Teaching Gender

Feminist Pedagogy and Responsibility in Times of Political Crisis

Edited by Beatriz Revelles-Benavente and Ana M.González Ramos

ATGENDER

ROUTLEDGE

TEACHING GENDER

Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis addresses the neoliberalization of the university, what this means in real terms, and strategic pedagogical responses to teaching within this context across disciplines and region.

Inspired by bell hooks' "transgressive school" and Donna Haraway's "responsibility", this collection promotes a politics of care within the classroom through new forms of organizational practices. It engages with the challenges and possibilities of teaching students about women and gender by examining the multiple pedagogical, theoretical, and political dimensions of feminist learning.

The book revisits how we can reconfigure a feminist politics of responsibility that is able to respond to or engage with contemporary crises. It also conceptualizes crisis and explains how it is transforming contemporary societies and affecting individual vulnerabilities and institutional structures. Finally, it offers practical cases from different European locations, in which crisis and responsibility have served to reformulate contemporary feminist pedagogies, altering curriculums, reframing institutions, and affecting the process of teaching and learning.

Beatriz Revelles-Benavente is a Juan de la Cierva post-doctoral researcher at Universidad de Barcelona.

Ana M. González Ramos is a senior researcher at the Internet Interdisciplinary Institute in the Open University of Catalonia.

TEACHING GENDER

Feminist Pedagogy and Responsibility in Times of Political Crisis

Edited by Beatriz Revelles-Benavente and Ana M. González Ramos

ATGENDER

Routledge
Taylor & Francis Group
LONDON AND NEW YORK

First published 2017
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloguing in Publication Data
A catalog record for this book has been requested

ISBN: 978-1-138-70122-9 (hbk)
ISBN: 978-1-138-70123-6 (pbk)
ISBN: 978-1-315-20416-1 (ebk)

Typeset in Sabon
by Out of House Publishing

CONTENTS

FIGURES

CONTRIBUTORS

Jessie Bustillos is Senior Lecturer in Education Studies at London Metropolitan University, UK. She is currently interested in looking at the theoretical, philosophical, and sociological intersections between education, culture, and new technologies. This teaching feeds into her current research which is an online ethnography exploring young people's experiences as networked public on various social media.

Alexandra Cheira is a researcher at the University of Lisbon Centre for English Studies, Portugal. Her current areas of research include contemporary women's writing, women's studies, and, particularly, gender issues and wonder tales in A. S. Byatt's fiction. She has taught Portuguese and English as a Foreign Language in secondary schools and polytechnic colleges since 1995.

Olga Cielemecka is a postdoctorate at the Unit of Gender Studies, Department of Thematic Studies, Linköping University in Sweden. She holds a PhD in philosophy. She brings together research within the domains of contemporary philosophy, feminist theory, and posthumanism, in an effort to rethink the concepts of the subject, community, and collaboration in times of advanced capitalism and environmental change.

Felicity Colman is Professor of Film and Media Arts at Manchester Metropolitan University, UK. She is the author of *Film Theory: Creating a Cinematic Grammar* (2014), *Deleuze and Cinema* (2011), editor of *Film, Theory and Philosophy: The Key Thinkers* (2009), and co-editor of *Sensorium: Aesthetics, Art, Life* (2007).

Ester Conesa Carpintero is a PhD candidate (Universitat Oberta de Catalunya) working on gender and scientific careers in the GENERA Project. She previously worked as a research assistant on gender and technology (Universitat Rovira i Virgili) and studied Research on Social Psychology (MA, Universitat Autònoma de Barcelona).

Rosa Costa is a historian, youth worker, trainer in adult education, and activist in Vienna. She teaches at different Austrian universities on topics such as gender-reflective pedagogy and feminist critique of science. She is currently working at the Department of Political Science at the University of Vienna.

Verònica Gisbert Gracia is a PhD student at the Department of Sociology and Social Anthropology at the University of Valencia. She completed the GEMMA Erasmus Mundus master's degree in Women's and Gender Studies at the University of Granada (Spain) and Utrecht (Netherlands) and a master's in Human Rights, Democracy, and International Justice at the University of Valencia.

Ángela Harris Sánchez holds a BA in Art History (University of Granada) and an MPhil in Art Therapy (Complutense University, Madrid). She is Initial Research Fellow at the University of Granada and has also contributed to Art Therapy programmes in spaces of social inclusion such as the Gypsy Secretariat Foundation, RAIS Foundation for the Homelesss, and Ventillarte Association for immigrant children in Madrid.

Barbara Mahlknecht is a researcher, curator, and art educator. She is currently a lecturer at the Academy of Fine Arts, Vienna. Her work in research, curating, and art education strongly relates to feminist curatorial practices, socially/politically engaged art, the exhibition as performative space, and critical art education.

Iris Mendel is a social scientist and philosopher based in Graz, Austria. Her research interests include materialist feminism, feminist theories of knowledge production, and critical pedagogy. She is currently working at the Department of Political Science at the University of Vienna.

Monika Rogowska-Stangret is a lecturer and postdoctoral researcher at the University of Warsaw. She is the author of *Ciało: poza Innością i Tożsamością. Trzy figury ciała w filozofii współczesnej [The Body: Beyond Otherness and Sameness. Three Figures of the Body in Contemporary Philosophy]* (2016) and "Of Other Spaces, of Other Times: Towards New Materialist Politics of Squatting" in *Avant* (2015).

Adelina Sánchez Espinosa is Senior Lecturer in English Literature and Gender Studies at the University of Granada. She is currently Scientific Coordinator for the Erasmus Mundus joint master's degree in Women's Studies and Gender in Europe and Principal Investigator at the University of Granada for the Gender and Cultures of Equality in Europe, a Marie Curie H2020 research and development project. Her current research focuses on textual and visual cultures of equality in Europe.

Esther Sánchez-Pardo is Professor of English at the Universidad Complutense, Madrid. She has published in feminist theory and comparative literature, with volumes including *Cultures of the Death Drive: Melanie Klein and Modernist Melancholia* (2003), and has co-edited *Women, Identities and Poetry* (1999), *Feeling the Worlds* (2001), *Ophelia's Legacy* (2001), and *L'Écriture Désirante: Marguerite Duras* (2015).

Erin K. Stapleton is Honorary Fellow in the School of Historical and Philosophical Studies at the University of Melbourne, where she also teaches Gender Studies. She completed her PhD at the London Graduate School at Kingston University in 2014.

INTRODUCTION

Beatriz Revelles-Benavente and
Ana M. González Ramos

In *Dispossession: The Performative in the Political*, Judith Butler and Athena Athanasiou (2013) critique contemporary society as predicated on a form of neoliberal crisis management which controls subjects based on economic and political premises, as well as moralistic ones. To disrupt this organizational structure, contextualized via universities, philosophical approaches, social movements (and other layers), Butler and Athanasiou propose dispossession as a way to critique recognition and the sovereign subject. Looking through different mass media such as television, internet, and newspapers, we can see many different examples of how this form of neoliberal crisis management is controlling and affecting subjects across the world. If we reflect upon the "flaring" migrant crisis in the Mediterranean (so described by the *New York Times*[1]), during which twenty migrants a day are killed while trying to cross from their country of origin to various points in Europe,[2] we can see a clear example of neoliberal world ordering marked by managerial practices controlling human bodies across frontiers. The number of women and children involved in the migration drama in the Mediterranean is rising gradually, at the same time that the urgency of war, violence, and poverty in their origin countries is growing. This ongoing and intensifying crisis of human migration places women's bodies in the center of the whirlpool: they are the object of trafficking, of harassment during migration, and sometimes of sexual slavery imposed by those who are smuggling them. The migrant crisis also leads to an ecological crisis, since this migration directly contributes to an erosion of coastlines and significant environmental deterioration.[3] On this occasion, the fact that a third of the world's population is migrating across one specific area and destroying habitat there is not a strong enough reason to implement regulatory mechanisms. The addition and overlapping of various types of crisis around our environment provokes what Butler and

Athanasiou (2013) have defined as the acclimatization of a population to insecurity and precarization related to vulnerability, anxiety, and illness.

This is just one of the many manifestations that contemporary crisis is materializing, and a very brief overview of just one specific case of neoliberal regulatory practice. An increasing political orientation to the extreme right in Europe is being enhanced, which only reinforces the aforementioned crisis that transversally affects politics, economics, the environment, feminist values, and education (to mention just a few of the many layers involved). Feminist theory and practice have been fighting against all of these injustices during their entire history; nevertheless, this change in the way knowledge is created and circulated, together with the ways in which hierarchical structures of power are permeating our socio-cultural material discourses, calls for new political strategies that can have an impact on the process while it is being materially enacted and before the results are manifested (Grosz, 2005). In a new era in which the capitaloscene (Haraway, 2016) is the controlling force of subjects (as controlled by the circulation of neoliberal capital), we need to find alternatives to work in and out of the system. bell hooks (1994) promotes the school as the beginning point for installing what we considered "lost" feminist values. With this book, the editors want to follow that premise in order to engage society with theory and teaching with learning, thus producing new forms of organizational practices both intergenerational and interdisciplinary, forms that become radically "response-able" (Haraway, 2008; Barad, 2010) through a politics of care for each other. New feminist approaches are emerging in order to promote a more horizontal approach to teaching, one in which teacher and students are decentralized to promote a co-creation of knowledge. Some examples of these approaches are feminist materialist teaching (Hinton and Teusch, 2015) or affective pedagogies (Hickey-Moody, 2016), approaches inspired by bell hook's transgressive teaching or education for freedom (hooks, 1994). The classroom has historically been a space of rebellion for students and teacher when they are mutually involved in the learning process, but at the same time teaching is often constructed through the reproduction of certain values that at times make it hard to materialize resistance.

The contributors to this volume follow a similar premise: they conceive of education as a central tool for freeing the subject from this neoliberal managerial crisis, and they follow this decentralizing notion of the process of teaching–learning in order to configure a gender pedagogy, or, as the title of the book announces, in order to begin teaching with a feminist politics of responsibility. The Teaching with Gender book series addresses the challenges and possibilities of teaching students about women and gender by discussing the pedagogical, theoretical, and political dimensions of learning and teaching. Teaching a feminist politics of responsibility nowadays means at the same time radically questioning racialized and sexualized epistemologies (Butler and Athanasiou, 2013) and acting against new conservative

"rationality". This book aims to shed light upon three particular dimensions of the topic that will structure the book: first, by revisiting how we can reconfigure a feminist politics of responsibility "able to respond" (Haraway, 2008; Barad, 2007) or engage with contemporary crises; second, by conceptualizing crisis and explaining how it is transforming contemporary societies and affecting individual vulnerabilities and institutional structures; and third, by offering practical cases from different European locations in which crisis and responsibility have served to reformulate contemporary feminist pedagogies, altering curriculums, reframing institutions, and affecting the process of teaching and learning. The relevance of the topic cuts across many of the established feminist journals with recent special issues including "Gender and Crisis in Global Politics" (*International Feminist Journal of Politics*, 2013); "Responsibility and Identity Global Justice" (*Hypatia*, 2011); and "Feminism and the Politics of Austerity" (*Feminist Review*, 2015). Nevertheless, this volume asks: what kinds of feminist response are emerging in classrooms?

