Overview: Gender and Education Association Conference 2015

**Wednesday 24 June**

**09.00 Welcome to the Conference (William Morris Lecture Theatre)**

**9.10 – 10.25 Keynote 1: Marilia Pinto de Carvalho, University of São Paulo**

**10.50 - 12.50 Abstracts and Workshops**

**12.50 – 2.00 Lunch (Manresa Hall)**

**2.00 – 4.00 Abstracts and Workshops**

**4.00 – 4.30 Tea and Coffee (Manresa Hall)**

**4.30 – 6.00 Thinking Feminism, Thinking Activism ~ a conversation between activist and academic feminisms**

**6.45-7.30 Taylor and Francis Pimms Reception**

**7.30 BBQ**

**Thursday 25 June**

**09.00 – 11.00 Abstracts and Workshops**

**11.00 – 11.30 Tea and Coffee (Manresa Hall)**

**11.30 – 12.45 Keynote 2: Lois Weis, State University of New York at Buffalo**

**12.45 – 2.00 Lunch (Manresa Hall)**

**2.00 – 3.15 Keynote 3: Penny Jane Burke, University of Roehampton**

**3.15 – 3.45 Tea and Coffee (Manresa Hall)**

**3.45 – 5.45 Abstracts and Workshops**

**3.45 – 5.45** Visit to the Archives and Special Collections, University Library (Froebel Archive for Childhood Studies and Richmal Crompton Collection). **This needs to be signed up to on Wednesday.**

**6.00 – 7.00 Gender and Education Association Biennial General Meeting**

**7.30 – 8.00 Gender and Education Association Reception and book launch, honouring Miriam David**

**8.00 Conference Dinner with live music**

Overview: Gender and Education Association Conference 2015

**Friday 26 June**

**09.00 – 10.15 Keynote 4: Farzana Shain, Keele University**

**10.15 – 10.45 Tea and Coffee (Manresa Hall)**

**10.45 – 12.45 Abstracts and Workshops**

**12.45 – 2.00 Lunch (Manresa Hall)**

**2.15 – 3.30 Keynote 5: Katarina Eriksson Barajas, Linköping University**

**3.30 Closing comments**

Programme: Gender and Education Association Conference 2015

## Wednesday 24 June

## 9.00-9.10 (William Morris Lecture Theatre)

# Welcome to the Conference by Professor Lynn Dobbs, Deputy Vice Chancellor

## 9.10-10.25 (William Morris Lecture Theatre)

**Keynote 1: Marilia Pinto de Carvalho, University of São Paulo**

**To move toward greater democracy in global production of knowledge**

In international social science journals, including those with a feminist focus on gender, such as *Gender and Education*, articles about countries in the global South often show their location in their titles. In these articles, one finds explanations about the geographic and socio-economic context, the educational or political system, historical roots and so forth. But when a paper has no contextualization, and the authors use general words like girls, boys, women or teachers, then it probably comes from the metropole.

These points show some of the imbalances in global knowledge politics and despite the particular attention that gender studies developed to power relations, this situation is true also for our field. These questions have been debated for decades, all around the world, and they pointed out that the conceptual tools of metropolitan social science present themselves as universal and able to decode all societies. So the relevance of metropolitan theory and research is previously warranted by the universality from which it tacitly begins.

We, who produce knowledge from the global South, are used to translating in the broad sense of translation, which goes far beyond transferring linguistic meanings from one language to another. We are used to explaining and contextualizing, in order to make our ideas understandable. And besides translating our own texts and contexts, we also need to understand the locales in which the metropolitan research was conducted and the metropolitan theories were developed.

Behind this set of issues there is actually a wide-ranging epistemological debate about the possibility and need for universalization. But for now, I only intend to suggest a seemingly simple posture that can help us to move toward greater democracy in global production of knowledge, paying particular attention to feminist knowledge: an effort to clarify the contexts, an ongoing effort to shift towards the other, and to realize the necessary mediations to make the ideas of each one understandable for those who do not share the same cultural background.

**Key words**: North/South division of intellectual labour; translation; social science journals

## 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 (1). Convened by Lauren Ila Misiaszek***

|  |  |  |
| --- | --- | --- |
| Lauren Ila Misiaszek | Beijing Normal University | Introducing the Network: theoretical and methodological underpinnings |
| Agustina González Nuňez | Provincial University of Córdoba | A nurturing discourse of nationhood: women physicians and public health in Argentina from 1890 to 1930 |
| Gada Kadoba and Sondra Hale | Sudanese Knowledge Society & UCLA | Reflecting on existing collaborative praxes: knowledge and pedagogy in Sudan |
| Liliana Olmos | Provincial University of Córdoba | Developing critical and feminist research and teaching in a new university: reflections from university leadership |

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

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

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

|  |  |  |
| --- | --- | --- |
| Carolyn Gutman | Tel Hai College | Sleeping with the enemy? Resisting social hierarchies through a feminist critical pedagogy of co-teaching |
| Galia Zalmanson Levi | Feminist Critical Pedagogy Center | Leading of feminist critical social change in teacher education: the three spheres model |
| Linda Thurston | Kansas State University | The role of culturally responsive evaluation in promoting and sustaining equitable education programs for women and girls. |
| Maud Perrier | University of Bristol | Making mothers: the potential of critical making as feminist pedagogy  |
| Breea Willingham | Plattsburgh State University | Feminist pedagogy and safe prison classrooms |

## 10.50-12.50 (G001)

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

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

|  |  |  |
| --- | --- | --- |
| Anna Rogers | Victoria University of Wellington | Education for empowerment? Six Cambodian feminist photovoices |
| Tuffaha Saba and Tamar Hager | Tel Hai College, Israel | Untold Stories Revisited: Jewish and Arab feminist moderators confront the shadows of the Arab-Jewish conflict in their dialogue |
| Meghan Daniel and Cleonicki Saroca | University of Illinois, Chicago and Independent Scholar  | “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 |
| Nadja Duhaček | Freelance | Violence in schools in Serbia – relevance of gender for research and prevention |
| Jacqueline McFarlane Fraser | Independent | Voluntarism: feminist perspectives of power |
| Janet Batsleer | Manchester Metropolitan University | Wondering about collectives, assemblages and webs: announcing the activism of Girls Work and feminist pedagogy in Youth Work. |

