

threshold concepts in womens and gender studies

****Understanding Threshold Concepts in Womens and Gender Studies****

Threshold concepts in womens and gender studies serve as pivotal turning points in the way students and scholars grasp the complexities of gender, identity, and power. These concepts aren't just academic ideas; they transform the learner's perspective, often challenging deeply held assumptions and opening up new ways of thinking about society, culture, and the self. If you're delving into womens and gender studies, recognizing these threshold concepts can unlock a richer, more nuanced understanding of the field and its interdisciplinary nature.

What Are Threshold Concepts?

Before diving specifically into womens and gender studies, it's helpful to clarify what threshold concepts are in a broader educational context. Coined by educational theorists Jan Meyer and Ray Land, threshold concepts are core ideas within a discipline that, once understood, fundamentally change the learner's perception of the subject. They are transformative, irreversible, integrative, and often troublesome or counterintuitive.

In womens and gender studies, threshold concepts challenge conventional thinking around identity, power dynamics, and societal structures. They push learners to reconsider what they thought they knew about gender roles, intersectionality, and social justice.

Key Threshold Concepts in Womens and Gender Studies

1. Gender as a Social Construct

One of the most foundational threshold concepts is understanding that gender is not biologically fixed but socially constructed. This idea disrupts the common assumption that 'male' and 'female' are natural, unchangeable categories. Instead, it highlights how societies create and enforce norms about how people should behave based on perceived gender.

Grasping this concept opens up discussions about gender fluidity, non-binary identities, and the cultural variability of gender roles. It challenges learners to think beyond binary frameworks and consider how gender intersects

with culture, history, and personal experience.

2. Intersectionality

Intersectionality, a term coined by Kimberlé Crenshaw, is another crucial threshold concept. It reveals how various forms of social stratification—such as race, class, gender, sexuality, and ability—interact and overlap to create unique experiences of oppression or privilege.

Understanding intersectionality is transformative because it prevents oversimplified analyses of gender issues. For example, the experiences of a Black woman cannot be fully understood by looking at race or gender separately; both identities and their social implications must be considered together.

3. The Matrix of Domination

This concept, developed by sociologist Patricia Hill Collins, builds on intersectionality by describing how multiple systems of oppression—like racism, sexism, classism, and heteronormativity—interlock to maintain social hierarchies. Recognizing this matrix helps learners appreciate the complexity of power relations and the ways in which different forms of domination reinforce each other.

Engaging with this concept often shifts students from a single-axis analysis of oppression to a more holistic, systemic understanding.

4. The Personal is Political

This phrase, popularized during the feminist movements of the 1960s and 1970s, captures the threshold concept that personal experiences are deeply connected to larger political and social structures. It invites learners to see individual stories of discrimination, identity, or violence as reflections of systemic inequalities rather than isolated incidents.

This idea encourages activism and critical reflection, empowering students to connect private struggles with collective social change.

Why Threshold Concepts Matter in Womens and Gender Studies

Understanding threshold concepts in womens and gender studies is not just an

academic exercise—it fundamentally reshapes how learners engage with the world. These concepts equip students to critically analyze media, policy, history, and everyday interactions through a gender-conscious lens.

For educators, identifying these threshold points helps structure curricula that guide learners through moments of conceptual struggle toward deeper insight. For students, recognizing these transformative ideas often leads to a sense of “aha!” moments, where previously opaque or confusing ideas suddenly become clear.

Challenges in Teaching and Learning Threshold Concepts

Threshold concepts are often “troublesome knowledge,” meaning they can be difficult or uncomfortable to grasp. For example, questioning societal norms about gender can provoke resistance or emotional discomfort because it challenges identity and cultural beliefs.

Students might struggle with concepts like intersectionality because it complicates what they thought was straightforward. Educators need patience and strategies to support learners through these challenges, such as:

- Encouraging open dialogue and safe spaces for discussion
- Using diverse examples and case studies to illustrate concepts
- Incorporating reflective assignments that connect theory to personal experience

Integrating Threshold Concepts into Research and Activism

Beyond the classroom, threshold concepts in women's and gender studies inform research methodologies and activist practices. For example, feminist research often incorporates intersectional analysis to avoid erasing marginalized voices. Activists use the understanding of systemic oppression to build coalitions across different communities.

