AHRC Collaborative Research Training Programme between
the Centre for Women's Studies (CWS), University of York
and the Centre in Gender Studies (CIGS), University of Leeds

Oct 2007 - Sept 2008
The Collaborative Research Training Programme for postgraduates in Women's and Gender Studies between the Centre for Women's Studies (CWS), University of York, and the Centre in Gender Studies (CIGS), University of Leeds is supported for two years (2007-9) by a grant from the Arts and Humanities Research Council (AHRC), awarded in June 2007.
AHRC Collaborative Research Training Programme

Welcome!

This Handbook sets out the details of the AHRC Collaborative Research Training Programme, organized by the Centre for Women’s Studies (CWS) at the University of York, and by the Centre for Interdisciplinary Gender Studies (CIGS), University of Leeds.

This programme is delivered as part of the research training provision for postgraduates in Women’s and Gender Studies at CWS and CIGS. It involves 5 sessions per year during which postgraduates from CWS and from CIGS are brought together to have joint research training sessions in Humanities-related research methods. The programme is designed to facilitate networking and peer group work between postgraduates from CWS and CIGS, as well as to offer them expertise from both Centres.

In the following we provide

• Details of the timetable for the joint sessions 2007-8;
• Information about the Virtual Learning Environment (VLE) we shall be using as part of the training programme;
• Information about the staff facilitating the programme
• A brief comment on assessment and other associated administrative aspects relevant to the programme.

For all other details regarding your postgraduate training, please refer to the guidelines and handbooks provided by the specific Centre (York or Leeds) and University, where you are registered as a student.
Contents

1. Timetable for the joint sessions 2007-8 5

2. Information about the Virtual Learning Environment (VLE) 6

3. Session descriptions 8
   Session 1: Online Networking + Researching Across Cultures 8
   Session 2: Reading Gender + Sexuality Historically 11
   Session 3: Interpreting Visual Culture 13
   Session 4: Constructions of the Self + Self-reflexivity in Research 15
   Session 5: Designing your PhD: Research Methods in Research Context 17

4. Information about the staff facilitating the programme 19
   Centre for Women’s Studies (CWS), University of York 19
   Centre for Interdisciplinary Gender Studies (CIGS), University of Leeds 22

5. Assessment and other associated administrative aspects relevant to the programme 24
1. Timetable for the Joint Sessions 2007-8

The programme involves 5 joint sessions per year, of which the last one (specific day yet to be announced) is a PhD awayday. The sessions alternate between York and Leeds. Transport between the universities will be provided for the collaborative training. The joint sessions will normally be held between 2.00pm-5.00pm and will involve leaving your institution at around 1.00pm on the relevant day, returning at around 6.00pm. Your Centre staff will advise you when and where you leave from. Below is a summary of the key information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time (excl. travel time)</th>
<th>Location</th>
<th>Content</th>
<th>Academic staff responsible</th>
<th>Assessment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, 24 Oct 2007</td>
<td>12.30-5.00</td>
<td>York University</td>
<td>Online Networking + Researching Across Cultures</td>
<td>Prof Stevi Jackson, Dr Ann Kaloski, Dr Anne Akeroyd</td>
<td>Auto/biography + constructions of self as critical methodologies (3500 words, summative); presentation of work in progress at the May meeting (formative)</td>
</tr>
<tr>
<td>Wed, 5 Dec 2007</td>
<td>2.00-5.00pm</td>
<td>Leeds University</td>
<td>Reading Gender + Sexuality Historically</td>
<td>Dr Jill Liddington, Dr Natalia Gerodetti, Dr Mary Swan</td>
<td></td>
</tr>
<tr>
<td>Mon, 4 Feb 2008</td>
<td>2.00-5.00pm</td>
<td>Leeds University</td>
<td>Interpreting Visual Culture</td>
<td>Prof R. Holliday, Dr Shirley Tate</td>
<td></td>
</tr>
<tr>
<td>Mon, 3 March 2008</td>
<td>2.00-5.00pm</td>
<td>York University</td>
<td>Constructions of the Self + Self-reflexivity in Research</td>
<td>Prof Gabriele Griffin, Dr. Ann Kaloski</td>
<td></td>
</tr>
<tr>
<td>May 2008</td>
<td>10.00am-4.00pm</td>
<td>York University</td>
<td>Designing your PhD: Research Methods in Research Context</td>
<td>Prof R. Holliday, Prof G. Griffin, Prof S. Jackson Dr A. Kaloski</td>
<td></td>
</tr>
</tbody>
</table>