## 10.50-12.50 (G070)

### **Power in the Academy**

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

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| --- | --- | --- |
| Vanita Sundaram, Carolyn Jackson | University of York | ‘Lad culture’ and higher education: exploring the perspectives of staff working in higher education institutions |
| Rachel Brooks | University of Surrey | The representation of women in the leadership of UK students’ unions |
| Mariana G Martinez | University of Illinois, Urbana-Champaign | Rethinking access to graduate education for Latina students |
| Maria Eulina P de Carvalho,Gloria Rabay and Flávia Maia Guimarães | Federal University of Paraiba | Trajectories of feminist academics in higher education in Brazilian North and Northeast |
| Paula Burkinshaw, Kate White | LUCILE, Leeds University Business School, Federation University Australia | Gender, networking and higher education |

## 10.50-12.50 (1014)

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

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

|  |  |  |
| --- | --- | --- |
| Mary Beth Hayes | University of Georgia | Being a double minority: an interpretive look at a non-white pre-service teacher’s world language certification experiences |
| Vina Adriany**,** Jo Warin and Annette Hellman | Indonesia University of Education | Exploring pre-service male students perception on becoming teachers in early childhood education: a case study from Indonesia |
| Allyson Jule | Trinity Western University, Canada | Nothing's straight here: gender and teacher education at a faith-based university in canada |
| Vivienne Hogan | AUT University, New Zealand | Moving up and changing direction – becoming teachers against the odds |
| Kate Hoskins, Sue Smedley | University of Roehampton | A very Froebelian childhood ? Life history insights into the early childhood and education experiences of Froebel trainees educated in the 1950s and 1960s |

## 10.50-12.50 (2001)

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

**Policy, power and gender**

|  |  |  |
| --- | --- | --- |
| Susanne Gannon | University of Western Sydney | Does gender (still) matter? temporality and gender equity policy in post-feminist times  |
| Jasmina Crcic | University of Marburg | Gender mainstreaming in German education politics |
| Konstanze Spohrer, Garth Stahl, Tamsin Bowers-Brown | Liverpool Hope University | The aspiration discourse and neo-liberal notions of subjectivity  |
| Marie Carlson | University of Gothenburg | “The immigrant woman” as problematic in the Swedish Welfare State - On categorizations and identity positions in policy, education and work life |
| M. Belén Hernando Lloréns | University of Wisconsin-Madison | Who is the subject of women’s rights in education? A case study from Spain |

## 10.50-12.50 (2002)

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

***Media pedagogies of gender***

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| --- | --- | --- |
| Anthonia Makwemoisa Yakubu | National Open University of Nigeria | ‘*NOTHING DEY HAPPEN*!’ Nollywood representations of mothers in disempowering situations |
| Michele Paule | Oxford Brookes University | Girls’ negotiations with genre and gender on screen: the pedagogies of teen TV  |
| Anna Carlile | Goldsmiths, University of London | Activist, lifestyle guru, corruptor, freak show: media representations of LGBTQ Parented Families and the potential impact on their relationships with schools |
| Birigit Hofstätter | Alpen-Adria-Universität | Remix video in the classroom: working with underprivileged youths on critical media participation |
| Maria do Socorro do Nascimento, Morma Maria Meireles Macêdo Mafaldo | Federal University of Paraiba  | Contemporary culture, media, subjectivity and psychoanalysis: female images in the songs of Brazilian singer Alcione |
| Anna Cooper | University of California, Santa Cruz | Gender and the Internet: lessons in feminist media studies pedagogy at a California public university |

## 10.50-12.50 (2012)

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

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

|  |  |  |
| --- | --- | --- |
| Ellen Huyge | University of Ghent | The assessment of intrasexual profiles among young adolescents: above and beyond the search of challenging laddish profiles. |
| Wendelien Vantieghem | University of Ghent | One school is not the other: The impact of school’s gender cultures on the well-being of gender atypical children. |
| Melissa Smith, Elizabethe Payne | Queering Education Research Institute | Bullying, binaries, bathrooms, and biology: conversations with elementary educators about supporting transgender students |
| Elle Hilke Dominski | University of Nottingham | The de-masculinization of the young gay male, and he’s angry |
| Eva Reimers | University of Linköping | Taciturn, indifferent and rural – constitutions of male students in northern rural Sweden |
| Garth Stahl | University of South Australia | Identity, neoliberalism and aspiration: educating white working-class boys |

## 10.50-12.50 (2039)

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

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

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| --- | --- | --- |
| Jayne Osgood, Miriam Giugni/Red Ruby Scarlet | London Metropolitan University | What can a too tutu do? Reconfiguring gender in early childhood |
| Tuija Huuki,Emma Renold | University of Oulu & Cardiff University | Crush: mapping material and affective force relations in young children’s hetero-sexual playground play |
| Ann Merete Otterstad,Ann-Hege Lorvik Waterhouse | Oslo University College | Hapticizing gender in early childhood - cutting together – apart |
| Rachel Holmes,Liz Jones | Manchester Metropolitan University | Flickering, spilling and diffusing gender/body/knowledge in the posthuman early years |

## 10.50-12.50 (2040)

### **Subject Cultures**

***Gender, science and technology***

|  |  |  |
| --- | --- | --- |
| Thomas Berger and Anita Thaler | Alpen-Adria-Universität | Youth interests as vehicles for gender-reflexive science and technology education |
| Janice Crerar | Charles Darwin University, Australia | Girls, boys and pedagogical ploys at play in the science classroom |
| Magdalena Wicher  | Alpen-Adria-Universität | A gender perspective on technology education through extracurricular offers – An evaluative comparison of two technology-learning programmes |
| Valentina Guerrini | University of Florence | Women and science. Between stereotypes and new representations |
| Ricardo M Silva, Josilene Aires Moreira, Tatiana Rita de Lima Nascimento and Luna, Kelly Mendonça | Federal University of Paraiba | Industrial engineering in Brazil: women challenges from the university to the factory floor |
| Erica J S Pinto, Valquíria Gila de Amorim, Cecília Telma Alves Pontes de Queiroz | Federal University of Paraiba  | Women in Physics: an exploratory study of gender relations among undergraduate students in Brazil |

