

Acknowledgements

Our biggest debts of gratitude are to the Gender Institute's director, Diane Perrons, senior lecturer, Clare Hemmings, and department manager, Hazel Johnstone, for initiating this project to mark fifteen years of history at the Institute. Diane, Clare and Hazel got us started by sharing their visions for the project as well as their views about where the GI has been, what it has evolved into, and what it might become in the future. They also read many proposals and drafts and provided excellent comments and suggestions. Hazel was infinitely patient with us as we probed her memory banks for details about everything to do with the GI, from names of visiting academics to outstanding alumni. In addition to these three, the two other current core faculty members of the Gender Institute – Ros Gill and Anne Phillips – endured multiple email inquiries whilst cheerfully offering information and advice.

Although the core staff of the GI is small, through the years countless individuals have been involved in the Institute as staff, supervisors and visiting scholars. While we were not successful in contacting all past associate directors and lecturers, those we did reach were uniformly generous and helpful in sharing their memories. The past leaders of the Gender Institute – Sylvia Walby, Henrietta Moore and Anne Phillips – all granted us long interviews. Many other individuals who were essential in creating and developing the GI in the first five years provided us with important information via email. In particular, we'd like to thank Sylvia Chant, Meghnad Desai, Derek Diamond, Fred Halliday, Virginia Morrow, Katherine Rake, Jan Stockdale, and Gail Wilson for responding to our requests for their personal recollections of the GI.

We also thank the many postgraduate students of the Gender Institute, both past and present, who shared with us their memories. We particularly appreciate those alumni and current MSc and PhD research students who provided us with the quotes and personal profiles that appear throughout the book. Special thanks to Bettina Kahn for assisting us with the MSc contributions.

People's memories of the Gender Institute's history and their interpretations of its present sometimes vary. This document therefore represents our distillation of many individuals' understandings. We consider it a contribution to an ongoing dialogue about the Gender Institute's past, present and future. To that end, we welcome hearing from those who believe we have omitted or misrepresented significant elements.

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Faith Armitage and Carolyn Pedwell

June 2005

Foreword

I am delighted to have this opportunity to congratulate the Gender Institute as it celebrates its fifteenth year at the LSE. Having been the director of the Gender Institute in its first formal years, from October 1994 to October 1999, I have had a particular interest in, and concern for, the Institute's development, work and activities. Over the past fifteen years, the GI has evolved from a small group of individuals working to initiate a seminar series on gender issues, to a vital and enterprising unit with an impressive international reputation.

The Gender Institute emerged at LSE in a period of academic innovation. With its explicit multidisciplinary nature, the Institute challenged old assumptions which held that teaching and research should be confined in discrete disciplinary blocks. The diverse disciplinary backgrounds of many of the scholars involved in the early days – geography, anthropology and politics to name a few – enabled the Institute to construct a dynamic interdisciplinary framework for scholarship and teaching.

It has been exciting to both be a part of, and to witness, the tremendous growth and development of the Gender Institute over the years. In the academic year 1994-95, the Institute had 11 MSc students and two PhD students – a respectable number, given its infancy. At that time, we also had nearly a dozen research fellows through one of the Institute's first major grants: the Human Capital Mobility project. By the time my directorship ended, the Institute was housing approximately 55 scholars, including faculty and research fellows and 45 postgraduate students.

The Gender Institute now runs five Masters courses, a vibrant PhD programme, and a dynamic lecture and seminar series featuring many prominent scholars in gender theory. This year, with the addition of the new MSc programme in Gender, Development and Globalisation, the Institute has attracted a record 80 Masters students, hailing from many different countries around the world. The Institute's consistent research and teaching around development issues has proved to be a main attraction for many.

I am confident that the Gender Institute will continue to build on the tremendous successes that all those involved have worked so hard to achieve over the past fifteen years, and I wish the Institute the best of luck in the future.



Professor Henrietta
L Moore
Professor of Social
Anthropology

LSE Deputy Director,
Research and External Relations,
2002-05
Gender Institute Director,
1994-99

Introduction

Through more than fifteen years of committed, collaborative and creative work, the Gender Institute has established itself among the leading centres for Gender Studies in the world. It now attracts prominent scholars and students from around the globe, and its alumni go on to pursue a diverse range of careers in many international locations. As the nerve centre for gender scholarship at the London School of Economics and Political Science, the Gender Institute has succeeded in putting issues of gender on the map at the School. It has generated the development of an increasing number of courses with a focus on gender, at both the graduate and undergraduate levels. In 2005, the Gender Institute remains a leader in gender research and pedagogy and an exciting place for staff, researchers, students and visitors alike.

In *Putting Gender on the Map: The LSE Gender Institute's First Fifteen Years*, we aim to trace the Gender Institute's development, beginning with its origins as a pioneering seminar series on gender issues in 1990. We move from the efforts of a small working group to establish the Gender Institute as a centre for gender research in the early 1990s, to the expansion and evolution of teaching, degrees and courses in the late 1990s, to the tremendous growth of student numbers at the beginning of the millennium and the lively Institute that stands before us today. Our narrative, however, does not always follow a linear, chronological trajectory.

The story we present here has been constructed through analysis of documents in the Institute's archives, interviews with key people involved in its development, conversations with staff, students and alumni, and scholarly research on the broader history of Gender Studies in the UK and internationally. In some ways, the 'herstory' of the Gender Institute can be told in a straightforward, factual, descriptive way – notable dates can be marked; significant scholars can be identified. It should be clearly noted at the outset, however, that the viewpoints of the interested parties often diverge. Thus, apart from the 'bare bones' of the GI's historical development, there is plenty of room for disagreement about many issues related to the Institute. For example, people's memories of various events, debates and decisions rarely coincided perfectly with the accounts we were able to piece together from the archive material available. There were also cases where one individual's recollection of a particular event differed from those of another's.

In our account of the Gender Institute's emergence and development, we have endeavored to weave together different perspectives and to include many voices. We have had to make choices about how to present this story, including where to start, what to include (and what to exclude), and how to frame various debates and discussions. The decisions we have made in the text will inevitably reflect our particular positions as authors and PhD research students at the GI.

'The Gender Institute has been enormously successful in its 15 year history. It has gone from being a tiny unit, supported primarily by individuals with an interest in gender to being a successful, autonomous unit. It runs five Masters programmes and has a large number of PhD students. It has put gender on the map within the broader institution of the LSE, and it has had an impact and influence beyond the LSE that is belied by its relatively small size.'

Rosalind Gill, Lecturer, Gender Institute

Others involved in the Institute's history might have chosen to present some aspects differently. We hope, however, that we have succeeded in conveying the vibrancy, diversity and sheer ambition of the Gender Institute throughout its growth, and in illustrating how much the centre has meant to so many students, staff and visitors who have passed through its doors over the past fifteen years.

The document as a whole is organised thematically around three different but overlapping areas: *Origins*, *Teaching*, and *Research and Activities*. Key concepts, such as 'interdisciplinarity,' 'gender inequality,' 'diversity and difference,' 'sexuality,' 'transnationalism,' 'feminism,' and 'post-feminism,' crop up across different time periods and contexts of the Gender Institute's history, and are explored in several places. Throughout, we aim to link the development and growth of the Institute to the wider context of changing gender relations, theory and practice in the UK and internationally over the past fifteen years. We explore the teaching, research projects and activities pursued by the GI's staff, visiting scholars and students, linking these to the Institute's expansion and evolution.

In section 1: *Origins*, we trace the ground-breaking efforts of a dedicated group of individuals from across the LSE community who worked together to establish the Gender Institute and to secure its

institutional framework. We also provide a short disciplinary history of Gender and Women's Studies in the UK, leading up to the GI's formal establishment as a unit in 1993. In section 2: *Teaching: Expansion and Evolution*, we chart the growth of the Institute's teaching staff and student population. Profiles of several outstanding alumni provide a more personal view of the teaching/learning experience at the GI. We also explore the development of the GI's five degree programmes and its in-house core course, linking the changing content of curriculum with developments in gender theory and practice. In section 3: *Research and Activities*, we examine the substantive research themes which have guided the Institute's research programmes and projects over the years. We chart the GI's conferences, lecture series and academic visitors, and highlight the fascinating research work conducted by the GI's academic staff and a handful of the Institute's PhD students. In the final section, *Conclusions: The Gender Institute and Beyond*, we celebrate the Gender Institute's success over the past fifteen years, consider challenges faced by Gender Studies as an (inter)discipline in the current educational context and briefly look towards what the future might hold.

Marking 15 Years at the Gender Institute

In celebration of the Gender Institute's Anniversary, the Institute's 2004-05 public lecture and seminar series was based around key ideas and dialogues in Gender Studies throughout the past fifteen years. Involving some of the leading gender scholars in the UK and abroad, the series explored some of the key ways in which the (inter)discipline, and gender issues more broadly, have developed and transformed. The subjects of the public lectures themselves also give an idea of the breadth of research undertaken under the remit of gender theory.

Gender Institute Anniversary Public Lecture Series 2004-05

11 October	Stephanie Ware Barrientos Research Fellow, Institute of Development Studies, University of Sussex	Global Sourcing and Corporate Codes of Conduct: Challenges and Opportunities for a Gendered Approach
18 October	Shirin M Rai Professor of Politics and International Studies, University of Warwick Knowledge and/as Power:	A Feminist Critique of Trade Related Intellectual Property Rights
8 November	Jane Lewis Professor of Social Policy, LSE	Gender and Welfare State Change: European Societies
29 November	Henrietta Moore Deputy Director of LSE; Professor of Social Anthropology	The Future of Gender or The End of a Brilliant Career
6 December	Hilary Land Professor of Social Policy, Bristol University	Are We Paying Enough Attention to Care?
17 January	Sean Nixon Senior Lecturer in Sociology, Essex University	Gender and Commercial Culture
31 January	Sylvia Walby Professor of Sociology, Leeds University	Gender, Globalisation and Complexity Theory
3 February	Polly Toynbee, Author and Columnist, <i>The Guardian</i> Barbara Ehrenreich Writer, Social Critic and Novelist	Gender Inequality: Old Patterns, New Challenges (joint with Miliband Programme)
14 February	Anne Phillips Professor of Gender Theory, Government Department and the Gender Institute	Multiculturalism without 'Culture': What Happens After the Critique of Essentialism?

In addition, a highlight of this past year's public lectures and seminars was the 'Women into the 21st Century' debate series:

Women into the 21st Century Debate Series 2004-05

2 November	Shami Chakrabati , Director, Liberty Baroness Helena Kennedy QC Nicola Lacey , Professor of Law, LSE Judge Dame Rosalyn Higgins QC Chair: Kate Malleson, Senior Lecturer in Law, LSE	Women into the 21st Century Debate Series I: Women in the Law
16 November	Susan Himmelweit , Professor of Economics, Open University Eleanor Laing , MP Rachel Lomax , Deputy Governor, Bank of England Chair: Diane Perrons, Director of the Gender Institute, LSE	Women into the 21st Century Debate Series II: Women in the Economy
22 November	Jana Bennett , Director of Television, BBC Jenny Kitzinger , Professor of Media and Communications Research, Cardiff School of Journalism Will Callaghan , Online Editor, <i>Men's Health</i> Alexandra Frean , Social Affairs Correspondent, <i>The Times</i> Chair: Bronwyn Curtis, Head of European Forecasting, Bloomberg	Women into the 21st Century Debate Series III: Women in the Media

Origins

The early 1990s marked a time of great activity for scholars and students in the field of Gender Studies. In 1993, for example, the International Handbook of Women's Studies listed 74 Women's and Gender Studies courses in the UK, 47 of which were full Women's or Gender Studies degrees, either at the diploma, undergraduate or postgraduate level.¹ At the time, LSE was home to two of the UK's leading gender scholars: Henrietta Moore and Sylvia Walby. Moore's book, *Feminism and Anthropology* (Polity 1988), and Walby's, *Theorizing Patriarchy* (Basil Blackwell 1990), were both landmark works in the burgeoning fields of Gender, Women's and Feminist Studies. While Moore challenged the conflation of 'woman' and 'gender,' Walby effectively put 'patriarchy' back on the agenda. Also at the LSE at this time were Sylvia Chant,² and later Jo Beall³ (joining LSE in 1994), who were developing innovative approaches to Gender Studies in a development context.