The editors of this book pursue the analysis of the challenges and look for the possibilities of teaching about women and gender through discussing the pedagogical, theoretical, and political dimensions of learning and teaching. We believe that in times of political crisis (as well as of environmental, of moral, economical, and of other kinds of crisis) a feminist intervention becomes essential to ensure social change and the preservation of women's rights. All in all, this book constitutes a plea for acknowledging not only the multiplicity present in the required areas of knowledge, as well as the necessity to produce relational patterns between them, but also for acknowledging the plethora of scholars defining the different approaches that might be taken into account when engaging theoretically and practically with feminism. Thus, the editors have decided to leave the book without conclusions in order to foster the debate that is being created and enhance the multiplicity that inhabits any act of resistance as an open door to different possibilities created by the contributors. Their chapters stir our reflection on political crisis, neoliberalism in the university, work discipline in intellectual professions, gender identity and technology management, and the use of resistance methodology in the classroom so that the fruitful debate that feminism is proposing can be highlighted.

Gathering the twelve chapters that compose this book, we consider that we have achieved a very useful feminist pedagogy for classrooms at the primary and secondary level as well as for spaces outside classrooms, in places like university departments or collective actions. We foresee our proposal as a very open one which can be reworked iteratively and opened up to explore new possibilities and strategies. Beginning from Donna Haraway's situated knowledges (1988), we believe this pedagogical knowledge is situated, and thus different chapters explore different countries (the United Kingdom, Spain, Poland, Portugal, and Austria), different types of crisis

(economic crisis, neoliberal crisis in the universities, political crisis), and the context in which situated knowledges are being applied (universities, high schools, feminist collectives, or even different disciplines). Relying upon the situatedness of each context of study means orientating our research object and recognizing our non-innocent gaze, or as Olga Cielemecka and Beatriz Revelles-Benavente state, it means we must "depart from our own backyard" (Cielemecka and Revelles-Benavente, Chapter 2). Situating our pedagogical strategy prevents us from universalizing feminist ideologies and conceptualizations of gender and allows us to move towards a feminist politics of multiplicity, of openness, and of situatedness by focusing on local problems while retaining a global perspective.

Regardless of what we consider to be progress or regression in universities, hegemonic discourses, or normative cultures, what this book wants to demonstrate is how a feminist politics can be response-able for and with contemporary society in times of crisis, with these concepts differing according to each chapter. Far from pointing towards a relative definition of both, what the authors in this compilation show is the importance of contextualizing, or in Haraway's words *situating*, our work and concerns in order to find "provisional" solutions to urgent problems (Lykke, 2010). Thinking through solidarity and relationality, the contributors to this book aim at engaging with differing feminist pedagogies to pursue a multiple truth-reclaiming knowledge through different disciplines (film studies, feminist science studies at the high school level, feminist philosophy, art therapy, English as a foreign language, and arts). At the same time, this book is reinforcing the need to create independent studies of gender beginning with differing pedagogies. This will provoke tensions around what we mean by sex, gender, and inequalities by promoting an engaged confrontation with biased gender knowledge.

As previously stated, feminist researchers in this book adopt a situated position, which consequently means that most of the chapters are inspired by the work of Donna Haraway. However, the authors diffract (as in Barad's words of reading *with* each other instead of opposing each other) different approaches to Haraway's thought in the current state of permanent political crisis and from varied geographical European regions. According to one of our contributors, this diffraction is "[b]ased on the premise that the local and the global are not defined in terms of physical geography but exist simultaneously and constitute one another" (Sánchez-Pardo, Chapter 4). Globality and locality need to be mutually dependent on each other and intra-acting relationally, which is why one of the premises of this book, in basing chapters in different geographical locations in Europe, was to demonstrate a common need and a common premise that can be oriented despite the multiplicity of contexts that the book shows. Additionally, when in neoliberal times, the kind of subject engaged with these concerns is a knowmadic cognitive force (in Cielemecka's and Revelles-Benavente's words, Chapter 2)

which traverses geo-political frameworks. Opening up this multiplicity with the variety of chapters encourages the need to observe problems locally; nevertheless, it does not prevent orientating our political strategies around a common goal, which is what gives our book its title: finding gender pedagogies able to produce a responsible answer for a political crisis from a feminist perspective. This is, following again Haraway's premise to avoid the "God Trick", in order to produce situated and, we would like to add here, *feminist* knowledges (a concept that is further explored in Cielemecka and Revelles-Benavente's Chapter 2).

The tools proposed by the contributors of this book comprise a wide diversity including negotiation, responsibility, relationships between differing women, sorority, alliances, and resistances to normative concepts such as the neoliberal "failure" which favors a free-labor market in academia. As Esther Sánchez-Pardo warns us in Chapter 4, feminism is not a secure ground, which means that moving towards a fixed identity can collapse its force. Thus, she looks into a pedagogy that enhances dialogue or allows for the co-creation of knowledges and curriculums in a context of high precarity, introducing concepts unknown in other regions of Europe such as "zero-hours contracts". These contracts manifest, at times, the precarity at public universities in which temporary contracts with a low charge of hours are favored above permanent contracts or positions, which not only promotes instability but also the difficulty of advancing in your academic career; something geographically situated but also expressed by Monika Rogowska-Stangret (Chapter 1), Ester Conesa Carpintero (Chapter 3), and Olga Cielemecka and Beatriz Revelles-Benavente (Chapter 2).

This book shows the complexity of the contemporary crisis, with its varied layers and manners of response and resistance: pedagogy, human values, solidarity, and the inclusion of new themes and identities. This crisis has encouraged feminist research to pursue a wide and varied vocabulary in order to build up a different political strategy able to face an anthropocentric society like our present one. This vocabulary has problematized not only issues such as the relation between teacher and student, but also the tension between the self and society (situated in universities and other areas of research) that often results in human illnesses such as anxiety (as Rogowska-Stangret and Conesa Carpintero reflect, in Chapters 1 and 3, respectively), as well as the conceptualization of affects as relational forces that make visible things initially appearing materially invisible, as expressed by Barbara Mahlknecht (Chapter 7) and Ángela Harris Sánchez and Adelina Sánchez Espinosa (Chapter 8).

As a consequence, at times the self relating with society as it is presented in this book is a vulnerable one, in Rogowska-Stangret's words (Chapter 1). Focusing on the vulnerability of the self in these neoliberal times, Rogowska-Stangret presents a relational subject who needs to share vulnerabilities in

order to find companionship with others and survival in the accelerated academy, and argues through her definition of the ethics of this self via four "unruly edges" that will "reveal its relational character" that vulnerability is the basis for necessary feminist alliances (Rogowska-Stangret, Chapter 1). These unruly edges or movements towards unpacking the notion of the self have to do with its identity, its normativization and classification, the necessity to situate the self in time and space, and the self's recognition of social, political, economic, and environmental entanglements, all of which contribute to what the authors have identified as the spinal bones of a contemporary feminist pedagogy which are crisis, political strategy, responsibility, precarity, and care.

The importance of affects for the book is directly or indirectly related in all the chapters for two primary reasons. The first, as will be further explained later, is that care is one of the most important tools for our envisioned political strategy. We consider care as an intra-action that needs to be present in every feminist alliance as a strategic device helping feminist researchers and activists to practice generosity as part of our own development. According to Mahlknecht (Chapter 7), affects are appropriated by capitalism in order to use and abuse researchers, students, and all the actors partaking in contemporary society. Thus, reinforcing the politics of care explained by Conesa Carpintero (Chapter 3) serves as our material and discursive resource to fight contemporary social injustices. The second, already introduced by Mahlknecht's approach (Chapter 7), shows how affects are "a central aspect of contemporary culture and society", so they need to be approached "as a generic subject of study" (Mahlknecht, Chapter 7). If reconsidered in this way affects can be articulated as "the breaking apart from the way they have gradually become a socially accepted means of oppression and the empowerment of the very act of questioning them" (Harris Sánchez and Sánchez Espinosa, Chapter 8).

In addition, the editors of this volume consider affects to be (in)visible forces that materially relate different discourses of oppression that, when conceptualized within this pedagogical framework, can help to disrupt hierarchies of power. In this volume we are interested in the classroom because from primary school (as in Alexandra Cheira, Chapter 9) to postgraduate school and beyond, the classroom is one platform that enables political agitation and the learning and co-creating of knowledge. One of these invisible affective forces is the affect that relates teachers and students, and this book asks how bringing up the tension between teacher and students (already explored in other volumes of this series, e.g. "Teaching with Feminist Materialisms") might decentralize the role of the teacher and the position of the students as something other than containers of theory (as stated by Rosa Costa and Iris Mendel, Chapter 5).

Mahlknecht (Chapter 7) argues that education offers tools and methods to provoke "good" feelings and to channel "bad" feelings, a strategy

that is also followed, though it is conceptualized differently, by Colman and Stapleton (Chapter 6). They conceive the classroom as a "safe space" and a "test laboratory" insomuch as teachers, together with students, co-create the type of knowledge that is being enhanced in the classroom. Focusing on students' feelings allows the creation of safe spaces in the classroom so that students can express their opinion freely and teachers can promote the generic skill of critical thinking without producing affective vulnerabilities in the classroom. Yet, in another vein, Harris Sánchez and Sánchez Espinosa in Chapter 8 focus on a relational approach to Ahmed's concept of happiness in order to reconstruct "knowledges from different positions and the role played in this process by a politic of social responsibility". Likewise, offering a multidimensional approach via three interviews with art therapy teachers, Harris Sánchez and Sánchez Espinosa (Chapter 8) look for an ethical gesture towards the other that implies an affective approach to the boundaries created within the classroom.

Bearing in mind how gender pedagogies need to be theorized in creative and innovative ways in order to engage with the complexity of the contemporary crisis (as stated above), some other chapters provide the analysis of feminist collectives (as in Verònica Gisbert Gracia, in Chapter 11) which could be considered exemplary for a classroom on social movements. Another example that can be used in the classroom that would decentralize the roles of teachers and students is Jessie Bustillos' analysis of self-presentation in social networking sites (Chapter 10). She describes how a student in the UK uses technology to resist surveillance of her gender identity, defining response-ability (Haraway, 2008; Barad, 2010) through social-networking sites by learning about sexuality, homophobia, and sexism in ways unavailable to her at school.

Regarding the position of the student, Colman and Stapleton (Chapter 6) offer a movement towards an appeal to the student's potentiality for consciousness of the political conditions of the screen media site; through the examination of the situation, the inhabitants of the screen, and their mediation the pedagogic screen narrative enables students to take up a responsive analysis in the first instance. Depending on the type and style of screen media experienced, the classroom can then diffract this reading into as many different possible positions as are conceivable within the medium's contextual and technological frameworks. This argues for the management of students' silences and opinions, which coincides with Alexandra Cheira's plea in Chapter 9 on deconstructing stereotypes (also in Esther Sánchez-Pardo, Chapter 4) to create safer spaces in which different opinions can be discussed. For instance, Cheira offers a reflection upon romantic ideas of relationships between Portuguese teens and shows how this can prompt a gendered type of dating violence against which she fights through a feminist elaboration of wonder tales in her classroom.