*Assessment: note that additional forms of assessment may be required as part of your institution-specific training.


2. Information about the Virtual Learning Environment (VLE) – The Programme Online: Networking and Collaboration

An integral part of this joint programme is the Virtual Learning Environment (VLE). This is an online space where we bring together a number of ways of learning and socialising. The VLE is useful for: a) enabling students and staff from different sites to keep in touch and b) helping to generate inventive, collaborative ways of approaching research methodologies.

It will enable students to:

• keep in touch with each other in order to develop thinking about research methodologies
• produce collaborative work at a distance
• share feminist resources
• arrange social and other extra-curricula events.

For ease, the site is hosted on the York server. The address is: www.york.ac.uk/inst/cws/gsp/researchtraining.htm (Do remember to add this site to your ‘Favourites’ so you don’t need to type it out each time you need access). The url will take you to the ‘open-access’ part of the web site which contains information about the Research Training Programme, links to the profiles of Leeds and York staff and students involved in the project, and a link to the ‘closed’ VLE. All staff and students will be given a York email address and password to access the VLE.

The applications we use in the VLE are:

Word files: Used for presenting worksheets and writing assignments.
Wiki: This is a web page that can be edited by everyone on the project. It will be used to develop creative ways of thinking collaboratively.
Discussion List: This is a social space that will make it easy for students to keep in touch, share work problems, plan trips out and generally get to know each other.
Blog: On this VLE, the blog is a simple application which you use to contact the VLE Tutors via a question and answer format. There are separate ‘teacher’ and ‘student’ blogs.

Learning how to use the VLE:

• There will be an Introductory Session on 24th October when we will introduce you to the site and help you use it.
• When you log on the VLE, click on the ‘START HERE’ menu button to gain an overview of the site and instructions for use.
• The ‘SUPPORT’ menu button on the VLE menu links to ‘help’ files.
• You will need to spend some time playing on the site in order to become familiar with the applications.
• You may blog the Tutors if you have any problems with the VLE, and they will get back to you within two days (and often much quicker).

How the VLE will be used for each session:

You will need to access the VLE to read worksheets and related material, and to participate in the wiki exercise.

• ‘Researching Across Cultures’ (the first session) will have the wiki exercise after the session.
• For the other three topic-based sessions you will need to go to the VLE two weeks before the session in order to:
  o Look at the worksheets
  o Study the texts and visual material (as appropriate) and take notes
- Participate in the pre-session wiki exercise (full details will be on the worksheet)
- Annotate the online bibliography (this is ongoing)

- For the AwayDay you will need to:
  - Upload your paper
  - Read the papers online before the event so that you can better participate in discussion.

You will be given full support to help you make the most of this exciting cross-institutional venture, and if you spend some time on the site getting to know how to navigate it you will soon find it easy to use.

Please visit the site at least weekly. The VLE is where we will list changes to this programme and other announcements, where you can contact each other socially and with research-related queries, and where local feminist events and resources will be posted.

This is a new venture, and we hope you find the VLE helpful in developing a co-ordinated and rich learning experience. We look forward to meeting you all on and offline.

