



Gender in the Everyday
Innovative methodologies for gender research:
colloquium and pilot research workshop

Program



Program Overview

Monday 21 November	Tuesday 22 November	Wednesday 23 November
<p>9.15am-9.30am <i>Welcome</i> Helen Cahill Venue: Q506</p>	<p>9.30am-10.30am <i>Keynote: Researching Girls' Agency in Postfeminist Times</i> Anita Harris & Amy Shields Dobson Venue: Q506</p>	<p>9.30am-11.00am <i>Workshop: Re-figuring dramatic play as method for researching the performativity of gender</i> Helen Cahill Venue: Q503/Q504</p>
<p>9.30am-10.30am <i>Keynote: Affects and aggregations: the uneasy micropolitics of gender research</i> Nick J Fox Venue: Q506</p>	<p>10.30am-11.00am <i>Morning tea</i> Venue: Foyer</p>	<p>11.00am-11.30am <i>Morning tea</i> Venue: Foyer</p>
<p>10.30am-11.00am <i>Morning tea</i> Venue: Foyer</p>	<p>11.00am-12.30pm <i>Workshop: Ordinary Affect and Creatively Queer Bodies</i> Anne Harris & Stacy Holman Jones Venue: Q506</p>	<p>11.30am-12.00pm <i>Paper: Listening to moving bodies – young women's bodies and agency</i> Tamara Borovica Venue: Q503/Q504</p>
<p>11.00am-12.30pm <i>Workshop: Inside the gender research- assemblage</i> Nick J Fox Venue: Q503/Q504</p>	<p>12.30pm-1.15pm <i>Lunch</i> Venue: Foyer</p>	<p>12.00pm-12.30pm <i>Paper: Unravelling violence and masculinities in schools through affect</i> Leanne Higham Venue: Q503/Q504</p>
<p>12.30pm-1.15pm <i>Lunch</i> Venue: Foyer</p>	<p>1.15pm-2.45pm <i>Workshop: Arts-based Presentation/Representation of Data. Disrupting Embodied Gender Inequities</i> Jack Migdaleck Venue: Q503/Q504</p>	<p>12.30pm-1.00pm <i>Paper: Changing filters: The body as imaged, the body as assembled</i> Josie Anne Reade Venue: Q503/Q504</p>
<p>1.15pm-2.15pm <i>Keynote: How can an affective feminist approach to the body enable new ways of understanding gender and youth body image?</i> Julia Coffey Venue: Q506</p>	<p>2.45pm-3.00pm <i>Afternoon tea</i> Venue: Foyer</p>	<p>1.00pm-1.45pm <i>Lunch</i> Venue: Foyer</p>
<p>2.15pm-2.30pm <i>Afternoon tea</i> Venue: Foyer</p>	<p>3.00pm-3.30pm <i>Paper: The Gendering of Affect: Assemblages, Identities, Politics</i> Cameron Duff Venue: Q503/Q504</p>	<p>1.45pm-2.45pm <i>Keynote: Making Faces: Interfaith affects and the faciality of urban Australian life</i> Anna Hickey-Moody Venue: Q506</p>
<p>2.30pm-4.00pm <i>Workshop: Em-bodying method with images: what does photo elicitation do?</i> Julia Coffey Venue: Q503/Q504</p>	<p>3.30pm-4.00pm <i>Paper: Affirming Difference: Methodology with Deleuze</i> Monique Dagleish Venue: Q503/Q504</p>	<p>2.45pm-3.00pm <i>Afternoon tea</i> Venue: Foyer</p>
<p>4.00pm-5.00pm <i>Workshop: Affect incarnate: Undertaking materialist social inquiry within museums and schools</i> Dianne Mulcahy Venue: Q503/Q504</p>	<p>4.00pm-4.30pm <i>Paper: Re-imagining dolls as a method for entangling gendered research performances of children and adults</i> Kylie Smith Venue: Q503/Q504</p>	<p>3.00pm-4.30pm <i>Workshop: Stories you never knew you had</i> Anna Hickey-Moody Venue: Q503/Q504</p>

All presentations will be held in *StudioFive* located on Level 5 in the [Kwong Lee Dow Building](#) (234 Queensberry Street) at the University of Melbourne.

NOTE: Some presentations require advanced preparation such as readings to be completed prior or bringing along materials to the workshop. The details are noted in the abstracts below.