The political strategy that engages with the toolbox that is presented in this volume as a feminist pedagogy implies that "thinking-with, interrelationality, solidarity, and comparative cross-cultural analysis of power and oppression come to be major categories of analysis in any feminist-informed curriculum for today, in our current times of crisis" (Sánchez-Pardo, Chapter 4). Or, from the point of view of social movements, this political strategy has to do with women's alliances (as Verònica Gisbert Gracia, in Chapter 11), or with lived social relations (as Bustillo, in Chapter 11). Using Costa and Mendel's words (Chapter 5) we understand crisis as a "congestion of ongoing social contradictions, as contested processes that allow for new forms of domination as well as for new forms of critique and resistance". This is not a nostalgic or glorifying move towards a distant past (or in their words, a "golden past" of democracy or science, let alone of gender relations). It is rather the pursuit of relations instead of separations, entanglements between past, presents, and imagined futures, relations capable of breaking through crises with tools of care and of fighting precarity with feminist responsibility. In Conesa Carpintero's words, we would like to see the book as offering "the potential to engage with the connections between the exclusionary neoliberal scientific model and the well-being of academics and science itself, promoting the necessary debate around time and care, to create resistances and spaces that sustain life collectively in local and broader senses" (Chapter 3).

This book is conceptualized as a conglomerate of perspectives offering the reader many points of view and reflection to be used in classrooms with undergraduate and postgraduate students that move beyond their research topics. Contextualizing the chapters through time and space, disciplinary background, differing positions within and outside the academy, and differing – at times even contradictory – feminist stances, we endeavor to enact gender pedagogies able to respond to contemporary political crises. We invite our readers to engage with us in the adventurous enterprise of being a feminist researcher and to reinvent this book by putting it into practice, thanks to the suggested assignments that our contributors have kindly offered in order to present tentative curricula for gender pedagogical strategies. With this, we aim at fighting the precarity installed by the contemporary neoliberalism which "defines our existences, although always in articulation with social and political implications which redistribute unequal and differentiated strategies of *precarity* that are at once a material and a perceptual issue" (Gisbert Gracia, Chapter 11). Understanding teaching and learning as a precarious movement, these contributors depart from the school as a political site to encourage reflection upon the differences between realities and stereotypes.

To conclude, the editors of *Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis* would like to thank ATGENDER, the European Association for Gender Research, Education and Documentation for their help during the process of editing and

publishing this volume, as well as their confidence in us and their willingness when choosing this important topic. Thanks are especially due to Dasa Duhacek, Sara de Jong, Giovanna Vingelli, Adriano J. Habed, and Sveva Magaraggia for their invaluable help assisting with the process of making this book. Also, to the publisher, Routledge, many thanks for believing in our project from the beginning and for publishing this "Teaching with Gender" series for ATGENDER. Additionally, we would also like to thank Thomas Spitzer-Hanks for his labor as assistant editor during the first round of reviews, relieving our managerial tasks but also offering very valuable comments to improve the content of our book. We would like to thank the contributors of the book for their amazing chapters and their generosity with deadlines, suggestions, and many other parts of the process. Their promptness has been extremely helpful in carrying out this project. And, dear reader, please: help us to rework the contributions here in light of a different and hopeful future with social justice and responsible understanding.

Notes

1 www.nytimes.com/2016/05/30/world/europe/migrants-deaths-mediterranean-libya-italy.html?_r=0 (accessed October 9, 2016).
2 www.dailymail.co.uk/news/article-3703186/Dying-new-start-West-20-migrants-day-killed-crossing-Med-3-000-lives-lost-year-250-000-complete-trip.html (accessed October 9, 2016).
3 www.greenpeace.org/international/en/news/features/concrete-stranglehold/ (accessed October 9, 2016).

References

Barad, Karen, 2007. *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*. Durham, NC: Duke University Press.

Barad, Karen, 2010. "Quantum Entanglements and Hauntological Relations of Inheritance: Dis/continuities, SpaceTime Enfoldings, and Justice-to-Come". *Derrida Today*, 3 (2), 240–68.

Butler, Judith and Athena Athanasiou, 2013. *Dispossession: The Performative in the Political: Conversations with Athena Athanasiou*. Cambridge: Polity Press.

Grosz, Elisabeth, 2005. *Time Travels: Feminism, Nature, Power*. Durham, NC: Duke University Press.

Haraway, Donna, 1988. "Situated Knowledges: The Science Question of Feminism and the Privilege of Partial Persepctive". *Feminist Sudies*, 14 (3), 575–99.

Haraway, Donna, 2008. *When Species Meet*. Minneapolis: University of Minnesota Press.

Haraway, Donna, 2016. *Staying with the Trouble: Making Kin in the Chthulucene*. Durham, NC: Duke University Press.

Hickey-Moody, Anna, 2016. "Affect as Method: Feelings, Aesthetics and Affective Pedagogy". In: Rebecca Coleman and Jessica Ringrose, eds, *Deleuze and Research Methodologies*. Edinburgh: Edinburgh University Press, 79–95.

Hinton, Peta and Pat Treusch, eds, 2015. *Teaching with Feminist Materialisms: Teaching with Gender. European Women's Studies in International and Interdisciplinary Classrooms*. Utrecht: ATGENDER.

hooks, bell, 1994. *Teaching to Transgress: Education as the Practice of Freedom*. London: Routledge.

Lykke, Nina, 2010. "Introduction". In: Nina Lykke, ed., *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. New York: Routledge, i–xii.

Introduction

Barad, Karen , 2007. Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning. Durham, NC: Duke University Press.

Barad, Karen , 2010. “Quantum Entanglements and Hauntological Relations of Inheritance: Dis/continuities, SpaceTime Enfoldings, and Justice-to-Come”. Derrida Today, 3 (2), 240–268.

Butler, Judith and Athena Athanasiou , 2013. Dispossession: The Performative in the Political: Conversations with Athena Athanasiou. Cambridge: Polity Press.

Grosz, Elisabeth , 2005. Time Travels: Feminism, Nature, Power. Durham, NC: Duke University Press.

Haraway, Donna , 1988. “Situated Knowledges: The Science Question of Feminism and the Privilege of Partial Persepctive”. Feminist Sudies, 14 (3), 575–599.

Haraway, Donna , 2008. When Species Meet. Minneapolis: University of Minnesota Press.

Haraway, Donna , 2016. Staying with the Trouble: Making Kin in the Chthulucene. Durham, NC: Duke University Press.

Hickey-Moody, Anna , 2016. “Affect as Method: Feelings, Aesthetics and Affective Pedagogy”. In: Rebecca Coleman and Jessica Ringrose , eds, Deleuze and Research Methodologies. Edinburgh: Edinburgh University Press, 79–95.

Hinton, Peta and Pat Treusch , eds, 2015. Teaching with Feminist Materialisms: Teaching with Gender. European Women’s Studies in International and Interdisciplinary Classrooms. Utrecht: ATGENDER.

hooks, bell , 1994. Teaching to Transgress: Education as the Practice of Freedom. London: Routledge.

Lykke, Nina , 2010. “Introduction”. In: Nina Lykke , ed., Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing. New York: Routledge, i–xii.

Sharing vulnerabilities

Ahmed, S. (2014), Selfcare as Warfare, http://feministkilljoys.com/2014/08/25/selfcare-as-warfare/.

Ahmed, S. (2015), Against Students, New Inquiry, June 29, http://thenewinquiry.com/essays/against-students/.

Alaimo, S. (2010), Bodily Natures: Science, Environment, and the Material Self, Indiana University Press, Bloomington.

Barad, K. (2012), Intra-active Entanglements: An Interview with Karen Barad by Malou Juelskjaer and Nete Schwennesen, Kvinder, Køn & Forskning, 1–2: 10–23.

Bauman, Z. (2007), Liquid Times: Living in an Age of Uncertainty, Polity Press, Cambridge.

Beck, U. (1992 [1986]), Risk Society: Towards a New Modernity, transl. by M. Ritter , Sage, Los Angeles.

Berg, M. and B. K. Seeber (2016), The Slow Professor: Challenging the Culture of Speed in the Academy, University of Toronto Press, Toronto.

Braidotti, R. (2006), The Ethics of Becoming Imperceptible, in: Deleuze and Philosophy, ed. by Constantin Boundas , Edinburgh University Press, Edinburgh: 133–159.

Butler, J. (2009), Frames of War: When Is Life Grievable, Verso, New York.

Butler, J. and A. Athanasiou (2013), Dispossession: The Performative in the Political, Polity Press, Cambridge.

Cielemecka, O. and M. Rogowska-Stangret (2015), Stigmergy as a Collective Research Practice, in: Imagine There Were No Humanities … Transdisciplinary Perspectives, ed. by I. Ackermann , K. Chruszczewska , E. R. Janion , Á. Máté , and N. Obukowicz , Wydawnictwo DiG, Warsaw: 51–58.

Collini, S. (2012), What Are Universities For? Penguin, London.

Côté, J. E. and A. L. Allahar (2007), Ivory Tower Blues: A University System in Crises, University of Toronto Press, Toronto.

Côté, J. E. and A. L. Allahar (2011), Lowering Higher Education: The Rise of Corporate Universities and the Fall of Liberal Education, University of Toronto Press, Toronto.

Crary, J. (2013), 24/7: Late Capitalism and the Ends of Sleep, Verso, London.
Debord, G. (2000 [1967]), The Society of the Spectacle, Black & Red, Kalamazoo, MI.
Deleuze, G. (1995 [1990]), Negotiations 1972–1990, transl. by M. Joughin , Columbia University Press: New York.
Deleuze, G. and M. Foucault (1977), Intellectuals and Power: A Conversation between Michel Foucault and Gilles Deleuze, in: M. Foucault , Language, Counter-Memory, Practice: Selected Essays and Interviews, ed. by Donald F. Bouchard . Cornell University Press, Ithaca, NY: 205–217.
Eagleton, T. (2015), The Slow Death of the University, Chronicle of Higher Education, April 6, www.chronicle.com/article/The-Slow-Death-of-the/228991/#disqus_thread.
Foucault, M. (1983), The Subject and Power, in: H. L. Dreyfus and P. Rabinow , Michel Foucault: Beyond Structuralism and Hermeneutics, University of Chicago Press, Chicago: 208–226.
Foucault, M. (1988 [1984]), The Care of the Self. Volume 3 of The History of Sexuality, transl. by R. Hurley , Vintage Books, Random House: New York.
Foucault, M. (2003), Society Must Be Defended. Lectures at the Collège de France 1975–76, ed. by M. Bertani , A. Fontana , transl. by D. Macey , Picador, Palgrave Macmillan, New York.
Foucault, M. (2008 [2004]), The Birth of Biopolitics. Lectures at the Collège de France 1978–79, ed. by M. Senellart , transl. by G. Burchell , Picador, Palgrave Macmillan, New York.
Freud, S. (1923), The Ego and the Id, many editions.
Gill, R. (2009), Breaking the Silence: The Hidden Injuries of Neo-liberal Academia, in: Secrecy and Silence in the Research Process: Feminist Reflections, ed. R. Flood and R. Gill , Routledge, London.
Gilligan, C. (1982), In Different Voice: Psychological Theory and Women's Development, many editions.
Goffman, E. (1986), Stigma: Notes on the Management of Spoiled Identity, Touchstone, New York.
Grosz, E. (2004), The Nick of Time: Politics, Evolution, and the Untimely, Duke University Press, Durham, NC.
Grosz, E. (2011), Becoming Undone: Darwinian Reflections on Life, Politics, and Art, Duke University Press, Durham, NC.
Haraway, D. (1991), *Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective* , in: D. Haraway , Simians, Cyborgs, and Women: The Reinvention of Nature, Free Association Books, London: 183–201.
Haraway, D. (2003), The Companion Species Manifesto: Dogs, People, and Significant Otherness, Prickly Paradigm Press, Chicago.
Hornblow, M. (2015), A Sahara in the Head: The Problem of Landing, Inflexions, 8, http://inflexions.org/radicalpedagogy/main.html#Hornblow.
Kristeva, J. (1991), Strangers to Ourselves, transl. by L. S. Roudiez , Columbia University Press, New York.
Lawson, V. (2009), Instead of Radical Geography, How about Caring Geography? Antipode, 41 (1): 210–213.
Massumi, B. (2014), What Animals Teach Us about Politics, Duke University Press, Durham, NC.
Mountz, A. , A. Bonds , B. Mansfield et al. (2015), For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University, ACME, International E-journal for Critical Geographies, 14 (4): 125–1235.
Nussbaum, M. C. (2010), Not for Profit: Why Democracy Needs the Humanities, Princeton University Press, Princeton, NJ.
Pocklington, T. C. and A. Tupper (2002), No Place to Learn: Why Universities Aren't Working, University of British Columbia Press, Vancouver.
Reading, B. (1996), The University in Ruins, Harvard University Press, Cambridge, MA.
Rose, D. (2013), Slowly ~ Writing into the Anthropocene, TEXT Special Issue 20: Writing Creates Ecology: Ecology Creates Writing, ed. by Martin Harrison , Deborah Bird Rose , Lorraine Shannon , and Kim Satchell , October 2013, www.textjournal.com.au/speciss/issue20/content.htm.
Slaughter, S. and L. L. Leslie (1997), Academic Capitalism: Politics, Policies, and the Entrepreneurial University, Johns Hopkins University Press, Baltimore, MD.