Moore and Walby, who were both instrumental in establishing the Gender Institute at LSE, remember that they were acutely conscious of the absence of Gender Studies at the School. 'Here we have LSE, one of the premiere social studies institutions in the world, with leading gender theorists in several departments, but no discrete institutional framework for their research,' recalls Moore. 'It seemed a bit strange, given that the early 1990s was the heyday of Gender Studies in the UK.' Walby's assessment of the situation was blunt: 'Not having Gender Studies here was a huge gap.'

But that was about to change. Professor Derek Diamond, vice-chair of the academic board of the LSE, recalls that the board had identified Gender Studies, together with Development Studies, as two key areas for the LSE to develop as interdisciplinary postgraduate research fields. Professor Lord Meghnad Desai presided over the inauguration of DESTIN, the Development Studies Institute, in 1990.

However, he also managed to find time to promote the Gender Institute's creation during debates with others in the academic board: 'Feminism was the strongest influence on my thinking apart from Marxism and I had no problem keeping them both together in my head,' he recalls. 'My reputation as an economist who could handle the technical mathematical stuff made me a good "bouncer" to keep the attackers of the GI off.'

As Desai's comments suggest, the view that it was important to establish cutting-edge interdisciplinary research institutes, such as DESTIN and the GI, was not accepted by everyone at the School. Gail Wilson was a lecturer in the Department of Social Science and Administration at the time. She remembers a letter penned by one professor to the LSE magazine, to the effect that Gender Studies was 'like theology and had no place at a university.' Wilson, who did not share this view, went on to secure the GI's first major research grant and helped gain University of London approval for the MSc Gender degree, as will be discussed below.

It is not surprising, in some ways, that there was resistance to the establishment of the Gender Institute. Not only is the research *content* itself potentially subversive and threatening to powerful interests, but so are the changes it introduces to research *methods*. As an academic approach, Gender Studies revealed the ways in which knowledge is deeply gendered.⁴ As Mary Evans (the first professor in Women's Studies in the UK and the external examiner for the Gender Institute from 1993 to 1995) argued in a 1997 article, 'What feminists have done with the tradition of the critique of knowledge is to take the more radical stance of attacking not just the conclusions, the argument and the content of knowledge, but the very way in which knowledge is constructed.'⁵

Gender theorists questioned the possibility of neutral, value-free methodologies and the academic separation of personal experience and emotion from theory. They interrogated the divide between quantitative and qualitative research, as well as traditional barriers separating 'the researcher' and 'the researched.' In effect, gender theorists were redefining 'objectivity' in ways that would radically transform conventional processes of teaching, learning and research. They were also demonstrating that 'gender difference is an essential part of any discussion of the social or symbolic world.'⁶ If this made Gender Studies seem threatening to those invested, for various personal and professional reasons, in the binaries which gender theorists sought to disrupt, it also made it innovative, in terms of both research and pedagogy, as will be discussed later on in the document.

Despite resistance to the Gender Institute's creation, many individuals at LSE evidently sided

with Moore, Walby, Diamond, Wilson, Desai and others, in promoting the urgency and credibility of Gender Studies as a crucial area of social science research. 'Nothing was producing nor likely to continue producing more substantial social change than the changing relations between men and women,' Diamond argues. 'And this is the point that ultimately persuaded the academic community.'

The changes in gender relations in the early 1990s that Diamond refers to were complex, and in some cases contradictory. On one hand, since the 1960s and 1970s when the Women's Liberation Movement gained strength in western, industrialised countries, several positive transformations in gendered relations had occurred. In the UK, increasing numbers of women had entered the labour market, achieved greater political representation within the parliament, and won key pieces of legislation

A Post-Feminist Era?

Jan Stockdale (a senior lecturer in Social Psychology at LSE and associate director at the Gender Institute 1993-97) recalls that there were 'very mixed views in the School about the proposal to establish the GI. Some people argued that gender did not represent an independent area of academic study and research, whilst others took the view that it was a key emerging area.'

Undoubtedly, refrains within the media and the academy, which proclaimed that 'women have won the battle,' and that 'equality had been achieved' were bound up in some individuals' opposition to the GI. Beyond LSE, antipathy to Women's and Gender Studies was, in part, related to a climate of 'post' or 'anti' feminism emerging in the UK and North America in the late 1980s and early 1990s.²⁹ As Joanna de Groot and Mary Maynard assert in *Women's Studies in the 1990s*, 'We are told that feminism has had its day, that we now live in a post-feminist society in which any possibility for decreasing inequalities or widening opportunities for women have largely been attained.'³⁰

This view was wholly at odds with empirical research documenting persisting and wide-spread inequalities in numerous overlapping arenas both in the UK and internationally. Fuelled by what feminist theorists termed 'backlash' rhetoric, such popular discourses aimed to reverse or claw back whatever gains the women's liberation movement had achieved.³¹

Thus, part of the Gender Institute's founding mission and ongoing challenge was to assert the continuing relevance of gendered forms of research and analysis in order to address persistent (and changing) forms of unequal gender relations, against a powerful popular insistence that such an approach was now unnecessary and anachronistic. Such rhetoric continues today.

promoting gender equality in employment and reproductive rights. Furthermore, by the mid-1990s, gender issues were gaining increasing significance in public policy-making at national and international levels, through domestic and international gender mainstreaming programmes, women's empowerment in the United Nations and the European Union and the insistence within World Bank projects on gender auditing.⁷ Within the realm of development, for example, policy and practice had arguably 'become infused with gender.'⁸ Thus, by the early 1990s when the Gender Institute was seeking formal recognition, 'gender' was on the way to becoming institutionalised in the UK and internationally.⁹

On the other hand, this rosy snapshot of growing gender equality in the early 1990s obscured the contradictory nature of many of the celebrated advancements. It also effaced the effects of new and ongoing forms of systematic inequality and oppression that women (and other groups outside the white, masculine mainstream) faced around the world. As Ann Oakley and Juliet Mitchell argued in 1997, despite women's increasing entry into the labour market in the early 1970s in western, industrialised countries such as the UK, 'the proportion of women in full-time paid work had remained static for several decades.'¹⁰ One of the main processes underlying this continuing inequality was the division of labour in the home which limits women's years of work experience and leads them to work on a part time basis. In addition, paid employment was highly segregated by gender with women over-represented in lower paying jobs.¹¹ Within the academy, women remained marginalised in many disciplines, if not completely absent.

If there was evidence in the domestic context to support the claim that gender inequalities required analysis, this was perhaps even more true in the international arena. Returning to the example of development, while issues of gender had gained

visibility in international development and policy discourses in the early 1990s, the global gap between rich and poor had widened, with more women than men living in poverty than a decade before.¹² Moreover, policy makers continued to operate with outdated concepts that obscured the gendered nature of poverty. As Sylvia Chant and others were arguing at the time, the normative concept of the 'male breadwinner,' for example, failed to recognise the widespread occurrence of female-headed households¹³ and women's immense non-market productivity.¹⁴ In this area, much more work was required to understand the ways in which women and men experienced poverty differently and unequally.¹⁵ Moreover, the exploitative aspects of international trade, migration and trafficking, were becoming increasingly pronounced in the 1990s, and were inscribing their oppressive effects on the lives and bodies of women (and men), especially those living in 'the South.'¹⁶

Throughout the 1970s and increasingly in the 1980s and 1990s, many Black and lesbian gender theorists argued that such heralded advancements in gender equality – if they did bring positive change – often benefited a small minority of women (namely white, middle-class, heterosexual, able-bodied women living in the industrialised West) while continuing to exclude many 'Others'.¹⁷ As these thinkers emphasised, analysis of how gender intersected with other axes of social differentiation, such as 'race', class, and sexuality, was necessary to theorise relations of power effectively in any arena of analysis.

To return to the Gender Institute's own story, in the context of dialogues about the validity of Gender Studies in the academy, scholars at the LSE with an interest in gender organised a series of public lectures and seminars in 1991-92. Known simply as the 'Gender Research Group,' they secured some very prominent speakers. The line-up for that inaugural series included Michèle Barrett, Joni Lovenduski, Anthony Giddens, Ruth

Lister and Emily Martin. An estimated 150 people attended Professor Lord Anthony Giddens's talk on 'The Transformation of Intimacy: Gender, Sexuality, Democracy.' (Then at Cambridge University, Giddens went on to become the director of the LSE from 1997-2003.) The public lecture and seminar series created a buzz at the School, and as Gail Wilson recalls, 'the after-lecture events were another important way of putting the Gender Institute on the map.' Thus, whatever particular scholars' feelings about the legitimacy of Gender Studies as a disciplinary field, there was plenty of objective evidence – in the form of healthy attendance at lectures and seminars – of the keen interest in gender research.

A great deal of the credit for the success of the public lecture and seminar series must go to Hazel Johnstone, who has managed the GI since its

official inception. In 1991, Johnstone volunteered to coordinate the Gender Research Group's meetings and help plan its public lecture series. 'I was working in the Geography Department when the gender research seminar and lecture series began,' recalls Johnstone. 'I'd always thought of myself as a feminist, so when I saw this initiative taking shape, I wanted to be a part of it.' More than merely 'a part' of it, Johnstone's contribution to the GI was and continues to be critical. As Henrietta Moore puts it: 'Without Hazel, there would be no Gender Institute.'

With the public lecture series up and running, the Gender Research Group turned its attention to the formal creation of an institute. The hard work of transforming mere interest in Gender Studies into a formal institution for gender at the School began.

The Politics of Naming

One of the first issues settled by the Gender Institute's founders was the question of a name. In June 1992, the gender research working group decided on the 'Gender Institute.' Why not 'Women's Studies'? Was this an issue? At the LSE, it appears not to have been. While several other UK universities with postgraduate programmes in Gender and Women's studies were hitting the headlines as academics rowed over the significance and hidden meanings of such labels as 'Women's Studies' versus 'Gender Studies,' at the LSE, organisers were fairly united.

As Henrietta Moore recalls, 'For most of us, it wasn't really about studying women per se; it was about studying gender as a structuring principle of society. It was never meant to be only about women'. Early on, the Gender Institute had research projects and a seminar series about masculinity, for example.

Given the other significant challenges involved, the politics of naming was not a chief concern in the process of establishing the Institute, according to Sylvia Walby. 'Some people thought the distinction between Women's Studies and Gender Studies signified enormous theoretical differences but I personally never held that position. There were few enough of us interested in gender as it was so we all needed to work together.'

Despite early consensus on the naming issue at the LSE, this is not to pretend away continuing controversy. Clare Hemmings – who joined the GI in 1999 – observes that 'these questions of naming are anything but neutral, and one's theoretical position on the issue tends to be directly linked to intellectual biography, and to national or international location.'³² The choice of a name for a research centre like the Gender Institute often reflects pragmatic concerns. Hemmings notes that 'Gender Studies' is 'more likely to attract funding and students, and to facilitate interdisciplinary and international alliances in ways that could not previously be anticipated.'³³

Staff profile



Hazel Johnstone, Manager, Gender Institute, 1993-present

Hazel Johnstone's involvement with the Gender Institute began in 1991 as a volunteer coordinator for the gender research working group. By 1993, one-third of her work was allocated to the newly institutionalised GI. Hazel continued to juggle her work in the Geography Department as MSc Planning Studies administrator with her new responsibilities in the GI for three years. Finally, in 1996, the manager role became full-time and Hazel was able to devote 100 per cent of her time and energy to the Institute.