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Abstracts: Monday

Keynote: Affects and aggregations: the uneasy micropolitics of gender research

Nick J Fox

Why might researching gender be an uneasy pursuit? The cultural/linguistic turn of the past 30 years has established a divide within research on gender. Realist research has relentlessly and consistently demonstrated gendered social divisions, inequalities and inequities. Meanwhile, a focus upon identity and lived experience had revealed the constructed character of gender. For constructionists, gender has become divorced from biology and constituted performatively and reflexively, though firmly underpinned by patriarchal and heteronormative power and social/economic relations. The gathering momentum of a second turn – a turn to materiality and a concern with how bodies, things and ideas affect and intra-act together – unsettles this now familiar (though divided) landscape for gender research. Informed by feminist, queer, posthuman and new materialist theories, we are coming to understand gender as both the micropolitical aggregation of bodies and as a more-than-human becoming that is foundationally material and affective. Gender draws into assemblage biology and culture, bodies and environment, mind and matter. This materialist and posthuman perspective offers both exciting possibilities and profound challenges for gender research, and I shall supply a broad-brush reflection on gender, matter, affect and the research process. How may we step beyond the aggregations of gender to research 'a thousand tiny sexes' (Grosz, 1993) and 'a thousand tiny intersections' (Dolphijn and Van der Tuin, 2013)? How may we move beyond the anthropocentrism of much social research methodology? And how shall we both capture affect in our research and set it upon a line of flight?

Workshop: Inside the gender research-assemblage

Nick J Fox

This workshop explores a new materialist understanding of the research process, and the issues that emerge when gender events and research intra-act. Participants are encouraged to bring along their own research topics and proposed research methods and techniques to apply within the workshop. Informed by the work of Barad, Deleuze and Guattari and Braidotti, and the materialist analysis of Fox and Alldred (2014, 2015), we will explore nature/culture as a flux of relational affectivities that assemble discontinuously and rhizomatically to produce events. Social inquiry is itself an event, a 'research-assemblage', comprising methods, theories and ideas, researchers, social collectivities and institutional research contexts. Participants will examine the micropolitics of research practices, and research assemblages and their constituent 'machines' (e.g. a data collection machine, a sampling machine, a thematic

analysis machine) aggregate the events they study. Aggregations threaten to overwhelm an event's own affects; a serious failing where the objective of research is to inform policy or effect social change. The challenge then is to re-engineer research-assemblages micropolitically and nomadologically, to account for – if not overcome – these aggregations, and thereby meet the various needs of the academy, activists, scholars and the 'researched'.

Workshop: Affect incarnate: Undertaking materialist social inquiry within museums and schools

Dianne Mulcahy

This session draws on data collection and analysis methods that afford exploration of bodily affect and its effects. Utilising new materialist social inquiry (Fox & Alldred, 2015) and contemporary affect theory (Clough & Halley, 2007; Gregg & Siegworth, 2010; Massumi, 2015), along with empirical material collected within museums and schools, I explore affective encounters within museums and schools, towards addressing issues of social power and change. Thus, with respect to the museum material, I consider not only what the embodied museum visit means for children's and visiting teachers' learning, but also what it does – what it stages, performs and enacts. As Hickey-Moody and Crowley (2010, p.401) have it, affect 'maps the micro-political relations that constitute the beginnings of social change'. Here, the argument is made that it is the animating capacities of affect, carried not only in human bodies, but also in material objects and material practice, that help us comprehend what this visit means and what it does – its gender and class effects. All in all, this session invites consideration of the ways in which materialist social inquiry and affective methodology and methods (Hickey-Moody, 2013; Knudsen & Stage, 2015,) bring into view the complex relations among affects, discourses and social power and, in so doing, promote intervention in established relations of power.

Keynote: How can an affective feminist approach to the body enable new ways of understanding gender and youth body image?

Julia Coffey

An affective feminist approach dramatically reframes how we conceptualise and research the body and gender. Young people's bodies particularly have been the focus of studies which approach the body as a site of risk or pathology; a blank slate upon which socio-cultural forces such as poor body image are inscribed. Deleuzian and new materialist approaches to the body and gender have enabled us to reconceptualise the importance of affect in understanding the dynamic and complex engagements which produce bodies and social inequalities. The empirical and methodological implications of new theoretical perspectives remain



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fertile ground for exploration and experimentation. In this presentation I want to open discussion of some of the methodological implications of an affective approach to the body, gender and body image. Starting from the premise that *gender is an affective relation that produces a body's capacities*, what methods might enable this process to be explored empirically? And what are the micro-political and feminist implications of this line of investigation? I will sketch the methodology I have been developing for a pilot study which approaches body image and gender as co-produced through affect, and consider the feminist and political potentials arising from this approach.