Ann Kaloski                           Julie Palmer                           Anna Piela
VLE co-ordinator                   VLE Tutor                             VLE Tutor
eakn1@york.ac.uk
3. Session descriptions

Session 1 (University of York): Online Networking + Researching Across Cultures
(Stevi Jackson, Ann Kaloski Naylor, Anne Akeroyd)

12.30-2.00pm Introducing the Virtual Learning Environment (Ann Kaloski-Naylor)

This session will introduce you to the Virtual Learning Environment. No prior preparation is required. The session will take place in a computer lab, and you will be taken there from the Centre for Women’s Studies at York.

2.30-5.00pm RESEARCHING ACROSS CULTURES (Stevi Jackson, Ann Kaloski-Naylor/Anne Akeroyd)

The aim of this session is to help you think about the resources available for conducting research in different countries and to raise methodological issues about interpreting data from varied cultural settings.

This session will be built around the different countries you come from and we ask you each to begin thinking, in the first instance, about your own country and culture.

Preparation

Each of you must come prepared to discuss some aspect of gender relations/women’s lives in your own countries and culture. You should do this with the aid of available data from or about your country. Each of you should bring two small items of relevant data; one of these should be statistical, and the other should be a cultural representation (e.g. an advertisement, or a feature from a magazine or newspaper). These should be small: no more than one picture; written text should be no more than a half of a printed A4 page, statistical tables should be no more than six columns and six lines.

Questions you should address:

Ask yourself: how can I explain something relevant to women in my country to people from other countries? How can the data I have selected help? In the session you will be divided into small internationally diverse groups where you will each use you chosen resources to tell others about your country. You will then discuss among yourselves the advantages and limitations of the data you have selected and how they might prompt you to do further research.

Of each item of data ask:

How should it be interpreted?
What can it demonstrate?
What are its limitations?
What further questions does it raise?
Who has produced it and for what purpose? How does its provenance affect how we interpret it?
What counts as a ‘fact’ and what counts as representation?
What else might you need to know or understand in order to interpret the data better?
What sorts of further research might it prompt you to undertake?

Ideas and sources: cultural representations

You might consider any of the following:

An advertisement
A propaganda or educational poster or leaflet
A letter from a problem page
Ideas and sources: statistics (and apparent ‘facts’)

Statistical data relevant to women, gender differences and gender inequality can be obtained in various ways, often from governments and international organizations. Look for topics such as: Marriage, divorce & childbirth; Education; Work & Occupations; Gendered violence; Crimes by & against women; Income; Poverty; Property rights; Health etc. (NB. Data for Taiwan are often not available from international agencies). You should always read the citations to the sources from which publications have drawn their statistics and any information provided about the data source, the date of when the data were collected, and any shortcomings of the data. Many sources are now available on the internet, so also check the Library catalogue as electronic versions are increasingly being added, especially for publications from international agencies and governments. All the online items below can also be accessed through the Library catalogue.

Some starting points for finding national and international statistics on women and gender


UNDP Human Development Reports. Available at: <http://hdr.undp.org/reports>

Population Reference Bureau <http://www.prb.org/>. Covers the population dimensions of important social, economic, and political issues. See e.g. Datafinder - Population and Health Data. This database contains data on 137 population, health, and environment variables for more than 220 countries, 28 world
regions and sub-regions, and the world as a whole. [NB. Highlight the country etc., highlight table(s) and click 'submit query'].  
<http://www.prb.org/datafind/datafinder6.htm>

Nugent, Rachel (2006) *Youth in a Global World*. Available at:  
http://www.prb.org/pdf06/YouthInAGlobalWorld.pdf [Overview of The World’s Youth, see below.]

Population Reference Bureau (2006) *The World’s Youth*. Available at:  
<http://www.prb.org/pdf06/WorldsYouth2006DataSheet.pdf>

United Nations, Department of Economic and Social Affairs (2005) *Living Arrangements of Older Persons around the World*. Available at:  
Analyses demographic, social & economic correlates of living arrangements of people aged 60 years or over in 130+ countries, focusing on co-residence with family members, solitary living and the institutionalisation of older persons. See Chapter II: Living Arrangements: Patterns and Trends.  