Stengers, I. (2011), Another Science Is Possible! A Plea for Slow Science, http://we.vub.ac.be/aphy/sites/default/files/stengers2011_pleaslowscience.pdf.
Sullivan, N. (2015), Somatechnics of Swallowing, keynote lecture at the conference Open Embodiments: Locating Somatechnics in Tucson, University of Arizona, Tucson, April 15–18.
Tsing, A. (2012), Unruly Edges: Mushrooms as Companion Species, Environmental Humanities, 1: 141–154.
van der Tuin, I. (2015), Classifixation in Feminist Theory, in: Generational Feminism: New Materialist Introduction to a Generative Approach, Lexington Books, Lanham, MD: 19–38.
von Uexküll, J. (2010), A Theory of Meaning, in: J. von Uexküll, A Foray into the Worlds of Animals and Humans, transl. by J. D. O'Neil , University of Minnesota Press, Minneapolis.
Wilson, E. (2004), Gut Feminism, Differences, Journal of Feminist Cultural Studies 15 (3): 66–94.

Knowmadic knowledge production in times of crisis

Academic Anonymous Higher Education Blog Series , 2014. "There is a culture of acceptance around mental health issues in academia", 1 March. Available from: www.theguardian.com/higher-education-network/blog/2014/mar/01/mental- health-issue-phd-research-university [Accessed 1 September 2015].
Barad, Karen , 2007. Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning. Durham, NC: Duke University Press.
Barad, Karen , 2010. "Quantum Entanglements and Hauntological Relations of Inheritance: Dis/continuities, SpaceTime Enfoldings, and Justice-to-Come". Derrida Today, 3 (2), 240–268.
Berardi, Franco (Bifo), 2005. "What Does Cognitariat Mean?" Cultural Studies Review, 11 (2), 57–63.
Berg, Maggie and Barbara K. Seeber , 2016. The Slow Professor: Challenging the Culture of Speed in the Academy. Toronto: University of Toronto Press.
Berlant, Lauren , 2011. Cruel Optimism. Durham, NC: Duke University Press.
Bird Rose, Deborah , 2013. "Slowly ~ writing into the Anthropocene". *TEXT* Special Issue 20: Writing Creates Ecology and Ecology Creates Writing, eds. Martin Harrison, Deborah Bird Rose, Lorraine Shannon, and Kim Satchell. Available from: www.textjournal.com.au/speciss/issue20/Rose.pdf [Accessed 7 July 2016].
Braidotti, Rosi , 2011. Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory. New York: Columbia University Press.
Butler, Judith , 1999. Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge Press.
Butler, Judith , 2004. Precarious Life: The Powers of Mourning and Violence. London: Verso.
Butler, Judith and Athena Athanasiou , 2013. Dispossession: The Performative in the Political: Conversations with Athena Athanasiou. Cambridge: Polity Press.
Cixous, Hélène , 1976. "The Laugh of the Medusa". Transl. K. Cohen and P. Cohen . Signs, 1 (4), 875–893.
Colman, Felicity , 2010. "Notes on the Feminist Manifesto: The Strategic Use of Hope". Journal for Cultural Research, 14 (4), 375–392.
Data on Success Rate in Spanish Scholarships , 2016. Blog, 20 June. Available from: https://juandelaciencia.wordpress.com/2016/06/20/algunos-datos-y-estadisticas- de-los-jdc-y-ryc/#more-1770 [Accessed 23 June 2016].
Deleuze, Gilles and Félix Guattari , 1987. A Thousand Plateaus. Transl. B. Massumi . Minneapolis: University of Minnesota Press.
Economic Crisis Increases Doctoral Thesis , 2015. Press article, 5 June. Available from: www.20minutos.es/noticia/2481236/0/tesis-doctorales/aumentan-desde-inicio/crisis-economica/ [Accessed 23 June 2016].
Grabowska, Magdalena , 2013. Between Gender Studies and Gender Ideology. Gender Education in Poland. Warsaw: Heinrich Boell Stiftung. Available from: https://pl.boell.org/sites/default/files/downloads/Magda_Grabowska_gender_education.pdf [Accessed 6 September 2016].

Halberstam, Judith/Jack, 2011. Queer Art of Failure. Durham, NC: Duke University Press.
Haraway, Donna , 1988. “Situated Knowledges: The Science Question in Feminism”. Feminist Studies, 14 (3), 575–599.
Haraway, Donna , 1991. “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism”. In: D. Haraway , Simians, Cyborgs, and Women: The Reinvention of Nature. New York: Routledge, 149– 81.
Haraway, Donna , 1992. “ *Ecce Homo*, Ain’t (Aren’t) I a Woman, and Inappropriate/d Others: The Human in a Post-Humanist Landscape”. In: Judith Butler and Joan Wallach Scott , eds, Feminists Theorize the Political. New York: Routledge, 81–101.
Haraway, Donna , 2000. How Like a Leaf: An Interview with Thyrza Nichols Goodeve. New York: Routledge, 135–138.
Haraway, Donna , 2008. When Species Meet. Minneapolis: University of Minnesota Press.
Haushofer, Johannes , date unknown. CV of Failures. Available from: www.princeton.edu/haushofer/Johannes_Haushofer_CV_of_Failures.pdf [Accessed 1 June 2016].
Hemmings, Clare , Mia Liinason , and Katrine Smiet , 2015. “Survival Kit for Young Researchers: Getting Funded, Getting Published”. Roundtable discussion in *9th Feminist European Research Conference: Sex and Capital*, 5 June, University of Lapland University of Lapland, Rovaniemi, Finland.
Michalak, Dominika , 2013. “Studia doktoranckie w Polsce – łatwo zacząć, trudniej skończyć”. 11 March. Available from: https://noweotwarcie.org/tag/ uniwersytet/ [Accessed 6 June 2016].
Moravec, John , 2013. “Knowmad Society: The ‘New’ Work and Education”. On the Horizon, 21 (2), 79–83.
Mountz, Alison , Anne Bonds , Becky Mansfield et al., 2015. “For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University”. ACME: An International E-Journal for Critical Geographies. Available from: www.academia.edu/12192676/For_Slow_Scholarship_A_Feminist_Politics_of_Resistance_through_Collective_Action_in_the_Neoliberal_University [Accessed 1 March 2016].
Pascual, Alfredo , 2012. “La secretaría de: ía de Estado de Investigación: ‘En España sobran científicos’”. Press article, 7 June. Available from: www.elconfidencial.com/sociedad/2012-06-07/la-secretaria-de-estado-de-investigacion-en-espana-sobran-cientificos_253768/ [Accessed 1 March 2016].
Pyke, Karen , 2011. “Service and Gender Inequity among Faculty”. Political Science and Politics, 44 (1), 85–87.
Readings, Bill , 1997. The University in Ruins. Cambridge, MA: Harvard University Press.
Revelles-Benavente, Beatriz , forthcoming. “Affecting Feminist Pedagogies: Performing Critical Thinking in the Relation between Social Networking Sites and Contemporary Literature”. In: Edyta Just and Wera Grahn , eds, Adventurous Encounters. Newcastle: Cambridge Scholars Publishing.
Schostak, John and Jill Schostak , 2008. Radical Research: Designing, Developing and Writing Research to Make a Difference. London: Routledge.
Slow Science Academy , 2010. “Slow Science Manifesto”. Available from: http://slow-science.org/slow-science-manifesto.pdf [Accessed 1 June 2016].
Standing, Guy , 2011. The Precariat: The New Dangerous Class. London: Bloomsbury Academic.
Stengers, Isabelle , 2011. “Another Science Is Possible! A Plea for Slow Science”. A public lecture delivered at Faculté de Philosophie et Lettres, Université Libre de Bruxelles, 13 December. Available from: https://threerottenpotatoes.files.wordpress.com/2011/06/stengers2011_pleaslowscience.pdf [Accessed 1 January 2016].
Sullivan, Nikki , 2015. “The *Somatechnics* of Swallowing”, lecture delivered at the *Somatechnics: Open Embodiments: Locating Somatechnics in Tucson* conference, 17 April, University of Arizona, Tucson.
Tsing, Anna Lowenhaupt , 2015. The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins. Princeton, NJ: Princeton University Press.
Tuin, Iris van der , 2015. Generational Feminism: New Materialist Introduction to a Generative Approach. London: Lexington.

Williams, Jeffrey J. , 2012. “Deconstructing Academe: The Birth of Critical University Studies”. Chronicle of Higher Education, 19 February. Available from: http://chronicle.com/article/An-Emerging-Field-Deconstructs/130791/ [Accessed 1 April 2016].

(No) time for care and responsibility

Acker, Sandra and Armenti, Carmen . “Sleepless in academia”. Gender and Education, 16, 1 (2004): 3–24. Retrieved from http://doi.org/10.1080/0954025032000170309.

Alleva, Lisa . “Taking time to savour the rewards of slow science”. Nature, 443 (2006): 271. Retrieved from www.nature.com/nature/journal/v443/n7109/full/443271e.html.

Baker, Maureen. “Career confidence and gendered expectations of academic promotion”. *Journal of Sociology*, 46, 3 (2010): 317–34. Retrieved from http://doi.org/10.1177/1440783310371402.

Barad, Karen . “Posthumanist performativity: Toward an understanding of how matter comes to matter”. Signs: Journal of Women in Culture and Society, 23, 3 (2003): 801–831.

Barker, Kristin K. The Fibromyalgia Story: Medical Authority and Women Worlds of Pain. Philadelphia, PA: Temple University Press, 2005.

Barker, Kristin K. “Listening to Lyrica: Contested illnesses and pharmaceutical determinism”. Social Science and Medicine, 73 (2011): 833–842.

Carrigan, Mark . “Life in the Accelerated Academy: Anxiety thrives, demands intensify and metrics hold the tangled web together”. Impact Blog, Accelerated Academy. London: London School of Economics, 2015. Retrieved from http://blogs.lse.ac.uk/impactofsocialsciences/2015/04/07/life-in-the-accelerated-academy-carrigan/.