By virtue of her long employment at LSE, Hazel has had the opportunity to share the excitement of setting up an innovative enterprise as well as playing a part in the success of the GI as it stands today.

Hazel's role as GI manager is multi-faceted. From organising conferences, to co-ordinating teaching and marking duties, to concocting her famous mulled wine for the annual Christmas parties, Hazel essentially oversees every aspect of the GI's daily functioning. In addition, she is managing editor for the *European Journal of Women Studies*, which has been housed at the Gender Institute since 2004.

Hazel's natural modesty prevents her from even hinting at how critical she has been to the success of the GI. But it hasn't prevented just about every individual we consulted for this document from heaping praise on her. To take just one example, GI research scholar Martina Klett-Davies reflects, 'Hazel is the glue that holds the department together.'

In the autumn of 1991, LSE's director invited a proposal for the establishment of an Institute of Gender Studies at the School. Sylvia Walby, supported by others from the Gender Research Group, presented the academic board with the proposal. The proposal's authors offered the following as the 'Intellectual Rationale' for the Gender Institute:

The analysis of gender (that is, the social relations between men and women) is currently an area of dynamic intellectual development. There are major changes in the relations between men and women, including the changing gender composition of the labour force, changes in the structure of the family, and increasing numbers of elderly in need of care. Political institutions at the national and international levels are adapting to these changes. These changes are interconnected and affect most other

areas of social life. We cannot understand change in the modern world without the empirical and theoretical input from this field.

The explosion of analyses in the area of gender relations also derives from the fact that it has been intellectually underdeveloped, so there is enormous scope for new work. The neglect of analysis of gender has rendered inadequate many accounts of social, economic and political life. Many mainstream accounts treat the world as if it were peopled exclusively by one sex, men, to the detriment of the explanations offered. Most social science disciplines are now beginning to reconsider this absence and its implications for their intellectual work. It is not enough to compensate for this by studying only women. Instead, gender as a set of social relations needs to be analysed.

'The neglect of analysis of gender has rendered inadequate many accounts of social, economic and political life... It is not enough to compensate for this by studying only women. Instead, gender as a set of social relations needs to be analyzed.'

**Sylvia Walby et al,
A Proposal for an Institute of Gender
Studies at LSE, Oct 1991**

The proposal also noted that LSE was already well positioned, in terms of its existing faculty, to cultivate gender-focused research: 'There are already internationally renowned figures in the area at LSE... There are 28 teachers and researchers who list this as an area in the LSE Calendar. But they are dispersed through the different departments at LSE and need a joint base'.

As the proposal pointed out, members of the Gender Research Group came from multiple

disciplinary backgrounds. Sylvia Walby was based in Sociology, Henrietta Moore in Anthropology and Gail Wilson in Social Science and Administration. Other scholars who became involved in establishing the GI included Jan Stockdale and Cathy Campbell from the Department of Social Psychology, Derek Diamond, Sylvia Chant and Simon Duncan from Geography, and Fred Halliday from International Relations. The inter-departmental links existing within these founding group members demonstrated that the interdisciplinary research and teaching agenda that the LSE sought was, in many ways, already in place.

The LSE Appointments Committee formally approved the proposal to establish the Gender Institute in November 1991 and called for the Gender Institute's working group to draw up a constitution and academic development plan. This they did by June 1992. The constitution laid out the six principle aims of the Institute:

Developing an Interdisciplinary Model

As has been discussed in the main text, both LSE's Academic Board and the founding scholars of the Gender Institute wanted to develop the GI along interdisciplinary lines. Interdisciplinarity 'involves not simply the use of more than one discipline to solve a problem or analyze an issue but also the *integration* of disciplines to create a new epistemology; to rebuild the prevailing structure of knowledge; and to create new organising concepts, methodologies or skills.'³⁴

Interdisciplinarity was initiated as an ideal model when Women's Studies courses were first emerging in the UK and North America and continues to develop within Gender and Women's Studies programmes today. As an approach to research and teaching, it enables scholars to cross theoretical boundaries and employ insights from more than one discipline to present and shape their arguments. It also provides a platform for gender theorists to transform other disciplines *from within* through transporting and implementing intellectual standpoints of Gender Studies.

Of the four purposes of the Gender Institute outlined in its Academic Development Plan, two speak to the value of interdisciplinary scholarship. The Institute aimed to 'provide Masters level programmes in a genuinely integrated interdisciplinary fashion' and to 'facilitate cross-disciplinary discourse through a programme of seminars, public lectures and conferences.' Such interdisciplinarity would go on to structure and inform the Institute's research and teaching practices throughout its development.

- To develop a masters degree and research training in Gender Studies;
- To foster research, providing a centre for researchers from outside as well as inside LSE;
- To facilitate interdisciplinary connections;
- To make academic links within and outside LSE and to make policy links with government, industry and various policy research units in the UK, Europe and beyond;
- To make known to the community at large the work being carried out in the School and the School's special contribution to this area of academic activity;
- To establish a basis for future developments in this field.

The constitution also laid out the management structure for the GI. Responsibility for the overall management of the Institute was to reside with a steering committee. The committee was composed of the director of the GI, the vice-chairman of the academic board, and a 'representative from each Department of the School with teaching and research interests in the field of Gender Studies (currently, Anthropology, Economy, Economic History, Geography, Government, Industrial Relations, International Relations, Law, Social Psychology, Social Science and Administration, and Sociology.) The representation of Departments on the committee may be varied, as appropriate, in the light of academic developments within the School.'

The membership of the steering committee thus changed from year to year, depending, as the constitution anticipated, on which departments contained faculty with an interest in the field of Gender Studies. So while it is nearly impossible to record all members of the wider LSE academic community who contributed to the GI's early

GI Steering Committee Membership 1992-95

Diemut Bubeck (Government)
Nancy Cartwright (Philosophy, CPNSS, Chair of the GI Steering Committee 1993-96)
Sylvia Chant (Geography)
Meghnad Desai (Economics and DESTIN)
Derek Diamond, (Vice-chair Academic Board, GI Interim Director 1993-94)
Julie Dockrell (Social Psychology)
David Downes (Social Policy and Administration)
Simon Duncan (Geography)
Fred Halliday (International Relations)
John Hobcraft (Population Studies)
Janet Hunter (Economic History)
Jane Lewis (Social Policy)
Margot Light (International Relations)
Sonia Livingstone (Social Psychology)
Charlotte Martin (Gender Institute)
Henrietta Moore (Anthropology, GI Director 1994-99)
Caroline Moser (Social Policy)
Simon Roberts (Law)
Leslie Sklair (Sociology)
Ines Smyth (DESTIN)
Janet Stockdale (Social Psychology)
Jim Thomas (Economics and DESTIN)
Sylvia Walby (Sociology, GI Director 1992-93)
Gail Wilson (Social Policy and Administration)
Stephen Wood (Industrial Relations)
Ellen Wratten (Social Policy and Administration)
Lucia Zedner (Law)

development, we can identify those scholars whose interest in gender and feminist research led them to take up positions on the GI Steering committee from 1992 until it was well established in 1995 (see box on page 13).

Momentum for the Gender Institute at LSE was building. The GI steering committee elected Sylvia Walby to become the first director of the Institute. However, following the offer of a chair at another UK university, Walby resigned her position in March 1993.

Her departure posed some administrative and logistical issues for the fledging Institute, especially because all those who were involved in the GI still had significant commitments in their home departments. The gender research working group had already submitted to the APRC (Academic

Planning and Resources Committee) an academic development plan for the GI, which now had to be revised. The content of the proposed MSc in Gender Studies would also have to change.

In response, the gender research working group decided to re-structure the administration of the GI by having a director plus four associate directors. Henrietta Moore stepped forward and agreed to become the director beginning in October 1994. Gail Wilson, Simon Duncan and Sonia Livingstone became associate-directors, in charge of the MSc Gender, public lectures and seminars, and research, respectively. Jan Stockdale also joined the GI at this time as associate director of the European Gender Research Laboratory, the Institute's first major research initiative. This division of responsibility and workload made it possible (at least in theory!) for the new administration to manage their duties in



Institute Director (1994-99) Henrietta Moore chairs a public lecture delivered by Susie Orbach in the Old Theatre.

their home departments as well as at the GI. Derek Diamond became interim-director of the GI for 1993-94. Thus, within three months of Sylvia Walby's resignation, a new administrative structure was in place to take the process forward.

This core group of scholars, together with Hazel Johnstone, formed the GI management committee. They focused their energy in three areas: presenting an overall vision for the development of the GI to the LSE and University of London for approval; developing a robust set of research priorities for the GI; and introducing the first postgraduate degree in Gender Studies at the LSE. In the revised plan, Diamond affirmed that the 'essential role of the GI within LSE is to provide a focus and support for the many staff and graduates working on the major intellectual problems posed by the massive contemporary changes in gender relations which form one cutting edge of the social sciences at the turn of the century.'



Harriet Nielsen, Professor of Women's Research and Gender Studies at the University of Oslo, lectures to postgraduate students while visiting the Institute.

The GI's status was given a significant boost when Gail Wilson and Jan Stockdale secured the Institute's first major research grant: more than £300,000 from the European Community (as it was then called) in 1993. This grant went towards creating the European Gender Research Laboratory, based at the GI and headed by Stockdale for the next three years. The Gender Research Laboratory saw a dozen doctoral and post-doctoral scholars take up fellowships within the EC's Human Capital Mobility programme.

Gail Wilson also led efforts to re-draft the plan for the MSc Gender and to secure approval from the University of London. After a period of negotiations between the GI, the LSE and the University of London, the University finally approved the new degree programme in July 1993. That meant there was little time from the moment of approval to recruit students for the next academic year. Nevertheless, the GI launched its first postgraduate degree in Gender Studies in October 1993, with two students signing on.

The MSc Gender was comprised of a core course based in the Gender Institute, plus existing courses focussing on gender concerns scattered around several academic departments. Henrietta Moore devised the MSc's core course 'Gender Theories in the Modern World'.¹⁸ It drew on the expertise of several LSE scholars as well as visiting lecturers. Like other individuals contributing to the development of the GI, Sylvia Chant recalls that the indulgence (or, perhaps, forbearance) of scholars' home departments was key: 'There were usually just enough of us to supervise an emerging body of PhD students, even if our departments often stressed that this work was "off our own bat" since they were rarely able to get compensation for our time.' (A full discussion of the degree programmes of the GI – which now number five at the Masters level – plus the PhD – can be found in Section 2: *Teaching: Expansion and Evolution*.)



Human Capital Mobility fellows (from left to right): Dagmar Lorenz-Mayer, Anna Kovalainen, Maria-Jose Gonzalez, Pura Sanchez, Montserrat Solsona and Marina Calloni.

A core group of individuals dedicated themselves to developing the Gender Institute. But getting the GI off the ground was very much a collaborative effort by many parties. The core group consistently made efforts to include the wider academic community at the LSE, principally through the steering committee, but also through joint public lectures and seminars. Derek Diamond gives credit to Nancy Cartwright, Fred Halliday and Meghnad Desai – three leading scholars at LSE – who demonstrated strong commitment to the GI. Professor Cartwright chaired the GI steering committee for three years, and she also secured much-needed office

space for several of the HCM fellows. Professor Halliday was an enthusiastic supporter of the GI from the early days. As he recalls, 'As far as I know, LSE was the first in the world to put on a postgraduate examined course on gender in international relations. The others had breakfast meetings; we acted! And it was great fun.' And, as we've seen, Professor Lord Desai was using his influence to promote interdisciplinary graduate studies at not one but two new institutes. Successfully establishing the Gender Institute thus required effective teamwork and the establishment of strong links between scholars across departmental and disciplinary barriers.