## 12.50 – 2.00 Lunch (Manresa Hall)

## 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 (2). Convened by Lauren Ila Misiaszek***

|  |  |  |
| --- | --- | --- |
| Gifty Gyamera and Penny Jane Burke | Ghana Institute of Management and Public Administration & University of Roehampton | Exploring the impact of neoliberalism on female academics in UK and Ghanaian universities  |
| Lauren Misiaszek and Zhang Lili | Beijing Normal University | Cultivating transformative course evaluation practices: a case study of our work in a Chinese university |
| Nonhlanhla Mthiyane and Saajidha Sader | University of KwaZulu Natal | Redistribution, recognition and participation: investigating gender equity in South African higher education |

## 2.00-4.00 (Gilbert Scott Lecture Theatre)

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

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

|  |  |  |
| --- | --- | --- |
| Alison Phipps | University of Sussex | Experience is not an end in itself: feminist pedagogy in a neoliberal context |
| Ebony C. Pope Birdine | University of Oklahoma | When one size doesn't fit all: exploring womanist pedagogical perspectives in White feminist spaces |
| Emily Gray | RMIT University, Australia | Teaching tolerance? Aversive and divisive pedagogical encounters  |
| Kelley Moult, Carmen Corral and Talia Meer | University of Cape Town | Contemporary knowledge/contemporary gaps? A 'semi-systematic' review of programmes for sex, gender and gender-based violence education in South African schools |

## 2.00-4.00 (G001)

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

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

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| --- | --- | --- |
| Colleen McGloin | University of Wollongong | Critical allies, cross cultural pedagogies and feminist praxis |
| Elisabeth Hofmann and Catherine André | University of Bordeaux | Informal adult learning through feminist activism? |
| Elizabeth Mackinlay & Briony Lipton  | The University of Queensland & The Australian National University | We only talk feminist here: fighting and fleeing to feminist spaces in higher education |
| Genine A. Hook | Monash University | Gendered parental care work: sole parents in the academy |
| Elizabeth Maber | University of Amsterdam | Finding feminism, finding voice? Teaching for women’s participation in political transition |

## 2.00-4.00 (G070)

### **Power in the Academy**

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

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| --- | --- | --- |
| Yvette Taylor | London South Bank University | ‘Little Miss Perfect’: conversations, careers and conversions |
| Mariana G Martinez | University of Illinois | Living in-between, in the middle, in the heartland: Mexicana scholars in the making. |
| Anna Velasco Martínez, Trinidad Donoso-Vázquez | University of Barcelona | Feminist attitudes and feminist identity of undergraduate students in Spain |
| Kelly Coate, Camille Kandiko Howson and Tania de St Croix | King’s College London | Mid-career academic women: strategies, choices and prestige |
| Carole Leathwood and Barbara Read | London Metropolitan University & Glasgow University | Gender, age and seniority: un/becoming an academic in precarious times  |
| Lenka Vrablikova | University of Leeds  | Towards academic freedom: post-Kantian feminisms  |

## 2.00-4.00 (1014)

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

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

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| --- | --- | --- |
| Alexandra Sewell | University of Birmingham | Tanzanian teacher’s constructions and perceptions of ‘inclusive education’ for girls and girls with disabilities |
| Kylie Smith and Kate Alexander | University of Melbourne | Feminism and early childhood: what are the lived realities of educators? |
| Tamar Hager | Tel Hai College, Israel | Pedagogy of resistance: a Jewish feminist teacher grapples with Arab students' discrimination and exclusion |
| Heidi Fritz Horzella | University of Warwick | Schoolteachers as gendered political subjects: pedagogy, activism and feminism |
| Elina Lahelma | University of Helsinki | Four year after the project: is gender awareness in teacher education a mission impossible? |

## 2.00-4.00 (2001)

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

**International policy**

|  |  |  |
| --- | --- | --- |
| Garth Stahl | University of South Australia | Constituting an egalitarian personhood of ‘value’ in a neoliberal discourse |
| Saba Hussain | University of Warwick | School going Muslim girls in Assam (India): experiences at the intersection of national policy and international islamophobic discourses |
| Goli Rezai-Rashti | University of Western Ontario | The politics of women’s access to higher education in the Islamic Republic of Iran: the interplay of repression and resistance |
| Sophie Alkhaled-Studholme and Nahla AlMalki Delta | Stockholm University | Women’s education in Saudi Arabia: a source of empowerment through the ongoing battle for equality. A feminist pedagogical perspective |

## 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***

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| Marnina Gonick | Mount Saint Vincent University | Girling the intersection of art and ethnography: voices in longitude and latitude |
| Emma RenoldGabrielle IvinsonJên Angharad | Cardiff UniversityUniversity of AberdeenFoundation for Community Dance | Dance of the not-yet: exploring teen girls’ bodily becomings in an ex-mining community in the south Wales valleys |
| Gabrielle IvinsonEmma Renold | University of AberdeenCardiff University | Light moves: artful intra-ventions in co-produced participatory research with young women |
| Valerie Walkerdine | Cardiff University | Performing intergenerational transmission, performing girlhood |

## 2.00-4.00 (2012)

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

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

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| --- | --- | --- |
| Bergljót Thrastardóttir, Ingólfur Ásgeir Jóhannesson | University of Iceland | “They call us the drama girls”. Ethnographic study in an Icelandic compulsory school. |
| Shauna Pomerantz and Rebecca Raby | Brock University, Canada | Academic Success as Feminist Stance? Pariah and Alternative Feminities in the School |
| Jane Kenway , Debbie Epstein | Monash University & University of Roehampton | Abject nations and class conflations: toxic mobilities and elite girls’ schools |
| Alexandra Allan, Gill Haynes | University of Exeter | ‘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 both education and employment |
| Getrud Kasemaa | Tallinn University | The Paradox of Agency |
| Debbie Epstein, Jane Kenway | University of Roehampton & Monash University | From elite schools to ruling elite: the narcissistic economies of elite schools and the production of masculinities |

## 2.00-4.00 (2039)

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

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

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| Scott Richardson, Savannah Rosensteel, Kortney Gipe and Haleigh Regal | Millersville University of Pennsylvania | Pledging allegiance to the patriarchy: institutionalizing bias and inequity in American schools, kindergarten through post-secondary education—a new ethnographic/narrative perspective. |
| Maria do Socorro do Nascimento  | Federal University of Paraiba  | Social order and the metaphors of biopower: gender relations and sexuality in early childhood education |
| Adriano Senkevics | University of São Paulo | Playing outdoors, working indoors: gender, education and family socialization in brazil |
| Galatia Kallitsi | University of Cyprus | Constructing childhood: children’s views on “beauty” and “sexuality” |
| Catherine Atkinson | University of York | Children doing gender and sexuality in the primary school: exploring the effects of critical pedagogy |
| Carrie Paechter | Goldsmiths | Young children, gender, and the heterosexual matrix |

