

GEA

GEA Newsletter March 2009

Gender and Education Association

Welcome to the 11th edition of the GEA Newsletter.

Welcome to the March 2009 edition of the newsletter!

This is our special conference edition of the newsletter, and should appear in delegates' packs for the GEA conference. We would therefore like to welcome any new readers (and members) of the GEA.

This edition of the newsletter contains details of the exciting GEA events that have been happening over the past year, in addition to forthcoming seminars, workshops and publications. I am delighted to note how active the GEA has been over the past year. In this edition, you will find reports from recent events in the UK and Portugal. These have included an exciting joint seminar on women's magazines (see pg 2), and an innovative multi-method conference at Warwick University last November.

The 7th biennial GEA conference, *Gender: Regulation and Resistance in Education* at the Institute of Education, London on 25-27 March 2009, is shaping to be one of our biggest and most exciting events to date.

We will welcome many of our members and supporters at this exciting event. Keynote speakers include: Deborah Britzman and Raewyn Connell.

This year also sees changes in the GEA executive committee. Arwen Raddon finishes her term of office in March. Our heartfelt thanks to Arwen for all her fabulous work over the years developing our regional representative network.

Of course, there can be no newsletter without you!

The newsletter aims to represent the diversity of the GEA network. We encourage readers to get writing and submit conference reports, news snippets, viewpoint pieces, rants, short articles, comments, features, cartoons, photographs, reviews, details of new publications, forthcoming events and summaries of research/policy for future editions. We strongly encourage members to contribute future reports from international and local conferences that would be of interest to GEA members.

Finally, my thanks to all of you who contributed to this edition.

Fin Cullen— March 2009

Inside this issue:

- ◆ *GEA Regional News Corner*
- ◆ *Gender & Education in Portugal*
- ◆ *Feminism Counts— A Report*
- ◆ *News from the Women's Library*
- ◆ *Gender, Education and the Body*
- ◆ *Gender & Education in Portugal*
- ◆ *Members' New Publications*
- ◆ *Forthcoming Events*



Further details
www.genderandeducation.com

GEA

Gender and Education Association

GEA Regional News Corner

This Regional News Corner is now a regular feature in the GEA newsletter, providing short reports from our regional representatives on their aims, activities and local/national issues. To see the list of Regional Reps, please go to the website (<http://www.genderandeducation.com/contactus/regReps.html>). If there is currently no Regional Rep in your region and/or country and you would like to take on this role, please contact us to express your interest (Emily Gray, GEA Secretary: <admin@genderandeducation.com>).

You do not need to be a Regional Representative to contribute to this news corner – if you would like to send us a short piece about debates taking place in your country, or a conference you attended which explored issues around gender and education, please get in touch.

In this edition, we have reports from our London (UK) and Portugal representatives. Our London representative applied for seed-corn funding in order to organise an interesting local seminar with the Women's Library in London, exploring women's relationships with magazines. Next, our Portugal representative outlines some of the exciting activities taking place in Portugal, as well as the work of researchers in Portugal, which has been raising the profile of gender and education.

Dr Arwen Raddon, University of Leicester.

Heather Mendick, Regional Representative with Tricia French for London (UK)

Guilty Pleasures: What Do Women Learn From Magazines?

On 2nd of December Teresa Doherty, Tricia French and I organised the first of a series of (what we hope will become) termly Gender and Education Association events at The Women's Library. About 30 people came to discuss what women learn from magazines. The chair, Kim Allen from London Metropolitan University, and the two speakers (pictured right), Pamela Church-Gibson from the London College of Fashion and Hatty Oliver from Goldsmiths University of London, kicked things off.

Both Pamela and Hatty highlighted the ways that the learning offered by women's magazines is increasingly that of how to consume. Pamela looked back to a time when magazines were about more; when they offered

practical advice to help women in their everyday lives rather than simply advice on how and what fashions to consume. Hatty traced the shift in British magazines from *Elle* to *Look* and discussed the views of women journalists who work for magazines now, showing how they see their women readers as wanting two things: escapism and practical information, but argued that both are framed within consumer culture.