Recognizing the threshold concepts allows scholars and advocates to approach gender issues with greater sensitivity and effectiveness. It highlights the importance of listening to multiple perspectives and acknowledging the complexity of identity and power.

Practical Tips for Students Engaging with Threshold Concepts

Navigating threshold concepts can feel overwhelming, but there are ways to make the learning process more manageable:

1. **Embrace discomfort:** Recognize that confusion or frustration is part of transformative learning.
2. **Engage with diverse voices:** Read works by scholars from varied backgrounds to see how concepts apply differently.
3. **Reflect regularly:** Writing journals or discussion posts can help process new understandings.
4. **Apply concepts to real life:** Connect theory to current events, personal experiences, or cultural critiques.
5. **Seek community:** Join study groups or forums to share insights and questions.

Expanding the Conversation

Threshold concepts in womens and gender studies also invite ongoing exploration. As social understandings of gender evolve, new threshold concepts may emerge. For instance, the increasing visibility of transgender and non-binary identities challenges traditional frameworks and introduces fresh ideas about embodiment, identity, and rights.

Additionally, global perspectives on gender reveal different cultural threshold concepts, emphasizing the importance of contextual and cross-cultural learning in this field.

Every new insight contributes to a more inclusive and dynamic understanding of gender, power, and social justice.

If you're embarking on a journey through womens and gender studies, embracing the threshold concepts embedded in the discipline will not only deepen your academic knowledge but also enrich your view of the world. These concepts act as gateways to critical thinking, empathy, and transformative action, making the study of gender a continually relevant and empowering endeavor.

Frequently Asked Questions

What are threshold concepts in Women's and Gender Studies?

Threshold concepts in Women's and Gender Studies are core ideas or principles that, once understood, transform a student's perception of the subject. They often involve challenging existing beliefs about gender, identity, power, and intersectionality.

Why are threshold concepts important in Women's and Gender Studies?

Threshold concepts are important because they help students develop a deeper, more critical understanding of complex social issues related to gender, enabling transformative learning and fostering critical thinking about societal norms and inequalities.

Can you give an example of a threshold concept in Women's and Gender Studies?

An example of a threshold concept is 'intersectionality,' which highlights how different aspects of identity such as race, class, gender, and sexuality intersect to shape unique experiences of oppression and privilege.

How does understanding intersectionality serve as a threshold concept?

Understanding intersectionality allows students to move beyond single-axis frameworks of oppression, recognizing the complexity of social identities and how multiple systems of power interact, thus transforming their approach to gender and social justice.

What challenges do students face when engaging with threshold concepts in Women's and Gender Studies?

Students may struggle with discomfort, cognitive dissonance, or resistance when confronting deeply ingrained societal norms and personal biases, as threshold concepts often challenge fundamental assumptions about identity and power.

How can educators facilitate the learning of threshold concepts in Women's and Gender Studies?

Educators can create supportive learning environments, use reflective and critical pedagogy, incorporate diverse perspectives, and encourage open

dialogue to help students navigate the transformative and sometimes unsettling nature of threshold concepts.

In what ways do threshold concepts in Women's and Gender Studies impact social activism?

Threshold concepts empower students with a critical framework to understand systemic inequalities, thereby informing and motivating more nuanced and effective social activism and advocacy for gender justice.

Are threshold concepts unique to Women's and Gender Studies compared to other disciplines?

While threshold concepts exist in many disciplines, those in Women's and Gender Studies are unique in their focus on power, identity, and social justice, often requiring learners to confront personal and societal biases in transformative ways.

How does the concept of 'gender performativity' function as a threshold concept?

'Gender performativity,' a concept introduced by Judith Butler, challenges the idea of gender as fixed or innate, showing it as a set of repeated acts and performances, which transforms how students understand identity and social norms.