Carrigan, Mark and Vostal, Filip . “Not so fast! A critique of the Slow Professor”. University Affaires, posted 22 April 2016. Retrieved from www.universityaffairs.ca/opinion/in-my-opinion/not-so-fast-a-critique-of-the-slow-professor/#comments.

Clarke, Caroline A. and Knights, David . “Careering through academia: Securing identities or engaging ethical subjectivities?” Human Relations, 68, 12 (2015): 185–1868.

Deem, Rosemary . “Globalisation, new managerialism, academic capitalism and entrepreneurialism in universities: Is the local dimension still important?” Comparative Education, 37, 1 (2001): 7–20.

Deem, Rosemary and Ozga, Jennifer T. “Transforming post-compulsory education? Femocrats at work in the academy”. Women’s Studies International Forum, 23, 2 (2000): 153–166. Retrieved from http://doi.org/10.1016/S0277-5395(00)00070-4.

Fisher, Berenice and Tronto, Joan . “Toward a feminist theory of care”, in Circles of Care: Work and Identity in Women’s Lives, ed. Emily Abel and Margaret Nelson . Albany, NY: State University of New York Press, 1991.

Garfield, Eugene . “Essays of an information scientist: Science reviews”. Journalism Inventiveness and Other Essays, 14 (1991): 380. Retrieved from www.garfield.library.upenn.edu/essays/v14p380y1991.pdf.

Gijsbers Van Wijk, Cecile M. T. , Van Vliet, Katja P. , and Kolk, Annemarie M. “Gender perspectives and quality of care: Towards appropriate and adequate health care for women”. Social Sciences and Medicine, 43, 5 (1996): 707–720.

Gill, Rosalind . “Breaking the silence: The hidden injuries of neo-liberal academia”, in Secrecy and Silence in the Research Process: Feminist Reflections, ed. R. Flood and R. Gill . London: Routledge, 2009.

Gómez, Lucía and Jódar, Francisco . “Ética y política en la universidad española: La evaluación de la investigación como tecnología de la subjetividad”. Athenea Digital, 13, 1 (2013): 81–98.

González, Ana María . “Inclusion of women in science. Long-term strategies for alone or with partners’ women”. GÉNEROS: Multidisciplinary Journal of Gender Studies, 3 (2014): 459–482.

González, Ana María and Vergés, Núria , “International mobility of women in S&T careers: Shaping plans for personal and professional purposes”. Gender Place and Culture: A Journal of Feminist Geography, 5 (2013): 613–629.

Gosselain, Olivier P . “Slow science. La desexcellence”. Uzance, 1 (2011): 128–140. Retrieved from www.patrimoineculturel.cfwb.be/index.php?id=uzance1.

Hanisch, Carol . “The personal is political”, Notes from the Second Year, ed. Shulie Firestone and Anne Koedt (Durham, NC: Duke University Press, 1969). Retrieved from www.carolhanisch.org/CHwritings/PersonalisPol.pdf.
Inzlicht, Michael and Kang, Sonia K. “Stereotype threat spillover: How coping with threats to social identity affects aggression, eating, decision making, and attention”. Journal of Personality and Social Psychology, 99, 3 (2010): 467–481.
Lutz, Jean-François . “Slow science”. Nature Chemistry, 4, 8 (2012): 588–589. Retrieved from http://doi.org/10.1038/nchem.1415.
Martell, Luke . “The slow university: Inequality, power and alternatives”. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 15, 3, Art. 10 (2014). Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs1403102.
Meissner, Hanna . “Opening spaces: The politics of feminist materialisms as challenge to the entrepreneurial university”, in Teaching with Feminist Materialisms, ed., Peta Hinton and Pat Treusch , 123–140. Utrecht: ATGENDER, 2015.
Menzies, Heather and Newson, Janice . “No time to think. Academics’ life in the globally wired university. Time and Society, 16, 1 (2007): 83–98.
Menzies, Heather and Newson, Janice . “Time, stress and intellectual engagement in academic work: Exploring gender difference”. Gender, Work and Organization, 15, 5 (2008): 504–522.
Ministerio de Educación . “Cultura y Deporte, Datos y Cifras del sistema universitario español. Curso 2014/2015”. Secretaría General Técnica, 2015.
Morley, Louise . “The micropolitics of quality”. Critical Quarterly, 47, 1–2 (2005): 83–95.
Mountz, Alison , Bonds, Anne , Mansfield, Beckye , Loyd, Jenna , Hyndman, Jennifer , Walton-Roberts, Margaret , Basu, Ranu , Whitson, Risa , Hawkins, Roberta , Hamilton, Trina , and Curran, Winnifred . “For slow scholarship: A feminist politics of resistance through collective action in the neoliberal university”. ACME, International E-Journal for Cultural Geographies, 14, 4 (2015): 125–1235. Retrieved from http://ojs.unbc.ca/index.php/acme/article/view/1058.
O’Brien, Rosaleen , Hart, Graham J. , and Hung, Kate . “‘Standing out from the herd’: Men renegotiating masculinity in relation to their experience of illness”. International Journal of Men’s Health, 6, 3 (2007): 178–200.
O’Neill, Maggie . “The slow university: Time, work and well-being”. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 15, 3 (2014). Retrieved from www.qualitative-research.net/index.php/fqs/article/view/2226/3696.
Pérez Orozco, Amaia . Subversión feminista de la economía. Apuntes para un debate sobre el conflicto capital-vida. Madrid: Traficantes de sueños, 2014.
Puig de la Bellacasa, María . “Nothing comes without its world: Thinking with care”. Sociological Review, 60, 2 (2012): 197–215.
Puig de la Bellacasa, María . “Making time for soil: Technoscientific futurity and the pace of care”. Social Studies of Science, 45, 5 (2015): 691–716.
Pujal, Margot and Mora, Enrico . “Dolor, trabajo y su diagnóstico psicosocial de género: Un ejemplo”. Universitas Psychologica, 12, 4 (2013): 111–1189.
Pujal, Margot and Mora, Enrico . “Subjectivity, health and gender: an approach to chronified pain through the Psychosocial Gender Diagnostic methodology / Subjetividad, salud y género: una aproximación al dolor cronificado mediante la metodología del Diagnóstico Psicosocial de Género”. Estudios de Psicología, 35, 2 (2014): 212–238.
Pujal, Margot , Albertín, Pilar , and Mora, Enrico . “Discursos Científicos sobre el dolor cronificado sin-causa-orgánica. Incorporando una mirada de género para resignificar-repolitizar el dolor”. Política y Sociedad, 52, 3 (2015): 921–948.
Revelles, Beatriz . “Materializing Feminist Theory: The Classroom as an Act of Resistance”, in Teaching with Feminist Materialisms, ed. P. Hinton and P. Treusch , 53–65. Utrecht: ATGENDER, 2015.
Rosa, Hartmut. Social Acceleration. New York: Columbia University Press, 2013.
Schulte, Brigid . Overwhelmed: Work, Love and Play When No One Has the Time. New York: Sarah Crichton Books, 2014.
Shahjahan, Riyad A. “Being “Lazy” and Slowing Down: Toward Decolonizing Time, Our Body, and Pedagogy”. Educational Philosophy and Theory, 47, 5 (2015): 488–501.
Slaugther, Sheila and Rhoades, Gary . “The Neo-liberal University”. New Labor Forum, 6 (2000): 73–79.

Slow Science Academy . “The Slow Science Manifesto” (2010). Retrieved from http://slow-science.org/slow-science-manifesto.pdf.
Sparkes, Andrew . “Embodiment, Academics, and the Audit Culture: A Story Seeking Consideration”. Qualitative Research, 7, 4 (2007): 521–550.
Spencer, Steven J. , Steele, Claude M. , and Quinn, Diane M. “Stereotype threat and women’s math performance”. Journal of Experimental Social Psychology, 35 (1999), 4–28.
Stengers, Isabelle . “Another Science Is Possible! A Plea for Slow Science”, 13 December 2011, inaugural lecture Chair Willy Calewaert 2011–12. Faculté de Philosophie et Lettres, Université Libre de Bruxelles. Retrieved from http://we.vub.ac.be/aphy/sites/default/files/stengers2011_pleaslowscience.pdf.
Stuifbergen, Alexa K. , Phillips, Lorraine , Voelmeck, Wayne , and Browder, Renee . “Illness Perceptions and Related Outcomes among Women with Fibromyalgia Syndrome”. Women’s Health Issues, 16 (2006): 353–360.
Tronto, Joan . Moral Boundaries: A Political Argument for an Ethic of Care. New York: Routledge, 1993.
Vallespín, Ivanna and Silió, Elisa . “Las universidades pierden 1.400 millones en tres años”. El País, 6 March 2014. Retrieved from http://sociedad.elpais.com/sociedad/2014/03/06/actualidad/1394132046_611684.html.
Valls-Llobet, Carme . Mujeres, salud y poder. Madrid: Cátedra Feminismos, 2009.
Van den Brink , Marieke and Benschop, Yvonne . “Gender practices in the construction of academic excellence: Sheep with five legs”, Organization, 19, (2012): 507–524.
Vázquez, Susana and Elston, Mary Ann . “Gender and Academic Career Trajectories in Spain: From Gendered Passion to Consecration in a Sistema Endogámico?” Employee Relations, 28, 6 (2006): 588–603.
Vostal, Filip . “Academic Life in the Fast Lane: The Experience of Time and Speed in British Academia”. Time and Society, 24, 1 (2015): 71–95.
Vostal, Filip . “Speed Kills, Speed Thrills: Constraining and Enabling Accelerations in Academic Work-Life”. Globalisation, Societies and Education, 13, 3 (2015): 295–314.
Walker, Judith . “Time as the Fourth Dimension in the Globalization of Higher Education”. Journal of Higher Education, 80, 5 (2009): 483–509. Retrieved from http://doi.org/10.1353/jhe.0.0061.
Wolfe, Frederick and Walitt, Brian . “Culture, Science and the Changing Nature of Fibromyalgia”. Nature Reviews Rheumatology, 9 (2013): 751–755.

“It’s a hell of a responsibility to be yourself”

Ahmed, Sara , Jane Kilby , Celia Lury , Maureen McNeil , and Beverley Skeggs , eds. Transformations: Thinking through Feminism. London: Routledge, 2000.
Allen, Amy . The Politics of Our Selves: Power, Autonomy and Gender in Contemporary Critical Theory. New York: Columbia University Press, 2008.
Bauman, Zygmunt . Postmodern Ethics. London: Wiley-Blackwell, 1993.
Bourdieu, Pierre . Distinction: A Social Critique of the Judgement of Taste. Cambridge, MA: Harvard University Press, 1984.
Braidotti, Rosi . The Posthuman. London: Blackwell, 2013.
Butler, Judith . The Psychic Life of Power. Stanford, CA: Stanford University Press, 1997.
Butler, Judith . Giving an Account of Oneself. New York: Fordham University Press, 2005.
Caputi, Susan . Feminism and Power: The Need for Critical Theory. Lanham, MD: Lexington Books, 2013.
De Certeau, Michel . L’Invention du Quotidien, vol. 1 Arts de faire. Paris: Gallimard, 1980.
Fraser, Nancy and Axel Honneth . Redistribution or Recognition? A Political-Philosophical Exchange. London: Verso, 2003.
Freire, Paolo . Teachers as Cultural Workers: Letters to Those Who Dare Teach. Boulder, CO: Westview Press, 2005.
Frosh, Stephen and Lisa Baraitser . “Thinking, recognition and otherness”. Psychoanalytic Review 90 (2003): 771–789.

