valleys, we explore an experimental body-movement workshop with 18 girls (age 11-15). Inspired by Julien Henrique’s ‘sonic bodies’ and Erin Manning’s (2009, 2012) differentiation between technique (habitual moves) and technicity (moving otherwise) we map the ways in which girls’ movements are both captured by and sometimes rupture and transcend the force-field of affective practices which still and sexualise girls’ bodies (Renold and Ivinson 2015). Sharing a series of visual installations of girls’ moving bodies and a short film, “dance of the not yet”, our analysis locates moments when girls’ more expansive body-becomings come into view – movements that may offer transformative potential for living through the harsh territorialisations of the girl-body in time, history and place.

**Emma Renold** is Professor in Childhood Studies at the School of Social Sciences, Cardiff University, Wales. She is the author of Girls, Boys and Junior Sexualities (Routledge 2005) and co-editor of Children, Sexuality and Sexualisation (Palgrave 2015). Regularly working at the interface of policy, practice, activism and research, her research draws on feminist, queer and post-humanist approaches to explore children and young people’s gender and sexual cultures across diverse institutional sites, places and spaces (age 3-18).

**Gabrielle Ivinson** is Professor in Psychology and Education, School of Education, Aberdeen University. She co-authored Rethinking Single Sex Teaching, (2007 Open University) and co-edited Knowledge and Identity: Concepts and Applications in Bernstein’s Sociology of Knowledge (2011, Routledge). She is co-editor of the journal Gender and Education. Recent papers and projects explore relations among embodied knowledge, materiality and place.

**Jên Angharad** trained in Dance Theatre and Advanced Performance at the Laban Centre, London (1982-86). Her career began as a performer before working independently as a bilingual choreographer, workshop facilitator and movement director in education, community, theatre and television. She has enjoyed a varied career working with dance organisations and as a director, project manager and producer of national dance and arts programmes. She is a member of the Future Matters Collective in Cardiff and has collaborated on a number of movement / research projects as movement facilitator and choreographer and performer. Her current sphere of work includes POSSIB: *Lleisiau mewn Celf / Voices in Art*, a project with families in the Communities First area of Merthyr Tydfil in the South Wales Valleys.

Light Moves: artful intra-ventions in co-produced participatory

research with young women

**Gabrielle Ivinson, Emma Renold**

**University of Aberdeen, Cardiff University**

This presentation explores the transformative potentialities of arts-based methodologies in longitudinal research with an ex-mining community in North Merthyr, (south Wales valleys). Specifically, we share our reflections on the making of the film, “Light Moves” (developed as part of the AHRC 2014 festival of the Connected Communities programme).  We scrutinize the emergent processes of co-production that unfolded when four young women worked together with professional artists, academics and practitioners to counter-act the negative and pathologising images (e.g. MTV ‘The Valleys’) of the Gurnos housing estate. Attuning ourselves and others to the affective charges of how bodies, objects, movement, light, sound, place and space entangle in the making of “Light Moves”, we glimpse at what (else) research can be and become through artful co-produced intra-ventions. Inspired by Liz Grosz’s (2012) writings on indigenous Australian women’s art, we share our challenges of engaging with the capacity for art and arts-based methodologies to extend out and connect with a multi-verse of forces that can summon up a life Otherwise.

**Gabrielle Ivinson** is Professor in Psychology and Education, School of Education, Aberdeen University. She co-authored Rethinking Single Sex Teaching, (2007 Open University) and co-edited Knowledge and Identity: Concepts and Applications in Bernstein’s Sociology of Knowledge (2011, Routledge). She is co-editor of the journal Gender and Education. Recent papers and projects explore relations among embodied knowledge, materiality and place.

**Emma Renold** is Professor in Childhood Studies at the School of Social Sciences, Cardiff University, Wales. She is the author of Girls, Boys and Junior Sexualities (Routledge 2005) and co-editor of Children, Sexuality and Sexualisation (Palgrave 2015). Regularly working at the interface of policy, practice, activism and research, her research draws on feminist, queer and post-humanist approaches to explore children and young people’s gender and sexual cultures across diverse institutional sites, places and spaces (age 3-18).