Additional Resources

Threshold Concepts in Women's and Gender Studies: Unpacking Transformative Learning

Threshold concepts in womens and gender studies represent pivotal ideas or perspectives that fundamentally alter a student's understanding of the discipline. These concepts function as gateways to deeper comprehension, often challenging preconceived notions about gender, identity, power structures, and social norms. In the academic field of women's and gender studies, threshold concepts are instrumental in shifting paradigms and fostering critical awareness, enabling learners to engage more profoundly with complex issues surrounding gender equity, intersectionality, and social justice.

Understanding threshold concepts is essential for educators, students, and curriculum designers as they provide insight into the transformative learning processes unique to interdisciplinary fields like women's and gender studies. This article investigates the nature of these threshold concepts, their implications for pedagogy, and their role in shaping a critical consciousness within the discipline.

What Are Threshold Concepts in Women's and Gender Studies?

Threshold concepts are core ideas that, once grasped, transform a learner's perspective irreversibly. Originating from the work of educational theorists Jan Meyer and Ray Land, threshold concepts are characterized by being transformative, integrative, irreversible, bounded, and often troublesome. In women's and gender studies, such concepts challenge traditional, often patriarchal, frameworks by introducing alternative ways of understanding social identities, power relations, and cultural norms.

For instance, the concept of intersectionality—coined by Kimberlé Crenshaw—serves as a threshold concept in the discipline. Intersectionality compels students to recognize how overlapping systems of oppression, such as race, class, gender, and sexuality, interconnect to shape individual experiences. This insight disrupts simplistic or singular understandings of identity and inequality, making it a crucial turning point in mastering the field.

Transformative Impact of Key Threshold Concepts

Several threshold concepts have been identified as particularly significant within women's and gender studies. These include, but are not limited to:

- **Intersectionality:** Encourages a multifaceted analysis of oppression and privilege, prompting learners to see beyond singular identity categories.
- **Gender as a Social Construct:** Challenges essentialist views by framing gender as fluid, performative, and culturally contingent.
- **Patriarchy and Power Structures:** Reveals systemic inequalities embedded within social, political, and economic institutions.
- **Sexuality and Queer Theory:** Reconfigures normative assumptions about sexual identity and behavior.
- **Body Politics:** Examines how bodies are sites of cultural regulation, resistance, and identity formation.

Each of these concepts disrupts everyday assumptions and compels students to reconsider their worldview, often provoking discomfort or intellectual challenge—hallmarks of threshold learning.

Integrating Threshold Concepts into Curriculum

Educators in women's and gender studies face the challenge of designing curricula that facilitate students' engagement with these transformative ideas. Unlike more straightforward factual knowledge, threshold concepts require pedagogical approaches that support deep reflection and critical dialogue.

One effective strategy involves scaffolded learning activities that introduce complex ideas progressively, allowing students to grapple with ambiguity and contradiction. For example, courses might begin with foundational theories of gender before introducing intersectionality to complicate these notions, thereby encouraging integrative thinking.

Moreover, experiential learning—such as community engagement, case studies, and reflective writing—can enhance comprehension by linking abstract concepts to lived realities. This multidimensional approach not only fosters understanding but also encourages students to apply theoretical insights to social activism and policy advocacy.

Challenges in Teaching Threshold Concepts

Despite their importance, threshold concepts can be "troublesome knowledge," a term describing ideas that are difficult to grasp due to their counterintuitive or complex nature. In women's and gender studies, students may wrestle with concepts that challenge deeply held beliefs about identity, power, or society's status quo.

Resistance to such ideas may arise from cultural conditioning, personal biases, or emotional discomfort. Educators must therefore cultivate supportive learning environments that encourage open dialogue, critical questioning, and empathy. Addressing these challenges proactively can mitigate barriers to transformative learning.

The Role of Intersectionality as a Central Threshold Concept

Intersectionality's prominence in women's and gender studies underscores its function as a linchpin in understanding the discipline's broader theoretical framework. By revealing how multiple social identities interact to produce unique experiences of marginalization or privilege, intersectionality demands a holistic analytical lens.