Green, Celia . Letters from Exile: Observations on a Culture in Decline. Oxford: Oxford Forum, 2004.
Grosz, Elizabeth A. Volatile Bodies: Toward a Corporeal Feminism. Bloomington: Indiana University Press, 1994.
Haraway, Donna . “Situated knowledges: The science question in feminism as a site of discourse on the privilege of partial perspective”. Feminist Studies 14, 3 (1988): 575–599.
Haraway, Donna . Simians, Cyborgs, and Women: The Reinvention of Nature. New York: Routledge, 1991.
Haraway, Donna . The Companion Species Manifesto: Dogs, People, and Significant Otherness. Chicago, IL: Prickly Paradigm Press, 2003.
Haraway, Donna . When Species Meet. Minneapolis: University of Minnesota Press, 2008.
hooks, bell . Teaching to Transgress: Education as the Practice of Freedom. London: Routledge, 1994.
Jaggar, Alison M. , ed. Living with Contradictions: Controversies in Feminist Social Ethics. Boulder, CO: Westview Press, 1994.
Levinas, Emmanuel . Totality and Infinity: An Essay on Exteriority. Trans. Alphonso Lingis . Pittsburgh, PA: Duquesne University Press, 1969 [1961].
Lorde, Audre . “The master’s tools will never dismantle the master’s house”. In Sister Outsider: Essays and Speeches, 114–117. Berkeley, CA: Crossing Press, 1984.
Lorraine, Tamsin . Deleuze and Guattari’s Immanent Ethics. Albany, NY: SUNY Press, 2011.
Luke, Carmen and Jennifer Gore , eds. Feminisms and Critical Pedagogy. New York: Routledge, 1992.
Mohanty, Chandra Talpade . Feminism without Borders: Decolonizing Theory, Practicing Solidarity. Durham, NC: Duke University Press, 2003.
Mouffe, Chantal . “Feminism, Citizenship and Radical Democratic Politics”. In Feminists Theorize the Political, edited by Judith Butler and Joan W. Scott , 369–384. London: Routledge, 1992.
Nietzsche, Friedrich . On the Genealogy of Morality. Cambridge: Cambridge University Press, 2007.
Nitis, Maya . “Feminist Materialisms in Class: Learning without Masters”. In Teaching with Feminism Materialisms, edited by Peta Hinton and Pat Treusch , 111–122. Utrecht: ATGENDER, 2015.
Oksala, Johanna . Foucault on Freedom. Cambridge: Cambridge University Press, 2005.
Oleski, Elzbieta H. , ed. Intimate Citizenships: Gender, Sexualities, Politics. London: Routledge, 2009.
Peterson, Christopher and Martin E. P. Seligman . Character Strengths and Virtues. Oxford: Oxford University Press, 2004.
Plath, Sylvia . The Unabridged Journals of Sylvia Plath, edited by Karen V. Kukil . New York: Anchor, 2000.
Riley, Denise . Selected Poems. London: Reality Street, 2000.
Rorty, Richard . An Ethics for Today: Finding Common Ground between Philosophy and Religion. New York: Columbia University Press, 2010.
Young, Julian . Nietzsche: A Philosophical Biography. Cambridge: Cambridge University Press, 2010.

Feminist science literacy as a political and pedagogical challenge

Costa, Rosa and Mendel, Iris (2016). Zwischen Anpassung und Widerstand. Critical Science Literacy in der Wissensgesellschaft. In: Magazin erwachsenenbildung.at, 28. Vienna. Online: http://erwachsenenbildung.at/magazin/archiv.php?mid=9928 (15/09/16).
Dewey, John (1929). Democracy and Education. New York: Macmillan Company.
Dück, Julia (2014). Krise und Geschlecht. Überlegungen zu einem feministisch-materialistischen Krisenverständnis. In: Prokla, 174, pp. 53–70.
Faulstich, Peter and Trumann, Jana (2016). Wissenschaftsvermittlung, Popularisierung und kollektive Wissensproduktion. In: Magazin erwachsenenbildung.at, 27. Vienna. Online:

http://erwachsenenbildung.at/magazin/16–27/meb16-27.pdf (15/09/16).
Fine, Cordelia (2010). Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference. New York: W. W. Norton.
Fleck, Ludwik (1980 [1935]). Die Entstehung und Entwicklung einer wissenschaftlichen Tatsache. Einführung in die Lehre vom Denkstil und Denkkollektiv. Frankfurt/M.: Suhrkamp.
Foucault, Michel (2006). Die Geburt der Biopolitik. Geschichte der Gouvern-ementalität II. Vorlesung am Collège de France 1978–1979. Frankfurt/M.: Suhrkamp.
Freire, Paulo (1973). Pädagogik der Unterdrü ckten. Bildung als Praxis der Freiheit. Reinbek: Hamburg.
Freire, Paulo (1985). Reading the World and Reading the Word: An Interview with Paulo Freire. In: Language Arts, 62(1), pp. 15–21.
Götz, Judith (2014) (Re-)Naturalisierungen der Geschlechterordnung. Anmerkungen zur Geschlechterblindheit der (österreichischen) Rechtsextremismusforschung. In: FIPU (ed.): Rechtsextremismus 1. Entwicklungen und Analysen. Vienna: Mandelbaum, pp. 40–68.
Gramsci, Antonio (2003). Selections from the Prison Notebooks of Antonio Gramsci. Ed. Quintin Hoare and Geoffrey Nowell Smith . London: Lawrence and Wishart.
Haraway, Donna , J. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. In: Feminist Studies, 14(3), pp. 575–599.
Haraway, Donna J. (1991). Simians, Cyborgs, and Women: The Reinvention of Nature. New York: Routledge.
Harding, Sandra (2006). Science and Social Inequality: Feminist and Postcolonial Issues. Urbana: University of Illinois Press.
Haug, Frigga (2003). Lernverhältnisse. Selbstbewegungen und Selbstblockierungen. Hamburg: Argument.
Hodson, Derek (1999). Going beyond Cultural Pluralism: Science Education for Sociopolitical Action. In: Science Education, 83, pp. 775–796.
hooks, bell (1989). Talking Back: Thinking Feminist, Thinking Black. Boston, MA: South End Press.
hooks, bell (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
hooks, bell (2010). Teaching Critical Teaching: Practical Wisdom. New York: Routledge.
Höppner, Grit and Schmitz, Sigrid (2014). Neurofeminism and Feminist Neuro-sciences: A Critical Review of Contemporary Brain Research. In: Frontiers in Human Neuroscience, 8. Online: http://journal.frontiersin.org/article/10.3389/fnhum.2014.00546/full (17/05/2014).
Hurlbert, Anya and Ling, Yahzu (2007). Biological Components of Sex Differences in Color Preference. In: Current Biology, 17(16), pp. R623–R625.
Jantz, Olaf and Rauw, Regina , eds (2001). Perspektiven geschlechtsbezogener Pädagogik. Impulse und Reflexionen zwischen Gender, Politik und Bildungsarbeit. Wiesbaden: Springer.
Jörke, Dirk (2011). Bürgerbeteiligung in der Postdemokratie. In: Postdemokratie? Aus Politik und Zeitgeschichte (APuZ 1–2/2011). Online: www.bpb.de/apuz/33562/postdemokratie (15/09/16).
McRobbie, Angela (2009). The Aftermath of Feminism: Gender, Culture and Social Change. Los Angeles: SAGE.
Mayer, Stefanie and Sauer, Birgit (forthcoming). “Gender Ideology” as an Empty Signifier: Political Discourse and Networking in Austria. In: David Paternotte and Roman Kuhar (eds), Anti-Gender Crusades in Europe: Mobilizations against Equality. Lanham, MD: Rowman and Littlefield.
Mendel, Iris (2015). WiderStandPunkte. Umkämpftes Wissen, feministische Wissenschaftskritik und kritische Sozialwissenschaften. Münster: Westfälisches Dampfboot.
Onnen, Corinna (2015). Studying Gender to Teach Gender. Zur Vermittlung von Gender-Kompetenzen. In: Juliette Wedl and Annette Bartsch (eds), Teaching Gender? Zum reflektierten Umgang mit Geschlecht im Schulunterricht und in der Lehramtsausbildung. Bielefeld: Transkript, pp. 83–102.
Oudshoorn, Nelly (1990). The Birth of Sex Hormones. In: Journal of the History of Biology, 23(2), pp. 42–83.
Pease, Allan and Pease, Barbara (2000). Why Men Don’t Listen and Women Can’t Read Maps. New York: Wellcome Rain.

Rajal, Elke and Schiedel, Heribert (2016). Rechtsextremismusprävention in der Schule. Ein ambitioniertes Programm. In: FIPU (ed.), Rechtsextremismus 2. Prävention und politische Bildung. Vienna: Mandelbaum, pp. 85–136.
Revelles-Benavente, Beatriz (2015). Materializing Feminist Theory: The Classroom as an Act of Resistance. In: Peta Hinton and Pat Treusch (eds), Teaching with Feminist Materialism: Teaching with Gender: European Women's Studies in International and Interdisciplinary Classrooms. Utrecht: ATGENDER. Online: http://atgender.eu/files/2015/12/Teaching_with_Feminist_Materialisms.pdf.
Rose, Hilary and Rose, Steven , eds (2001). Alas, Poor Darwin: Arguments against Evolutionary Psychology. London: Vintage.
Ruck, Nora (2014). Schönheit als Zeugnis. Evolutionspsychologische Schönheitsforschung und Geschlechterungleichheit. Wiesbaden: Springer VS.
Schiebinger, Londa (1993). Nature's Body: Gender in the Making of Modern Science. Boston, MA: Beacon Press.
Singer, Mona (2005). Geteilte Wahrheit. Feministische Epistemologie, Wissensso-ziologie und Cultural Studies. Vienna: Löcker.
Sullivan, Shannon and Tuana, Nancy , eds (2007). Race and Epistemologies of Ignorance. Albany, NY: Suny Press.
Wagner, Thomas (2013). Die Mitmachfalle. Bürgerbeteiligung als Herrschaftsinstrument. Köln: PapyRossa.