Workshop: Em-bodying method with images: what does photo elicitation do?

Julia Coffey

This presentation works with a 'traditional' visual method of photo elicitation and experiments with what this method can do when approached from a feminist, diffractive approach. Photo elicitation is traditionally underpinned by a humanist approach to research and the subject which seeks to produce knowledge through 'uncovering' meanings and representations of the speaking subject. However, working from a different epistemology which approaches research as an affective encounter, how might using and discussing images in interviews produce something different? This method was used alongside qualitative, semi-structured interviews in a pilot research project aimed at exploring body image, health and gender during young people's 'transitions' between education and employment. Participants were invited to bring and discuss a photo of themselves from 3-5 years ago as a way of studying modulations in body image and health over time. I found that asking participants to bring photos enabled the potential for a different quality of affective encounter in the interview itself. It sometimes opened the possibilities not only for different topics of conversation, but also for the physical body and affect to be engaged with in a more-than-textual way. In this session I hope to further experiment and workshop the potentials and limitations of this method in pursuing ways to em-body research.

Abstracts: Tuesday

Keynote: Researching Girls' Agency in Postfeminist Times

Anita Harris & Amy Shields Dobson

Feminist research on girls' experiences of gender in the everyday has often sought to document expressions of choice, resistance and empowerment, frequently through methods that focus on the spoken word and aim to listen to the voices of young women themselves. However, these processes of uncovering girls' agency have been problematized by 1. poststructuralist youth

studies theorists arguing against an assumption of agency as located in the rational, internally coherent, speaking subject, and 2. the postfeminist, post-girlpower social condition, wherein concepts such as choice, empowerment and voice may not do the critical work they once did, and may even result in the responsabilisation of girls for fixing gender inequality. Consequently, girls' studies has seen a shift in theoretical and methodological attention to the embodied, the affective, the intrapsychic and the relational in understanding girls' agency today, with an increased wariness of the 'agency turn' when it threatens an 'evacuation of the social' (Gill and Donaghue, 2013:248). For example, scholars are investigating the ways young women use and negotiate the production of their sexed bodies to disrupt normative power relations and 'exceed the modalities of capture' (Ringrose, 2012:85). They explore the ruptures and fissures that emerge in spaces of discursive contradiction, fantasy and performativity (Raby, 2005). They focus closely on the social and representational contexts in which the relational (Kennelly 2009), collective, intersubjective work of agency is done, for example, in spaces of intense sociality (McRobbie, 2009; Dobson, 2014; Keller, 2015). And they continue to investigate the intrapsychic processes and investments that cut across 'rational' choices and actions (Walkerdine, Lucey, and Melody, 2001). These approaches make more conceptual space for understanding young women's agency not only in speech and actions deemed 'resistant' but in struggles for coherence, social acceptance and survival. They enable the scholarly examination of many forms of unheroic struggle and creativity, including 'juxtapolitical' (Berlant, 2008:27) practices of survival and efforts to conflictualise. We argue that there is significant value in exploring the instruments for documentation and analysis of these kinds of practices and expressions that may not manifest in straightforward articulations of resistant voice but nonetheless 'jar against the regulative rhythm of normative discourses' (Ringrose, 2008:54). We suggest that it is particularly important to understand the political as well as intellectual imperatives for these shifts in theorizing and documenting girls' agency given the new ways gender works in the everyday lives of young women in postfeminist times. We propose that gender research be oriented to these more complex and fine-grained approaches to the micropolitics of young women's everyday lives while remaining attuned to the over-determination and individualization of girls' agency itself in this political moment.

Workshop: Ordinary Affect and Creatively Queer Bodies

Anne Harris & Stacy Holman Jones

Ordinary affect is a surging, a rubbing, a connection of some kind that has an impact. It's



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transpersonal or prepersonal—not about one person’s feelings becoming another’s but about bodies literally affecting one another and generating intensities: human bodies, discursive bodies, bodies of thought, bodies of water (Stewart, 2008, p.128)

Performative writing is an important, dangerous and difficult intervention into routine representations of social/performative life. writing as doing displaces writing as meaning; writing becomes meaningful in the material, dis/continuous act of writing (Pollock, 1993, p.75).