Research indicates that students who fully internalize intersectional thinking demonstrate improved critical reasoning skills and enhanced cultural

competency. This has significant implications for fields beyond academia, including social work, public policy, and healthcare, where nuanced understanding of identity and power dynamics is crucial.

Furthermore, intersectionality challenges educators to re-evaluate their own teaching practices and institutional structures to ensure inclusivity and representation. This reflexivity aligns with the transformative aim of threshold concepts, fostering not only student learning but also institutional change.

Comparing Threshold Concepts Across Disciplines

While threshold concepts exist in many academic fields, those in women's and gender studies are distinct in their emphasis on social justice and critical theory. For example, in STEM disciplines, threshold concepts often relate to technical proficiency or problem-solving frameworks. In contrast, women's and gender studies demand grappling with ethical considerations, identity politics, and systemic inequalities.

This difference highlights the interdisciplinary nature of gender studies and the need for pedagogical strategies that accommodate diverse backgrounds and learning styles. It also positions threshold concepts as tools for cultivating critical consciousness rather than mere content mastery.

Implications for Research and Future Directions

Ongoing research into threshold concepts within women's and gender studies continues to refine understanding of how these ideas function pedagogically and epistemologically. Scholars advocate for empirical studies that examine student experiences of threshold learning, including longitudinal tracking of conceptual change and its impact on academic and personal development.

Additionally, digital technologies and online platforms present new opportunities for engaging with threshold concepts through interactive media, virtual discussions, and collaborative projects. These innovations may help overcome some challenges related to accessibility and resistance.

Finally, expanding the scope of threshold concepts to incorporate global and transnational perspectives promises to enrich the field by acknowledging diverse cultural contexts and gendered experiences. This expansion is crucial as women's and gender studies increasingly intersect with issues such as migration, globalization, and decolonization.

Threshold concepts in women's and gender studies not only deepen academic understanding but also empower learners to critically engage with and transform the world around them. By navigating these conceptual thresholds, students acquire tools to interrogate power, advocate for equity, and

envision more inclusive futures.

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threshold concepts in womens and gender studies: Threshold Concepts in Women's and Gender Studies Christie Launius, Holly Hassel, 2018-02-20 Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing is a textbook designed primarily for introduction to Women's and Gender Studies courses with the intent of providing both skills- and concept-based foundation in the field. The text is driven by a single key question: What are the ways of thinking, seeing, and knowing that characterize Women's and Gender Studies and are valued by its practitioners? Rather than taking a topical approach, Threshold Concepts develops the key concepts and ways of thinking that students need in order to develop a deep understanding and to approach material like feminist scholars do, across disciplines. This book illustrates four of the most critical concepts in Women's and Gender Studies—the social construction of gender, privilege and oppression, intersectionality, and feminist praxis—and grounds these concepts in multiple illustrations. The second edition includes a significant number of updates, revisions, and expansions: the case studies in all five chapters have been revised and expanded, as have the end of chapter elements, statistics have been updated, and numerous references to significant news stories and cultural developments of the past three years have been added. Finally, many more callbacks to previous chapters have been incorporated throughout the textbook in order to remind students to

carry forward and build upon what they have learned about each threshold concept even as they move on to a new one.

threshold concepts in womens and gender studies: *A Guide to Teaching Introductory Women's and Gender Studies* Holly Hassel, Christie Launius, Susan Rensing, 2021-05-10 This book provides a practical, evidence-based guide to teaching introductory Women's and Gender Studies courses. Based on the findings of a Scholarship of Teaching and Learning project that analyzed 72 Intro students' written work, the authors equip instructors with key principles that can help them adapt their pedagogy to a range of classroom environments. By putting student learning at the center of course design, the authors invite readers to reflect on their own investments in and goals for the introductory course. The book also draws on the authors' combined decades of teaching experience, and aims to help instructors anticipate the emotional, intellectual, and interpersonal challenges and rewards of teaching and learning in the introductory WGS course. Chapters focus on course design, including identifying desired learning outcomes (in terms of course content, skills, and dispositions or habits of mind); choosing course materials; pedagogical activities; and assessing student learning. This book will be an invaluable resource for experienced WGS instructors and those seeking or planning to teach it for the first time, including graduate students and high school teachers.