Performing intergenerational transmission, performing girlhood

**Valerie Walkerdine, Cardiff University**

How does the present of girlhood also contain the past of other generations? How do girls’ and women’s lives in the present also carry within them ghosts of past generations? This paper addresses what the arts can offer to engagement with the affective aspects of lived and embodied inter-generational transmission. Following Bracha Ettinger, I engage with art as a vehicle for ‘wit(h)nessing’ (Ettinger) through the embodied feminine transmitted experiences that cannot be engaged with another way.

The paper explores two works that address this. Firstly, I refer to a video installation and performance in which I filmed dancers and also performed interpretations of songs relating to the lives of my mother and grandmother. This work, ‘The Maternal Line’, explores the experience of both myself as artist and the audience, offering a dual wit(h)nessing of my body to that of my maternal line and the audience to my performance. The second experimental piece works with audio recordings of interviews made as part of ‘Project 4/21 Transition to Womanhood in 1990s Britain’, conducted with June Melody and Helen Lucey for the ESRC. In the work, the story of a girl’s life is told simultaneously by three people, running the recordings of three interviews at the same time. By highlighting words and phrases I gradually make sense of a story glimpsed through fragments. This mirrors my experience of reading the transcripts in which a complex story of intergenerational transmission only becomes accessible through tiny fragments told by different interviewees. We begin to hear a really troubling story that only emerges through odd words and phrases that 'jump out' of the sound mix.

**Valerie Walkerdine** is Distinguished Research Professor in the School of Social Sciences, Cardiff University. She currently holds a Leverhulme Major Research Fellowship exploring issues of intergenerational transmission. In her current work, she brings together psychological and social scientific approaches with a visual arts practice to explore issues of embodied transmission, especially in relation to issues of gender and class.

## 2.00-4.00 (2012)

### **Femininities and Masculinities in Educational Settings**

***Gendered identities, privilege and success***

*“They call us the drama girls”.* Ethnographic study in an Icelandic compulsory school.

**Bergljót Thrastardóttir, Ingólfur Ásgeir Jóhannesson University of Iceland**

The presentation is based on an ethnographic study in one compulsory school in Iceland with a focus on the school as a web of gendered relations which shape the school culture, teaching, and the experience of teachers and students. The main research question was: *How is gender manifested in social relations and school practices?*

The data collection methods included observations in classrooms and different settings in the school environment, interviews with 13–15 years old students, the principal, and three teachers. The presentation focuses on the formal and informal interaction between boys and girls, teachers and students, as well as on the gendered use of space, time and voice.

Main findings include that the compulsory school is doing little to confront the highly gender segregated classrooms and school activities which affected power relations, social status, experience, and attitudes of students and teachers in their interactions and school practices. Findings show that girls and boys took up space differently; in general the “strongest” boys demanded the most space and attention and some steered complete lessons in some classes. However, when girls were the majority of students, in the classroom, they were more visible and vibrant. Although they were inclined to crown one girl as leader based on social status and skills. The findings also suggest that sexual discourse derived from modern youth culture acted as a form of social control maintaining traditional gender hierarchies, especially in the informal space of school, but also to some extent in more formal situations.

**Key words:** Gender relations, sexual discourse, gendered space, compulsory school, Iceland

**Bergljót Thrastardóttir** is a PhD student at the University of Iceland, School of Education. She holds a BA degree in Anthropology and an MPA in Public Administration from the University of Iceland. Her scholarly interests include social justice, gender relations, gender and education, and education policy

**Ingólfur Ásgeir Jóhannesson** is a professor of education at the University of Iceland. His main fields include education policy, curriculum, upper secondary schools, and gender and education

Smart Girlhood as Feminist Stance?

Pariah and Alternative Femininities in the School

**Shauna Pomerantz and Rebecca Raby**

**Brock University, Canada**

How do students’ engagements with smart girlhood reproduce and disrupt gender hegemony in the school? We explore this question by asking how smart girlhood may be conceptualized as a form of either ‘pariah’ or ‘alternative’ femininity’ (Schippers, 2007) to ‘hegemonic masculinity’ (Connell, 1987) and ‘hegemonic femininity’ (Schippers 2007). Emerging from a five-year study, *Smart Girls: Negotiating Academic Success in the Post-Feminist Condition,* that involved interviewing girls and boys in the Niagara Region of Canada about the intersections of gender and academic subjectivities in school, we explore four overlapping configurations: 1) girls aspired to ‘hegemonic femininity’ at the expense of academic success (see Renold and Allan, 2006, Francis et al., 2010; Skelton et al., 2010); 2) girls embraced academic success as a form of cultural capital at the lamented expense of ‘hegemonic femininity’ (Raby and Pomerantz, 2013); 3) girls achieved academic success *and* ‘hegemonic femininity’ as perfectionist ‘supergirls’ (see Pomerantz and Raby, 2011; Ringrose and Walkerdine, 2008); and 4) girls (and boys) created spaces for academic engagement that embraced alternative forms of femininity and masculinity. We argue that these configurations traverse a continuum from smart girlhood as pariah femininity toward smart girlhood as a feminist, alternative femininity.