This workshop brings together affect and queer theory and performative writing practices to explore the construction of creatively queer bodies both on the page and on stage. If ordinary affects are, as Stewart writes, about bodies literally affecting one another and generating intensities, we ask how creatively queer (non-binary, trans* and genderqueer) bodies become meaningful in the material and dis/continuous acts of writing and performing. Drawing on examples from our own writing and performance work, the workshop will be organized around four practices/provocations: writing voices, writing bodies, writing things, and writing spaces. We will explore how such work brings queer bodies *closer* in their affective engagement of our senses, in their ability to show gender theory in everyday action, in the ways that they move us to gather, speak and perform gender differently.

References

Pollock, D. (1993). Performative Writing. Peggy Phelan and Jill Lane (Eds.), *The Ends of Performance* (pp. 73-103). New York: NYU Press.

Stewart, K. (2008). *Ordinary Affects*. Durham: Duke University Press.

Workshop: Arts-based Presentation/Re-presentation of Data. Disrupting Embodied Gender Inequities

Jack Migdaleck

This session draws on arts-based re-presentation of data that emanated from my autoethnographic research and ethnographic fieldwork with high-school students and educators on issues pertaining to the embodiment of gender. The works (a fictocritical playscript and a video performance piece) explore and critique ways in which we are positioned to view and do embodied performances of masculinity and femininity differently according to biological sex. This session invites consideration of ways in which arts-based works (as re-presentation and/or distillation of research data) can be used as a springboard to provoke discussion, debate, practical activities, and indeed further data and research,

that might ultimately affect social consciousness and attitudes toward embodied gender inequities, self-image, and personal agency.

Paper: The Gendering of Affect: Assemblages, Identities, Politics

Cameron Duff

Gender is lived as a collocation of affects, embodied in assemblages exhibiting both expressive and material properties. It is embodied as a unique localized assemblage of affective, expressive, signifying and material forces and capacities. Gender may be characterised by way of the differences that are expressed in assemblages, as they reorganize fragments of subjectivity in a performative repetition of norms (Butler, 1993). Despite these repetitions, all embodied expressions of gender differ according to the spatial, temporal, social, affective and material circumstances in which they are territorialised and deterritorialised. A thousand tiny sexes (Grosz, 1993); a thousand expressive genders. One may in this respect regard gender as a “reified generality” (DeLanda, 2006:34); something that exists only as an object of thought and not as an object of lived reality. This is not to argue for the dismissal of gender as a working concept in and for social science research, only that the provocations inaugurated in the writings of Deleuze and Guattari, Grosz and DeLanda call for new ways of approaching the lived embodied of difference in assemblages. If all bodies are gendered differently according to the unique organisation of the assemblages that embody and express this difference, then the challenge of thinking gender differently arguably lies in tracing how assemblages express the gendering of affect. Affects circulate in milieus as they flow through bodies, shaping their capacities, altering their expressive and material characteristics. It is the ‘capture’ of meaning in discrete signifying regimes that gives these affects a particular gendered identity. Gender cannot be reified as an object of empirical research, because it is never stable and always expressive. I will close the paper with a review of recent innovations in digital and sensory ethnographies, and ‘affective methodologies’ that are providing powerful new techniques, sensitivities and inclinations for tracing the gendering of affect in assemblages.

Paper: Affirming Difference: Methodology with Deleuze

Monique Dalgeish

In this paper, I draw attention to the entangled nature of my role as researcher in encounters with ten art-makers who live with schizophrenia diagnoses in Melbourne Australia. Describing the emergent ethnographic intra-active research style I have devised to diffractively analyse research encounters, I argue for a respectful



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way to research the 'experiential authority' of participants. Inspired by Deleuzoguattarian/Baradian thinking, I work diffractively to reveal the ways in which I have intra-connected data and theory with my own sensing and thinking in order to create my analysis. In doing this, I introduce diffractive mapping analysis as the method by which I address a lack of awareness in the mainstream discourse. I explain how through focusing on difference rather than sameness, I can resist constraining and categorising participant's experience. I discuss the sense-event as the means by which I frame and engage with material discursive intensity. In doing this, I am attuning to the sensations at play in research encounters in a way that involves bodies and ideas, matter and discourse and is active across time. In this way, I draw you into dynamic research assemblages with participants, data and theory.