Throughout the talks and the questions and answers that followed, it was clear that women have an ambiguous relationship with magazines - often gaining pleasure from them while critiquing them - they are indeed guilty pleasures. This is something that comes through strongly in the exhibition on women's magazines currently at The Women's Library - which Teresa Doherty took attendees on a guided tour round. The exhibition includes extracts from interviews with women magazine editors and contributors, many examples from the library's extensive magazine collection and a video of women talking about their consumption of magazines

(<http://www.londonmet.ac.uk/thewomenslibrary/whats-on/exhibitions/index.cfm?8AA901AD-B33F-7D5F-431A-C63B09A45BFC>).

We tried to create a relaxed

atmosphere at the event. This seemed to work as people hung around afterwards continuing their discussions over mulled wine, mince pies and soft drinks. Interestingly one person told me as she left that she was off to make pear and parsnip soup. "Did you get that recipe from a magazine?" I asked half-jokingly, but indeed she had found it in *Country Life* which her mum had given her a subscription to.

If you missed it all then an edited version will be coming to YouTube soon – more details in the next issue.

It was clear that women have an ambiguous relationship with magazines...



Pictures from Guilty Pleasures



GEA

Gender and Education Association

GEA Regional News Corner

Maria do Mar Pereira (Gender Institute, London School of Economics), Regional Representative for Portugal



Work on Gender and Education in Portugal: Recent Developments, Bright Futures?

Portugal has often (and accurately) been described as a country that for a long time did not offer very favourable conditions for work in women's, gender and feminist studies (WGFS). The emergence and development of research and teaching in the field happened relatively late and slowly, due to a range of social and political factors: the impact of a conservative authoritarian regime (1933 – 1974) that actively sought to stifle critical scholarly work and social movements, the rigid disciplinary structure of degree programmes, the hierarchical structure of higher education institutions, their low autonomy in relation to the state and the inexistence of an influential and visible feminist movement within and outside academia.

However, the position of WGFS in Portuguese academia has been changing significantly in recent years and the current situation is one where access to training, funding and publication opportunities in WGFS is fortunately easier. This has been the result of several interacting processes. Namely:

The intense work of WGFS associations, especially the Portuguese Women's Studies Association (APEM), in raising the profile and supporting the development of WGFS scholarship;

The establishment of a funding structure aimed at WGFS research, managed by the Foundation for Science and Technology (FCT) and the State Commission for Citizenship and Gender Equality (CIG);

WGFS academics' ongoing and unflagging commitment to creating new, and maintaining existing, courses and degree programmes in WGFS throughout the country (e.g. Universidade Aberta, Faces de Eva – FCSH/UNL, Universidade de Coimbra, Universidade de Évora, FPCE/UP and ISEG/UTL) and also to creating opportunities for publication (particularly through the *ex aequo* and Faces de Eva journals); and

The intense efforts made by women's rights NGOs (UMAR and Fundação Cuidar o Futuro) and CIG to establish archives and resource centres allowing academics and the general public access rich collections of documents directly relevant to WGFS work.

In the context of these developments, education has been establishing itself as one of the most important thematic strands in Portuguese WGFS, and one where theoretical and conceptual innovation and empirical exploration have been particularly intense and fertile. This has been partly

due to the research and teaching initiatives of scholars and students at the Centre for Educational Research and Intervention (Faculty of Psychology and Education at the Universidade do Porto: CIIE–FPCE/UP) and the Universidade de Évora, which both offer graduate programmes on gender and education, as well as of scholars and students working in other WGFS-related degree programmes. Key research in the field has also been carried out by scholars and graduate students working in the context of 'mainstream' disciplines outside of WGFS. In addition, extremely important efforts have been made in recent years by gender and education scholars, APEM and CIG to strengthen the links between academic research and policy-making, namely to explore and increase opportunities for using research insights to shape and evaluate educational policy, curricula and practice. This has been, for example, the rationale behind the publication by CIG of several resources aimed at supporting teachers to incorporate a women's and gender dimension in teaching practice and curricula.

2008 was a year of particularly dynamic and exciting developments in work on gender and education in Portugal. This included:

The publication of a range of books and journal articles;

The closing of the SACAUSEF project, an initiative of the Ministry of Education (ME) aimed at developing a gender-sensitive system for evaluating and certifying educational multimedia software, which led to the publication of the book *The Gender Dimension in Multimedia Educational Products*.