To find government publications online for your country see  
Richard's Kimber's Political Science Resources <http://www.psr.keele.ac.uk/psr.htm>. See links to Area Studies & Government Websites

See also  
*University of York, Electronic Resources for Women’s Studies*  
<http://www.york.ac.uk/services/library/subjects/womenint.htm#themestats.htm>

**Further reading**

Look at these sources if you want to further your understanding of the problems presented by statistical data and the difficulties of finding those relevant to women and gender.


Lopez-Claros, Augusto and Saadia Zahidi (2005) *Women’s Empowerment: Measuring the Global Gender Gap*. Available at:  
Session 2 (University of Leeds): Reading Gender + Sexuality Historically

(Jill Liddington, Mary Swan, Katrina Honeyman)

Focusing on the historical explanation of gender as a social construct, students will read excerpts of texts from the Middle Ages, the nineteenth century and the early twentieth century. The Medieval texts are penitentials; guidelines for Christian priests to use when administering penance to members of their congregation. The nineteenth-century material consists of the writings of political thinkers and activists and testimonies to parliamentary investigations. For the early twentieth century we look at newspaper reports of the trials of Edwardian suffrage campaigners. In class we will discuss the meanings and representations of gender expressed in these texts. In particular this element will explore how gender identities are created and recreated across time, and what they have to do with individuality, citizenship and democracy.

In preparation students should read the following set of essays and primary materials:


- Make notes on the things that strike you about these critical approaches, including the things which trouble you, or with which you don’t agree.

Medieval excerpts:

19th Century excerpts:
i) Frederick Engels, The Condition of the Working Class in England (first published in 1845 in German); ii) Various testimonies to the Parliamentary investigations preceding the Factory Acts of 1833 and 1844; iii) a piece of writing by Catherine Barmby, a prominent activist in the Owenite movement.

20th century excerpts:
Leeds newspaper report of courtroom trials

- Mark up the excerpts to show the points at which you think they’re dealing with the identification and/or categorisation of gender. Then make some notes on what you think about the limitations of sources such as these for ideas and practices related to gender. Come to the session prepared to report on your thinking and discussion, to do some further work on representations of gender in the extracts, and to explore the questions of how gender is relevant for historical work, and of how historical perspectives are important for contemporary gender and feminist thinking.

Background and additional reading:

Medieval


**Nineteenth-century**


**Twentieth-century**

If you are unfamiliar with gender and suffrage in Edwardian England, a brief introduction is:


There is contextual discussion of some suffragette courtroom trials in the Leeds region in:

Jill Liddington, chaps 13 & 14, 'Pilgrims and Fugitives' & 'Unsafe City' in *Rebel Girls*.

For further analysis of how we think about the history of suffrage, citizenship and resistance:

Laura Mayhall, 'Introduction: Rethinking Suffrage' in *The Militant Suffrage Movement*.

Also of interest:

Session 3 (University of Leeds): Interpreting Visual Culture
(Ruth Holliday; Shirley Tate)

This session aims to explore ‘the visual’ as an object of analysis in gender studies. Inevitably the visual is tied to issues of representation - who is being represented as well as who is doing the representing. These issues have been debated long and hard by feminists and gender studies scholars, who have investigated visual images in art, pornography, advertising, journalism, film and television.

The art-activist group Guerilla Girls, for instance, point out that that most women in art galleries are nudes, and many feminists have demonstrated that women in pornography and film tend to occupy passive roles as ‘objects’ to be looked at rather than ‘subjects’ who act in their own right. However, all visual images are debatable to some extent since it is impossible to fix the meaning of an image once and for all – i.e. images are ‘polysemic’ and thus can be read from a number of different positions. This session explores the ways in which gender researchers can decode visual images to uncover their dominant ideologies/discourses, whilst being aware that other interpretations may exist. This is particularly complicated when subjects create their own representations. We will also therefore explore ‘video diaries’ as a research method that offers possibilities for the production of counter-hegemonic identities and representations.