Paper: Re-imagining dolls as a method for entangling gendered research performances of children and adults

Kylie Smith

The influence of neoliberalism and developmental psychology in the early childhood space drives agendas of individualism and the promotion of education to support children to develop skills and knowledge that promotes children's agency and a strong sense of identity. This creates an illusion of identity as singular, linear and knowable. This paper will explore possibilities for exploring 'otherwise' understandings of gender identities as embodied performances and events that are multiple and fluid. To do this I consider how I might re-imagining how I 'use', 'see', 'listen' and 'document' the participatory research method of diversity dolls in a research project with three and four year old children. I will explore how intra-active pedagogy that entangles events of embodied realities and discursive materiality might support the development of diffractive methodologies. I will share my thought lines about how diffractive methodologies might be developed in the early childhood space, where co-constructive methods are between human and more-than-human beings (Barad, 2007, 2013). In considering the intra-active events of children, me as researcher, the dolls and other more-than-human matter I will disrupt linear ordered systems or ways of thinking and making sense of the world to create Rhizomatic connections (Deleuze & Guattari, 1987).

Abstracts: Wednesday

Workshop: Re-figuring dramatic play as method for researching the performativity of gender

Helen Cahill

This workshop explores the way in which feminist poststructural theory can inform the use of drama-based

research methods when investigating experiences of gender in the everyday. St Pierre has argued that despite the theoretical turn there remains an over-reliance on traditional humanist methods such as the interview and the focus group to elicit data, with little use of innovative research methods (St Pierre, 2008). Coleman and Ringrose urge attention to the 'performativity' of method and the ways in which "social science methodologies not only describe the worlds they observe but (at least in part) are involved in the invention or creation of the world." (Coleman and Ringrose 2013, 1). Drama-based methods offer an opportunity for embodied participatory enquiry into human experience. However, naturalistic dramatic portrayals can tend to replicate and re-inscribe limiting stereotypes and thus work to reinforce rather than bridge the theory-practice divide that can persist when investigators seek to work from a poststructural paradigm. This workshop explores the use of surrealist performance conventions to de-centre voice and to provide alternative figurations and metaphors through which to represent and explore experience. It provides opportunity for participants to experiment with the relationships between genre and the creation of knowledge and to engage with innovative methods through which to elicit critical and poly-vocal accounts of experience.

Paper: Listening to moving bodies – young women's bodies and agency

Tamara Borovica

Informed by discourses of bodily becoming and feminist new materialist theories, my research looks at the embodied nature of young womanhood. In this close-up look at young women's bodily self- becoming (Rice 2014), I use creative (communicative) movement as a tool for meaning- making and to explore what the assemblage of moving female bodies can do, what kinds of force it exercises and how does this force work? Grosz argues that in feminist interpretations of Deleuze, it is central to reconceptualise femininity from a symptom, effect or product of patriarchal culture, to an intensity, capable of exerting its own force (Grosz 1994). I bring this understanding of femininity coupled with Barad's (2007) understanding of matter to observe female bodies as positive and enabling by working through an assemblage of matter, meanings, knowledge, and action. I propose movement as a research method to be a political, ethical, practical act of resisting fixation and contributing to possibilities for being otherwise. In this participatory inquiry, moving bodies explored different aspects of a young female embodiment such as bodily stratification, bodies in public spaces and similar. This paper will offer preliminary impressions from collaborative movement workshops I have had with a group of young women at Melbourne University campus from August to November 2016.



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Paper: Unravelling violence and masculinities in schools through affect

Leanne Higham

Within the context of schooling, various forms of violence, as articulated through school policies, spaces, and everyday practices, serve to shape and form young masculinities. Understanding young masculine identities as enacted through the affects that constitute violence provides an opportunity to explore the roles that space, place, time, objects, bodies, words and ideas play in identity practice, and how identity is constituted not only through the individual, but their relationships with the various elements within and around them. Focusing on affects in social, material and discursive processes in and around schools, the performative lens of new materialism is useful in mapping practices of masculinity making. In this paper, I will explore methods I will use in my research in attempting to study the affects that make up violence. An affective methodology enables matter to be made to matter. I argue that together with new materialism, these approaches can provide a rich and discerning means for understanding young men's identities in schools through the social, material and discursive elements of violence that can constitute their existence.