We theorize these negotiations through the lens of intra-activity (Barad, 2007) and dynamic agency, where girls’ engagement with smart girlhood emerges out of their enmeshment with hegemonic femininity and masculinity, diverse femininities and masculinities, family resources, the materiality of schools, and the post-feminist condition, where girls are framed as beyond the need for feminism. Through this lens, we explore the complex processes that both hinder and enable smart girl identities in school. We conclude our paper by advocating for the fostering of smart girlhoods as alternative rather than pariah femininities in a way that opens up feminist politics and disruptive possibilities.

**Keywords**: Academic success, girls, femininities, gender hegemony, school, intra-activity

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**Shauna Pomerantz** is Associate Professor in the Department of Child and Youth Studies at Brock University, Canada. Her research engages theoretical questions of subjectivity, ontology, and epistemology through the enmeshed theoretical lenses of feminist post-structuralism and new materialisms.  She has published articles and book chapters on constructions of girlhood, dress codes, girls' style as identity practice, skater girls, computer girls, popular girls, and smart girls. She is the author of *Girls, Style, and School Identities: Dressing the Part* (2008, Palgrave), co-author of *'Girl power’: Girls Reinventing Girlhood* (2009, Peter Lang), and is currently co-authoring a book (with Rebecca Raby) on girls, academic success, and the post-feminist condition (forthcoming, University of California Press).

**Rebecca Raby** is a Professor of Child and Youth Studies in the Faculty of Social Sciences at Brock University. Her research draws on post-structural and critical theories to examine shifting constructions of childhood and adolescence, how they are experienced, and how they are intersected by gender, race, class, and sexuality. She is the author of *School Rules: Obedience, Discipline and Elusive Democracy* (2012) and co-editor of *Power and Everyday Practices* (2012). Based on their recently completed SSHRC-funded research, she and Shauna Pomerantz are currently writing *Smart Girls: Academic Success in a Post-Feminist Era* (University of California Press).

Abject nations and class conflations: toxic mobilities and elite girls’ schools

**Jane Kenway, Debbie Epstein Monash University, University of Roehampton**

More and more students are travelling internationally to undertake their education in elite secondary schools (Kenway, Fahey, & Koh, 2014: Fahey, 2014). They may be moving from the global East to West, from the global South to the global North or, indeed, within the same regions of the globe; but whatever the case, all such imagined geographies have long been associated with international relations of power and prestige.

This paper draws from long term ethnographic studies of two elite girls schools, one in England and the other in South Africa and focuses particularly on the different logics of abjection that the international students are subject to and the manner in which they respond.

We have found that, beneath each elite schools’ smooth serene surfaces, the tensions between girls’ class roots and routes and their associated racial politics can be explosive, torrid and, even, toxic or they can involve slow burning antipathies that seldom surface. One set of tensions relates to configurations and formations of class/race, particularly those associated with globalization wherein class is on the move and whereby national roots and international routes collide.

Kristeva’s (1982) notion of abjection provides a conceptual starting point for our analysis, which we extend in two ways. First we show how whole nations are made abject as the-already-privileged girls with deep roots in the local establishment seek to protect their class strongholds from the girls who come from what are regarded as abject nations. We point to the different ways that such nations are constructed as abject and conflated with lower and lesser classes of people. Secondly we show how the girls who use international routes as part of their class accumulation strategies (Ong, 1999) deploy different forms of abject agency to assert themselves into the schools’ unwelcoming environments. We also show how they use such abject agency to either insert themselves into the class structure of a non-abject nation to which they have travelled or to reinsert themselves in the nations where they have roots of their own.