Exercise

Look at the two advertisements handed out (these will be given to you prior to this session). One shows a particular image of masculinity, the other of femininity. Think about the ways in which these genders are constructed and who/what they are constructed in relation to. Are both adverts ‘conservative’ in their representation of gender or can they be read as progressive? What signs in the pictures, other than the men’s and women’s bodies, can we use to decode their intended messages? Who can we assume the ads are aimed at? How can we use feminist theories to interpret the messages critically? How do our positions as researchers affect our interpretations?

Set Reading


Reading List

Session 4 (University of York): Constructions of the Self + Self-reflexivity in Research
(Gabriele Griffin, Ann Kaloski-Naylor)

Constructions of the self and self-reflexivity in research can be understood to mean many different things including: the analysis of auto/biography and self-reflexivity in cultural and social objects; the practice of auto/biographical insertion in research by the researcher; and the different ways in which the research subject/object can be constructed in your thesis.

For this session, we concentrate on your role as a researcher, and consider the value and limitations of three strategies which locate the 'self' within research. This session investigates the gendered specificities of the construction of self as both the object and the subject of the research. It will consider auto/biography as text and image in the light of recent theoretical developments that move away from aesthetics (text as 'art') and historicity (how reliable/true is the image/text?) towards a concern with how and why constructions of the self are produced, circulated and consumed. What role do they play in the construction of identity? How do they reshape knowledge (e.g. in medicine, law, history)? How do they condition and/or reflect changing understandings of gender, sexuality, race and class? Students will work with a cluster of texts and images to explore these issues, and to consider the methodological implications of working with texts and images the aim of which is the construction of self. They will also explore how self-reflexivity and the articulation of situated knowledge (Hartsock; Harding), core tenets of Women's and Gender Studies, impact on both their own selves as researchers and the construction of other selves presented their research and its writing. At the end students will be asked to create a short autobiographical visual text in preparation for their next session.

Background: Early Women’s Studies and much Gender Studies demonstrated how scholarship that presented itself as objective was, in fact, imbued with cultural signification (this list grew throughout the years: gender, race, nationality, age, dis/ability, sexuality, religion, body-size, and so on). Part of this masked meaning came from the traditional presentation of the academic voice as ‘neutral’, and as feminist scholarship developed, its practitioners attempted to not only critique existing work, but to generate and utilise new ways of researching. These methods sought to illuminate the role of both researcher and writer (who may be the same person) throughout a text and to ‘situate’ her as a cultural being. Some of this thinking has resulted in a mere ‘statement of identity’ (e.g. “I am a white, working-class, catholic, bisexual mother from the north of England” [Ann K!]) which can stand in for self-reflexive practice, but the best work seeks ways to imbue the research/ writing with a self-conscious and scholarly voice that is integral to the research and which – at best – extends knowledge and improves scholarship.

There are three pre-sessional tasks:
1. To carefully read the three key texts which present ways of deploying the researcher-self in the academic process, and to identify the methods used by each of the writers.
2. To produce a piece of writing about yourself as a researcher which uses one or more of these methods.
3. To upload your piece of work to the VLE wiki pages and then, in small groups (cross-institutional and related by research topic or methodology), to discuss constructively the key texts and your own writing exercise.

Questions to consider include:
- How was the researcher-self presented and deployed in each of the three key texts?
- What did you learn from each text, and to what extent was this dependent on the self-conscious use of the researcher-self?
- What might have been obscured by the subjective voice?
- What different kinds of researcher-self did you wish to write into your own text? What different kinds of researcher-self did you read in each others’ texts?
- What were the specific challenges you faced when reading and writing these subjective texts?
- Towards the end of your discussion:
  - try to identify, list and briefly describe two or three uses of the self within research (which may differ from your thinking in connection with point a)?
  - list 5 of your small group’s key findings from this exercise.
In class: There will be a whole group discussion about the process of using the researcher-self, followed by a workshop based on the 5 key findings of each small group. We will conclude the session by considering how this work has affected your thinking about the research process.