Paper: Changing filters: The body as *imaged*, the body as *assembled*

Josie Anne Reade

A built tradition within gender and the body scholarship has been to consider the body as *imaged* – that is, something which stops at the flesh and can be accurately 'represented' in images which can be decoded to reveal ideological meanings and norms. More recently, however, scholars have begun to draw on Deleuzian philosophy to consider the body and gender as socially, materially and discursively *assembled* (Coffey, 2016; Coleman, 2012; Ringrose & Renold, 2016). Under this lens, the body is not reduced to an image or representation but is instead conceptualised as a fluid form that is continually assembled/reassembled/disassembled through a series of multiple connections with other human and/or non-human elements in particular spatial and temporal moments. In this paper, I bring these different concepts to bear to discuss how my understanding of the body is shifting and what this might mean for my research. To do this, I will be changing filters from understandings of the body as *imaged* to the body as *assembled* to playfully work with three 'fitspo' social media posts from Instagram, the empirical context of my research. In so doing, this paper hopes to open up a space that encourages new possibilities for thinking about the body in multiple and lively ways.

Keynote: Making Faces: Interfaith affects and the faciality of urban Australian life

Anna Hickey-Moody

Art is an under utilized resource in the field of interfaith research, concerned as it is with creating affective interventions in cultural logics. Arts engagement programs can make images depicting positive 'interethnic habitus' (Harris 2014: 572) and interfaith relationships. Research is needed to establish the potential of such programs. Set against the backdrop of Australian anxiety around achieving and maintaining a successful, cohesive national identity, and accompanying fears of 'boat people' and multicultural failure, the face of the terrorist has become synonymous with the face of 'the Muslim'. This faciality stands in for 'the very intimacy and physicality that abstract discussions of evil and fear often overlook' (Noble 2008: 220). We need new public faces of interfaith youth. My talk today examines my current project building interfaith relationships for through art. Work on early childhood education programs (Currie 2001) shows their economic value in terms of achieving educational outcomes and health benefits (Heckman 2012). Howards and Okely (2015) have shown the importance of early childhood for inhibition development and achieving executive function. No major interfaith research initiative has been developed with an early childhood focus. Starting young is thought to be critically important in terms of achieving social cohesion and enduring cultural change. Interfaith art workshops designed to share ideas of community, belonging, meaning, love, faith and belief can teach young children that their friends have different religious beliefs but shared values. This can prevent feeling detached from those who do not share the same faith system. I will examine gendered dimensions of the project and the theory of affective pedagogy on which the methods are based.

Workshop: Stories you never knew you had

Anna Hickey-Moody

This making session employs movement as a means of accessing new information about ourselves and research participants. The methods taught are offered as a means of building relationships with research participants and generating aesthetic and sensory data sources. You are asked to read two chapters in preparation for the workshop and to come along wearing comfortable clothes that you can move in (not jeans and not skirts). Please bring a full water bottle, a journal, a pen/pencil and a mobile device to record movements. Before the workshop you are asked to develop a research question you would like to respond to and email it to Anna, who will recommend additional reading where possible. The workshop will offer you tools to answer or respond to the question through practice as research. This will involve building short movement



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pieces and analyzing the information generated through the movement work. Visual methods will be used as a score to begin moving, so come prepared to experiment visually and physically.

Preparatory readings:

Joy, J. (2014) 'Introduction' from *The Choreographic* by Jenn Joy, MIT Press.

Hickey-Moody, A. (2002) 'Ethical Affects' (Chapter 5) *Unimaginable Bodies: Intellectual Disability, Performance and Becomings*. Sense Publishers, Netherlands.

<https://www.sensepublishers.com/catalogs/bookseries/transgressions-cultural-studies-and-education/unimaginable-bodies/>

Additional suggested reading:

Deligny, F. *Maps and Wonderlines* buyonline, URL: www.ideabooks.nl [scanned sections will be available at the workshop].



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Biographies

Tamara Borovica

Tamara Borovica is a Ph.D. Candidate at the Youth Research Center, MGSE, whose research interests are youth, gender, the body, Deleuzian philosophy and feminist new materialist theories. Her doctoral research looks at the embodied nature of young womanhood, where she uses creative, communicative bodily movement as a tool for challenging mind- body dualisms and for meaning- making. In her research, moving bodies are invited to co-create space for creative exploration and affective bodily encounters through which new knowledge on what it means to be a female body can be made.