## 4.00-4.30 Tea and Coffee (Manresa Hall)

## 4.30-6.00 (William Morris Lecture Theatre)

### Thinking Feminism, Thinking Activism

**A conversation about the relationship between activist and academic feminisms**

**Anke Adams (CAMFED), Nelly Ali (**<https://nellyali.wordpress.com> **), Fahma Mohamed and Hamda Mohamed (Bristol Integrate) and Amaranta Thompson (International Women’s Initiative) in an informal discussion.**

## 6.45-7.30. Whitelands College

**Taylor and Francis Pimms Reception followed at 7.30 onwards by a barbeque dinner**

## Thursday 25 June

**9.00-11.00 (William Morris Lecture Theatre)**

Gender, social justice and education: North and South

***Gender Agendas: Resisting the conceptual simplification of gender in international education policy and research. Convened by Charlotte Nussey***

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| --- | --- | --- |
| Emily F Henderson | UCL, Institute of Education | Gender-without-feminism agendas: the discursive positioning of gender in international academic feminisms |
| Jenny Parkes | UCL, Institute of Education | Troubling one size fits all solutions to gender violence in schools |
| Charlotte Nussey | UCL, Institute of Education | A fragile position? Resistance in the performances of gendered ‘marginalisation’ by rural South African women |
| Elaine Unterhalter | UCL, Institute of Education | The multipolar dimensions of gender and girls’ schooling: contradictions and contestations |

**9.00-11.00 (Gilbert Scott Lecture Theatre)**

Pedagogy, Power and the Curriculum

***Extending the Reach of Critical Pedagogy***

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| --- | --- | --- |
| Michalis Kontopodis, Marta Jackowska & Christine Becker-Hardt | University of Roehampton, University of Roehampton & Free University Berlin | Widening participation in BA developmental psychology courses: a theory-based intervention |
| Anna Danielsson, Malena Lidor, Maria Berge | Uppsala University | The enactment of power within ‘didactical contracts’ of classroom teaching |
| Jón Ingvar Kjaran, Ingólfur Ásgeir Jóhannesson | University of Iceland | Teaching about the ‘Pink Holocaust’ in an Icelandic upper secondary school classroom: a queer counter-space? |
| Maggie Doyle-Ervin | Nerinx High School | Parochialism and patriarchy: Teaching Gender Studies in a Catholic high school |
| Talia Meer and Kelley Moult | University of Cape Town | Teaching and learning about sex, gender and gender-based violence in South African high schools: barriers, prospects and possibilities |

**9.00-11.00 (G070)**

Power in the Academy

***Creating anti-oppressive spaces within the neoliberal diversity regime: doing critical pedagogy in university classrooms. Convened by Nicole S Bernhardt***

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| --- | --- | --- |
| Elena Chou | York University, Toronto | Intersectionality as Critical Pedagogy |
| Sandra Smele | York University, Toronto | Storying power and pedagogy |
| Pat Breton | York University, Toronto | The affect of ‘feeling oppression/privilege: feminist politics of emotion in teaching and learning in neoliberal higher education |
| Rehanna Siew Sarju | York University, Toronto | Learning from the margins – teaching anti-racist feminist research |
| Nicole S Bernhardt | York University, Toronto | To call out or not to call out? Disrupting oppressions within the classroom |
| Geraldine McCusker | Manchester Metropolitan University | Feminist praxis in the academy: processes and tensions inherent in feminist pedagogy |

**9.00-11.00 (1014)**

Teachers, Identities and Social Justice

***Storying the teaching self***

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| --- | --- | --- |
| Emmy Papanastasiou | London Metropolitan University | Discursive practices of gender, sexuality and educational leadership in Greek primary education: a case study  |
| Sue Smedley, Kate Hoskins | University of Roehampton | Learning to be Froebelian: student teachers’ life histories 1952-1965 |
| Thordis Thordardottir | University of Iceland | “What was humiliating for him was appropriate for me”: Icelandic teacher students earliest memories of being girls or boys |
| Kirsten T Edwards | University of Oklahoma | Divine inspiration: The influence of a religio-spiritual episteme on the pedagogical commitments of Judeo-Christian Black women faculty |
| Katja Jonsas | University of Roehampton | Excellent researchers and good teachers. Teaching in a research intensive university |

**9.00-11.00 (2001)**

Public Pedagogies: the power of policy

***Policy and Practice: from micro to macro politics***

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| --- | --- | --- |
| Robert Moolman | University of Melbourne | Leading and driving GLBTI change at schools: how schools are developing and embedding a more inclusive environment for GLBTI students and staff in Victoria, Australia |
| Berglind Rós Magnúsdóttir | University of Iceland | Valorisation of middle-classness and patriarchal family structure: increasing school’s market value through gendered and classed volunteering capital |
| Ingólfur Ásgeir Jóhannesson | University of Iceland | Gender and queer studies in Icelandic schools – an evaluation of a national curriculum initiative |
| Wayne Martino and Goli Rezai-Rashti | University of Western Ontario | The politics of gender misrecognition, feminist backlash and deracination in the era of neoliberal accountability |
| Marianthi Anastasiadou | Aristotle University of Thessaloniki | Educating women to combat equality: the rise of a new pedagogy in Greek Neo-Nazi discourse |

0900.11.00 (2002)

Research Methods and Methodology

***Collective Biography as a method for investigating subjectivity, discourse and affect.*** Workshop facilitated by Susanne Gannon, University of Western Sydney, and Marnina Gonick, Mount Saint Vincent University

**9.00-11.00 (2012)**

Femininities and Masculinities in Educational Settings

***Gendered roles, gendered discourse, gendered histories***

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| --- | --- | --- |
| Simon Brownhill, Ruby Oates | University of Cambridge and Derby | *Who do you want me to be?* An exploration of female and male perceptions of ‘imposed’ gender roles in the early years |
| Karolina Lendák-Kabók | University of Novi Sad, Serbia | An intersectional analysis of Hungarian, female high school graduates in Serbia |
| Reva Yunus | University of Warwick | Gendering education, gendering “empowerment”: Accounts of learning, inequality & difference from India |
| Susan McCullough | City College of New York | Middle School Girls in Postfeminist Times |
| Ulla-Maija Salo | University of Helsinki | Forest daughters, Mother Nature and green criticism |