After class: You are strongly encouraged to spend a couple of hours reflecting on the work and making additional notes, and to continue your online discussions via the VLE wiki pages and the social space. Most students will also be submitting an assignment on ‘Auto/biography and Constructions of Self as Critical Methodologies’ (see Assessment section, below).

Key texts:
Taylor, Verta and Leila J.Rupp. ‘When the Girls are Men: Negotiating Gender and Sexual Dynamics in a Study of Drag Queens,’ *Signs* 30/4 (Summer 2005): 2115-2140.

How to start: You will need to log on to the VLE at least two weeks before the session. The key texts, along with a detailed worksheet for the pre-class exercise, will be posted there. As with all the sessions, it is essential you visit the VLE in good time in order to plan and carry out your pre-class exercises. Roughly speaking, a full two weeks before the session - read, take notes and write your own piece; at least one week before the session – start, and then participate fully in the group exercise.

Further Reading
You may also find some of these references useful as you proceed with your degree, and for the assignment.
Harding, Sandra (1987) *Feminism and Methodology*. Bloomington: Indiana UP.
Session 5 (University of York): Designing your PhD - Research Methods in Research Context

(Gabriele Griffin, Stevi Jackson, Ann Kaloski Naylor, Ruth Holliday, Shirley Tate)

This awayday for PhD students, with presentations from 1st-year PhD students and responses from more advanced PhD students, will take place at the University of York in May 2008, between 10.00am-4.00pm (exact date to be determined). The focus of the awayday will be on how the design of your research project is shaped by the research context and your perspectives on it and how that in turn interrelates with the research methods you employ. It has to be said in this context that whilst reflection on research methods has been commonly undertaken in social science oriented research, it is much less developed in humanities based research. However, Women’s and Gender Studies has always maintained the importance of developing an appropriate meta-discourse about research as articulated practice.

It is also the case that national and international research agendas are changing and research funding councils and funders increasingly expect researchers to be able to articulate the reasons for their research design and method/ological choices. This awayday therefore is your opportunity to practise articulating how your research design operates in methodological terms, and to get feedback and support in the development of your research, and discourse on this.

In preparation for the research awayday, 1st-year PhD students will be expected to produce a 20-minute paper on their research design and methodological considerations. This paper should be posted on the VLE two weeks before the event, to enable participants to read through it. Each presenter will be paired with a more advanced PhD student who will comment on the paper and the issues at the awayday.

The specifics of the timetable for the awayday will be posted on the VLE. The broad outline is:

- 10.00-12.30 Opening
  - Presentations + Discussion 1
- 12.30-1.30 LUNCH
- 1.30-3.00 Presentations + Discussion 2
- 3.00-3.30 COFFEE
- 3.30-4.00pm Closing session

Below you’ll find some useful reading on conducting research and research methods – we have not included reading on specific methods as this would be too extensive.

Further reading


UK GRAD Programme at: http://www.grad.ac.uk/ [for research students and post-doctoral scholars]

University of Leeds Library, (2005) 'Referencing with the Harvard system tutorial'; and 'Referencing with the MHRA system tutorial'. Available at: <http://www.leeds.ac.uk/library/training/materials.htm#referencing>

University of Leeds Library 'Copyright and plagiarism'. Available at: <http://www.leeds.ac.uk/library/training/materials.htm#ethics>


4. Information about the staff facilitating the programme

4.1 Centre for Women’s Studies (CWS), University of York

ANNE AKEROYD  
BA, MA, PhD University of London.  
Lecturer (one third time), Department of Sociology  
Teaching & Research Interests:  
Health and illness, esp. women’s health; the body and emotions; women and development issues, esp. in southern Africa; women’s rights.  
Selected Publications:  