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**Keywords:** Elite schools, global flows, mobility, class/race, privilege, abjection

**Jane Kenway** is a Professorial Fellow with the Australian Research Council, a Professor in the Education Faculty at Monash and an elected Fellow of the Academy of Social Sciences; Australia. Her specialist field is the sociology of education with a particular focus on educational power, politics and injustice. She leads the international team conducting the five year research project called *Elite independent schools in globalising circumstances: a multi-sited global ethnography*. See the website

<http://www.education.monash.edu.au/research/projects/elite-schools/index.html>

**Debbie Epstein** is Professor of Cultural Studies in Education at the University of Roehampton. Her research concerns the range of ‘differences that make a difference’ to people’s lived experiences, with a particular focus on how the dominant is held in place, specifically in relation to gender, sexuality, race and class. She is a member of the international team conducting the five year research project called *Elite independent schools in globalising circumstances: a multi-sited global ethnography*. See the website  [http://www.education.monash.edu.au/research/projects/elite-schools/index.html](http://www.education.monash.edu.au/research/projects/elite-schools/index.html" \t "_blank).

‘I’m not doing some high powered degree...they’re not going to want to have someone who isn’t super intelligent’: examining what it means for young women to ‘do well’ in education and employment

**Alexandra Allan, Gill Haynes University of Exeter**

Popular discourse often suggests the conclusion that education and employment are seamlessly linked. Academic credentials may seem to lead easily onto material rewards and high status professional positions, as long as young people are prepared to ‘lean in’ in the right way. Of course, this is something which has often been questioned in relation to gender: why do so many young women do so well in education, but never make it to the most prestigious professional positions in employment? This paper will reconsider the links between education and employment for young women, and will ask questions about the connections and disconnections that young women experience - particularly in relation to gender and achievement - as they move across these different contexts. It will do so by drawing on a small, preliminary, pilot data set which was generated in focus groups with male and female final year undergraduate students, from one UK University, who were just about to make the transition into employment. In line with that gender and education research which has been conducted at lower stages in the system, this paper will seek to problematise ‘achievement’ ; and it will ask critical questions about its constitution alongside wider social identities (gender, class, ethnicity and sexuality), both in the present, and as young women look forward to their future in employment.

**Key words:** Young women, education, employment, higher education, subjectivity

**Dr Alexandra Allan** is a senior lecturer in the Graduate School of Education (University of Exeter, UK). Her research has tended to be ethnographic and longitudinal in nature and has largely focused on the ways in which young women may be constituted as gendered, classed and achieving subjects in the context of education.

**Dr Gill Haynes** is a senior lecturer in the Graduate School of Education (University of Exeter, UK). Her research has explored the factors influencing young people’s decision making in relation to curriculum choices and career pathways.

# From Elite School to Ruling Elite: The Narcissistic Economies of

# Elite Schools and the Production of Masculinities

**Debbie Epstein, Jane Kenway**

**University of Roehampton, Monash University**

This paper draws on insights from the five year long *Elite Schools in Globalizing Circumstances* multi-sited ethnographic project (funded by the Australian Research Council and led by Jane Kenway) and a reading of the publicly available texts from and about elite, independent boys’ schools in England.

Taking a psychoanalytic perspective, and with particular reference to famous English ‘public’ (i.e. independent) schools, we argue that they are narcissistic institutions, grandiose in their claims and expressed opinions of themselves. This, we suggest, is not only a necessary and major part of their marketing strategies, but also a reflection of how they actually think of themselves. Focusing on the boys attending these schools, we explore the ways in which they construct their own masculinities as 'the best of the best', echoing and reproducing the narcissism of the schools themselves.

Since the governing elites in Britain (and, indeed, in other countries) are often made up primarily of men educated at these schools, this gives rise to concern about what it means for the governance of societies, economies and cultures when the ruling economic, social and political elites - predominantly men - have developed the narcissistic character styles and versions of masculinity fostered by their schools.

**Keywords:** Narcissism, masculinities, elite schools, grandiosity, power, political elites

**Debbie Epstein** is Professor of Cultural Studies in Education at the University of Roehampton. Her research concerns the range of ‘differences that make a difference’ to people’s lived experiences, with a particular focus on how the dominant is held in place, specifically in relation to gender, sexuality, race and class. She is a member of the international team conducting the five year research project called *Elite independent schools in globalising circumstances: a multi-sited global ethnography*. See the website  [http://www.education.monash.edu.au/research/projects/elite-schools/index.html](http://www.education.monash.edu.au/research/projects/elite-schools/index.html" \t "_blank).