The launch by CIG (in collaboration with the ME) of a two-year project aimed at producing a *Gender and Citizenship Guide* for teachers at pre-school and secondary levels;

The organisation of two well-attended panels on "Feminisms and the History of Women's Education" and "Education, Gender and Citizenship" as part of a major national feminist research conference (Lisbon, June 26th – 28th);

The presentation by Portuguese scholars of papers on gender and education in Portugal at the 7th European Social Science History Conference (ESSHC) (Lisbon, February 26th – March 1st); and

A semi-plenary session of the 10th International Congress Women's Worlds (Madrid, July 3rd – 9th).

2009 is set to be another significant year in the consolidation of the field of gender and education in Portugal and we look forward to the new opportunities and challenges that it will bring.

I would like to thank Teresa Alvarez and Teresa Pinto for their useful comments and insightful suggestions in preparing this report.

2008 was a year of particularly dynamic and exciting developments in work on gender and education in

Feminism Counts: Exploring the Relationship Between Feminist Research and Quantitative Methods

Feminism Counts: Exploring the relationship between Feminist Research and Quantitative Methods

Report of the Conference and Professional Development Workshop held at the University of Warwick, Conference: Friday 7 November 2008

Thanks to GEA pump-prime funding, the University of Warwick was able to host a conference on the historically complex relationship between feminist research and quantitative methods and the range of dilemmas that contemporary feminists face when using quantitative tools and techniques. Importantly, the conference was designed to cross the quantitative-qualitative divide and certainly those who attended came from a diverse range of methodological backgrounds and research experience. Indeed, there was a strong mixed-methodological theme throughout the conference and strong arguments put forward for the strengths of longitudinal research.

The conference was opened by Kate Purcell, Institute of Employment Research, University of Warwick whose paper **Research as evidence: understanding the world in order to change it** drew on recent research on the impact of higher education expansion on occupational change. Data sources included secondary analyses of national statistical data, longitudinal surveys and detailed telephone interviewing. Kate argued the case for creative approaches to mixed methodological research as she noted that mainstream social sciences continue to under-estimate gender as a core driver of social change.

Jackie Scott, Faculty of Social and Political Sciences, University of Cambridge began her presentation by reviewing the history of feminist debates on quantitative methods and argued that this presented a rather narrow definition of feminism and a somewhat misleading portrayal of quantitative research. Her paper **Quantitative Methods and Gender Inequalities** used exemplars from the ongoing work of the ESRC research priority network on gender inequalities in production and reproduction (GeNet) to demonstrate the importance of good longitudinal data for investigating the dynamic processes leading to adult inequalities and the different patterns of gendered resource allocation in (re)productive activities.

Liz Hodgkinson, School of Engineering, University of Plymouth was our first speaker of the afternoon and her paper was entitled **Does British Sociology Count? The feminisation of sociology**. Liz had recently conducted research on undergraduate responses to the teaching of research methodologies and her paper raised a number of important questions around pedagogical approaches to teaching quantitative methodologies; student presumptions and assumptions about, and experiences of, quantitative methods; and the impacts on future research capacity within and without the academy as few women developed quantitative skills.

There was a strong mixed-methodological theme throughout the conference

The final paper of the conference was from Jane Elliott, Centre for Longitudinal Studies, Institute of Education, University of London. She gave a presentation on **Breaking down the binary divide: constructions of gender in quantitative and qualitative research** through which she illustrated the dangers, in both quantitative and qualitative approaches, of treating gender as an unproblematic categorical variable. Jane also presented data from the *National Child Development Studies* for which she has responsibility and demonstrated the value of this resource to feminist researchers. Conference participants were also given information on a recent EHRC funded **Review of Equality Statistics** produced by Sylvia Walby, Jo Armstrong and Les Humphreys

Professional Development Workshop: Friday 14 November 2008

The Professional Development Workshop was aimed at students and staff interested in gender research and who had limited or no experience of using quantitative methods in their research. It began with an update from Peter Elias, who provided an outline of key issues in quantitative research and described new data available to gender researchers. The workshop was geared towards creating a sense of the scope provided by quantitative data and analyses for useful gender-related research, highlighting both opportunities and practicalities and giving participants the chance to assess how straightforward it might be to harness statistical material and analyses to their research agenda. As such, much of the workshop was interactive with space for hands-on activities and for discussion/debate and included an introduction to SPSS and to available data sources.