Henrietta Moore was also one of the GI's most significant advocates and leaders. Formally assuming the post of Director in 1994, she would go on to lead the Gender Institute for five years. In the early days of Moore's directorship (a part-time position), the GI's in-house staff team was small but strong, including Charlotte Martin, as a course tutor, and Hazel Johnstone as the Institute's manager. During this period, Moore and her staff consolidated the teaching programmes and increased student recruitment by drawing on prominent scholars from various departments across the University. Moore identifies her greatest success in these formative years as 'the very fact of creating the Gender Institute itself, creating an interesting set of research and raising the profile of gender within LSE.'

The Bigger Picture: A Brief History of Gender Studies and Women's Studies

The emergence of the Gender Institute can be situated in the context of the development of Gender Studies and Women's Studies programmes in the UK and abroad in the decades following the Women's Liberation Movement. By the early 1990s, Women's Studies centres and programmes had been developing for at least two decades. Differences may now exist between Women's and Gender Studies programmes in terms of focus, content, teaching approaches and research methodologies.¹⁹ However, the emergence of Gender Studies would likely not have been possible, or even imaginable, if not for the ground-breaking work by Women's Studies specialists to develop their field as a legitimate, autonomous and crucial area of research.

Women's Studies emerged as a formal area of study in the United States in the late 1960s. The first course in Women's Studies in the world was

taught at the Free University of Seattle in 1965. In 1970, San Diego State College in California became the first to have an officially approved Women's Studies program.²⁰ In the UK, women involved with the Women's Movement and leftist politics in the 1960s and 1970s began to set up Women's Studies courses within higher education and adult education centres. The first course in Britain explicitly called 'Women's Studies' was taught by Juliet Mitchell at the Anti-University in 1968.²¹ When Women's Studies first emerged in the UK it was geared towards contesting the patriarchal content and assumptions of existing academic disciplines.

As Joanna de Groot and Mary Maynard argue, Women's Studies courses 'aimed to challenge the silencing, stereotyping, marginalisation, and misrepresentation of women prevalent in historical, social scientific and literary/cultural scholarship'. Such programmes 'influenced and were informed by the activist agendas of those who, during the 1970s, were involved in political and practical work around "the condition of women" whether on equal pay, anti-woman violence, pornography, childcare issues, or political rights'.²²

The first MA in Women's Studies in the UK opened at the University of Kent in 1980. Gradually, scholars launched other Masters programmes in universities and polytechnics across the UK.²³ By 1988, The Women's Studies Network (UK) (now the Feminist and Women's Studies Association (UK and Ireland)) had been formed as the national subject association for the discipline. Universities in Latin America launched Women's and Gender Studies degrees in the mid-1980s, followed a few years later by African and Asian universities.²⁴ At the beginning of the 1990s, courses with the disciplinary label 'Gender Studies' began to open at universities in the UK,

such as at the Universities of Hull and Humberside, as well as in North America. Such programmes aimed to study gender as a structuring tenet of society, from an interdisciplinary perspective.

By the early 1990s, despite 'Thatcherism' and academic antipathy to feminism as well as various institutional constraints (which would continue into the 1990s and beyond, as will be discussed), Women's and Gender Studies programmes, conferences, networks, research and publishing industries were flourishing. Women's and Gender Studies departments across the board were increasing student recruitment and developing new programmes and degrees. The first single honours undergraduate Women's Studies degrees in the UK were launched in this

decade, at (the then) Polytechnique of East London, Lancaster University and Roehampton Institute, London.²⁵ In 1993, the *International Handbook of Women's Studies* listed 74 Women's and Gender Studies courses in the UK, 47 of which were full Women's or Gender Studies degrees, either at the Diploma, undergraduate or postgraduate level.²⁶ Furthermore, with the 'enormous growth of feminist research inside and outside the academy'²⁷ in the 1990s, disciplines such as Sociology, History and Literature were 'also in the process of being transformed as a result of the debates and ideas coming from within Women's Studies.'²⁸ In the remainder of this booklet, we hope it is possible to convey the particular experiences and history of the Gender Institute in this wider context.

Staff profile



Rosalind Gill, Lecturer in Gender Theory and Gender Studies

Ros convenes the MSc program in Gender and the Media and is an active member of the Media@LSE team. She has broad interests in social theory and methodology, especially discursive and narrative analysis, post-modernism and feminist theory. Ros is editor of *The Gender-Technology Relation* (with Keith Grint) (1995) and *Gender and the Media* (in press). Her substantive research focuses on the media, new technologies and gender. In 2003, Ros was nominated by the British government as an expert on women, media and information and communication technologies to serve on the United Nations Commission for the Status of Women (UNCOSW). She addressed the UN as the European expert, one of only five experts internationally. She is currently doing research on working practices in new media, and on young men's identities in the UK and Australia. She is also writing a book about discourse analysis to be published by Open University Press in 2005. Ros is co-editor of Media@LSE Electronic Working Papers and co-organiser of Centre for Narrative Research Postgraduate Seminar Series. She is also part of the team organising a new ESRC seminar series 'New Femininities: Post-Feminism and Sexual Citizenship' (2004-06).

Teaching: Expansion and Evolution

Teaching at the Gender Institute has expanded and evolved significantly over the past fifteen years. In the last five to eight years, in particular, the GI has achieved a substantial improvement in the intellectual coherence of its teaching programmes. During this period, the Institute established three new full-time academic positions, welcoming Dr Rosalind Gill and Dr Clare Hemmings as lecturers and Professor Anne Phillips as a full-time director (following the end of Henrietta Moore's term). The teaching and research specialisations of these new staff members enhanced the scope of the Institute's academic specialities: Ros Gill focused on gender and the media and discourse analysis,³⁵ Clare Hemmings specialised in sexuality and intersectional epistemologies³⁶ and Anne Phillips³⁷ was a leading theorist in gender, democracy and egalitarianism. In October 2004, the Institute welcomed Dr Diane Perrons, a key theorist in gender, globalisation and employment,³⁸ to the position of director. In her first year, Perrons has sought to continue the Gender Institute's ambitious and innovative approach to teaching, working with staff to initiate the development of new in-house teaching programmes and research projects.

'When first I joined the GI there was a feeling of the courses being held together by a shoestring – depending on the goodwill and support from people outside the Institute – and being spread around different departments. But I think we've really managed to address that issue and my sense is that today the students get a very challenging, intellectually coherent, integrated and innovative education here. So in my view, the teaching programme has gone from strength to strength'.

**Anne Phillips, Director,
Gender Institute, 1999-2004**

Resourcing the Gender Institute's Growth

The Gender Institute has succeeded in maintaining an impressive trend of increasing student recruitment since its formal establishment as an Institute. Little can be said about this continuing expansion in student numbers, however, without first acknowledging a constraint on that growth. As with most small academic units, securing sufficient resources has been an ongoing and pressing concern for the GI. There are particular challenges associated with starting a new academic research institute and teaching programme. In order to attract funding both within the home organisation and from outside funding bodies, a research institute needs to demonstrate a record of research excellence. But by definition, a new institute will not have such an institutional history so it must rely on the individual records of its associated scholars, and must also ask for forbearance as the new body gets going.

Despite financial constraints, and with growing student numbers, Moore eventually succeeded in creating a new full time lecturer position, which was taken up by Rosalind Gill in 1997. Charlotte Martin continued in her role as a course tutor during this period.

In her 1996-98 Director's Report, director Henrietta Moore describes a time of growth and development for the Institute:

1997 and 1998 have been exciting years for the Gender Institute which has grown exponentially. We were delighted that Rosi Braidotti, Carol Gilligan, Susie Orbach and Elisabeth Beck-Gershein have joined us as Visiting Professors. The Institute has continued to develop its PhD programme and has welcomed researchers from all over the world. We are also expanding our masters programme and will soon be launching new joint programmes with the Methodology Institute, the Development Studies Institute and the Department of Social Policy and Administration.

'I first joined the Gender Institute as a part-time MSc student in 1995. Over the subsequent years, I somehow contrived to stay in the GI, as a PhD student, then as a post-doctoral fellow and as an occasional lecturer and course tutor, until leaving to take up a lectureship in the LSE Sociology Department in January 2004. For me, the Gender Institute has always been a supportive, encouraging and intellectually stimulating environment within which to study and work. It is impossible to quantify the ways in which I've benefited, both personally and professionally, from my association with it, and with friends and colleagues who work there.'

**Karen Throsby, Lecturer,
Sociology Department**

By 1999, Moore was able to secure a full time directorial position at professorial level for her successor, Anne Phillips. Phillips recalls how one of her own big successes was getting a second permanent appointment at the lecturer level agreed in 2001. Clare Hemmings took up this post. 'When I arrived we had about 25 Masters students in a single cohort,' recalls Hemmings. 'Since then we've trebled our intake, without any increase in core staffing, and introduced a programme of four new joint degrees to become the largest interdisciplinary graduate gender institute in the country and at the European level.'

Throughout the years, the Gender Institute has also depended upon tutorial scholars and course tutors, including Charlotte Martin, Karen Throsby, Josephine Brain, Silvia Posocco and Sadie Wearing. While some of these individuals have been academics at the beginning of their careers, others have been GI PhD students in the final stages of the programme. Many of the GI's tutors say that teaching at the Institute has been a challenging and extremely rewarding experience.

In spite of ongoing funding concerns, the Gender Institute has been fortunate in securing high quality on-campus real estate. Since summer 2001, the GI offices have occupied the fifth floor of the Columbia House, a building with south- and west-facing exposure. As Phillips remembers, 'We were very keen to ensure that we had accommodation that gave us a sense of geographical coherence; we didn't want rooms dotted along a corridor. These offices, with a central space for masters students, provided a sense of unity.' In 2003, the GI reformed as an interdisciplinary institute within the Sociology Department, strengthening its institutional links with those working in the department, but remaining an autonomous unit.³⁹



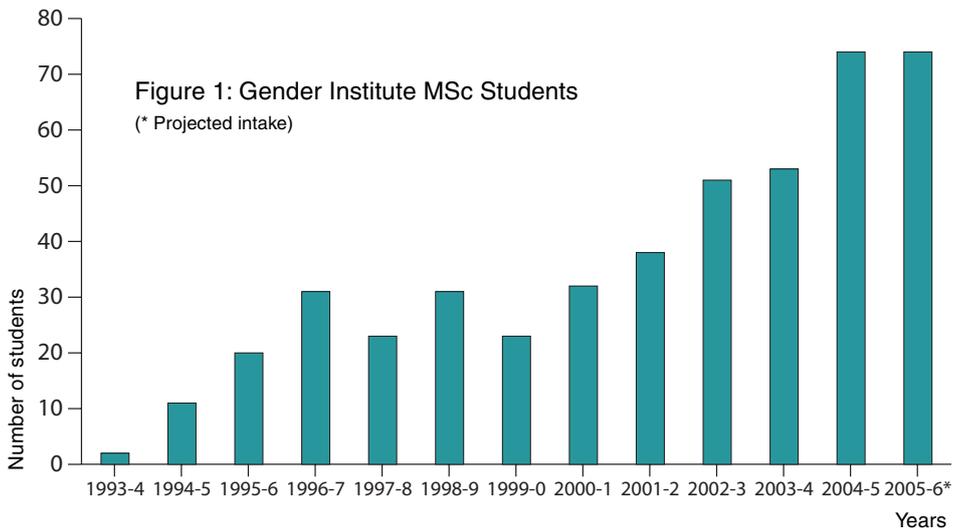
Staff and students celebrate with Professor Anne Phillips in summer 2004 at the end of her five year term as director of the Gender Institute.

