

### **SESSION 3. OLDER WOMEN LEADERSHIP THROUGH EMOTIONS**

**Vanessa Zorrilla-Muñoz**

**María Silveria Agulló-Tomás**

**María Victoria Gómez García**

**Blanca Criado-Quesada**

The labour market exclusion by gender and the lack of women leaders are well known phenomena. However, there is scarce research on the leadership of women beyond the labour market context, and even less if we refer to the universe of the elderly population. In feminist approaches to leadership, the general tendency is to attribute it to young or adult women, entrepreneurs and managers, working in productive and professional fields far from old age.

On the other hand, , emotional issues have been considered, in many disciplines, as something informal or secondary until recently (although classical references are available). This contribution considers the importance that the emotional area deserves to explain certain phenomena related to social and political skills and also to personal abilities. The study of emotions applied to leadership, to older women and to feminism in a broad sense might help to understand social and political feminism paradigms. More specifically, the research focus offers great potential for the study of older women's leadership still invisible but necessary, both for women and for gender studies as a whole. Based on references on older women and leadership, this presentation will have a double objective: 1) approach to leadership of women in the environment of old age and ageing, and 2) discursive analysis on emotions of older women leaders in organizations off/for older people. This vision of leadership allows us to deepen the link between old age and the ageing process through the perspective of women who participate in associations and volunteer programmes and in recreational and cultural activities.

The methodology is based on qualitative analysis techniques applied in the context of the ENCAGE-CM program. The main results demonstrate that social activities for older women are a remarkable example of empowerment. These activities can foster socio-political changes that subsequently produce significant equality in the field of intergender and intergenerational ageing leadership.

Bio:

Las cuatro autoras son investigadoras del Instituto Universitario de Estudios de Género de la Universidad Carlos III de Madrid, del programa ENCAGE-CM y han colaborado en diversas

actividades (seminarios, congresos, cursos, p.e.) y publicaciones de manera conjunta. Para más información visiten la página web del Programa ENCAGE-CM: <http://encage-cm.es/grupos/> o [http://portal.uc3m.es/portal/page/portal/inst\\_estudios\\_genero/presentacion/equipo](http://portal.uc3m.es/portal/page/portal/inst_estudios_genero/presentacion/equipo)

## **SESSION 6. Gender & Career Workshop – emotions and how to address them.**

**Berteke Waaldijk**

In this workshop we will do two things:

- Explore a format for a 'Gender & Career Workshop' that I have co-developed for communities of teachers and graduate students
- Reflect on the way emotions related to pursuing a career can be addressed in a workshop.

In the context of an EU-sponsored network for history-graduate education (2005-2010), I have developed, with colleagues, a format for a 'Gender & Career Workshop'\*

The best career-advice is often provided in informal settings, over a coffee, over a cigarette (☹), during the breaks of a conference. This practice of informality may reinforce exclusion and privilege.

In the workshop less experienced (often students) participants and more experienced (often teachers/researchers) participants join. They divide themselves in two groups that will then 'interview' each other. Both groups formulate questions about gender & careers for the other group. Experienced researchers and trainers thus can ask about ideals, ambitions and anxieties of the students. Students can direct questions about do's and don'ts, experiences and emotions to a group of people who have a bit more know-how about 'pursuing a career'. The workshop uses a specific format: questions are never directed at one person, but at the whole group. Only volunteers respond.

First (45 minutes) we will do a short version of this workshop so participants have a feeling how this might work in other contexts. One could imagine using such a workshop-format to connect students with graduates of a programme, or to strengthen exchanges between senior and junior members of a team of teachers or researchers.

Second part (45 minutes) will be devoted to reflect on this way of 'displacing emotions'. I will introduce this by a short presentation about the relevance of finding a way to talk about emotions when coaching students in gender and feminist studies on the way to deal with career-making. We

will then discuss how we experienced the workshop, and in what sense its format might be improved or expanded.

Biographical:

Berteke Waaldijk (1957) is historian at Utrecht University and is part of the Graduate Gender Programme. Her research is focused on gender, culture and citizenship. She publishes on history and gender of social work, colonial culture and the history of Dutch Women's feminism. Waaldijk was the academic coordinator of ATHENA3 (2005-2009) and a founding member of ATGENDER. She co-edited '*Tuning-Brochure*' *Reference Points for the Design and Delivery of Degree Programmes in Gender Studies* (2010).