Both the Conference and Professional Development Workshop were held in Warwick's new Teaching Grid and made use of the innovative space and technology, including large touch-screen monitors, which displayed SPSS and relevant internet sites and around which group-working took place.

Overall, the conference and workshop were exceptionally well received and there was much interest amongst participants for further work in this area. GEA members should therefore keep an eye on the **Feminism Counts** website (www.go.warwick.ac.uk/femcounts) where they will also find links and further resource materials. Details of the recent Call for Papers for a special issue of the *International Journal of Social Research Methodology* can also be accessed via the Feminism Counts website.

Rachel Cohen, Christina Hughes & Richard Lampard, University of Warwick, UK

News from The Women's Library

As readers will note the Women's Library hosted the successful GEA event on women's magazines. Here, Anna Kisby, reports on new developments in the collection.

At the Women's Library several new archives relating to women and education have recently been catalogued and are now available for research in our Reading Room, adding to our existing strong primary source material in this area.

A particular focus is the Second Wave Feminist movement:

archives newly available this year include the Feminist & Women's Studies Association, whose records reflect their activities from 1988-2003 promoting feminist research, teaching and women's studies in the UK and internationally, and records of the Women's Research and Resources Centre (now the Feminist Library) from 1965-1981. Also now catalogued is the archive of feminist historian Anna Davin, which includes papers of the 1970 Women's Weekend at Ruskin College, Oxford, and material relating to the London Feminist History Group, papers of anthropologist Pat Caplan relating to seminars and workshops on Women's Studies in the 1970s-1980s, and papers of Judith Condon relating to women's studies taught through the Workers' Educational Association (WEA). Within the newly-catalogued archive of Communist journalist Nan Berger we discovered two letters from Simone de Beauvoir – arranging meetings to discuss Berger's 1962 feminist polemic 'Woman – Fancy or Free?', and manuscripts arguing for children's rights. We are actively collecting in the area of the Women's Liberation Movement and education, so please get in touch if you have any relevant material that you are interested in donating to The Women's Library.

Older archives relating to women and education have also recently been catalogued. The small archive of Alice 'Dolly' Baldwin consists of her 'Testimonials Book' – a volume containing details of her training and qualification as a professional nursery nurse and nanny in 1917, pasted full of glowing letters of reference from her grateful employers spanning over 20 years of her career.

**Find our more about
The Women's Library
at:
[www.londonmet.ac.uk/
thewomenslibrary/
searchthecollections/](http://www.londonmet.ac.uk/thewomenslibrary/searchthecollections/)**

An album of photographs dating from the early 1900s, showing young women receiving domestic science training, has been repackaged and given new detailed descriptions. The album belonged to Ruth Homan, a member of the London School Board (Chair of the Tower Hamlets committee) who promoted home economics training for young women across London. It contains beautiful images of girls being trained in skills such as pastry-making, ironing and pegging-out, and scullery work, in Bethnal Green, Woolwich, Clapham and Greenwich, most likely for a future in domestic service.

**Anna Kisby, Women's Library,
London, UK**

To find out more about these and other education-related archives held at The Women's Library see our online catalogue at:

[http://www.londonmet.ac.uk/thewomenslibrary/
searchthecollections/](http://www.londonmet.ac.uk/thewomenslibrary/searchthecollections/)

And our Source Notes on Women & Education at:

[www.londonmet.ac.uk/thewomenslibrary/
aboutthecollections/source-notes/sources-
education.cfm](http://www.londonmet.ac.uk/thewomenslibrary/aboutthecollections/source-notes/sources-education.cfm)



*Tennyson Street Laundry Centre, Clapham:
Washing Class, c. 1903*

London Metropolitan University, The Women's Library.