**Jane Kenway** is a Professorial Fellow with the Australian Research Council, a Professor in the Education Faculty at Monash and an elected Fellow of the Academy of Social Sciences; Australia. Her specialist field is the sociology of education with a particular focus on educational power, politics and injustice. She leads the international team conducting the five year research project called *Elite independent schools in globalising circumstances: a multi-sited global ethnography*. See the website

<http://www.education.monash.edu.au/research/projects/elite-schools/index.html>

The Paradox of Agency

**Gertrud Kasemaa Tallinn University**

The focus of my presentation will be on the paradox of agency as emerging in the empirical data from an ethnographic study in a secondary school in Estonia. The study looks at the perceptions and expressions of gender (identity) by students and teachers. I argue (in line with Butler, drawing on Foucault) that in the contemporary school (which is a representation of contemporary society) it is not only the question about whether and who has agency, but also about who exercises their agency. Our subordination to particular discourses is conditioned by our gender and thus affects our agency. There are some discursive subjectivities that are enabled in the school context and some that are not. The ‘good student’ subjectivity is primarily performed by female students while the male students prefer to challenge it. I will look at the discursive practices that make the space for the ‘good student’ more available for female students and at the choice of performances available to male students that enable them to challenge these discursive practices. The paradox of agency becomes visible through examples from the ethnographic study that I conducted as part of my PhD work.

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**Keywords:** agency, gender performances, discursive practices, ethnography

**Getrud Kasemaa** is a PhD student in Education Sciences at Tallinn University, Estonia. Expected time of graduation- winter 2015. Main research interest: gender and education. Currently working full-time as Advisor to the Minister of Education and Research in Estonia. In addition to that, teaching Research Methodology, Qualitative Research Methods and Academic English at Tallinn University.

## 2.00-4.00 (2039)

### **Power, Pedagogy and Childhood**

***Hetero-patriarchy: constructing gender and sexuality***

Pledging Allegiance to the Patriarchy: Institutionalizing Bias and Inequity in American Schools, Kindergarten through Post-Secondary Education—A New Ethnographic/Narrative Perspective.

**Scott Richardson, Ph.D., Kortney Gipe, Haleigh Regal, Savannah Rosensteel**

**Millersville University of Pennsylvania**

Public schools in early America were designed to ensure the reproduction of Eurocentric social values—including discrete male/female gender roles. Our research demonstrates that little has changed.

Our year long ethnographic narrative inquiry (Richardson, 2014; Clandinin & Connelly, 2004) takes an in-depth look at how schools (explicitly/implicitly) institutionalize gender: how girls and boys are taught the rules and expectations of performing masculinity and femininity. We examine curricula, teacher talk, environment, extracurricular activities, among other dimensions of schooling to catalogue the gendered culture cultivated in K-12 and post-secondary schools.

Findings includes extensive examples of how schools: 1) embed and weave gendered expectations into all things school related; 2) sextype; 3) defend and preserve patriarchy; 4) encourage adults to impose their personal heteronormative and traditional understandings of gender onto children; 5) limit their students’ potential by teaching that they must fit in only one of two boxes—“girl” or “boy” and; 6) reify stereotypes and promotes inequity.

This research is important because conversations about the institutionalization of gender in public schools are rare, few (American-based) works have catalogued daily school happenings based in sextyping, and it might shed light on how to deinstitutionalize gender. We argue that schools—a powerful and wide reaching publicly funded mechanism—be places of social reimagination. Meaning, teachers should be charged to actively deconstruct gender—to disband the antiquated girl/boy and feminine/masculine binary—allowing progressive new spaces to emerge (Halberstam, 2014; Bornstein 1998).

**Keywords:** sextyping, binary, institutionalization, inequity, heteronormativity

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Social Order and the Metaphors of Biopower: gender

relations and sexuality in early childhood education

# Maria do Socorro do Nascimento Interdisciplinary Gender Studies Center, Federal University of Paraíba

This research analyzed teachers’ and students’ discourses about gender and sexuality relations in a public school in João Pessoa, Paraíba, Brazil. The school has potentially been a site for gendering children's bodies, besides structuring and developing ethical and moral concepts, constitutive of the subjects. To discuss these issues, I used the theoretical tools of poststructuralist authors such as Michel Foucault, Gilles Deleuze and Judith Butler, as well as the contribution of Brazilian academics such as Rosa Fischer, Margareth Rago and myself. The data collection was carried out through semi-structured interviews and focus groups. This analysis is based on Foucauldian Discourse Analysis and focuses on the processes of objectification/subjectification, governmentality of the feminine, of sex, of bodies (children’s and adults’), the biopower at the service of specific femininities and masculinities, the supremacy of one sex over the other. The results show that, more than an explicit educational content, the temporal-spatial organization of school structures, the categorical classifications per year, age, sex etc., work as devices that form and educate, favoring the construction and/or revitalization of segregationist concepts based on performative and mutually exclusive binarisms.