GABRIELE GRIFFIN  
BA (Leicester) MA (London) PG Dip HE (Institute of Education, London) PhD (Leicester)  
Professor, Centre for Women’s Studies  
Teaching & Research Interests:  
Women’s cultural production; contemporary women’s theatre; Women’s Studies as a discipline; feminist methodology diaspora and postcoloniality; lesbian writing. Co-editor of Feminist Theory; editorial board member Irish Feminist Studies. Coordinator of an EU-funded research project on ‘Integrated Research Methods in the Social Sciences and Humanities (2004-7), and partner in the Marie Curie Early Researcher Training Network ‘Gendergraduates’.  
Selected Publications:  

**STEVI JACKSON**

BA (Kent) B Phil (York)
Professor and Director of the Centre for Women’s Studies

Teaching & Research Feminist theory, theories of gender and sexuality, heterosexuality, women’s Interests: family relationships, sociology of childhood.

Selected Publications: *Childhood and Sexuality* (Blackwell 1982); *Women’s Studies: A Reader* (co-edited) (Harvester Wheatsheaf 1993); *The Politics of Domestic Consumption: Critical Readings* (co-ed. with Shaun Moores) (Prentice Hall/Harvester Wheatsheaf 1995); Christine Delphy (Sage 1996); *Feminism and Sexuality* (co-ed. with Sue Scott) (Edinburgh University Press 1996); *Contemporary Feminist Theories* (co-ed. with Jackie Jones) (Edinburgh University Press 1998); *Heterosexuality in Question* (Sage 1999); *Gender: A Sociological Reader* (co-edited with Sue Scott). (Routledge
Also numerous articles in books and journals including: ‘Gut reactions to matters of the heart: rationality, irrationality and sexuality’ (with Sue Scott), Sociological Review, 1997; ‘Feminist sociology and sociological feminisms’ Sociological Research Online, 1999; ‘Why a materialist feminism is (still) possible - and necessary.’ Women’s Studies International Forum, 2001; ‘The personal is still political: heterosexuality, feminism and monogamy ’, Feminism and Psychology, 14 (1) 2004 (with Sue Scott); ‘Sexual antinomies in late modernity.’ Sexualities, 7 (2) 2004 (with Sue Scott); ‘Sexuality, heterosexuality and gender hierarchy: getting our priorities straight’, in Chrys Ingraham (ed.) Thinking Straight: New Work in Critical Heterosexuality Studies (Routledge 2005).

ANN KALOSKI-NAYLOR
BA (Leeds) D Phil (York)
Lecturer (half-time), Centre for Women’s Studies

Teaching & Research Interests: Contemporary fiction and culture, with special interests in death, digital texts & popular culture; feminist cultural politics & production; lesbian, bisexual & queer studies; feminist pedagogy & elearning. Director of small press, Raw Nerve Books www.rawnervebooks.co.uk

4.2 Centre for Interdisciplinary Gender Studies (CIGS), University of Leeds

Prof Ruth Holliday, Director, CIGS

Teaching & Research Interests: My research interests are primarily located in contemporary social and cultural theories of gender, sexuality, class, the body and popular culture. In particular, I am currently applying these themes to two substantive areas - ‘elective’ cosmetic surgery and material culture. In the past I have carried out research on identity performances and sexualities through the use of video diaries. This work focused on sociological and cultural approaches to 'the body' as a site of identity, a mode of experience and as a conceptual category. I have also worked in the area of organization studies, focusing on the ways in which gender, the body and representations offer us insights into the problems and challenges of organizational life.


Dr Shirley Tate

Teaching & Research Interests: My research interests to date have been focused on the intersections of 'race', gender, class and sexuality. I have completed a 2-year comparative research project on gender and work-life balance and am currently undertaking research in the area of Black women and beauty.