Gender, Education and the Body

Centre for Gender and Women's Studies with the Department for Educational Research, Lancaster University, 18th September 2008

This interdisciplinary seminar was funded by the Society for Educational Studies and attracted researchers, practitioners and students from a range of institutions and backgrounds. The theme of the conference arose from a recent surge in writing about the body and embodiment, which was not necessarily reflected in the theory of education. Three speakers were invited to present their work in this area, looking at formal and informal education from perspectives including travelling theory, health policy and Deleuzian theory. A discussant closed the event by drawing together the themes from all papers and discussions throughout the day.

Kathy Davis, from Utrecht University, started the seminar with her talk "Feminism as Travelling Theory - The Case of *Our Bodies, Ourselves*". In her paper Kathy explored aspects of informal education, looking at the ways in which the book *Our Bodies, Ourselves* (Boston Women's Health Collective) travels and changes over time and place. Described as "US feminism's most popular export", *Our Bodies Ourselves* taught women not only about how their bodies 'worked', but how to be critical about the ways in which their bodies were controlled and what they were expected to do. Kathy's presentation focused on how *Our Bodies, Ourselves* moved around the world, changing not only languages, but political focus, conception of the body, and its relationship to the state. The question session following the paper focused on the different conceptions of bodies and gender in different areas, the emerging discourse of choice in new contexts, and what oppositional writing is in opposition to.

The second speaker, Emma Rich, from Loughborough University, looked at the messages that young women were finding about their bodies in formal secondary education in her presentation "Performative Health, Gender and Body Pedagogies". This looked at the ways in which policies monitoring and controlling bodies in schools have proliferated under the guise of health, making health a performative routine in school. Emma looked at the lived experience of girls in these schools, focusing on young women who were undergoing treatment for 'disordered' eating. While

many institutions saw the individual as both the cause and potential solution to both eating disorders and the obesity crisis, the young women themselves frequently pointed to the formal and informal messages that they received through their schooling as contributing to a harmful culture. Questions focused on: the role of the family in resisting these cultures, and how this might differ in working class girls' lives; the racialisation of the body, with the elision of whiteness and thinness; the idea of "cleanliness" for young women; and the engagement of young women with their own bodies, and the lack of pleasure, particularly sexual pleasure, permitted in the discourse around bodies in schools.

**Gender,
Education
and the Body
provided
fascinating
presentations
and engaged
discussion**

Bronwyn Davies from the University of Western Sydney gave the final paper, "Difference and Differentiation: embodied subjects in pedagogic spaces". Using Deleuzian philosophy,

together with collective biography, the paper looked at the possibilities of classrooms, particularly in early years, becoming spaces for safety and for jeopardising safety. Drawing on detailed accounts of classroom interactions between children or between children and teachers, Davies discussed the ongoing processes of becoming, and the importance of difference in these processes. She talked about the importance of classrooms being a space where children could safely take risks – or 'lines of flight' – in finding new ways of being. The ensuing discussion examined questions about how to make listening an important part of teaching skills, and the possibilities for spaces of indeterminacy. The constraints on teachers needing to conform to curricula at the same time as allowing children's negotiations were noted, as well as the difficulty in balancing the provision of spaces of indeterminacy for children without undermining their feelings of safety. Questions were also raised about the limits and potential of a Deleuzian approach for thinking about the wider social and historical conditions under which children negotiate their relations with one another as gendered and racialised beings.

The discussant, Carrie Paechter from Goldsmiths College, University of London, drew together many of the themes of the seminar, following strands through the - various presentations of the day. Highlighting the idea of what it is to have a healthy body, and a healthy relationship to that body, she drew on ideas of children's cultural bodily pathologies, and un/pre/disciplined bodies. School was seen as a disciplinary process, not just for pupils, but also for teachers. However, there is also space for resistance and intervention in the regime, and much discussion focused on the potential for drawing out these resistances and how to move forward.

"Gender, Education and the Body" provided fascinating presentations and engaged discussion about approaches to thinking about the gendered body and how these might provide a productive focus for educational research.

Clare Hollowell

Centre for Gender and Women's Studies

Lancaster University, UK

GEA

Gender and Education Association

Do you wish to hold a GEA supported event on a gender and education theme?

GEA members are now eligible to apply for up to £300 seedcorn money for a GEA event.

Seedcorn funding is also available for practice-based events on a gender and education theme.