threshold concepts in womens and gender studies: Handbook of Sustainability in Management Education Jorge A. Arevalo, Shelley F. Mitchell, 2017-06-30 This Handbook strives to enhance knowledge and application within sustainability in management education (SiME) across different academic programs, geographic regions and personal/professional contexts. Cross-disciplinary and boundary-spanning, this book focuses on specific themes and is therefore split into four distinct sections: one on theory and practice, one on transformational interventions in business programs, one on the role of external agents and the last on innovative approaches in SiME.

threshold concepts in womens and gender studies: **Handbook of Applied Teaching and Learning in Social Work Management Education** Maik Arnold, 2023-01-01 This up-to-date reference work explores theories, methods and practices of social work management education in higher education. It includes contributions from more than 30 scholars and researchers in the field of social work management education from more than 10 countries and 4 continents. The work is unique as it overcomes current barriers between the different sub-disciplines of social work didactics and management education, and takes into consideration the development of a discipline-specific Scholarship of Teaching and Learning (SoTL). The integrated and transdisciplinary approach to social work management education presented in this edited volume is of paramount importance to international scholars, teachers, practitioners, students and all other audiences interested in the field of education. The work provides an overview of the theoretical principles on how social work management can be taught and learned, and analyzes curricula, pedagogical approaches, actors, and socio-economic and institutional contexts of social work management at higher education institutions

threshold concepts in womens and gender studies: (Re)Considering What We Know Linda Adler-Kassner, Elizabeth Wardle, 2020-01-10 Naming What We Know: Threshold Concepts of Writing Studies, published in 2015, contributed to a discussion about the relevance of identifying key concepts and ideas of writing studies. (Re)Considering What We Know continues that conversation while simultaneously raising questions about the ideas around threshold concepts. Contributions introduce new concepts, investigate threshold concepts as a framework, and explore their use within and beyond writing. Part 1 raises questions about the ideologies of consensus that are associated with naming threshold concepts of a discipline. Contributions challenge the idea of consensus and seek to expand both the threshold concepts framework and the concepts themselves. Part 2 focuses on threshold concepts in action and practice, demonstrating the innovative ways threshold concepts and a threshold concepts framework have been used in writing courses and programs. Part 3 shows how a threshold concepts framework can help us engage in conversations

beyond writing studies. (Re)Considering What We Know raises new questions and offers new ideas that can help to advance the discussion and use of threshold concepts in the field of writing studies. It will be of great interest to scholars and graduate students in writing studies, especially those who have previously engaged with Naming What We Know. Contributors: Marianne Ahokas, Jonathan Alexander, Chris M. Anson, Ian G. Anson, Sarah Ben-Zvi, Jami Blaauw-Hara, Mark Blaauw-Hara, Maggie Black, Dominic Borowiak, Chris Castillo, Chen Chen, Sandra Descourtis, Norbert Elliot, Heidi Estrem, Alison Farrell, Matthew Fogarty, Joanne Baird Giordano, James Hammond, Holly Hassel, Lauren Heap, Jennifer Heinert, Doug Hesse, Jonathan Isaac, Katie Kalish, Páraic Kerrigan, Ann Meejung Kim, Kassia Krzus-Shaw, Saul Lopez, Jennifer Helane Maher, Aishah Mahmood, Aimee Mapes, Kerry Marsden, Susan Miller-Cochran, Deborah Mutnick, Rebecca Nowacek, Sarah O'Brien, Qlá Qládipò, Peggy O'Neill, Cassandra Phillips, Mya Poe, Patricia Ratanapraphart, Jacqueline Rhodes, Samitha Senanayake, Susan E. Shadle, Dawn Shepherd, Katherine Stein, Patrick Sullivan, Brenna Swift, Carrie Strand Tebeau, Matt Thul, Nikhil Tiwari, Lisa Tremain, Lisa Velarde, Kate Vieira, Gordon Blaine West, Anne-Marie Womack, Kathleen Blake Yancey, Xiaopei Yang, Madylan Yarc