Dr Jill Liddington

Teaching & Research Interests: My main research interest lies with women’s history, and with the complex interplay between gender and class in nineteenth- and twentieth-century Britain. I began initially as a suffrage historian; *One Hand Tied Behind Us* (1978) examined the radical suffragists who sprang from industrial communities in the north. Recently, I returned once more to Votes for Women campaigns, and my most recent study re-examines the regional suffrage theme. *Rebel Girls: Their Fight for the Vote* (2006) explores the lives of a cadre of Edwardian girls aged 16-25 who took their passionate suffrage message out to the remotest Yorkshire dales and fishing harbours. My research methods are primarily source-based: identifying and critically reading primary evidence - archival, printed and oral testimony – that is little known or unknown to historians. Thus in the 1990s, I looked at the four-million-word journals of Anne Lister of Shibden Hall (1791-1840) with their underlying gender-class tensions. My second interest examines how historians communicate – in particular, how they may address wider audiences than often reached by academic publications. Public History, long established in the United States, took root in Britain only in the 1990s. Its concern with historians and their wider publics often entails collaborative projects; and recently I have worked in partnership with museum curators and radio documentarists, with community groups and website designers.


Dr Mary Swan

Teaching & Research Interests: Textuality, authority and identity; Old English homiletic prose and its transmission; textual transmission, compilation techniques and reader-response in the Anglo-Saxon period; gender and Anglo-Saxon religious culture, Post-Conquest Old English. Publications include *Rewriting Old English in the Twelfth Century*, co-edited with Elaine Treharne; articles on Old English apocryphal texts, St Veronica, memory as a composition technique, and authorship and anonymity.

Selected Current Projects: Edition of the twelfth-century homiletic manuscript and studies of post-Conquest Old English in the West Midlands; gender and preaching in Anglo-Saxon England; (with Elaine Treharne) The Production and Use of English manuscripts 1060 to 1220 <www.le.ac.uk/ee/em1060to1220>.
5. Assessment and other associated administrative aspects relevant to the programme

5.1 Assessment:
   a) PhD/MPHil students
      All first-year PhD/MPHil students are required to produce two pieces of assessment:
      1) a piece of writing on ‘Auto/biography and Constructions of Self as Critical Methodologies’ (3500 words);
      2) a presentation of work in progress at the May 2008 away day.

   b) MA students
      MA students at the CWS. University of York, will complete the assessment relevant to the module of which this course forms a part.

      MA students at CIGS, University of Leeds, will complete the assessment as directed by Prof Ruth Holliday.

   ‘Auto/biography and Constructions of Self as Critical Methodologies’ (3500 words):
   Autobiography and constructions of the self are a critical aspect of feminist and gender research methodologies, requiring that the researcher situate herself/himself in relation to her/his research, and reflexively engaging with the ways in which her/his self (position/ing) impacts on her/his research and its outcomes. In this piece of writing should engage with the question of how autobiography and constructions of the self figure in your in research as critical methodologies, that is both as important factors influencing your work, and as resources for interrogating other positions. You should draw on relevant methodological literature, and relate that to your own positioning and work. To produce this piece you may also employ more creative forms of representation including images, fictional writing, diaristic writing. We do not wish to prescribe the format this piece should take but rather, indicate what its focus should be.
   **Date of submission:** Monday 28 April 2008, 5pm
   **Place of submission:** the administrative office of your Centre

   Presentation of work in progress:
   This presentation should be about 20 minutes long (you’ll need to work at ensuring that you present to time, neither longer, nor significantly shorter), and centre on the methodological issues which inform your research. We intend to partner you with a more advanced PhD student who will comment on your presentation. The details of this process will be announced in the spring term 2008.

5.2 All other administrative matters

All other administrative matters will be dealt with in accordance with the rules and regulations of your Centre. If you have any queries at all, please contact Prof Ruth Holliday (CIGS, Leeds University) or Prof Stevi Jackson (CWS, York University).