For more details:

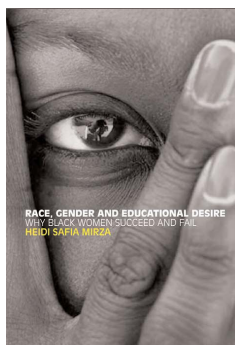
www.genderandeducation.com/

New Publications by GEA Members.

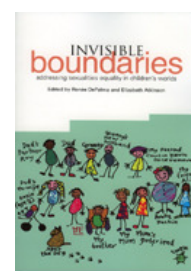
In the GEA newsletter we like to offer space for news of GEA members' publications. If you have a publication that you would like GEA members to know about please email us at the usual address.

Heidi Safia Mirza has recently written an important and timely book, *Race, Gender & Educational Desire*. This book explores the intersectionality of race and gender in education, taking the topic in new, challenging directions and asking:

- ◆ How does race and gender structure the experiences of black and ethnicised women in our places of learning and teaching?
- ◆ Why, in the context of endemic race and gender inequality, is there a persistent expression of educational desire among black and ethnicised women?
- ◆ Why is black and ethnicised female empowerment important in understanding the dynamics of wider social change?



GEA members, Elizabeth Atkinson and Renee DePalma have recently brought out an edited collection exploring stories of children's experiences of lesbian, gay, bisexual and transgender identities in their families, communities, personal lives and schools.



The book, *Invisible Boundaries: addressing sexualities equality in children's worlds*, includes contributions from Mark Jennett, author of *Stand up for us*, the British government guidelines on challenging homophobia in schools; Stephen Whittle, trans activist and professor of equalities law; members of Lesbian and Gay Youth Manchester; members of the *No Outsiders* research team challenging homophobia in primary schools; Sue Sanders, co-chair of Schools Out and teacher David Watkins.

Paperback **9781858564302** **£17.99**

For further details see: www.trentham-books.co.uk

Paperback 978-0-415-44876-5: £22.99

For further details see: www.routledge.com/education

Forthcoming events

CONFERENCE:

"Challenging education: Feminist and anti-oppressive strategies in teaching and learning."

**14-16th June 2009.
Centre for Gender Research,
Uppsala University, Sweden**

Keynote speakers include:
Kevin Kumashiro, University of Illinois
Nancy Brickhouse, University of Delaware
Sharon Todd, Stockholm University

For details see:

www.genna.gender.uu.se/Activities/Conferences/Challenging_Education/

CONFERENCE:

**The International Federation for Research
in Women's History
Unequal Sisters: Women, Gender, and
Global Inequalities in Historical
Perspective**

**CfP for IFRWH Conference in Amsterdam,
Netherlands
22-28th August 2010**

The general theme of our 2010 conference will be: "Unequal Sisters: Women, Gender, and Global Inequalities in Historical Perspective." The aim of this theme is to focus on and further explore women's history from a global and non-Western perspective.

For further details see:
<http://www.ichs2010.org/>

CONFERENCE:

**Women's History Network
Women, Gender and Political Spaces:
Historical Perspectives**

St. Hilda's College, Oxford, UK.

11-13th September 2009

Themes include:

- ◆ Gender and institutional politics
- ◆ Women's movements and identity politics
- ◆ Negotiation of power and authority within the family
- ◆ Community and neighbourhood empowerment
- ◆ Politics of the workplace
- ◆ Gender and cultural production

For further details see:

<http://www.womenshistorynetwork.org/annualconf.html>

CONFERENCE:

**DPR8: Power and the Academy
The 8th Conference of the Discourse,
Power, Resistance Series
Manchester Metropolitan University , UK**

6 – 8th April 2009

Keynote speakers:

Zygmunt Bauman
Cameron McCarthy
Munira Mirza

What is the relationship between power and the academy?

For more details see:
<http://www.esri.mmu.ac.uk/dpr/>

Forthcoming events

CONFERENCE

22nd Feminist & Women's Studies Association Conference

Feminist Transitions
Hosted by Edge Hill University at the Bluecoat,
Liverpool, UK

19th-21st June 2009

Recent years have seen an unprecedented broadening of feminist issues and practices. Feminist perspectives have moved across and beyond a number of established boundaries – including geographical, national, economic, ethnic, political, theoretical, cultural, popular, sexual and gender – to expand the scope of the movement. Now more than ever, there is a need for an inclusive feminism that sees diversity as strength and engages productively with the complexities and contradictions of the twenty-first century.