**9.00-11.00 (2039)**

Revisiting and Reinventing Feminist Theory

***Thinking through feminism, thinking through gender***

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| --- | --- | --- |
| Lenka Vrablikova | University of Leeds  | Towards academic freedom: post-Kantian feminisms  |
| Lanoi Maloiy | University of South Australia | African feminism: a lens for examining the experiences of Kenyan women in leadership |
| Kate Scantlebury | University of Delaware | Gender matters: building on the past, recognizing the present, and using material feminism to frame future science education research |
| Blue Mahy | Monash University | Ethico-onto-epistemological entanglements of gender-sex and technoscience |
| Lisahunter, Elke Emerald | University of Waikato, New Zealand, Griffith University, Australia | (A)dressing the long (boardies) and short (bikinis) of performance surfing: a posthumanist tightening of patriarchal threads as a body pedagogy |

**9.00-11.00 (2040)**

Subject Cultures

***Sexuality, gender, equality: pedagogic and political strategies***

|  |  |  |
| --- | --- | --- |
| Lyn Harrison, Debbie Ollis, Bruce Johnson | Deakin University, Deakin University &University of South Australia  | Gender, power and pedagogy: engaging young people in disrupting silences about school based sexuality education |
| Barbara Rothmüller | University of Luxembourg | "A reform as delicate as complex" 1: the power struggles over sex education in Luxembourg |
| Vanina Mozziconacci | Ecole Normale Supérieure, Lyon | Knowledge and relations in feminist pedagogies: the case of sex education |
| Helen Cahill | University of Melbourne | Role-play or rule-play? Re-thinking the use of drama as a pedagogy for emancipatory enquiry.  |
| Anna Bull | Goldsmiths | ‘Sometimes I feel like I’m his dog’. How conductors construct gendered authority in youth classical music groups. |
| Maria Eulina P de Carvalho, Gloria Raby and Flávia Maia Guimarães | Federal University of Paraiba  | Origins and challenges of gender studies centres in higher education in North and Northeastern Brazil |

**09.00-11.00 (G001)**

Activism, Feminist Research and Praxis

***Everybody’s Business: Female Genital Mutilation. An interactive workshop.***

Facilitated by Fahma Mohamed and another member (TBC) from Bristol Integrate

## 09.00-11.00 (Richmond Room)

### **Subject Cultures**

***Workshop: Feminist practices, tactics and strategies in art and design education***

Facilitated by Bianca Elzenbaumer, Samantha Broadhead, Sheila Gaffney, Debra Roberts, Kai Syng Tan (Leeds College of Art)

**11.00-11.30 Tea and Coffee (Manresa Hall)**

**11.30-12.45 (William Morris Lecture Theatre)**

**Keynote 2: Lois Weis, State University of New York at Buffalo**

Class/Gender Formation in 21st Century United States: Probing Intersectionality in the New Upper Middle Class in Markedly Altered Global and National Circumstances

Unprecedented levels of executive compensation and finance largely drive well-documented inequalities of income and wealth, with resulting explosive growth in wealth among the top 1% in the United States, in particular (Piketty, 2014; Piketty and Saez, 2012; Saez, 2013). As a consequence, the vast majority of highly educated professionals in the US and elsewhere, as well as those who inherited wealth from their parents, find their relative positions substantially eroding in relation to a class of super-rich financiers and senior managers..

This well-documented realignment has deep implications for the extent to which and ways in which *relatively* privileged parents strive to position their children for future advantage. Based on two years of extensive ethnographic investigation in three representative affluent and elite secondary schools in the United States (Weis, Cipollone & Jenkins, 2014), I argue that as relatively privileged women increasingly engage in a form of “mother work” designed to position their children for access to highly valued postsecondary destinations (at a time when such access can no longer be assumed), women become centrally located in new forms and enactments of “class warfare.” As I will suggest, the stark insertion of gender and gendered labour into new class processes/ productionsfundamentally alters the fulcrum of class struggle in current historic moment, thereby setting the stage for class structural arrangements of the 21st century. Where men arguably sat at the centre of class analysis and class struggle/warfare of the not too distant past via industrial workplace struggles and/or accumulation and management of massive economic capital, it is now women, via the kind of intricate class positioning such as that explored in this lecture, who sit at the epicentre of new class productions, formation, and outcomes. Turning class/gender intersectionality “on its head” so to speak, sets the stage for future important work on class/gendered productions in a range of class fractions in nations differentially positioned in relation to globalizing culture and capital.

**Key words:** intersectionality, class, globalization, ‘mother work’, gendered labour

## 12.45 – 2.00 Lunch (Manresa Hall)

**2.00-3.15 (William Morris Lecture Theatre)**

**Keynote 3: Penny Jane Burke, University of Roehampton**

Gender, Emotion and Difference

Feminist insights have contributed a richer understanding of the profound relationship between the histories of gendered subjectivity, ontology and epistemology and the vacating of the emotional from the world of the academy. In this keynote I will explore the emotional layers of pedagogic experiences not only to illuminate ‘fear *as* emotion’ but also ‘fear *of* emotion’ (Leathwood and Hey, 2009: 435). Such fear is entangled in the destructive forces of multiple political frameworks operating simultaneously to reform processes of misrecognition and symbolic violence, even as higher education policy is demanding that universities evidence inclusive practice as part of their commitment to diversity. Underpinning the hegemony of neoliberalism, meritocracy, and globalisation, and related undercurrents of misogyny, racism and classism, is the construction of ‘difference’ through fixing and pathologising identity positions. Difference and emotion are posed as dangerous forces that require homogenising and neutralising via technologies of managerialism and through the fixing of socially constructed categories. Such manoeuvres are deeply bound to moves towards hyper-individualism in which specific performative and instrumentalist models of success are being mobilised. New formations of patriarchy within neoliberalism ensure that characteristics associated with difference in HE, such as ‘being emotional’ or ‘caring’, are regulated and controlled through a range of new disciplinary technologies, including of teaching. Pedagogical relations are thus deeply implicated in the gendered politics of (mis)recognition, and profoundly connected to the impact of the emotional on the body and the self (Ahmed, 2004) and to the politics of difference. I will argue that we need to re/imagine difference not as a problem to be regulated for neoliberal processes of standardisation and homogenisation but as a critical resource to reflexively develop collective and ethical participation in pedagogical spaces. Such collective participation is not based on a notion that we can overcome power relations, but an understanding that power is complex and fluid and an inevitable dimension of pedagogical relations in which difference is and should be part of the dynamics in which we create meaning and understanding.