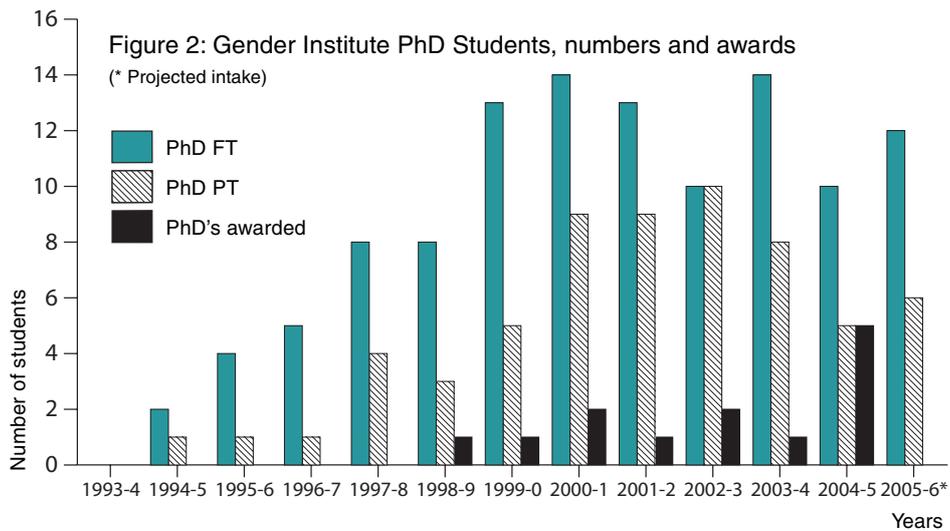
Student Numbers and Student Diversity

The LSE has approximately 7,500 full-time students and over 800 part-time students. They come from 152 countries: 36 per cent from the UK, 15 per cent from other European Union countries, and 49 per cent from other countries around the world. A total of 48 per cent are women and 52 per cent are postgraduates.

While student numbers were very small in the early days, enrolment for the Gender Institute's Masters and PhD programmes has increased every year after it first accepted students in 1993-94. In 2004-05, the GI registered 80 students on the various MSc gender programmes.

The Gender Institute's growth in student numbers was in line with other Gender Studies and Women's Studies programmes in the UK at the beginning of the 1990s, when the general experience was one of significant expansion. Across the UK, student numbers in this field were rising, new Gender and Women's Studies centres were opening and new degree courses were being created.⁴⁰ Towards the end of the 1990s and into the new millennium, however, the Gender Institute began to become something of a privileged anomaly in the UK in this regard. Due to a combination of factors, including chronic underfunding and institutional constraints, several other Women's and Gender Studies programmes were forced to scale back and, in some cases, close courses and degrees.⁴¹





One of the reasons why the GI has been able to maintain a pattern of increasing student intake has been its ability to attract a high number of MSc and PhD students from countries outside the UK. This successful international recruitment may be related to the range of courses provided within the Institute and also to the GI's location within the LSE, which enables it to draw on a wide range of courses from departments across the School, such as Development, Human Rights, Law and Government.

The Gender Institute's students hail from many different countries, including Senegal, Canada, Pakistan, the United States, China, Thailand, Italy and Iceland, and each brings to the Gender

Institute a wide variety of knowledge, experience, and expertise. As Anne Phillips comments, 'We're very well positioned to attract students from overseas. The LSE has a large international profile and we're based in London, so those things make it attractive to students from outside the UK.'

The Institute's MSc students have completed undergraduate degrees in a diverse range of subject areas, such as English Literature, Political Science, Economics, Development Studies, Sociology, Law, and Journalism. Many come from professional backgrounds, having worked for organisations such as the United Nations and the World Bank. Others have worked with NGOs promoting various causes, such as reproductive rights and equal access to education, and come to the GI to enhance their theoretical knowledge about problems and issues they have been grappling with directly. The best way to get a sense of the kinds of students that the Gender Institute attracts and the sorts of careers it prepares them for might be to focus on a few of the GI's alumni.

'The recruitment of students has been astonishing, and we've got very interesting, challenging, politically engaged students.'

**Professor Anne Phillips,
 Gender Institute Director 1999-2004**



Contingent of GI students at feminist studies conference, Dublin 2004

GI Alumni

Gender Institute alumni have gone on to pursue a wide range of careers and activities. For instance, they have taken up: PhD studies across many disciplines in the UK and internationally; academic posts; research and policy analysis in government departments and bodies; work with political parties; research and outreach work at NGOs such as Oxfam, Southall Black Sisters, Rainbo and Aga Khan Foundation and bodies such as the International Labour Organisation, Amnesty International and Human Rights Watch; United Nations posts and internships; project development work with organisations such as the Woman's Design Service; positions at international media and communications firms and leading corporations, journalism; publishing; consultancy and law. In 2004-05 MSc students at the GI launched an alumni newsletter, *GI Voices*, to enable alumni to keep in touch with each

other and with activities at the Gender Institute. The alumni profiles scattered throughout this section highlight just a handful of the Institute's exceptional students.

'I was really impressed with the support the Gender Institute gave me, particularly in building confidence in my research and writing skills. Studying at the Gender Institute was such an exciting and inspiring time. And it enabled me to change my career. I started with lecturing on gender and international development issues at undergraduate and postgraduate levels, and then landed my current job in 1998 at BRIDGE, the gender research unit at the Institute of Development Studies (IDS) in Brighton. Without my time at the Gender Institute I would not now be enjoying this rewarding career managing this exciting unit'.

Hazel Reeves, MSc Gender 1997

Alumni profile

Nazneen Damji, Acting Advisor, Gender and HIV/AIDS, UNIFEM. MSc Gender and Development, 1995

After graduating, Nazneen worked as a researcher for the United Nations Environment Programme in Nairobi, Kenya from 1996-97, assisting in the development of UNEP's strategy on gender equality and the environment. From 1997-98, she was a Programme Officer in the Womens Rights Programme of the International Centre for Human Rights and Democratic Development in Montreal, Canada, focusing on women's rights in the context of conflict. This work included monitoring the International Criminal Tribunal for Rwanda. In 1998, Nazneen started working with the United Nations Development Fund for Women in New York on women's economic security and rights. She continued working at UNIFEM as a Programme Associate in New York, providing programming support in the area of women's economic security and rights for the Asia-Pacific and Arab States regional programmes. Today, Nazneen is Acting Advisor on Gender and HIV/AIDS for UNIFEM, providing technical advice and support to UNIFEM's programmes addressing the gender dimensions of HIV/AIDS. She is creator and coordinator of the UNIFEM Gender and HIV/AIDS Web Portal, an on-line resource centre on gender and HIV/AIDS (www.genderandaids.org).

Teaching and Learning

Teaching and learning at the Gender Institute have undergone significant changes throughout the life of the centre. This section of the booklet looks more closely at particular aspects of teaching at the GI, such as the development of the five MSc degrees and the PhD programme; and the evolution of the Gender Institute's core course. We also explore ongoing pedagogic innovation at the GI. Throughout this section, we consider how the development of new degrees and courses, and transformations in course curriculum, reflect changing themes and trends in gender theory and practice.

'The Gender Institute is more than a place to study – it is a forum to enrich one's life. The GI provides a space to challenge one's own conceptions of the world, and the processes that construct the reality around us.'

Bettina Kahn, MSc Gender, Development and Globalisation, 2005

'Outstanding in terms of the balance and content of the programmes and completely up to date in approaches and choice of reading.'

Jackie Stacey, Lancaster, 2003 Report of the External Examiner for the GI's MSc Programmes

Gender Degrees

Today, the GI offers five Masters programmes: MSc Gender, MSc Gender (Research), MSc Gender and the Media, MSc Gender and Social Policy, and MSc Gender, Development and Globalisation. All of the MSc degrees are one-year full-time degrees, or two years part-time. The Institute also runs a vibrant PhD/MPhil programme. In what follows, we aim to present both a snapshot of the degree programmes as they stand today (which may interest potential students), as well as tell a bit of the story of how each programme came into being, and how each reflects changing academic interests and public concerns.



Left to right: Laura Rawnsley, Sarah Cefai and Jaclyn Kee, class of 2004

MSc Gender

The GI's first degree programme, MSc Gender, was inaugurated in 1993-94, with two students registering. It was shaped by the existing courses on gender at the LSE, which were located in several existing academic departments. These included Geography of Gender: Global Perspectives (Simon Duncan and Sylvia Chant); Psychology of Gender (Jan Stockdale); Women and International Relations (Fred Halliday and Margot Light); and Feminist Political Theory (Diemut Bubeck). Over the years, the degree was developed alongside the establishment of several new GI in-house courses, and other gender-related courses across the School, from which students could create their own tailored programme.

Today, the degree offers students the chance to develop the skills necessary for research and analysis from a gender perspective. The enormous

amount of work within gender theories means that MSc Gender students have the opportunity to consider gender as an object of study and as a complex lens through which to understand the world and their place within it. A particular focus on intersectionality within gender theories and issues and the breadth of the course allows students to focus on developing their own specific gender pathway.

'My degree at the Gender Institute was the first time I was really encouraged to question critically concepts such as gender, culture and politics. In many ways, this was the most rigorous academic training I could have sought to prepare me for the PhD in International Relations I am currently pursuing at Keele University.'

Angharad Closs, MSc Gender, 2002

Courses Available to Gender MSc Students in 2004-05

Gender Theories in the Modern World
Gender: Epistemology and Research Methodology
Sexuality and the Body: Western Theories, Culture and Practices
Gender and the Media
Feminist Political Theory
The Sociology of Gender
Gender, Justice and War
Gender, Space and Society
Gender and Postcolonial Theory
Reproductive Health Programmes: Design, Implementation and Evaluation
Human Rights of Women
Population Trends and Processes in the Developing World
Gender, Social Policy and International Development
Discrimination Law and Human Rights in Employment
Gender, Work and Industrialisation
Gender and European Welfare States
Gender, Institutions and Social Development
The Psychology of Gender
Comparative Social Policies for Ageing Populations
Family Change and Society
Gender and Development: Geographical Perspectives
Gender, Work and Urbanisation
Any other MSc or MA level course with approval and subject to timetabling constraints

MSc Gender (Research)

In 2002-03, the MSc Gender (Research) was set-up in partnership with the LSE's Methodology Institute. Replacing the earlier MSc in Research Methods established in 2000, the course was designed to offer a thorough grounding in contemporary theories of gender with advanced training in quantitative and qualitative research methodologies. The degree takes an interdisciplinary approach that enables students to develop a critical appreciation of different theories of gender, consider the implications of these theories from a range of disciplinary perspectives, and use the analysis of gender relations as a basis for independent research.

A key component of this degree has been the GI's in-house course, 'Gender: Epistemology and Research Methodology' (G:ERM), taught by Clare Hemmings. Hemmings explains how she redeveloped the course in line with the most current themes in gender research:

I took over the G:ERM course in 2000-01, and developed it to provide an introduction to issues in knowledge and research practice. We deal with questions such as, what are the implications of adopting one method over another? I've tried to incorporate more transnational perspectives on location, representation and interpretation. The most recent change has been a session on interdisciplinarity and translation.

The course now facilitates an in-depth historical assessment of developments in feminist knowledge. One of the major assignments has students develop a complete research design proposal to bring in and share with fellow students. Students say this is one of the most valuable learning experiences of the course.

