We Only Talk Feminist Here

Cheryl Malcolm-Taylor and Rachel Handforth 2023-01-31 This book uses belonging as a lens through which to understand women students' experiences of studying for a doctorate, exploring the impact of academic and social contexts on women's lives.

Table 1

Table 1. Key themes in the analysis of belonging

- **Gender and identity**: How do women navigate the complexities of gender and identity within the academic environment?
- **Social networks**: What types of social networks do women utilize to support their academic and personal growth?
- **Academic performance**: How do women's academic performance differ from their male counterparts, and what factors contribute to these differences?

We only talk feminist here offers insight into the complexities, contradictions, and possibilities of 'talking feminist'; of writing as speaking, problematising notions of voice and agency, of speaking into knowing, and hearing, receiving, silenced, and masked? We Only Talk Feminist Here offers insight into the complexities, contradictions, and possibilities of 'talking feminist'; of writing as speaking, problematising notions of voice and agency, of speaking into knowing, and hearing, receiving, silenced, and masked? We Only Talk Feminist Here offers insight into the complexities, contradictions, and possibilities of 'talking feminist'; of writing as speaking, problematising notions of voice and agency, of speaking into knowing, and hearing, receiving, silenced, and masked? We Only Talk Feminist Here offers insight into the complexities, contradictions, and possibilities of 'talking feminist'; of writing as speaking, problemati...
higher education sphere.

**Reclaiming feminism**

David, Miriam E. 2016-06-15 Since second-wave feminism of the 1970s, women's rights and opportunities in education and employment have increased across the globe, but has equality, whether social, political or legal, really been achieved? In this fascinating book, Miriam E. David, a well-known and influential feminist in higher education, celebrates the achievements of international feminists as activists and scholars. She provides a critique of the expansion of global higher education masking their pioneering role and not for knowledge. Looking at the changing zeitgeist, David contends that feminism has yet to have a lasting impact, despite how generations of women have felt empowered. She illustrates the power of patriarchal social relations and how everyday sexism or misogyny is keenly felt. This impassioned book asks whether a feminist-friendly future is possible, or indeed, desirable.

**Power, Knowledge and the Academy**

V. Gillies 2007-08-24 This book takes a close-up and critical look at both the elusive and blatant workings and consequences of power in a range of everyday sites in universities. Chapters focus on specific locations in which power shapes personal and institutional knowledge including student-supervisor relationships, research teams, networking, and literature reviews.

**Gender, Management and Leadership in Initial Teacher Education**

Barbara Thompson 2016-10-26 This book highlights the difficulties that women working as managers and leaders in initial teacher education face. Teacher education is at the forefront of education reforms and yet little is known about the professional lives of those who work within it. Whereas many women are moving into positions of authority in teacher training, some existing women managers are being marginalized within increasingly differentiated layers of managerial structures. Yet other female managers, mainly new appointees, seem to ignore or dismiss the challenges associated with new managerialist practices. Simultaneously, some women who manage in teacher training are engaged in a struggle for survival individually and professionally. So for men, it seems to be easier to rise through the ranks of authority, whereas for women it is a job for a man.

**Critical Approaches to Women and Gender in Higher Education**

Pamela L. Eddy 2017-01-12 This volume provides a critical examination of the status of women and gender in higher education today. Despite the increasing numbers of women in higher education, gendered structures continue to hinder women's advancement in academia. This book goes beyond the numbers to examine the issues facing those members of academia with non-dominant gender identities. The authors analyze higher education structures from a range of perspectives and offer recommendations at individual and institutional levels to encourage activism and advance equality in academia.