Ahmed, S. (2004) *The Cultural Politics of Emotion*. New York: Routledge.

Leathwood, C. and Hey, V. (2009) Gender/ed discourse emotional sub-texts: Theorising emotion in UK higher education. *Teaching in Higher Education*. Vol. 14 (4), pp. 429-440.

**Key words:** emotion, pedagogy, fear, managerialism

**3.15-3.45 Tea and Coffee (Manresa Hall)**

**3.45-5.45 (William Morris Lecture Theatre)**

Understanding Embodiment

***The Body in Question: Power, agency and the body***

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| Martha Gripson |  University of Gothenburg | Children’s agency in dance creating tasks in a gender perspective |
| Jack Migdalek | Trinity College, University of Melbourne | Embodied performance of gender: inequity and deconstruction |
| Rasmus P Hansen | Roskilde University | Gender and dance practices among youngsters in a community dance project |
| Sheryl Clark | Goldsmiths, University of London | “I don’t want to be skinny, I just want to be fit”: obesity discourses and girls’ participation in sport and physical education |
| Jason Bantjes, Leslie Swartz, Lauren Conchar and Wayne Derman | University of Stellenbosch | “There is soccer but we have to watch”: the embodied consequences of rhetorics of inclusion for South African children with cerebral palsy |
| Siobhan Dytham | Warwick University | “That’s not your seat”: the meaning and method of sitting in secondary school. |

**3.45-5.45 (Gilbert Scott Lecture Theatre)**

Tales from Iceland

***Northern Feminist Paradise? Some examples of Icelandic research on gender and education****.* ***Convened by Gudny Gudbjornsdottir and Thordis Thordardottir***

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| Audur Magndis Audardottir | Department of Education and Youth, Reykjavik | On changing the system from within: implementing sustainable equality in schools and after-school programmes in Reykjavik |
| Gudny Gudbjornsdottir | University of Iceland | Gender, equality and teacher education: Results and implications of two recent studies |
| Thordis Thordardottir | University of Iceland | Is good intention good enough? Policy, institutional design and gender education in two early childhood settings in Iceland |
| Berglind Rós Magnúsdóttir | University of Iceland | From state welfare to the intensive mothering practices: the emergence of gendered and classed volunteering capital in the Icelandic education system |
| Brynja Elísabeth Halldórsdóttir | University of Iceland | “We … our education”: educated immigrant women´s experiences in Iceland. |
| Annadis Greta Rudolfsdottir | University of Iceland | Searching for "Feminist Paradise": the North meets the South |

**3.45-5.45 (G001)**

Activism, Feminist Research and Praxis

***Feminism in secondary schools: international perspectives and approaches. Convened by Jessica Ringrose***

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| Sue Jackson | Victoria University of Wellington | ‘FeminEast has changed the attitudes of the school’: feminist clubs in New Zealand high schools  |
| Debbie Ollis | Deakin University | Feminist pedagogy in an Australian school: the interconnections of research and practice  |
| Vanita Sundaram | University of York | Implementing a critical gender and sexualities equality framework in schools) |
| Ileana Jiménez | Little Red School House & Elisabeth Irwin High School, NYC | Creating young feminist global partnerships and activism in schools in in India and the USA |
| Jessica Ringrose,Emma Renold,Victoria Showunmi, Jessalynn Keller,Hanna Retallack | UCL Institute of Education,Cardiff University,UCL Institute of Education, Middlesex University,UCL Institute of Education  | Feminist activism in UK secondary schools  |

**3.45-5.45 (G070)**

Power in the Academy

***Negotiating the academic/activist binary: a participatory workshop***

Facilitated by Emily F Henderson and Emma Jones, UCL Institute of Education

**3.45-5.45 (1014)**

Teachers, Identities and Social Justice

***Teachers and school leaders : experiencing social (in)justice***

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| Carole Veuthey | University of Geneva | Why are there so many women in pre-school year teaching? A gender-stereotyped profession |
| Daniela Acquaro and Wayne Martino | University of Melbourne & University of Western Ontario | Bargaining with patriarchy: tensions and contradictions for women choosing to work in single sex boys’ schools |
| Daniela Acquaro and Helen Stokes | University of Melbourne | To lead or not to lead? Gender disparity in the leadership of boys’ schools. |
| Lori Beckett | Leeds Metropolitan University | Leaving an impression: the indelible marks of toxic forms of school accountability on teachers in urban schools |
| Marie-Pierre Moreau | University of Roehampton | “Manning up” teaching?: discourses of masculinisation, education policies and the teaching profession |

**3.45-5.45 (2001)**

Gender Norms and (Hetero)normativity

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| Jane P. Marshall | Kansas State University | Strong women and inventive cooks on the 19th century American Frontier:Making past stories of women, food and power part of present formal and informal pedagogy |
| Farzana Khan | Monash University | The making of a ‘good girl’: finding voice |
| Qun Chen | Hefei University of Technology | Gender Diversity in the Consciousness of Social Responsibility: The Impact of Education across Schools and Families |
| Savannah Rosensteel, Scott Richardson and Kortney Gipe, Haleigh Regal | Millersville University of Pennsylvania | Revisiting “Dilemmas of Desire”: How Undergraduate Students Make Sense of Early and Current Sexual Experiences |

**3.45-5.45 (2002)**

Research Methods and Methodology

***Diverse approaches to feminist research***

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| Michal Krawczyk and Anna Bartczak | University of Warsaw | Do gender and beauty affect college grades? Evidence from a large-scale quasi-experiment |
| Yarrow Andrew, Margaret Boyd, Lara Corr, Connie Lent, Maeve O'BrienJayne Osgood and Lynet Uttal | Flinders University, Stonehill College, University of Melbourne, University of Wisconsin-Madison, Dublin City University, London Metropolitan University and University of Wisconsin-Madison | Uncertain negotiations: developing the methodology of a cross-disciplinary, multi-method, transnational approach to studying the value of early childhood education and care work. |
| Trevor McArthur | Stellenbosch University | Researching sexualities, gender and schooling: methodological and pedagogic implications |
| Niklas Alexander Chimirri | Roskilde University | Situated ethics in collaborative research with children |
| Briony Lipton  | The Australian National University | “The ‘wilful’ secretary: secrets, silences and subjectivity in feminist research on women leaders in Australian higher education” |