**Keywords:** Gender. Sexuality. Gendering. Foucauldian Discourse Analysis. Post-structuralism.

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Playing outdoors, working indoors:

gender, education and family socialization in Brazil.

**Adriano Souza Senkevics, University of Sao Paulo**

Since the middle of twentieth century, gender inequalities in Brazilian education have been shifting. While in the past a many of citizens were excluded from education, generally women, nowadays girls achieve higher performances in their school life than boys. Also, previous research has found that educators usually allocate the responsibility of school success to the students’ parents, where gender socialization is presumed to lead to the formation of well-behaved girls and unruly boys. Our research seeks to consider, through semi-structured interviews and participant observation, how 25 children, enrolled in the third year of elementary education at a public school in Sao Paulo, perceive their families’ positions in regard to gender differences and similarities on rules, activities and responsibilities at home.

Our findings show that gender socialization within families of urban poor communities encourages girls, not boys, to develop the behaviors mostly desired by schools, such as discipline and organization. While the street was a site which boys could often access, meet friends and have fun, risks concerning the public space were often pointed out by girls, and their access to leisure time was also limited because they were considered responsible for household chores and had far fewer opportunities for socializing. On the other hand, they developed aspirations associated with schooling and skilled occupations. Therefore, we argue that girls’ gender subordination in terms of housework, restrictions to accessing public space, and other expectations which limit their behavior may actually result in their greater commitment to education and academic success.

**Keywords:** school performance, masculinities, femininities, family-school relations.

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**Constructing Childhood: Children’s views on “beauty” and “sexuality”**

**Galatia Kallitsi, University of Cyprus**

My goal in this paper is to explore children’s interpretations of the concepts of “beauty” and “sexy” and their engagement with the cultural context of the “beauty” ideals that are promoted by the media. The paper contributes to linking feminist theory on beauty and sexuality with empirical data, based on boys’ and girls’ perspectives on these issues. The paper also provides critical views on the construction of “childhood” in relation to media sexualization practices.

This paper is based on an ethnographic approach. Ten boys and ten girls of primary school age in Cyprus were interviewed in their home environment and they were asked to share their favorite fashion items. Items such as fashion magazines, school pictures, and dolls dressed by the “Dollz Mania” online dress-up game were used as a starting point for discussing the desirable “beauty” ideal. Subsequent interviews with children’s parents provided additional information on parental intervention strategies with regards to how children shopped for clothes, how they dressed and what they were allowed to watch on television or the internet. Data were also gathered through observations in the school setting and other children’s social activities such as birthday parties.

Results indicate that children’s understandings of the concepts of “beauty” and “sexy” are deeply influenced by mass media models. “Beauty” is often conflated with “sexuality”, which means that many girls’ attempts to become beautiful lead to practices of early self-sexualization. However, social factors (e.g. socioeconomic background, parents’ level of education) seem to be related with different levels of children’s media critical thinking skills and agency. The study concludes that it is necessary to develop media literacy programmes in order to enhance students’ critical skills on beauty messages.

**Keywords:** childhood, beauty, sexualisation of culture, media literacy.

**Galatia Kallitsi** is currently a PhD candidate in Sociology of Education at the University of Cyprus. She pursued her undergraduate studies at the University of Thessaly, Greece (BA in Primary Education, 2005) and graduate studies at the University of Cyprus (MA in Pedagogical Sciences, 2007). Since 2007 she has been a teacher in Cyprus elementary schools. Her research interests focus on feminist theory on beauty, children’s sexualities, sexualization of culture, media representations and critical media literacy. Galatia’s doctoral dissertation “Gendered Childhood, Beauty Media Models and the Role of Education” aims to explore the way “childhood” is being constructed through children’s interpretation of the concepts of “beauty” and “sexy” and their engagement with the social and cultural context of the “beautiful” and “sexualized” ideals that are being promoted by the media. Parental intervention is also examined in order to discuss its significance in shaping meanings of “beauty” to children. Galatia’s dissertation also explores the ways in which educators can successfully develop children’s critical thinking skills and agency towards beauty media messages and early sexualization practices.