Helen Cahill

Associate Professor Helen Cahill specialises in the use of participatory and drama-based strategies within youth research. She uses poststructural theory to inform innovation in the use of dramatic play as a research method. She leads a program of work positioning school students as advisors in the education of doctors and teachers. She has developed a number of violence-reduction, gender rights, sexuality and HIV education programs for women and marginalised young people in developing countries within the Asia-Pacific region, and is a leading innovator of Australian school-based wellbeing interventions addressing social and mental health.

Julia Coffey

Julia Coffey is a lecturer in Sociology at the University of Newcastle. Her research focuses on gender, youth, health and the body. Julia has published on young people's body work practices and identity, health and the body, and pedagogy. She is the author of two books, *Body Work: Gender, Health and Embodiment* (2016, Routledge) and *Learning Bodies: The Body in Youth and Childhood Studies* (Springer, 2016, edited with Helen Cahill and Shelley Budgeon).

Monique Dalgeish

Currently lecturing in Drama at Trinity College at the University of Melbourne, Monique's background is in English, Drama and Dance teaching. Completing a Graduate Diploma in Movement and Dance, she wrote her Masters in Education thesis, 'Dancing Salsa Rhythms: women's Latin dance experience in a recreational setting in Santiago, Chile', illuminating the transformational power of dance. She is soon to graduate after recently completing her PhD thesis 'Art, schizophrenia and becoming: A diffractive analysis investigating the productivity, connectedness and social contribution experienced by art-makers who live with schizophrenia diagnoses', an interdisciplinary study between Education and Population and Health at the University of Melbourne.

Amy Shields Dobson

Dr Amy Shields Dobson holds a University of Queensland Postdoctoral Fellowship in the Institute for Advanced Studies in the Humanities, where her work focuses on youth, gender politics, and social media. Amy's projects include research into gender and cyber-safety education, sexting in schools, and female genital cosmetic surgery in Australia, including the role

of social media practices. Her book *Postfeminist Digital Cultures* (2015) is published by Palgrave Macmillan. With Professor Anita Harris, Amy has recently co-edited a special issue of *Continuum: Journal of Media and Cultural Studies* on 'Post-girlpower: globalized mediated femininities'.

Cameron Duff

Dr Cameron Duff is Vice Chancellor's Senior Research Fellow at the Centre for People, Organisation and Work at RMIT University, Melbourne, Australia. Duff's research explores the role of social innovation in responding to complex health and social problems in urban settings. Duff has explored these themes in qualitative studies of precarious urban lives, housing insecurity, addiction and mental illness in Australia and Canada. Duff's first book, *Assemblages of Health: Deleuze's Empiricism and the Ethology of Life*, was published in 2014.

Nick J. Fox

Nick J. Fox is honorary professor of sociology at the University of Sheffield. Nick has researched and written widely on postmodern and new materialist social theory, with books and many papers focusing upon health and embodiment, and more recently on topics including sexuality, creativity, emotions and research methodology. A collaboration with Pam Alldred (Brunel University, London) since 2011 around the development of a materialist sociology has been highly productive: their new book *Sociology and the New Materialism* was published by Sage in October 2016.

Anita Harris

Anita Harris is a Research Professor in the Alfred Deakin Institute for Citizenship and Globalisation, Deakin University and an Australian Research Council Future Fellow. She researches in the area of youth identities, cultures and citizenship in a globalised world, with a particular focus on gender and cultural diversity. She is the author/editor of several books in girls' studies and youth studies, including *Future Girl: Young Women in the 21st Century*, *All About the Girl* (ed); *Young Femininity* (with Aapola & Gonick); *Next Wave Cultures: Feminism, Subcultures, Activism and Young People and Everyday Multiculturalism*. She and Amy Dobson have recently guest-edited a special issue of *Continuum: Journal of Media and Cultural Studies* on 'Post-Girlpower: Globalised Mediated Femininities' (29:2, 2015).

Anne Harris

Anne Harris is Senior Lecturer at Monash University, and researches in the areas of creativity, performance and diversity. She is the series editor of *Creativity, Education and the Arts* (Palgrave) and has published over 50 articles and 6 books, including her latest: *Creativity, Religion and Youth Cultures* (forthcoming from Routledge, 2016).