**3.45-5.45 (2012)**

Femininities and Masculinities in Educational Settings

***Troubling gender: gendered discourses and education***

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| Myriam Halimi, Els Consuegra and Nadine Engels | Vrije University, Brussels | Students’ sex role attitudes: a review of determinants |
| Helen Griffin | DECSY | Scoping study for the Gender Respect project– perceptions of students in Sheffield primary and secondary schools |
| Irene Biemmi | University of Florence | Gender in schools and culture: an analysis of the situation in Italy |
| Marios Kostas | UCL Institute of Education | Gender discourses and identities in the curriculum and classrooms of Hellenic primary schools |
| Adriano Senkevics | University of São Paulo, Brazil | Good girls, good students? Gender, education and femininities in Brazil. |
| Prasanna Srinivasan and Audrey D’Souza Juma | Monash University & University of Melbourne | To cover or uncover: our subaltern speaks: 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? |

**3.45-5.45 (2039)**

Revisiting and Reinventing Feminist Theory

***Gender monoglossia, gender heteroglossia: exploring diversity and hegemony in the construction of gender. Chair: Christine Skelton. Convenor: Becky Francis***

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| Becky Francis | King’s College London | Gender monoglossia, gender heteroglossia: the benefits of Bakhtinian applications for analysing power *and* diversity in productions of gender |
| Kay Fuller | University of Nottingham | Polyglossic simultaneity: ‘switching’ gender discourses but what else is it? |
| Debbie Johnson | King’s College London | Assuming Sex and Gender: The Political Challenge of the Intersex Body |

**3.45-5.45 (2040)**

Subject Cultures

***Including feminism, including girls and women***

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| Pia Vuolanto and Anne Laiho  | University of Turku | Gender perspective in nursing science and nurse education |
| Kateryna Karpenko | Kharkiv National Medical University, Ukraine | Ecofeminist discourse in higher medical education |
| Josilene Aires Moreira, Danielle RoussyDias da Silva, Giorgia de Oliveira Mattos, Ricardo Moreira da Silva and Maria Eulina Pessoa de Carvalho | Federal University of Paraiba, Brazil | Difficulties in achieving a degree in computer science: why programming languages learning is harder for girls? |
| Cecilia Queiroz, Maria Eulina Pessoa de Carvalho, Josilene Aires Moreira  | Federal University of Paraiba | Gender and the inclusion of young women in Exact Sciences, Engineering and Computer Science |

**3.45-5.45 (Southlands Campus, Library Archive)**

Pedagogy, Power and Childhood

***Visit to the Archives and Special Collections, University Library (Froebel Archive for Childhood Studies and Richmal Crompton Collection).***

You will be introduced to the Froebel Archive and will be able to spend time exploring it. Facilitated by Kate Hoskins and Kornelia Kapok, the archivist.

***NB. It is essential that you sign up for this visit before the end of Wednesday as numbers will have to be limited. You will be able to do this at the conference reception desk in Whitelands.***

**6.00-7.00 (William Morris Lecture Theatre)**

***Gender and Education Association Biennial General Meeting –***

***all welcome***

**7.30-8.00. Grove House and Lawn, Froebel College**

**Gender and Education Association Reception and book launch, honouring Miriam David**

**8.00 Grove House and Lawn, Froebel College**

**Conference Gala Dinner with live music.**

## Friday 26 June

**9.00-10.15 (William Morris Lecture Theatre)**

**Keynote 4: Farzana Shain, Keele University**

Feminisms, imperialism and the 'war on terror'

More than thirty years ago, Amos and Parmar’s  groundbreaking paper ‘Challenging Imperial Feminism’, published in *Feminist Review*  (alongside other seminal works including Hazel Carby’s  ‘White women Listen’ and Mohanty's ‘Under Western Eyes’)  sparked productive debate among feminists about the limits of ‘global sisterhood’ and about Western feminism’s uncomfortable support of imperialist interventions.   Since then, intersectionality, the concept alluded to by Amos and Parmar and later introduced by Kimberle Crenshaw to denote the multiple and interlocking systems of oppression that shape the lives of black women, seems to have been mainstreamed in academic work and policy discourse, though not without critique (Anthias, 2007).  However, the use of feminist rhetoric by Western leaders after 9/11 to justify the global ‘war on terror’ as well as some open endorsement provided by mainstream human rights and liberal feminist organisations has led to a renewed debate in the last decade about the relationship between imperialism and feminism. Drawing on the recent dialogue between US based feminists (Kumar; Toor; Tax) about the legacy of the global ‘war on terror’ for feminist politics and activism, and with a particular emphasis on the way girls and women’s rights to education have been used to justify such interventions, this paper takes a critical look at the issues to reflect on the direction that has been travelled by feminisms since the 1980s.

**Key words:** ‘war on terror’, feminist politics, intersectionality, imperialism and feminism

**10.15-10.45 Tea and Coffee (Manresa Hall)**

**10.45-12.45 (Gilbert Scott Lecture Theatre)**

Pedagogies of Space

***Using and making space and spatiality***

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| Sandra Schmidt | Teachers College, Columbia University | Gender in the moment: the merging of spatial experiences in lives of African girls |
| Jaye Johnson Thiel and Brooke Hofsess | University of Tennessee & Appalachian State | Aesthetic material biographies: producing spaces of power through art making and object-oriented, feminist pedagogies |
| Mia Heikkilä | Mälardalen University, Sweden | Sustainable gender equality work at preschools and schools in the Nordic countries? – an empirically based model of ‘best practice’ |
| Shakila Singh | University of KwaZulu Natal | Fear of sexual assault amongst female students at a South African university residence |

**10.45-12.45 (G001)**

Activism, Feminist Research and Praxis

***Strategic Misogyny Workshop: navigating sexism in the university***

Facilitated by members of the Goldsmiths Feminist Postgraduate Forum: Heidi Hasbrouck, Leila Whitley and Tiffany Page. [**http://strategicmisogyny.wordpress.com/**](http://strategicmisogyny.wordpress.com/)

