ABSTRACT

A PLACE FOR WOMEN IN THE ACADEMIA: PAST AND FUTURE OF FEMINIST PEDAGOGY

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Different streams of attention focus on women in the universities: committees for equal opportunities are treating the gender sensibility of the HRM of the organization and the gender balance in recruitment, the international research community of women and gender studies has influenced the mainstream research agenda in social sciences and humanities, most universities organize women and gender studies. In this context I will analyze the premises, demands, aims and results of “feminist pedagogy”. Feminist pedagogy started in the 60s, as one of the emancipatory/revolutionary education models. I will recapitulate the characteristics of the early feminist approach in university teaching.

In a next step I will handle the following questions:
(1) are there still teachers and students how want to work within the initial model;
(2) are the present results and the previous approaches interrelated;
(3) what is the present position of feminist teachers in women and gender studies in relation to the mainstream teaching methods;
(4) how do feminist university teachers confront the aims of the next generation (feminist) students and young researchers.

The aim of this paper is the rephrase empowerment of women in the academic setting.