Children doing gender and sexuality in the primary school: exploring the effects of critical pedagogy

**Catherine Atkinson, University of York**

In recent years, an increasing number of academic, activist and teacher-led initiatives have set out to develop strategies for challenging heteronormativity and homophobia in education (see for example *School Champions*; *Inclusion for All*; *No Outsiders*). However, there is currently a lack of research exploring the potential effects of these efforts on children’s in-school ‘doings’ of gender and sexuality. This paper addresses this gap by drawing on data from ethnographic research conducted in two North East (England, UK) primary schools previously involved in the 2006-9 *No Outsiders* project: an action-research project that sought to challenge heteronormative processes through critical pedagogy. Using findings from participant observation, focus groups and storybook-work with children, I demonstrate some of the multiple and contradictory ways in which children negotiated gender and sexuality within two schools wherein critical work around gender and sexualities equality existed as part of the formal curriculum. In so doing, I reveal that despite a school-wide promotion of equality and diversity, children’s in-school negotiations of ‘girlhood’ ‘boyhood’ and ‘non/heterosexuality’ remained largely contained within rigid frameworks of heteronormativity. In light of this, I consider the efficacy, or otherwise, of current equalities initiatives and the extent to which critical practice can disrupt enduring processes of inequality within and beyond education. In closing, I suggest that programmes that celebrate diversity whilst failing to trouble the fixity of gendered and sexual categories may be necessarily limited in the degree of change they can bring about.

**Keywords:** primary education, heteronormativity, ethnography, queer theory, critical pedagogies

**Catherine Atkinson** is a first year, ESRC-funded PhD student researching issues around gender and sexualities equality in primary education. Her PhD will use comparative ethnography in primary schools and in-depth interviews with teachers and educationalists to explore two interrelated questions: Firstly, in what ways do children and teachers negotiate gender and sexuality in schools that either *do* or *do not* incorporate critical work around gender and sexualities equality into the formal curriculum? Secondly, how do teachers and educationalists conceptualise ‘effective’ gender and sexualities pedagogy? Being situated within a theoretical framework of feminist poststructuralism and queer theory, the research is concerned, in particular, with the tension that exists between ‘queer’ and ‘liberal pluralist’ approaches to critical practice, and the extent to which such practice can disrupt processes of inequality both within and beyond education. The proposed paper (above) reports findings from the pilot study for this PhD.

**Young children, gender, and the heterosexual matrix**

**Professor Carrie Paechter, Goldsmiths, University of London**

In this paper I examine the relationship between the social contract as traditionally understood and Butler’s (1990)conceptualisation of the heterosexual matrix, based as it is on Wittig’s (1980/1992, 1989/1992) discussion of the social contract as inherently heterosexual. I then apply this to an examination of young children and their attempts to demonstrate their right to and actual participation in the social world. In this exploratory paper I am particularly concerned with the relationship between the gendering of young children and their positioning in relation to civil society and the social contract; I explore the relationship between what it is to be named as a child (Bourdieu, 1991) and what it means to be named, and to name oneself, as having a gender, particularly through young children’s constructions of self within the heterosexual matrix. It is well established that children in early years classrooms in particular are heavily invested in heterosexually-inflected gendered identities. In this paper I seek to explore how these operate in relation to a hegemonically heterosexual social contract, and clarify some of the relationships between young children, civil society, and their embracing of conventional heterosexual formations.

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**Keywords:** Butler; Wittig; social contract; heterosexual matrix; young children

**Carrie Paechter** is Professor of Education and Head of Educational Studies at Goldsmiths, University of London. Her research interests include gender, power and knowledge, how children construct and understand their identities, and online research methodologies. She is particularly interested in young people's embodied identities and how they are perceived by the public and the media. Her most recent books are *Being Boys, Being Girls: learning masculinities and femininities* (2007, Open University Press), and *Girls and Education 3-16* (edited, 2010, with Carolyn Jackson and Emma Renold, Open University Press). Her recent study *Online Learning in Divorce* can be found at: <http://www.wikivorce.com/divorce/reports/online-learning-in-divorce.pdf>