**SESSION 13. Feminist Re-readings**

**Petra Bakos**

Feminist re-readings explores the subversive potential of embodied, joyful, voracious reading in an academic context. What happens when we suspend the genre related expectations through which our education has disciplined us into knowledgeable but often distant readers of academic texts? Can we read theoretical texts with the imaginative eagerness and unassuming openness with which we turn to poetry or fiction? How would a shift towards a more reckless reading affect meaning making and what kind of pedagogical and political potential lies therein? During the workshop we will address these questions through reflections on the pace and place of reading in academia while re-visiting texts and excerpts by Maya Angelou, bell hooks, Paul Ricoeur, Anne Sexton, Jeanette Winterson. The methods to be applied include guided meditation linked to prompts for creative writing, as well as somatic exercises meant to sharpen concentration and deepen connection with intuition.

Bio: PhD candidate of comparative gender studies, dancer, translator and yoga instructor. Research interests include critical border studies, feminist theories of corporeality, South East European literature and arts (late-20th century and current), and, increasingly, transformative feminist pedagogies inclusive of somatics.

**SESSION 15. “It’s (not) my job to educate you!” Online Feminist Cultures in the Feminist Classroom**

**Vasiliki Belia**

**Gianmaria Colpani**

**Katrine Smiet**

The proliferation of feminist, queer, and intersectional knowledges across the broad landscape of contemporary online activism is transforming the encounter between teachers and students in the feminist classroom. An increasing number of students enter the classroom with a distinct kind of knowledge about feminist concepts and debates as well as a number of ideas around the appropriateness of certain emotional responses to debates and critical discussion. These seem to be substantially shaped by the way feminist knowledges circulate online.

This dynamic can enrich the encounter in the classroom. It is often by drawing on knowledges and vocabularies gained outside the classroom (either offline or online) that students productively push teachers to refine and redefine their pedagogical tools. Other times, however, clashes and frictions take place between the content *and* form of online feminist knowledges and the particular space of the university classroom. Perhaps the quintessential example of such frictions is the articulation of a refusal to “educate” others – framed as a form of “emotional labor” unevenly distributed among more and less privileged people – in a space that is nonetheless meant by definition to foreground education.

Which emotions do such frictions generate? How do we work through these emotions and conflicts by preserving the nature of the classroom as a pedagogical space?

In this workshop we propose to collectively address these questions among teachers and students (the workshop is open to both). We will specifically focus on current debates around the use of trigger and content warnings, the construction of the classroom as a safe space, and how to work through the conflicts that can emerge in the classroom between students and teachers as well as among students. First, we will introduce the problematic by drawing on our experiences as teachers and will invite workshop participants to share their own experiences (as teachers and/or students) for a preliminary collective conversation. Next, we will make use of role-playing in order to dramatize some of the frictions that can emerge in the classroom. Finally, we will close our conversation by reflecting collectively on the dynamics that we saw emerging through role-playing.

Bios:

Vasiliki (Vasso) Belia works as Lecturer and researcher in the Gender Studies Programme at Utrecht University, where she teaches feminist theory and research methods. Her research is on autobiographical graphic narratives and intertextual relationships between feminist literature and comics. Vasso has studied theatre and literature at the University of Athens. She holds a master's degree in cultural management from Panteion University and a research master's degree in gender studies from Utrecht University.

Gianmaria Colpani was a Lecturer of Gender and Postcolonial Studies at Utrecht University until January 2019. He is now temporarily unemployed. He obtained his PhD in Philosophy and Gender Studies at the University of Verona (Italy) and Utrecht University (the Netherlands). His research concerns contemporary transformations in the field of queer theory and politics, in particular the emergence over the past twenty years of the theoretical-political currents of queer Marxism and queer of color critique.

Katrine Smiet is a Lecturer of Gender Studies at Utrecht University. She obtained her PhD in Philosophy and Gender Studies at Radboud University Nijmegen (the Netherlands). Her research focuses on feminist theory, critical race theory and intersectional approaches. In her PhD dissertation, she traced the emergence and development of intersectional feminist theorizing through the reception history of the iconic story of Sojourner Truth, the 19<sup>th</sup> century abolitionist and feminist speaker.

## **SESSION 25. Bursting the gender studies bubble?**

**Jana Finke**

**Pilar d'Alo**

We experience the gender and sexualities studies classroom as a space for transformation for both students and teachers. Merging feminist theory and personal experience allows us to generate new insights, to feel empowered and change deeply engrained ideas on gender and sexuality. This process also lays bare contradictions between those theories and our diverse backgrounds and everyday lives. In class we courageously dismantle "Imperialist White-Supremacist Capitalist Patriarchy" (hooks) with the help of groundbreaking feminist concepts, critical analyses and vivid discussions. Yet, we are often overwhelmed by feelings of helplessness, anger, fear, impatience and guilt when being confronted with sexist remarks, directed by heteronormative relationship models, or when experiencing homophobic, transphobic, or racist micro-aggressions outside that