Alumni profile



Karin Heisecke, Programme Coordination Officer, Brussels, United Nations Population Fund (UNFPA). MSc Gender and Social Policy, 2002

Building on several years of work experience in the European and international women's rights sector, Karin came to LSE in 2001 to begin her MSc in Gender and Social Policy. While studying at LSE, she was involved in several women's initiatives as a volunteer. With the support of V-Day – the international movement to end violence against women – she launched an original awareness-raising campaign to end sexual violence against women in Germany. She also helped organise performances of The Vagina Monologues in Germany and the UK. The LSE awarded Karin its Annual Fawcett Prize, as the student with the best performance on the MSc Gender and Social Policy. Upon completion of her degree, she was appointed Director of Antioch Education Abroad's Comparative Women's Studies in Europe programme. This job entailed three months of guiding her students through field research projects and Women's Studies lectures and seminars in four European countries. Karin has been instrumental in setting up a European network of V-Day organisers and supporters, raising awareness and funds for organisations that work to end violence against women. Since October 2003, she has been focusing on sexual and reproductive health, gender and development, in her work as Programme Coordination Officer at the Brussels Liaison Office of the United Nations Population Fund (UNFPA).



MSc Gender and Development students 2001, from left to right: Shae Garwood, Sonali Johnson, Niamh Doherty, Farah Ummar, and Charlotte Hinge.

MSc Gender and Development; MSc Gender, Development and Globalisation

In 1999-2000, the GI added the MSc in Gender and Development, a joint degree with DESTIN, the Development Studies Institute. The Gender and Development MSc was initiated to explore the significance of gender relations in processes of social change and development, including analysis of how feminist theory informs development.

'Every instructor at the Gender Institute has been nothing short of phenomenal. What I learned in the 'G:ERM' course in particular has been very useful in all my other classes.'

Joanne Kalogeras, MSc Gender, 2005

In 2004-05, the MSc in Gender and Development was reframed as a new MSc in Gender, Development and Globalisation (GDG). Like its predecessor, GDG explores the gender dimensions of current processes of development and globalisation. The programme looks at the way gender relations are being shaped and reshaped in global development. Because of this transnational context, the degree now considers the critiques of a global feminism which had presumed that women throughout the world share the same preoccupations and experiences and it considers the critiques of a cultural relativism that implies an over-sharp distinction

'Personal feedback and student evaluations seem to suggest that students are excited by the 'grassroots' orientation of my course on Gender and Development. They are excited that it concerns gender justice at the hard face of global privation and inequality, that it involves not only thinking about gender but thinking about how 'to do' gender in the context of policy and practice, and that it takes one into the exciting and diverse array of feminisms and gender struggles in the non-western world.'

**Professor Sylvia Chant,
Geography Department**



*Jessica Horn and
Ronita Littler, class
of 2002.*

between 'West and the Rest'. It also seeks to draw on the many relevant and critical contributions from political economy, cultural materialism and postcolonial perspectives. Diane Perrons explains the key reasons for developing the GDG course:

Contemporary patterns of power, privilege and wealth remain deeply uneven but have become increasingly complex as social class cuts across national boundaries, making the North-South divide a metaphor for rich and poor rather than a reference to specific geographical locations. The terms 'developed' and 'less developed' have ceased to capture this complexity and there is no single linear progression towards increased economic or social wealth or development. While recognising the situatedness and heterogeneity of people in different places, to understand the changes they experience it is increasingly necessary to frame analyses within the global processes that shape local outcomes. The programme has been introduced to reflect the need for a global perspective while highlighting how gender inequality remains an enduring feature of all societies, even though the extent and forms of inequality vary across the globe. The new

course within this programme, Globalisation, Gender and Development combines a foundation in a variety of theoretical and policy perspectives on globalisation and development, feminist approaches to these questions and case studies of specific issues including employment, poverty and empowerment.

This past year, GDG has been the Gender Institute's most popular MSc programme. Indeed, as Sylvia Chant muses, 'the GDG degree seems to have become one of the most subscribed to MSc programmes in the School!'

MSc Gender and Social Policy

In 2000-01, the Gender Institute, together with the Department of Social Policy, launched the MSc in Gender and Social Policy. It was designed to provide advanced study in the application of gender theory to social policy, planning and practice.

Today, the Gender and Social Policy MSc aims to give students an understanding of the concepts and theories relevant to a gender analysis of social policy in a global context, as well as an academic context in which to explore gender issues and approaches to social policy across the North-South divide.

'My experience in the Gender and Social Policy program enabled me to explore two seemingly separate worlds – that of theory and that of embodied practice. During my studies, I was able to unpack the two in interesting and challenging ways. Ultimately, a natural synthesis occurred and I was able to articulate my thoughts as I had never done before.'

**Andrea Podgarsky,
MSc Gender and Social Policy, 2002**

Like the MSc in GDG, the MSc in Gender and Social Policy has developed in the context of the increasing presence of 'gender' on national, international and supranational agendas. The European Union, the United Nations, the World Bank, and many NGOs are all bodies which are cultivating gender analyses as a typical part of their work.

'There is a clear international consensus that effective policies cannot be developed or implemented without first taking into account their gendered effects. It is equally clear that many policymakers lack the expertise required to apply gender mainstreaming and gender assessments effectively. The degree in Gender and Social Policy provides valuable skills needed to understand and assess the gender dimension of policies at every stage from development to evaluation. As a result, our students graduate with the skills needed to keep gender on the policy agenda, both nationally and internationally.'

**Wendy Sigle-Rushton, Lecturer,
Social Policy Department**

For the Gender Institute's students, a degree in Gender and Social Policy or Gender, Development and Globalisation, provides excellent training for a career in policy or the voluntary sector. As Clare Hemmings explains:

Across Europe, the link between courses in Gender Studies at degree-level and non-governmental policy development is well established, with students frequently using their degree as a stepping stone to a career in the NGO sector.⁴²

MSc Gender and Media

2000-01 also saw the opening of the MSc in Gender and Media, developed in conjunction with Media@LSE (the Department of Media and Communications) and convened by Rosalind Gill. The degree programme draws on core courses in both departments, with 'Gender and the Media' providing a synthesis and linking course. Gill recalls her initial interests and concerns in developing the class:

In 1998 I first developed 'Gender and the Media'. It arose out of my longstanding interest in gender and media, and, in particular a desire to integrate three sets of themes that are usually treated separately – film studies and media studies; research on masculinities as well as femininities; and studies of media texts and studies of audiences/users. This was rather ambitious for just one half-unit course, and, in the event, the course has been primarily concerned with representations, rather than audiences, but it has been successful in engaging both the film theory and the media theory literatures, and with talking about masculinities (particularly changing representations of the male body) as well as femininities.

The programme examines such questions as how representations in the media reinforce or subvert social roles and ideologies; how the sexual division of labour affects working environments in different media and influences content; the differing relations men and women have to the media; the gendered expectations producers

'I'm now a strategic planner at an advertising agency, providing cultural observations and insights on the target audience of the products that we advertise. I'm hoping that by keeping informed, in a gender studies sense, I can do my bit for positive female representation in advertising!'

**Jess Pring-Ellis,
MSc Gender and the Media, 2002**

have of their audiences; the role of the different media in globalisation and social transformation, and the impact of these processes on relations between men and women. From Gill's perspective, an important new direction in gender and media studies is the impact of new technologies. 'In my view, some of the most interesting developments in research on gender and media are the attempts to think about new technologies and their impact on social relations,' comments Gill. 'This has provoked much new theoretical work, concerning how relevant the tools of "traditional" media studies are for examining new media technologies such as the World Wide Web, email, chat rooms, MP3, mobile telephony and so on.'

PhD Gender Studies

The Gender Institute launched its in-house MPhil/PhD in Gender Studies in 1995. It was aimed at students who were interested in working in one of the five key areas of research expertise represented by the LSE faculty involved. The programme is currently convened by the GI's director, Diane Perrons. The Institute usually accepts between two and five research students each academic year. Today, a group of about 15 full-time PhD students, hailing from many countries around the world, is housed in the Institute, with a further 15 combining their academic research with parenting, paid work,



'When I returned to university as a mature student, I felt rather apprehensive about my decision. But thanks to the efficient staff and supportive and diverse student body, I have found the Gender Institute to be a place where I am stimulated and challenged.'

**Diane Farmer, PhD Student,
Registered 2004**

Alumni profile

Gwendolyn Beetham, Research Associate at the National Council for Research on Women, New York City. MSc Gender, 2003

After graduating, Gwendolyn joined the National Council for Research on Women as a research associate. In addition to authoring research projects, she also contributes to the Council's online Misinformation Blog. This blog represents the Council's efforts to capture information by and about women's issues that it claims is disappearing from government websites and publications. In January 2005, the National Council chose Gwendolyn to represent the organization at the Feminist Dialogues conference that preceded the World Social Forum in Brazil. Outside of her work for the Council, she was a contributing author for *The Women's Movement Today: An Encyclopaedia of Third Wave Feminism* (forthcoming). Gwendolyn is part of the executive committee of the National Council of Women's Organisation's Younger Women's Task Force, where she is helping to create the national and New York regional branches.



Graduation day! PhD students Nattha Komolvadhin (left) and Roona Simpson (right) celebrate with Dr Maki Kimura (centre) upon her graduation from the PhD programme in 2004.

field work, travel and consulting. Students on the PhD programme take the GI's core course, as well as 'Gender Epistemology and Research Methodology,' in their first year and work closely with their supervisors to develop their research questions and concerns.

We postpone further discussion and information about the PhD programme and students until the Section: 3 *Research and Activities*. This is to reflect the fact that, notwithstanding that the PhD involves a taught component, PhD candidates' research and activities and collaboration with other scholars puts them firmly in the 'research' side of things, rather than the 'teaching' side.

In-house Courses

Staff at the Gender Institute have developed several in-house courses over the years which are available to students on all of the degree programmes (in addition to courses offered by other departments across the LSE). These include, 'Gender Theories in the Modern World: an interdisciplinary approach' (the GI's core course); 'Gender: Epistemologies and Research Methodologies' (G:ERM); 'Gender and the Media'; 'Feminist Political Theory'; 'Rethinking the Sexual Body: Theories, Cultures and Practices'; and 'Globalisation, Gender and Development'. All of these courses have been at the forefront of gender theory and practice. In the segment below we look at how the GI's core course has transformed over the years.

The GI's Core Course: Changes in Gender Theory and Practice

While it would have been theoretically possible to develop a degree in gender simply by linking up the courses already on offer at LSE, planners in the early days were keenly interested in developing the Institute's own in-house core course. As gender theory and practice has changed over the years, so has the content of the GI's core course. An analysis of the changing course syllabi reflects the complex transformations within the past ten years both in feminist academic contexts and in practices 'on the ground.'

The GI's core course was launched in 1993-94. It was designed to enable students to consider gender theory from a range of disciplinary perspectives, to develop a critical appreciation of different theories of gender, to use gender theory to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context and to use gender theory as a basis for research.