**10.45-12.45 (G070)**

Acting for and reflecting on gender equality moves

***Gendered roles, gender equality: promises and possibilities***

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| Hanna Posti-Ahokas, Mari-Anne Okkolin, Magreth Matonya, Elina Lehtomäki | University of Helsinki | Educated girls and women in Tanzania: negotiated educational pathways |
| Magdalena Wicher, Anita Thaler and Birgit Hofstätter | Alpen-Adria-Universität | Implementing gender equality actions: triggering learning processes in organisational contexts  |
| Shaba Tunde  | Bokma Foundation, Nigeria  | Challenges of social inclusion: gender, inequalities, and human rights: Africa  |
| Elham Torabian | Institut des Etudes Politiques | Gendered discrimination as the bottleneck for sustainable development: An exploration of gender inequality in education and feminisation of poverty in Sub-Saharan Africa |
| Garth Stahl, Sue Nichols | University of South Australia | After school: Young Australian men's trajectories, identities and networks in the post-school year |

**10.45-12.45 (1014)**

Affect, power and care

***Affecting power, the power of affect***

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| Alyssa Niccolini | Teachers College, Columbia University | Terror(ism) in the classroom: the queer pedagogy of affect |
| Gyõa Margrét Pétursdóttir | University of Iceland | Embodied, emotive, experienced and empathic in the ivory tower |
| Melissa Wolfe | Monash University | Schoolgirl Shame: affect and pedagogy  |
| Mirelsie Velazquez | University of Oklahoma | Primero Madres: affect, Love, and mothering in the educational lives of Latina/os |
| Marie-Pierre Moreau | University of Roehampton | Regulating the student body/ies: university policies and student parents |

**10.45-12.45 (2001)**

Gender Norms and (Hetero)normativity

***Negotiating heteronormative ‘bullying’ discourses in US, UK and Australia. Convened by Jessica Ringrose***

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| Jessica Ringrose, Victoria Rawlings | UCL Institute of Education & Lancaster University | Posthuman performativity and bullying: exploring the intra-acting discursive and material agents producing heterosexual gender at school (research conducted in Australia and UK) |
| Melissa J. Smith | Queering Education Research Institute (QuERI) and University of Central Arkansas | Quiet girls and active boys: heteronormative gender roles in teacher allies’ classroom (research conducted in USA) |
| Elizabethe Payne | Queering Education Research Institute (QuERI) and City University of New York | Transgender kiss and the spectre of sexual predation: elementary educators’ talk about a MTF transgender child’s romantic awakenings (research conducted in USA) |
| Marisa Ragonese | School of Social Work, Graduate Centre, City University of New York | Shifter perspective: conducting school-based workshops on homophobic name-calling (research conducted in USA) |

**10.45-12.45 (2002)**

Research Methods and Methodology

***Entangled Mundanity: Matter and Meaning in Education: Research Practices. Convened by Carol Taylor***

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| Carol Taylor | Sheffield Institute of Education | Mundane disturbances: theorizing the inconsequential materiality of educational spaces |
| Emily Danvers | University of Sussex | Critical thinking and higher education: thinking between Barad and Ahmed |
| Maria Tamboukou | Centre for Narrative Research, University of East London | Lunch hour in New York or narrative phenomena in the archive |
| Christina Hughes | University of Warwick | Exploring the ecology of value attribution: The case of number in debates concerned with access and progression to HE |

**10.45-12.45 (2012)**

The medicalization of health and gender

***Medical-ised pedagogies and subjectivities***

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| Alexandra Müller, Veronica Mitchell and Chivaugn Gordon | University of Cape Town | Disrupting the monolith with micro rebellions: a teaching intervention to challenge hetero-patriarchy at a South African medical school |
| Maria Tsouroufli | London Metropolitan University | Affective pedagogy as a gendered form of academic professionalism in Greek Medical Schools |
| Diane Zachary Karns | University of Oklahoma | The medical mis-education of women: Bringing educational thought to the reproductive justice movement |
| Arun Verma | University of Dundee | Retention and success in healthcare education: exploring the influence of gendered identities in male- and female-dominated environments |
| Elena Pont and Isabelle Collet | University of Geneva | ‘Sorted it all out by myself’: Laurie’s emancipation from gendered and disabling representations about paraplegic people at work |
| Michelle Walter | University of Melbourne | Learning to be sick: the ‘taught’ experience of mental illness |

## 12.45 – 2.00 Lunch (Manresa Hall)

**2.15-3.30 (William Morris Lecture Theatre)**

**Keynote 5: Katarina Eriksson Barajas, Linköping University**

The power of fiction as a pedagogical tool for eliciting gender discourses

My paper examines discussions of gender values in everyday life, elicited by books, film and theatre. The analysis draws on three Swedish data sets: 1) teacher-led book talk sessions that raise gender issues in small groups of pupils in Grades 4-7, 2) the use of a feature film (*Lilya 4-ever*, about sex trafficking) to instill gender equality values in upper secondary school, and 3) discussions of gender issues among adults after leisure-time visits to movies and theatres. The data are analyzed using a discursive approach (Edwards and Potter, 1992) combined with poststructuralist feminist research on (children’s) reading (Davies and Banks, 1992; Walkerdine, 1990). The idea that we learn and develop fundamental values, such as gender equality, through fiction, coincides with research findings indicating that we develop empathy by reading good literature (Kidd and Castano, 2013). My presentation contributes some empirical knowledge about how people are “doing equality” in natural everyday settings. The analyses show that gender stereotypes are, at times, transcended in discussions around fiction, regardless of the gender content in the book, film or play in question. Additionally, the analyses show that, even outside of educational contexts, fiction is spontaneously used by participants to address gender equality issues. The idea that fiction can open one’s mind follows Swedes throughout their education, and is apparent among adult film enthusiasts and theatre-goers, and also relates to research of everyday learning and adult education (cf. Larsson, 1996).

Davies, B. and Banks, C. 1992. 'The Gender Trap: A Feminist Poststructuralist Analysis of Primary School Children's Talk about Gender'. *Journal of Curriculum Studies* 24: 1-25.

Edwards, D. and Potter, J. 1992. *Discursive psychology*. London: SAGE.

Kidd, D.C. and Castano, E. 2013. 'Reading Literary Fiction Improves Theory of Mind'. *Science* 342: 377-380.

Larsson, S. 1996. 'Vardagslärande och vuxenutbildning'.

Walkerdine, V. 1990. *Schoolgirl fictions*. London: Verso.

**Keywords:** Everyday life, popular culture, fiction, gender equality.

**3.30 Closing Comments (William Morris Lecture Theatre)**