Screening feminisms

Ahmed, Sara . Queer Phenomenology: Orientations, Objects, Others. Durham, NC: Duke University Press, 2006.
Ahmed, Sara . On Being Included: Racism and Diversity in Institutional Life. Durham, NC: Duke University Press, 2012.
Angerer, Marie-Luise . Desire after Affect. Translated by Nicholas Grindell . London: Rowman and Littlefield, 2015 [2007].
Barad, Karen . "Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter". Signs, 28, 3, 2003, 801–831.
Barad, Karen . Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning. Durham, NC: Duke University Press, 2007.
Beugnet, Martine and Mulvey, Laura . "Feminist Perspective". In Feminisms: Diversity, Difference and Multiplicity in Contemporary Film Cultures, edited by Laura Mulvey and Anna Backman Rogers , 187–202. Amsterdam: Amsterdam University Press, 2015.
Braidotti, Rosi . Metamorphoses: Towards a Materialist Theory of Becoming. Cambridge: Polity Press, 2002.
Braidotti, Rosi . "Interview with Rosi Braidotti: 'The Notion of the Univocity of Being or Single Matter Positions Difference as a Verb or Process of Becoming at the Heart of the Matter'". In New Materialism: Interviews and Cartographies, edited by Rick Dolphijn and Iris van der Tuin , 19–37. Ann Arbor, MI: Open Humanities Press, 2012.
Braidotti, Rosi . The Posthuman. Cambridge: Polity Press, 2013.
Braidotti, Rosi . "Posthuman Affirmative Politics". In Resisting Biopolitics: Philosophical, Political and Performative Strategies, edited by S. E. Wilmer and Audrone Zukauskite , 30–56. London: Routledge, 2016.
Brinkema, Eugenie . "Celluloid is Sticky: Sex, Death, Materiality, Metaphysics (in Some Films by Catherine Breillat)". Women: A Cultural Review, 17, 2, 2006.
Brown, Wendy . Undoing the Demos: Neoliberalism's Stealth Revolution. Cambridge, MA: MIT Press, 2015.
Butler, Judith . Bodies that Matter: On the Discursive Limits of Sex. New York: Routledge, 1993.
Colebrook, Claire . "Norm Wars". In Revisiting Normativity with Deleuze, edited by Rosi Braidotti and Patricia Pisters , 81–97. London: Bloomsbury, 2012.
Dargis, Manohla . "Seeing You Seeing Me: The Trouble with 'Blue Is the Warmest Color'". New York Times, 25 October 2013. Retrieved from www.nytimes.com/2013/10/27/movies/the-trouble-with-blue-is-the-warmest-color.html?_r=0.

Doane, Mary Ann . “Film and the Masquerade: Theorizing the Female Spectator”. In Film and Theory: An Anthology, edited by Robert Stam and Toby Miller , 495–509. Malden, MA: Blackwell Publishers, 2000.
Downing, Lisa and Saxton, Libby . Film and Ethics: Foreclosed Encounters. Abingdon: Routledge, 2010.
Foucault, Michel . The History of Sexuality, Vol. 3: The Care of the Self, translated by Robert Hurley . New York: Vintage Books, 1988 [1986].
Gaines, Jane . “White Privilege and Looking Relations: Race and Gender in Feminist Film Theory [1988]”. In Feminism and Film, edited by E. A. Kaplan , 336–355. Oxford: Oxford University Press, 2000.
Hanisch, Carol . “The Personal Is Political”. In Radical Feminism, edited by Anne Koedt , Ellen Levin , and Anita Rapone , 113. New York: Quadrangle Books, 1973.
Haraway, Donna . “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective”. Feminist Studies, 14, 3, 1988, 575–599.
Haraway, Donna . Modest−Witness@Second−Millennium: FemaleMan©_Meets_OncoMouse™: Feminism and Technoscience. London: Routledge, 1997.
Hayward, Susan . Cinema Studies: The Key Concepts. London: Routledge, 2000.
Hickey-Moody, Anna and Mary Lou Rasmussen . “The Sexed Subject in-between Deleuze and Butler”. Deleuze and Queer Theory, edited by Chrysanthi Nigianni and Merl Storr , 37–53. Edinburgh: Edinburgh University Press, 2005.
Hinton, Peta and Treusch, Pat . “Introduction: Teaching with Feminist Materialisms”. In Teaching with Feminist Materialisms, edited by Peta Hinton and Pat Treusch , 1–22. Utrecht: ATGENDER, 2015.
Hongisto, Ilona . Soul of the Documentary: Framing, Expression, Ethics. Amsterdam: Amsterdam University Press, 2015.
hooks, bell . Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge: 1994.
hooks, bell . Reel to Reel: Race, Sex, and Class at the Movies. London: Routledge, 1996.
hooks, bell . “The Oppositional Gaze: Black Female Spectators”. In Film and Theory: An Anthology, edited by Robert Stam and Toby Miller , 510–523. Malden, MA: Blackwell Publishers, 2000.
Irigaray, Luce . “Women on the Market”. In This Sex Which Is Not One, translated by Catherine Porter , 170–191. Ithaca, NY: Cornell University Press, 1985 [1978].
Koivunen, Anu . “The Promise of Touch: Turns to Affect in Feminist Film Theory”. In Feminisms: Diversity, Difference and Multiplicity in Contemporary Film Cultures, edited by Laura Mulvey and Anna Backman Rogers , 97–110. Amsterdam: Amsterdam University Press, 2015.
Kuhn, Annette . The Power of the Image: Essays on Representation and Sexuality. London: Routledge, 1985.
Latour, Bruno . Reassembling the Social: An Introduction to Actor-Network-Theory. Oxford: Oxford University Press, 2007.
MacCormack, Patricia . Posthuman Ethics: Embodiment and Cultural Theory. London: Routledge, 2012.
Mayer, Sophie . Political Animals: The New Feminist Cinema. London: I. B.Tauris, 2016.
Mies, Maria . Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour. London: Zed, 1998 [1986].
Mulvey, Laura . “Visual Pleasure and Narrative Cinema”. In Film Theory and Criticism: Introductory Readings, edited by Leo Braudy and Marshall Cohen , 833–844. New York: Oxford University Press, 1999.
Ramsay, Karen . “Women: Mothers and Others: Discourses of Women and Motherhood in Three Academic Departments”. In Challenges and Negotiations for Women in Higher Education, edited by Pamela Cotterill , Sue Jackson , and Gayle Letherby , 48–49. Dordrecht: Springer, 2007.
Saraswati, L. Ayu . “Wikisexuality: Rethinking Sexuality in Cyberspace”. Sexualities 16, 5/6, 2013, 587–603.
Smelik, A. And the Mirror Cracked: Feminist Cinema and Film Theory. London: MacMillan, 1998.
Trinh, T. Minh-ha . Cinema Interval. London: Routledge, 1999.

van der Tuin, Iris . Generational Feminism: New Materialist Introduction to a Generative Approach. Lanham, MD: Lexington Books, 2015.
Williams, Linda . Screening Sex. Durham, NC: Duke University Press, 2008.

Doubt, excitement, pleasure

Ahmed, Sara . “Happy Objects”. In The Affect Theory Reader, edited by Melissa Gregg and Gregory J. Seigworth . Durham, NC: Duke University Press, 2010.
Ahmed, Sara . The Cultural Politics of Emotion. New York: Routledge, 2014.
Amsler, Sarah S. The Education of Radical Democracy. London: Routledge, 2015.
Baier, Angelika , Binswanger, Christa , Häberlein, Jana et al. Affekt und Geschlecht. Eine einführende Anthologie. Vienna: Zaglossus, 2014, 20–22.
Berlant, Lauren . “Nearly Utopian, Nearly Normal: Post-Fordist Affect in La Promesse and Rosetta”. Public Culture 19:2, 2007, 272–301.
Berlant, Lauren . Cruel Optimism. Durham, NC: Duke University Press, 2011.
Bishop, Claire . “The Social Turn: Collaboration and Its Discontents”. Artforum, February 2006.
Cannatella, Howard . Why We Need Arts Education: Revealing the Common Good: Making Theory and Practice Work Better. Rotterdam: Sense Publishers, 2015.
Cvetkovich, Anne . “Public Feelings”. South Atlantic Quarterly 106:3, Summer 2007.
Cvetkovich, Anne . Depression: A Public Feeling. Durham, NC: Duke University Press, 2012.
Deepwell, Katy . “Feminist Pedagogies”. n.paradoxa. International Feminist Art Journal 26, July 2010.
Handwerker Küchenhoff, Barbara . Spinoza’s Theorie der Affekte: Kohärenz und Konflikt. Würzburg: Verlag Königshausen und Neumann GmbH, 2006.
Harvey, David . A Brief History of Neoliberalism. Oxford: Oxford University Press, 2005.
Haug, Frigga . Erinnerungsarbeit. Hamburg: Argument Verlag, 2001.
Haug, Frigga . Selbstbewegungen und Selbstblockierungen. Hamburg: Argument, 2003.
hooks, bell . Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge, 1994.
Karppi, Tero , Laukkanen, Anu , Mannevuo, Mona , Pajala, Mari , and Sihvonen, Tanja , eds. “Affective Capitalism”. Ephemera: Theory and Politics in Organization, forthcoming.
Lazzarato, Maurizio . “Immaterial Labor”, translated by P. Colilli and E. Emery . In Radical Thought in Italy: A Potential Politics, edited by Michael Hardt and Paolo Virno . Minneapolis: University of Minnesota Press, 1995, 133–147.
Massumi, Brian . “The Autonomy of Affect”. Cultural Critique 31, Autumn 1995, 83–109.
Negri, Antonio and Hardt, Michael . “Value and Affect”. Boundary 2 26:2, Summer 1999, 77–88.
Sauer, Birgit and Penz, Otto . Affektives Kapital: Die Ökonomisierung der Gefühle im Arbeitsleben. Frankfurt: Campus, 2016.
Settele, Bernadette . Mitteilen, was trifft. Diskurse, Affekte und das Wirken von Kunst in der Kunstvermittlung. Verband Schweiter Lehrerinnen and Lehrer Bildnerische Gestaltung I, March 2014.
Sturm, Eva . Im Engpass der Worte. Sprechen über moderne und zeitgenössische Kunst. Frankfurt am Main: Reimer, 1996.
Tsianos, Vassilis and Papadopoulos, Dimitris . Precarity: A Savage Journey to the Heart of Embodied Capitalism, 2006, http://eipcp.net/transversal/1106/tsianospapadopoulos/en.
UNESCO . Roadmap for Arts Education. Lisbon, 2006.

Feminist ethics of responsibility and art therapy

Ahmed, Sara . “Multiculturalism and the Promise of Happiness”. New Formations, 63 (2007), 121–137.

Ahmed, Sara , Jane Kilby , Celia Lury , Maureen Mcneil , and Beverley Skeggs , eds, “Introduction: Thinking through Feminism”, in Ahmed et al., Transformations: Thinking through Feminism (London: Routledge, 2000), 1–23.

Foucault, M. , G. Deleuze , “Intellectuals and power: A conversation between Michel Foucault and Gilles Deleuze”, in Donald F. Bouchard (ed.), M. Foucault, Language, Counter-Memory, Practice: Selected Essays and Interviews (Ithaca, New York: Cornell University Press, 1977).

Haraway, Donna . Simians, Cyborgs, and Women: The Reinvention of Nature (New York: Routledge, 1991).

López Fernández-Cao, Marian . “Aplicando metodologías feministas para analizar la creación: propuestas en educación artística desde la experiencia de las mujeres”. Dossiers Feministes, 19 (2014), 31–55.

McAlister, Faber , “Donna J. Haraway”, in Jon Simons (ed.), From Agamben to Zizek: Contemporary Critical Theorists (Edinburgh: Edinburgh University Press, 2010), 127–143.

Massumi, Brian . “The Autonomy of Affect”. Cultural Critique, 31 (1995), 83–109.

(Fostering) princesses that can stand on their own two feet

Associação Portuguesa de Apoio à Vítima (APAV) . “Estatísticas APAV: Crianças e Jovens Vítimas de Crime (2000–2012)”. www.apav.pt/apav_v3/images/pdf/CriancasJovensVCV_2000_2012.pdf (accessed 11 April 2016).

Associação Portuguesa de Apoio à Vítima (APAV) . Campaign: “Corta com a Violência: Quem não te respeita não te merece”. Uploaded on 10 January 2012. https://youtu.be/b8vXfb80gF4 (accessed 11 April 2016).