bubble. Statements like "you are a feminist, so you hate men?", "girls are just not good at maths", or "which woman does not want to be with a real gentleman?", might be easily dissected in class. Yet, students and teachers share feelings of helplessness when it comes to conveying the insights in everyday life. A reaction, that would lay bare the discriminating nature of someone else's act, often only comes out once we already hung up the phone, turned around the corner, or are back in a safe circle of feminist friends. How can we deal with the contradictions we encounter between ideas from the gender studies class room and everyday life? Can we build bridges and foster mutual understanding between the different "bubbles" that we inhabit, between feminist theory and our everyday and virtual interactions? Can we transform emotions of discomfort into socially transformative forces to counter social polarization?(How) can we equip each other with the right arguments to counter polarizing discourses? How can we imagine and enact alternatives?

In this workshop we would like collectively discuss concrete methods that help us tackle the above challenges. We invite participants to bring in concrete examples of exercises from their own teaching and learning experiences, and we will present and test some of our own. We hope to collect some best practices that help us with bursting bubbles.

Autobiographical blurb Jana Finke, MSc.

As a Junior Lecturer in Political Science, Jana Finke has been teaching in the minor for Gender and Sexuality studies at the University of Amsterdam since 2017. Inspired by feminist theory, she encourages students to critically analyze political mechanisms related to gender, sexuality and post-coloniality around them. For her, the class room and poetry are spaces to passionately imagine and enact alternatives, that allow us to build bridges between the multiple contradicting, polarized worlds we inhabit.

Autobiographical blurb Pilar d'Alò

Currently pursuing a Sociology Master in Gender and Sexuality Studies at the University of Amsterdam, during her student and professional life in Argentina and Italy, she many times faced the issue this workshop aims to address. In her experience in project development, community building, and journalism, she focused on the need of practical strategies, solutions that would allow alternative narratives to become alternative realities; so that through embodiment and action, empowerment and agency are built.

**SESSION 28. Proposed Workshop: 'The Empty Space of Holloway Prison'**

**Carly Guest**

**Rachel Seoighe**

This workshop turns to affective methodologies to explore the power of photographs in research, teaching and consciousness-raising in public outreach.

We have been researching the lived experience of Holloway and the impact of its closure since 2016. This workshop will explore ideas on feminist, affective research methodologies, lived experience, emotion and photography, and include collective analysis of photographs of the empty space of the now-closed Holloway Prison.

When the prison closed in the summer of 2016, Islington Museum's curator, Roz Currie, managed to gain access to the empty building and take more than a thousand photographs, comprehensively documenting the space and creating a visual archive for the museum, the community and for researchers. The images are generative of affect: they are striking, moving and informative. They show us the colour scheme of the prison, the facilities and fixtures, the lighting, and the contours of the space. Working with these photographs in our academic work and as a teaching tool, we have explored the potential of photographs to tell us what living in the prison was like for the women. We have also thought about the limitations of the photographs: Holloway was emptied of women and their belongings by the time the photographs were taken.

Our methodological framework for analysing these photographs draws on the work of Jennifer Mason (2011) who argues for the importance of 'flashes of insight' in research and sets out an approach called 'facet methodology' that values researcher intuition, creativity and imagination. Mason calls on the researcher to pay attention to insight – moments that unsettle, excite, move or provoke. This is an emotional, affective methodology. We will ask participants in the workshop to analyse a set of photographs from the empty space of Holloway, paying attention to their emotional responses to the photographs and consider the pedagogical power of this analysis.

We seek to explore the potential of affective methodologies to collapse the distance between the free and the unfree, between the 'distanced citizen' (Brown, 2009) with no experience of imprisonment and the imprisoned woman. To ensure a participatory experience, the workshop should be capped at 20 participants and requires a 1.5 - 2 hour time slot.

Biographies:

Carly Guest is a lecturer in sociology at Middlesex University. Her work is concerned with the everyday, personal, and intimate narratives and memories of political moments, movements and institutions. Working from a feminist perspective, she adopts creative, narrative research methodologies to explore the relationship between the personal and social and the collective nature of narrative and memory. Amongst other publications, Carly's monograph *Becoming Feminist: Narratives and Memories* was published by Palgrave Macmillan in 2016. It explores women's personal accounts of developing a feminist politics.

Rachel Seoighe is a lecturer in criminology at the University of Kent. Her work explores state violence, memory and narrative from an abolitionist, decolonial perspective. Her research interests include prisons and decarceral feminism, critical criminology, human rights and resistance. Her book *After the End: war, denial and nation-building in Sri Lanka* was published in 2018 and explores nationalistic discourses and memory practices in Sri Lankan state crime and Tamil resistance.