In its early days, the core course was comprised of units such as *Anthropology and Gender* (including topics such as 'Gender and the Body' and 'Models of Gender and their Contextual Adequacy'); *Sociology and Gender*, (including topics such as 'Feminism and Postmodernism: An Uneasy Relationship' and 'Women, Citizenship and Ethnic Processes'); *Gender and Psychology*; *Gender and Development*; and *Gender and Political Theory*. The topics and courses which made up the core course in the early years reflected many of the key interests of and dialogues between gender scholars prevalent in the early and mid 1990s. Two chief concerns of gender theorists and practitioners during this period were recognising diversity and difference more effectively and negotiating the challenges and opportunities posed by postmodernism.⁴³

Much discourse and debate throughout the 1990s, in many cases initiated by Black and lesbian feminists (dating back to the 1970s and 80s),⁴⁴ revolved around the need to acknowledge differences among women and to understand the operation of intersecting and interlocking

identities such as gender, 'race', ethnicity, sexuality, nation, class, and ability.⁴⁵ As De Groot and Maynard argued in 1993, 'the challenge of diversity points to the fact that women's lives are structured, mediated and experienced through a variety of oppressive forces. Subordination to men is only one such form, although it undoubtedly affects the relationship to others.'⁴⁶

Within this agenda, interrogating presumptions about 'whiteness' and 'heterosexuality' became crucial for gender scholars.⁴⁷ Demands that feminism and gender theory adequately integrate diversity and difference highlighted the problems associated with employing 'woman' as a pre-given, universal category. In this context, it became increasingly difficult to talk about 'women's oppression' or any notion of a shared 'sisterhood.'⁴⁸ As Gabriele Griffin and Jalna Hanmer assert, 'The diversity and difference debates of the 1980s and early 1990s split women into factions which in themselves shattered the notion that 'sisterhood was global' as envisioned in the 1970s.'⁴⁹

Alumni profile



Farhat Bokhari, Asia Editor of AVIVA. MSc Gender and Development, 1998

After graduating, Farhat worked on a fundraising campaign for Oxfam and on freedom of expression issues at International P.E.N., a writers association. Before taking up her current post at AVIVA (www.aviva.org), an international women's rights magazine, she was the Asia Researcher for the Women's Rights Division of Human Rights Watch (HRW). She conducted research on women's rights, particularly on Afghanistan, documenting issues around gender-based violence, refugee and displaced women, security and protection during and after armed conflict, international justice and rights-based humanitarian aid and development. Farhat has published many articles and reports on women's rights issues through HRW. These include *Humanity Denied: Systematic Violations of Women's Rights in Afghanistan* (2001) and *'We Want to Live as Humans: Repression of Women and Girls in Western Afghanistan* (2002). She has also organised campaigns on preventing violence against women in Pakistan and the trafficking of women in Asia and has freelanced for women's peace groups in the Middle East.

These challenges were intensified by the increasing popularity, within academic contexts, of postmodernist and poststructuralist theories. Many gender theorists voiced concerns at the beginning of the 1990s that, in dismissing the 'grand narratives' of modernity and facilitating deconstruction of the category 'woman' into an array of multiple and fragmented identities, postmodernist and poststructuralist frameworks obscured material inequalities between the sexes and lent support to 'post-feminist' claims that Women's Studies and Gender Studies are no longer necessary because the category of 'woman' was no longer viable.⁵⁰ Others argued that such theories could usefully be employed by gender theorists to enhance gender research and further feminist aims and thus should be seen as a stimulus as opposed to a threat.⁵¹

Debates surrounding diversity and difference and postmodernism also provided opportunities and impetus for new interdisciplinary directions in feminist thought in the 1990s, such as through Gender Studies' intersection with postcolonial and Queer theories and the creation of new sub-fields such as sexualities, embodiment, masculinities, violence, technologies, human rights, and cultural studies, all of which have been reflected in the GI's evolving courses and syllabi. Furthermore, a growing emphasis developed on creating a more global, transnational approach to Gender Studies, both within the GI and in Gender Studies at large.⁵²

At the beginning of the new millennium, which saw the consolidation of the Gender Institute's current staff team, Clare Hemmings, Anne Phillips and Ros Gill began a process of substantively re-working the core course's content, in line with the latest directions in gender theory and practice. The class was streamlined into an interdisciplinary course on

gender theories dealing with key concepts, debates and issues. This represented a reframing of the more multidisciplinary 'gender-and...' approach that the original model took. Pursuing such an interdisciplinary model meant that approaches and knowledges from various disciplines would not simply be used alongside each other, but would now be integrated to explore and create new concepts, methodologies and skills.⁵³

Within this process of transformation, efforts were made to integrate key intersectional areas of concern throughout the syllabus. New sessions were also developed, such as 'Sexuality and Nation' and 'Queer Theory and International Policy', to name just two. Such changes reflected the interests of students and staff, but also broader critical trends in gender theory. As Stevi Jackson and Sue Scott argued in the 1996 anthology, *Feminism and Sexuality: A Reader*,

A glance at any publishers' catalogue reveals that sexuality is now a major issue within and across many academic disciplines. The growth of interest in this area can be traced back to the beginning of "second wave" feminism, and had its origins in the political aims of the Women's Liberation Movement (WLM). In recent years feminist and gay scholars have taken the lead in putting sexuality on the academic agenda and in developing research, theory and teaching in this field.⁵⁴

The core course has also been modified during this period in order to address and apply international perspectives. A research assistant, Jessica Horn, was hired to help with initial identification of transnational sources and steps were taken to incorporate sessions on multiculturalism and human rights, in which Anne Phillips specialised. Efforts have also been



Staff members Sadie Wearing (left) and Clare Hemmings (right) celebrate the launch of *Sexuality: The Essential Glossary* (2004), to which Hemmings contributed.

made to maintain a focus on issues of race and ethnicity in their intersection with gender. A glance at the core course syllabus for 2004-05 reveals such topics as 'Race, Ethnicity and Challenging Whiteness', 'Transnationalism and Representation', 'Multiculturalism' and 'Gender and Postcoloniality'.

Other areas of inquiry which have been further integrated into the core course syllabus include such topics as new technologies and the gendered global economy, as reflected in sessions such as 'Feminism and Technoscience', 'Reproductive Technologies', 'Gender and Economic Inequality' and 'Towards Gender Economic Justice.' These

issues reflect the re-recognition of the significance of materiality⁵⁵ in accounting for continuing gender inequality on a global scale. The topics are addressed in ways that appreciate the significance of situated knowledges and local particularities but avoid cultural essentialisms⁵⁶ by employing frameworks that recognise the interplay between the global and local.⁵⁷

Although changes in its format and content have occurred, the core course has remained a constant at the GI, taken by every Masters and

'I am now the Labour Party Women's Officer, responsible for overseeing all our positive action in selections, and getting women into every level of government, amongst other things. It made it much easier to explain what experience and understanding of the issues I had to just say to people that I did Gender and Social Policy at the LSE.'

Rachael Saunders,
Gender and Social Policy, 2003



MSc Gender and Media students 2001, from left to right: Divya Arora, Anouska Salida, Antry Rankin, Samantha Rea, and Jess Pring-Ellis.

PhD student who has passed through its doors. Considering a wide-variety of gender-related perspectives and contexts, the GI's programmes and courses have provided students with an opportunity to engage with various critical debates in gender theory.

Gender-related courses at LSE

The Gender Institute, of course, is 'home' for those who choose to do a degree in gender at the LSE. But the GI also teaches students taking other programmes at LSE. Additionally, many academic departments at the School feature postgraduate and undergraduate courses on gender, women and other related issues. In many ways, the wide range of gender-related courses now available at the LSE is evidence of the success the Gender Institute, and Gender Studies, have achieved in putting gender on the map within the academy. As Sylvia Walby argues, 'Women's and Gender Studies have been very successful in altering the mainstream. Now, lots of courses have something to do with gender on them, whereas ten to fifteen years ago, this was certainly not the case in the UK.'

Moreover, the Gender Institute's establishment and development has coincided with the recruitment of prominent gender academics within other departments, such as Sociology, Social Policy, Law and Human Rights. As Anne Phillips notes,

LSE has recruited many leading scholars of gender in the various departments. For example, there's Christine Chinkin, a leading expert on women's rights in international law; Nicola Lacey, a leading feminist legal theorist; and Jane Lewis, who has recently returned to LSE from Oxford and she's a key theorist in gender and social policy. There's also Jude Howell at the Centre for Civil Society. Essentially, there are tremendous strengths in relation to gender research all around the LSE.

Some of the individuals based in other LSE departments, the University of London and other UK universities who have joined the core group of instructors at the GI over the years:

Claire Alexander
Suki Ali
Maurice Bloch
Fenella Cannell
Ann Dockrell
Julie Dockrell
Nancy Cartwright
Gill Dunne
Bridget Hutter
Margot Light
Peter Loizos
Purna Sen
Ines Smyth
Merl Storr
Jim Thomas
Karen Throsby
Nira Yuval-Davis

These remarks suggest the extent to which gender has been made a much more central and enduring concern at LSE, since the Gender Institute's inception.

Pedagogic innovation

The Gender Institute has always been at the forefront of pedagogic innovation, as has Gender Studies more broadly, owing to its interdisciplinary focus and groundbreaking methodologies. In the early 1990's when the GI was first forming, the (inter)discipline's 'student-centred and interactive approach to teaching was regarded as innovative within the academy.'⁵⁸ Gender Studies continues to be innovative in this regard today. Staff at the GI have continuously sought to employ creative approaches to

'It is rare that we, as budding academics and gender theorists, have a chance to engage with professors and PhD students in an environment that really promotes freedom of expression and a frank exchange of ideas. The Sexualities Reading Group represented this sort of environment, and allowed me personally to venture some ideas that I'd long considered, but never had the platform from which to articulate. I was honoured to have been a member, and I hope that this intellectual experiment will spawn many other groups like it in the years to come'.

**Daniel Danso,
MSc Gender and the Media, 2005**

teaching and learning and have won prestigious university-wide teaching awards in recognition of their dedication to excellence in pedagogy.

The Institute was, for example, one of the first departments at the LSE to develop and utilise an online WebCT system through which students and staff can access programme information and course resources, including all key readings for the core course. The system also enables

students to host online discussion forums and to share knowledge and resources electronically. Ros Gill has made concerted efforts to enhance multimedia learning at the GI and is currently working with the Centre for Teaching and Learning and PhD student, Elisabeth Kelan, to develop 'Gender and the Media' as a WebCT course. As she explains,

The aim is to develop a multimedia environment including lecture notes, key readings, Internet links, images and clips from film and video. We are also making a short educational film about women in journalism and gendered newsroom cultures and are keen to explore and develop the way that new technologies and media can be used in education.

The GI is also a place where learning through interaction and collaboration between staff, MSc and PhD students is encouraged and facilitated both inside and outside the classroom. The PhD training programme, for example, has research students reading and responding to each other's work every fortnight. Research scholars and PhD students are also invited to



*Staff, PhD and MSc student members of the Feminist Epistemologies Collective, authors of *Marginal Spaces: Reflections on Location and Representation* (2002)*

discuss their research concerns and challenges with MSc and MPhil students in the G:ERM course, providing advice on how to address methodological questions. The formation of the Feminist Epistemologies Collective, initiated by Clare Hemmings, as a spin-off of the G:ERM course in 2002, provided staff, PhD and MSc students with the opportunity to work collaboratively to write and publish the anthology, *Marginal Spaces: Reflections on Location and Representation* (2002), as a special issue in the Institute's 'Research in Progress' series. In 2004-05 several new collaborative activities were organised at the GI. For example, the '(Theorising) Sexualities Cross-Culturally Reading Group' was initiated in January 2005 to provide a space for staff and MSc and PhD students to engage with and discuss inter-cultural academic readings, and share resources and bibliographies.

Future degrees and teaching programmes

The Institute hopes to be able to play a full role in the LSE's 2008-11 expansion plan by introducing two new MSc programmes: an MSc in Gender Equalities and Social Rights and an MSc in Gender and Sexuality. Staff also anticipate working with others in the Sociology and Social Psychology departments to develop the gender element in the proposed MSc in Race, Ethnicity and Postcolonial Studies. In the more immediate future, the GI hopes to develop three short courses in Gender Mainstreaming, Gender Budgets, and Implementing Equalities; Gender and Sexuality in Contemporary Cinema; and Culture and Representation in the Modern world. Today, it is clear that the Gender Institute remains ambitious, energetic, and at the cutting edge of gender pedagogy.