threshold concepts in womens and gender studies: Gender in the Political Science

Classroom Ekaterina M. Levintova, Alison Kathryn Staudinger, 2018-07-12 A collection of studies examining the role of gender in teaching and learning in the traditionally male-dominated field of political science. Gender in the Political Science Classroom looks at the roles gender plays in teaching and learning in the traditionally male-dominated field of political science. The contributors to this collection bring a new perspective to investigations of gender issues in the political behavior literature and feminist pedagogy by uniting them with the Scholarship of Teaching and Learning (SoTL). The volume offers a balance between the theoretical and the practical, and includes discussions of issues such as curriculum, class participation, service learning, doctoral dissertations, and professional placements. The contributors reveal the discipline of political science as a source of continuing gender-based inequities, but also as a potential site for transformative pedagogy and partnerships that are mindful of gender. While the contributors focus on the discipline of political science, their findings about gender in higher education are relevant to SoTL practitioners, other social-science disciplines, and the academy at large. "A bold and compelling collection that asks important questions about the ways in which the teaching of Political Science reproduces gender inequities." —Aeron Haynie

threshold concepts in womens and gender studies: Digital Diversity

Holger Angenent, Birte Heidkamp, David Kergel, 2019-05-29 Vor dem Hintergrund kultureller Diversität und dem medialen Wandel ergibt sich die Herausforderung, die Begriffe Bildung und Lernen theoretisch zu diskutieren und deren Anforderungsprofile im Kontext pädagogischer Praxis neu auszuloten. Der Sammelband thematisiert feldübergreifend in den Bereichen Erwachsenenbildung, Soziale Arbeit, Medienpädagogik und Hochschulbildung die Effekte der Digitalisierung und zeigt auf, wie ein diversitätssensibler Umgang mit Bildung und Lernen im Kontext gesellschaftlicher Transformationen gelingen kann.

threshold concepts in womens and gender studies: Academic Labor Beyond the College

Classroom Holly Hassel, Kirsti Cole, 2019-12-06 Academic Labor beyond the College Classroom initiates a scholarly and professional conversation, calling upon faculty to participate in, reimagine, and transform their institutional and professional work to look beyond just teaching and research. Chapters in this contributed volume offer case studies, strategies, and exemplars of how faculty can re-engage in institutional service, mentoring, governance, and administrative duties to advance equity efforts at all levels of the university, calling for what Dr. Nancy Chick names in the Foreword as a scholarship of influence. This book draws from a diverse range of methodologies and disciplines, issuing an invitation to faculty across the divide of their specific college, school, or corner of the university into cross-conversations and partnerships for positive change.

threshold concepts in womens and gender studies: Climate Change across the Curriculum

Eric J. Fretz, 2015-12-24 Climate Change across the Curriculum examines ways of thinking and

conveying information about climate change across university curricula and within academic disciplines. The contributors provide methods, strategies, rationales, and theoretical justifications for teaching climate issues at the university level. The content of this book aims to introduce climate change to classes outside of the sciences, as it will take a wide range of disciplines, broader institutional thinking, and experimentation to fully engage university resources and knowledge toward the mitigation of fossil fuel consumption and adaptation to the negative consequences of climate change. Climate Change across the Curriculum encourages professors to engage salient aspects of their academic disciplines to the study of climate issues in the classroom, as well as sample theories, practices, and resources from a wide range of academic disciplines outside of their own areas of specialization. The contributors ask: what role will higher education play in addressing environmental challenges and producing students who become professionals who accomplish work that solves these problems?