Keynote Speakers

- ◆ Judith Halberstam
- ◆ Angela McRobbie

For further details see;

<http://www.edgehill.ac.uk/english/FWSA/index.htm>

EXHIBITION

Between the Covers: Women's Magazines and their Readers

1st Nov 2008 - 1st April 2009
Women's Library , London, UK

Between the Covers charts the evolution of women's magazines from the 17th century to the present day, showcasing some of the most influential and innovative titles and telling the stories behind their success.

Sections devoted to love and relationships, fashion and beauty, house and home, and the wider world, reveal how magazines have responded to women's changing aspirations, addressing their new concerns and social roles.

For further details see:

<http://www.londonmet.ac.uk/thewomenslibrary/whats-on/exhibitions/current-exhibition.cfm>

SEMINAR

Fifties Film: women and gender in focus

**A One-day Seminar at the University of Sussex
(School of Humanities), Brighton.**

Friday 29th May 2009

10.00 am – 4.00 pm

In this seminar we explore different ways of approaching, and working with, film as a historical resource for the study of women and gender in the 1950s.

Booking and payment: Participation in this seminar is by prior reservation only. As places are limited, you are advised to book early. There is a fee of £10, payable in advance, which includes lunch and refreshments. Further details and booking forms are available from: <http://www.socialsciences.manchester.ac.uk/disciplines/sociology/events/50swomen/>

LAUNCH

'Gender, High Achievement and Popularity in the Secondary School'

Launch of research findings & executive summary.

Monday March 30th 2009

- ◆ Becky Francis
- ◆ Christine Skelton
- ◆ Barbara Read

Adelphi Room, Royal Society of Arts,
8 St John Street, London, UK.

For further details email: b.read@roehampton.ac.uk

Get involved with the GEA:

There are several ways to become more involved in the GEA.

We have over 30 regional representatives who represent the GEA internationally. For details of your nearest rep, please see: <http://www.genderandeducation.com/contactus/regReps.html>

If you would like to become a GEA representative in your local area, please contact us at: admin@genderandeducation.com

The Student GEA network has a Yahoo group and a presence on Facebook. We also try to meet up occasionally for social events. Please contact: geastudents@yahoo.co.uk for more information:

The Gender and Education Association (GEA) has been set up to represent those with feminist interests in gender and education. Its aims are:

- ◆ To promote feminist scholarship and encourage the advancement of feminist understandings of, and practices in, gender and education internationally, nationally and locally; and in these fields:
- ◆ To provide an authoritative and influential voice;
- ◆ To promote, problematise and disseminate knowledge;
- ◆ To encourage teaching, learning, research and publication;
- ◆ To provide a source of expertise and knowledge for policy makers and practitioners;
- ◆ To create networks to facilitate and develop the exchange of information between its constituent members.

◆ **Membership Benefits**

- ◆ Access to, and participation in, a vibrant network of committed feminists through e-mail subscriber lists, regional day seminars and regional meetings;
- ◆ Reduced rate for personal subscriptions to the journal Gender and Education;
- ◆ Advance information of, and a reduced rate for the Gender and Education conferences, and associated seminars and workshops.

◆ **How to Join or Renew Membership**

Membership is open to practitioners, academics, policymakers, managers and administrators who have interests in the field of Gender and Education.

You can join GEA online (see our website for further details).

We have reduced rates for, unwaged members/students and members from eligible countries, details of which can be found on the website. Alternatively, send your details and £24 waged/ £12 reduced rate to:

Gender & Education Association
c/o Department of Educational Research
Lancaster University
Lancaster, LA1 4YD, UK

GEA

Gender and Education Association

**Newsletter compiled
by Fin Cullen**



Please note that all views reported in this newsletter represent the views' of individual authors, and are not necessarily representative of viewpoints of the wider GEA membership or the association's executive committee.

If you would like to contribute to our next edition, please send any copy (text or images) as word or PDF files to

admin@genderandeducation.com
by July 15th 2009

admin@genderandeducation.com
www.genderandeducation.com