Anna Hickey-Moody

Anna Hickey-Moody is based in the Department of Gender and Cultural Studies at the University of Sydney. Between 2013 and 2016 she was the Head of the PhD in Arts and Learning at the Centre for The Arts and Learning at Goldsmiths College, London and has also held teaching and research positions at Monash and UniSA. Anna is known for her theoretical and



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empirical work with socially marginalized figures, especially young people with disabilities, young refugees and migrants, those who are economically and socially disadvantaged, and men at the margins of society. She is also known for her methodological expertise with arts practice, or practice research, which has links to contemporary debates on methodological invention. Her books include 'Youth, Arts and Education' (Routledge, 2013), 'Unimaginable Bodies' (Sense Publishers, 2009) and 'Masculinity Beyond the Metropolis' (Palgrave, 2006). Showing leadership in the fields across which she works, Anna has edited a number of collected works - recently she published an anthology on art practice with Rowman and Littlefield (Arts, Pedagogy & Cultural Resistance 2016) and has also published collections on disability and media, *Disability Matters* (Routledge, 2011) and *Deleuze and social politics* (Deleuzian Encounters Palgrave, 2006). Anna teaches and supervises in the areas of arts practice, disability, youth culture, masculinity, the cultural politics of schooling and aesthetics.

Leanne Higham

Leanne is currently writing her PhD thesis on masculinities, violence and school under the supervision of A/Prof Helen Cahill and Dr Dianne Mulcahy at the Melbourne Graduate School of Education. She is interested in how affect plays out through different types of violence in schools to both enact, and be enacted by masculinities. Leanne holds a BA, LLB, GradDipLaw, and GradDipEd from Monash University, as well as a Master of Education from the University of Melbourne. In 2016, she was awarded the Freda Cohen Prize for her master's thesis, *'Becoming Boy: Affecting identity in a Catholic boys' school'*.

Stacy Holman Jones

Stacy Holman Jones is Professor in the Centre for Theatre and Performance at Monash University. She specializes in performance and critical qualitative methods, particularly critical auto/ethnography, and performative writing and is the founding editor of *Departures in Critical Qualitative Research*.

Jack Migdalek

Jack Migdalek's background is in drama, dance and physical theatre, having worked as a performer, writer, choreographer, director, and educator in Australia and the United Kingdom. Jack lived in Japan for six years, where he studied classical Japanese dance and developed an interest in the semiotics of para-linguistic and non-verbal communication. Since returning to Australia, Jack's focus has turned to embodied notions of gender. His PhD on the Embodied Performance of Gender was completed at Deakin University, School of Health and Social Development under the supervision of Dr. Maria Pallotta-Chiarolli. Jack is a Drama lecturer at Trinity College (University of Melbourne).

Dianne Mulcahy

Dianne Mulcahy is a Senior Lecturer in the Melbourne Graduate School of Education at the University of Melbourne, Melbourne, Australia. Her published work in Education concerns the policy and practice of educators' professional formation and development. Her recent research activity has centred on capturing the complexity of children's learning

within museums and 'innovative' learning environments in schools, with particular attention to the materiality of this learning, including its embodied and affective dynamics. Dianne's publications include over 50 refereed journal articles and conference papers, 3 monographs and 12 book chapters, the most recent of which concern learning, bodies and affectivity.

Josie Anne Reade

Josie Anne Reade graduated with a Bachelor of Arts (Degree with Honours) from the University of Melbourne in 2014. She is now undertaking a Doctor of Philosophy at the Youth Research Centre in the Melbourne Graduate School of Education, The University of Melbourne. Her research interests include the body, gender, social media and innovative methodologies.

Kylie Smith

Dr Kylie Smith is a Research Fellow and Senior Lecturer at the Youth Research Centre in the University of Melbourne's Graduate School of Education. She has been active in early years education and policy development for the last 21 years, and for the past 16 years has focused on researching how theory and practice can challenge the operation of equity for young children in classrooms, community spaces and government policy. Kylie co-ordinates and teaches two breadth subjects *Concepts of Childhood* and *Ethics, Gender and the Family*. She also teaches in the Master of Education subjects, *Leading Educational Ideas* and *Student Wellbeing: Negotiated Project*, and is Associate Dean (Research Training) in the MGSE.