threshold concepts in womens and gender studies: Introducing Gender and Women's Studies Diane Richardson, Victoria Robinson, 2020-04-22 At a time where, after decades of progress in gender and sexual rights, people in many parts of the world are facing new forms of resistance and opposition to gender equality, this timely publication confirms the continuing importance and relevance of gender and women's studies. The fifth edition of this best-selling textbook provides a comprehensive overview of key issues and debates in gender and feminist theory. With fully revised chapters written by specialists across a range of core topics including sexuality, race, bodies, family, masculinity, methodologies and migration, this clearly written but rigorous collection examines contemporary debates and provides helpful examples and questions to consider. Furthermore, it continues to reflect the shift from women's studies to gender studies, incorporating coverage of masculinity throughout, as well as discussing live debates such as around global activism, transgender rights and the environment. It continues to be an indispensable resource for students, academics and anyone interested in this lively field. New to this Edition: - A new chapter on gender and migration - Expanded discussion of transgender rights as well as masculinity studies - Brings seven new contributors to the collection; with newly authored chapters on Gender and Environment, Gender and Education, Gender and Sexuality and Gender and Race - Fully revised and updated with new material and new case examples - Greater attention to intersectional approaches and international reach

threshold concepts in womens and gender studies: *Teaching Modernist Women's Writing in English* Janine Utell, 2021-04-25 Offers pedagogical techniques for teaching anglophone modernist writing by Virginia Woolf, Gertrude Stein, Dorothy Richardson, Jean Rhys, Nella Larsen, and others. Gives syllabus suggestions for undergraduate and graduate courses in literature and writing. Covers topics such as feminism, gender identity, canon formation, politics, activism, and war. Suggests many digital humanities approaches.

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threshold concepts in womens and gender studies: *Surviving Sexism in Academia* Kirsti Cole, Holly Hassel, 2017-06-26 This edited collection contends that if women are to enter into leadership positions at equal levels with their male colleagues, then sexism in all its forms must be acknowledged, attended to, and actively addressed. This interdisciplinary collection—*Surviving Sexism in Academia: Strategies for Feminist Leadership*—is part storytelling, part autoethnography, part action plan. The chapters document and analyze everyday sexism in the academy and offer up strategies for survival, ultimately 'lifting the veil from the good old boys/business-as-usual culture that continues to pervade academia in both visible and less-visible forms, forms that can stifle even the most ambitious women in their careers.

threshold concepts in womens and gender studies: *Matricentric Feminism: Theory, Activism, Practice. The 2nd Edition* Andrea O'Reilly, 2021-04-04 The 2nd edition includes a new preface that considers how matricentric feminism in positioning mothering as a verb affords a gender-neutral understanding of motherwork and allows for an appreciation of how motherwork is deeply gendered and how this may be challenged and changed through empowered mothering. The book argues that the category of mother is distinct from the category of woman, and that many of the problems mothers face are specific to women's role and identity as mothers. Indeed, mothers are oppressed under patriarchy as women and as mothers. Consequently, mothers need a feminism of their own, one that positions mothers' concerns as the starting point for a theory and politic of empowerment. O'Reilly terms this new mode of feminism matricentric feminism and the book explores how it is represented and experienced in theory, activism, and practice.

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threshold concepts in womens and gender studies: *Rethinking Women's and Gender Studies Volume 2* Catherine M. Orr, Ann Braithwaite, 2023-11-23 The second volume of *Rethinking Women's and Gender Studies* addresses the complexities and inherent paradoxes within the expansive knowledge project known as Women's and Gender Studies for audiences both inside and adjacent to the field. Each of the volume's chapters identifies and critically examines a key term that circulates in this field, exploring how the term has come to be understood and mobilized within its

everyday narratives and practices. In constructing provocative genealogies for their terms, authors explicate the roles that this language, and the narratives attached to it, play in producing and limiting possible versions of the field. The ongoing aim of Rethinking Women's and Gender Studies, both in the original volume and this entirely new extension, is to trace and expose important paradoxes, ironies, and contradictions embedded in the field – from its high theory to its casual conversations – that rely on these terms. Forging collective conversation and intellectual community from its thoughtful and critical lines of inquiry, the second volume of Rethinking Women's and Gender Studies remains bracingly original and full of fresh insight. It provides a perfect complement for Feminist Theory, Senior Capstone, and introductory graduate-level courses offered in Women's and Gender Studies and related fields.

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