ABSTRACT

Performing in and through difference: Gender, age, power and disciplinary positioning in the academy.

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The paper will focus upon connotating practices in the academy, in particular those that guide concrete men and women in their career efforts. Connotating practices make up an important aspect of the mutual assessments academics continuously make of each other – these being as well formalised as more informal and non-consciously conducted. In any field a multitude of aspects are involved in connotating practices, this not least being the case in a complex field like the academic. The aspects that are privileged in the analysis of this particular study will however consist of gender, age, relative power position and disciplinary position. The analysis is based on empirical interviews with academic men and women from five different Danish universities, eighteen altogether, narrating from lives at different levels in the organisation: assistant professor, associate professor and full professor positions. The interviews were conducted around the millennium.