Auerbach, Nina and U.C. Knoepflmacher , eds. Forbidden Journeys: Fairy Tales and Fantasies by Victorian Women Writers. Chicago, IL: University of Chicago Press, 1992.

Belsey, Catherine and Jane Moore , eds. The Feminist Reader: Essays in Gender and the Politics of Literary Criticism. Cambridge: Blackwell, 1989.

Berkel, L. , Vandiver, B. , and Bahner, A. “Gender Role Attitudes, Religion and Spirituality as Predictors of Domestic Violence Attitudes in White College Students”. Journal of College Student Development 45 (2) (2004): 119–133.

Borges, Rita . A prevençaõ da violeência de género em jovens e em contexto escolar: um olhar sobre a intervençaõ da CIG. Mestrado em Psicologia. Universidade de Lisboa: Faculdade de Psicologia, 2011.

Butler, Judith . “Sex and Gender in Simone de Beauvoir’s Second Sex”. Yale French Studies 72 (1986): 35–49.

Byatt, A. S. The Djinn in the Nightingale’s Eye: Five Fairy Stories. London: Vintage, 1995.

Byatt, A. S. Elementals: Stories of Fire and Ice. London: Vintage, 1999.

Byatt, A. S. “Fairy Stories: The Djinn in the Nightingale’s Eye”. In Essays by A. S. Byatt, 1999. www.asbyatt.com/Onherself.aspx (accessed 14 July 2014).

Carter, Angela . The Bloody Chamber. London: Vintage, 1995.

Comissão para a Cidadania e Igualdade de Género (CIG) . Campaign: “Namoro Violento não é Amor”. 2008. https://youtube/BAdPTsXrRNA (accessed 11 April 2016).

Dahl, Roald . “Little Red Riding Hood and the Wolf”. In Revolting Rhymes, 47–54. London: Jonathan Cape, 1982.

Desy, Jeanne . “The Princess who Stood on Her Own Two Feet”. In Don’t Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England, edited by Jack Zipes , 39–47. New York: Routledge, 1986.

Fernandes, Ana Filipa . Programas de sensibilização de violência no namoro. Impacto nos jovens. Mestrado em Psicocriminologia. Lisboa: ISPA, 2013.

Figueira, Teresa , trans. A Minha Versão da História: Branca de Neve / A Rainha. Rio de Mouro: Everest Editora, 2006.

Giddens, Anthony , ed. The Polity Reader in Gender Studies. Cambridge: Polity Press, 1994.
Hekman, Susan . “The Feminist Critique of Rationality”. In The Polity Reader in Gender Studies, edited by Anthony Giddens et al., 50–61. Cambridge: Polity Press, 1994.
Hickman, L. , Jaycox, L. , and Aronoff, J. “Dating Violence among Adolescents: Prevalence, Gender Distribution, and Prevention Program Effectiveness”. Trauma, Violence and Abuse 5 (2) (2004): 123–142.
Matos, Marlene et al. “Prevençaõ da Violeˆncia nas Relaçoẽs de Namoro: Intervençaõ com Jovens em Contexto Escolar”. Psicologia: Teoria e Pratica 8 (1) (2006): 55–75.
Mullender, A. La violencia doméstica. Una nueva visión de un viejo problema. Barcelona: Paidós, 2000.
Nesbit, E. “Melisande, or Long and Short Division”. In Forbidden Journeys: Fairy Tales and Fantasies by Victorian Women Writers, edited by Nina Auerbach and U.C. Knoepflmacher , 177–191. Chicago, IL: University of Chicago Press, 1992.
Oliveira, Joana Andrade . Violeˆncia no Namoro Adaptaçaõ de um Programa de Prevençaõ em Jovens Universitárias. Mestrado em Psicologia Clínica e da Saúde. Universidade da Beira Interior: Faculdade de Cieˆncias Sociais e Humanas, 2013.
Straus, M. A. “Prevalence of Violence against Dating Partners by Male and Female University Students Worldwide”. Violence against Women 10 (7) (2004): 790–811.
Teten, A. et al. “Considerations for the Definition, Measurement, Consequences, and Prevention of Dating Violence Victimization among Adolescent Girls”. Journal of Women’s Health, 18 (7) (2009): 923–927.
Thurber, James . “The Little Girl and the Wolf”. In Fables of Our Time, 3. New York: Harper & Row, 1983.
Tolkien, J. R. R. The Lord of the Rings. London: Harper Collins Publishers, 1993.
Torres, Anália . “Portuguese Women Stand Up for the Family in Times of Crisis”. Interview with Mario Queiroz. *Interpress Service*, 22 March 2013.
Veríssimo, Cristina et al. Prevenir a Violência no Namoro: (N)amo(o) (Im)perfeito – Fazer Diferente para Fazer a Diferença. Coimbra: Escola Superior de Enfermagem, 2013.
Warner, Marina , ed. Wonder Tales: Six Stories of Enchantment. London: Vintage, 1996.
Warner, Marina . Once Upon a Time: A Short History of Fairy Tale. Oxford: Oxford University Press, 2014.
White, J. W. “A Gender Approach to Adolescent Dating Violence: Conceptual and Methodological Issues”. Psychology of Women Quarterly 33 (2009): 1–15.
Zipes, Jack . Breaking the Magic Spell: Radical Theories of Folk and Fairy Tales. Lexington: University Press of Kentucky, 1979.
Zipes, Jack , ed. Don’t Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England. New York: Routledge, 1986.
Zipes, Jack . Happily Ever After: Fairy Tales, Children, and the Culture Industry. New York: Routledge, 1997.
Zurbriggen, E. L. “Understanding and Preventing Adolescent Dating Violence: The Importance of Developmental, Sociocultural, and Gendered Perspectives”. Psychology of Women Quarterly 33 (2009): 30–33.

The case of Tumblr

boyd, danah . It’s Complicated: The Social Lives of Networked Teens. New Haven, CT: Yale University Press, 2014.
Calvert, Sandra and Wilson, Barbara . The Handbook of Children, Media, and Development. Chichester: Wiley Blackwell, 2008.
Coleman, Rebecca and Ringrose, Jessica . Deleuze and Research Methodologies. Edinburgh: Edinburgh University Press, 2013.
Corriero, Jennifer and O’Doherty, Liam . “Digital Expressions and Networks Shape Intercultural Opportunities for Youth”, Intercultural Education 24 (2013): 493–497.
Couldry, Nick . “Mediatization or Mediation? Alternative Understandings of the Emergent Space of Digital Storytelling”, New Media and Society 10 (2008): 373–391.

Deleuze, Gilles and Guattari, Félix . Anti-Oedipus: Capitalism and Schizophrenia. Minneapolis: University of Minnesota Press, 2008.
Fornäs, Johan . “Mediatization of Popular Culture”. In Mediatization of Communication: Handbooks of Communication Science, vol. 21, edited by Knut Lundby . Berlin: De Gruyter Mouton, 2014.
Gross, Michael . “What Makes people Click?”, Current Biology 23 (2013): 1–4.
Kofoed, Jette and Ringrose, Jessica . “Travelling and Sticky Affects: Exploring Teens and Sexualized Cyberbullying through a Butlerian-Deleuzian-Guattarian Lens”, Discourse: Studies in the Cultural Politics of Education 33 (2012): 5–20.
Lunt, Peter and Livingstone, Sonia . “Is ‘Mediatization’ the New Paradigm for Our Field? A Commentary on Deacon and Stanyer (2014, 2015) and Hepp, Harvard and Lundby (2015)”, Media, Culture & Society 38 (2016): 462–470.
McNay, Lois . “Agency and Experience: Gender as a Lived Relation”. In Feminism after Bourdieu, edited by Lisa Adkins and Beverley Skeggs . Oxford: Wiley-Blackwell, 2004.
Papacharissi, Zizi . “The Virtual Geographies of Social Networks: A Comparative Analysis of Facebook, LinkedIn and ASmallWorld”, New Media and Society 11 (2009): 199–220.
Pink, Sarah . Situating Everyday Life. London: Sage, 2012.
Ringrose, Jessica . “Beyond Discourse? Using Deleuze and Guattari’s Schizoanalysis to Explore Affective Assemblages, Heterosexually Striated Space, and Lines of Flight Online and at School”, Educational Philosophy and Theory 43 (2011): 598–618.
Schulz, W. “Reconstructing Mediatization as an Analytical Concept”, European Journal of Communication 19 (2004): 87–101.
Tamboukou, Maria . “Machinic Assemblages: Women, Art Education and Space”, Discourse 29 (2008): 359–375.
Tan, Elaine . “Informal Learning on ‘YouTube’: Exploring Digital Literacy in Independent Online Learning”, Learning, Media and Technology 38 (2013): 463–477.
Trottier, David . “Interpersonal Surveillance on Social Media”, Canadian Journal of Communication 37 (2012): 319–332.
Trottier, David . Social Media as Surveillance: Rethinking Visibility in a Converging World. Farnham: Ashgate, 2012.
Ünlüsoy, Asli , De Haan, Mariëtte , Leander, Kevin , and Volker, Beate . “Learning Potential in Youth’s Online Networks: A Multilevel Approach”, Computers and Education 68 (2013): 522–533.
Van Doorn, Niels . “Digital Spaces, Material Traces: How Matter Comes to Matter in Online Performances of Gender, Sexuality and Embodiment”, Media, Culture and Society 33 (2011): 531–547.

On the road

Butler, Judith . Frames of War: When Is Life Grievable? London: Verso, 2009.
Butler, Judith . “Bodies in Alliance and the Politics of the Street”. European Institute for Progressive Cultural Politicies, 2011. Available at: www.eipcp.net/transversal/1011/butler/en (accessed 22 June 2016).
Butler, Judith . “Bodily Vulnerability, Coalitions and Street Politics”. In Differences in common: Gender, Vulnerability, and Community, edited by Joana Sabadell-Nieto and Marta Segarra , 99–120. New York: Rodopi Publishing, 2014.
Butler, Judith . Preface to Estado de inseguridad. Gobernar la precariedad, by Isabell Lorey , 13–16. 1st ed. Madrid: Traficantes de Sueños, 2016. Available at: www.traficantes.net/libros/estado-de-inseguridad (accessed 23 May 2016).
Butler, Judith and Athanasiou, Athena . Dispossession: The Performative in the Political. Cambridge: Polity Press, 2013.
Caravana Feminista . “Women Struggles in Europe”, 2015. Available at: www.caravanafeminista.net/ (accessed 3 April 2016).
Gil, Silvi L. “Debates en la teoría feminista contemporánea: sujeto, ética y vida en común”. Quaderns de Psicologia, 16 (1) (2014). Available at: www.quadernsdepsicologia.cat/article/view/v16-n1-lgil (accessed 25 June 2016).

Holloway, John . Change the World without Taking Power: The Meaning of Revolution Today. London: Pluto Press, 2002.
Latouche, Serge . “Pour une société de décroissance”. Le Monde Diplomatique, November 2003.
Lorey, Isabell . “Becoming Common: Precarization as Political Constituting”. e-flux Journal 17 (June–August 2010). Available at: www.e-flux.com/journal/becoming-common-precarization-as-political-constituting/ (accessed 19 June 2016).
Lorey, Isabell . Estado de inseguridad. Gobernar la precariedad. 1st ed. Madrid: Traficantes de Sueños, 2016. Available at: www.traficantes.net/libros/estado-de-inseguridad (accessed 23 May 2016).