Alumni profile



Róisín Ryan-Flood, Academic Fellow, Department of Sociology, University of Essex. PhD Gender, 2004

Róisín's PhD thesis was a comparative study of lesbian parenthood in Sweden and Ireland and reflected a longstanding interest in comparative welfare regimes, gender and sexuality. She had previously written about the rape crisis services in Stockholm and Dublin for her M.Phil. Dissertation in Women's Studies from Trinity College Dublin. Róisín's PhD work explored the narratives of lesbian women who embark on parenthood in the context of an openly lesbian lifestyle – the pioneers of the 'lesbian baby boom.' Her research findings indicated the ways in which social, cultural and institutional contexts shape lesbian women's choices, possibilities and imaginaries. Róisín went on to hold an ESRC Postdoctoral Fellowship with the Department of Geography at University College London. She has recently started a five year Fellowship at the Department of Sociology at the University of Essex, researching 'Intimacy, Sexuality and Human Rights.' The fellowship leads into a permanent lectureship with the Department. Róisín says her academic work has enabled her to combine a passion for theory and research with her political interests, which include a history of activism for LGBT rights and women's rights, including reproductive choice.

Research and Activities

The Gender Institute serves as a focus for gender research across LSE, and works to promote a close relationship between policy makers and the academy. It provides a vibrant research culture with resident research scholars, visiting scholars from around the world, public lectures and conferences, and a regular programme of research seminars. In this section, we explore the Institute's substantive research themes and how these have changed and developed throughout the years. Scattered throughout this section, you will also find academic staff and PhD student profiles, which reflect the Institute's diverse research interests and expertise. Finally, we discuss how some of this year's activities and events at the Gender Institute have engaged with and influenced broader themes and debates in gender theory and policy.

Substantive Research Themes

Since its inception, the Gender Institute's research activities have been guided by a set of four or five key research themes. In this segment, we discuss both continuity and change in the Institute's research, beginning with the GI's origins in the early 1990s.

In the earliest days of the Gender Institute's existence, before any teaching programmes had been established, its in-house research programme focussed on four main components:

- 1 Gender and the governance of labour markets
- 2 Gender, caring, aging and citizenship
- 3 Spatial and international aspects of the changing sexual division of labour
- 4 Theoretical and methodological approaches to the study of gender

These areas reflected the research interests and expertise of the individuals who brought the GI into existence. However, such areas were also

regarded as key concerns for Gender Studies, and indeed critical academic inquiry more broadly. In her formal proposal for the Gender Institute's establishment in 1991, Sylvia Walby identified each research stream as a crucial area of analysis in the current socio-economic and political context. With regards to the second theme, *Gender, caring, aging and citizenship*, for example, Walby argued:

The ageing of populations is a worldwide phenomenon which is most advanced in Western Europe. It is a key social policy issue because of its implications for taxation and dependency ratios, for privatisation and the developments of quasi-markets, and for labour shortages, training and pay in the caring professions. Gender is a major, though often unrecognised, component in all these issues which needs urgent attention if policy outcomes are to be better understood.

By virtue of its key research streams, we can see that the GI's contribution to social science was timely and urgent. The projects, reports and presentations GI scholars were working on reflected gender issues in the wider world and also contributed to shaping those debates and perceptions. Furthermore, a number of research lectures and seminars held at the Gender Institute at the beginning of the 1990s enabled exploration and discussion on various aspects of the four research themes, such as Carol Pateman's lecture, 'Citizenship, Justice and Caring' in the Institute's 1992-93 research seminar series, and Michèle Barrett's talk, 'Feminism and Disciplinary Paradigms' in 1991-92, the GI's inaugural programme of seminars.

By 1993, the Gender Institute had secured its first major research grant (from the European Community) to create the European Gender Research Laboratory. Over the next three years,



Some staff and research scholars circa 1998: Back row, left to right: Gill Dunne, Todd Sanders, Ginny Morrow, Cathy Campbell, Hazel Johnstone. Front row: Charlotte Martin, Rachael Wood, and Carl McLean

moving into Henrietta Moore's directorship, the Institute recruited a dozen doctoral and post-doctoral scholars to take up fellowships within the EC's Human Capital Mobility programme. (For more information about individual projects undertaken as part of this programme, see the research project summary p.49.)

Under Henrietta Moore's leadership, from 1994 to 1999, the research initiatives were revised to become:

- 1 Social identities and citizenship
- 2 Health and social capital
- 3 Gender, violence and conflict
- 4 Households, families and work
- 5 New philosophical, methodological and empirical methods

These initiatives reflected continuity with previous research themes, including the gendering of labour markets, care, households and epistemological and methodological approaches to study of gender. They also indicated some new research directions, such as the focus on gender and conflict. In this area, the Royal Norwegian Ministry of Foreign Affairs funded comparative work on three African countries. A number of PhD students were also working on violence, conflict and reconstruction in Africa and Latin America. Greater emphasis on social capital, as well as citizenship and identity, also represented new developments. As Henrietta Moore articulated in her Director's Report 1996-98, with regards to initiatives in *Gender, violence and conflict*,

The Institute's work in these areas has strong links with the programme on Social Identities and Citizenship, where a number of researchers and PhD students are working on Europe, the former USSR and the former Yugoslavia. The Institute's research programme is thus developing a unique focus on civic participation, reconstruction and social transformation based on comparative work in Europe, Africa and Latin America.

New research themes were related to new staff expertise at the Gender Institute and in other academic departments at the LSE, as well as to the additional sources of funding for research secured during this period. These transformations also reflected Henrietta Moore's efforts, articulated in her Director's Report, to establish 'links between scholars working on new theoretical and empirical research and applied practitioners in government and non-governmental institutions, including world agencies.'

Each of the five research initiatives typically generated conferences and other activities. For example, Virginia Morrow and Rachael Wood organised a one-day workshop on Social Capital and Health in 1997, which brought together many researchers and practitioners in this field.

The research initiatives established under Henrietta Moore's directorship altered as the Gender Institute welcomed new staff members including, Ros Gill in 1997-98, and Clare Hemmings and Anne Phillips in 1999-2000. When Phillips took up the post of Director in 1999, a new research theme, *Feminist political theory*, was established as part of the Institute's programme, reflecting her leading work in the areas of gender equality, democracy and multiculturalism. Throughout her directorship, Phillips secured grants from the Nuffield Foundation for major research projects relating to feminist political theory and multiculturalism including, 'Sexual and Cultural Equality: Conflict and Tensions' (2001/03) and the 'Women and

Staff profile



Diane Perrons, Director, Gender Institute
Reader in Economic Geography and Gender Studies

Diane has been an academic all her professional life and lectured at the LSE for nearly ten years, having previously taught at London Guildhall and Sussex Universities. She recently published *Globalization and Social Change; People and Places in a Divided World* (Routledge 2004) and has just finished editing the anthology *Gender Divisions and Working Time in the New Economy* with colleagues from Oxford and Manchester (Edward Elgar, forthcoming). Diane's research focuses on the social and spatial implications of global economic restructuring, paying particular attention to the changing composition of employment, gender and regional inequalities and the social reproduction of daily life. She is the co-ordinator of the ESRC seminar series 2004-06: 'Gender, Work and Life in the New Global Economy' and contributed to an ESRC research project on 'Living and Labouring in London and Manchester'. She is currently evaluating the European Community's Framework Strategy for Gender Equality 2001-05, while carrying out new research on gender, inequality and economic justice. Diane holds a joint appointment between the Gender Institute and LSE's Geography and Environment department.

Cultural Diversity Digest' (2004), as well as for the conference, 'Gender and Cultural Diversity: European Perspectives', held in 2003.

In the past five years or so, the GI's key research themes have changed substantially. Today, under Diane Perrons's leadership, the Gender Institute has four research specialisms, relating to each of the core staff members' particular research expertise (To learn more about staff research interests please see the Staff Profiles scattered throughout this section):

- 1 Globalisation, inequality, work and care (Diane Perrons)
- 2 Feminist political theory: democracy, equality and multiculturalism (Anne Phillips)
- 3 Technologies and the body, media, masculinities, representation and cultural politics (Ros Gill)
- 4 Sexualities, intersectionality and feminist epistemology and methodology (Clare Hemmings)

The Gender Institute fosters the emergence of several different strands of research, reflecting in part the changing interests of staff and students, as well as changes in areas of concern in the wider world. While today's research themes show continuities with those of the past through emphasis on areas such as economic inequality, care, masculinities, feminist methodologies, multiculturalism and transnational analysis, there are also a few notable differences.

To take one example, several faculty and students' research topics now cluster around the area of technology and gender, making this a particularly fertile new research strength. GI visiting professor Judy Wacjman worked on her newly published book *TechnoFeminism* (Polity Press 2004) during her several recent visiting

professorship terms at the Institute. The gender-and-technology sub-fields of media and information and communication technologies (ICTs) have also become prominent areas of activity in the past few years. In terms of faculty, lecturer Ros Gill has engaged in multiple research projects related to her longstanding interest in new media. Director Diane Perrons, together with recent PhD graduate Roisin Ryan-Flood, completed a two year research project on equity and representation in the new economy, focusing on the new media sector.

The interest in technology and gender is not confined to the faculty, however, as the GI currently boasts four PhD students whose theses engage this theme: Elisabeth Kelan's on 'Gendered subjectivities in ICT work;' JongMi Kim's on 'Global media, audience and transformative identities;' Nattha Komolvadhin's on 'Gendering the new



PhD student Satako Nadamoto



Contributors to *Sexuality: The Essential Glossary* (2004) celebrate their book launch at Waterstones on campus.

economy: Implications of the internet on gender relations in Thailand; and Satako Nadamoto's on 'Gender and ICTs: Empowerment of women at cybercentres in Jamaica.'

To take another example, the current research programme includes a more coherent emphasis on sexuality than was the case in previous periods. This reflects not only the interests and expertise of staff at the GI, but also the research concerns of many MSc and PhD students. Just a few examples of research in the field of sexuality include Clare Hemmings's work on bisexuality

and gendered meanings in queer contexts; recent graduate of the PhD programme Paul Boyce's thesis 'Men who have sex with men in Calcutta: gender, discourse and anthropology'; and PhD student Carolyn Williams's project, 'Homophobia, sexual rights and development: challenging heteronormativity in international development thinking and practice.'

As a research theme, sexuality links to other areas of interest at the GI such as transgender issues, femininities and masculinities. Such topics have been explored through numerous events and activities at the Institute, such as the ESRC seminar, 'New Femininities and Sexual Citizenship: Theorising the Changes', convened by Ros Gill in 2004; Gill Valentine's lecture, 'Negotiating Lesbian and Gay Identities within the Family' in 2001 and Don Kulick's talk, 'Scandalous Acts: The Politics of Shame Among Brazilian Travesti Prostitutes' in 2000, to name just a few.

Staff profile



Anne Phillips, Professor of Political Theory and Gender Theory

Anne joined the LSE in 1999 as Professor of Gender Theory, and was Director of the Gender Institute until September 2004. She now holds a joint appointment between the Gender Institute and LSE's Government Department. Anne is a leading figure in feminist political theory, and writes on issues of democracy, equality and difference. She received an honorary doctorate from the University of Aalborg in 1999, and was elected a Fellow of the British Academy in 2003. Her books include *Engendering Democracy* (Polity and Blackwell 1991), *Democracy and Difference* (Polity 1993), *The Politics of Presence* (Clarendon 1995), and *Which Equalities Matter?* (Polity 1999). From 2002-04, Anne worked on a Nuffield funded project on 'Sexual and Cultural Equality,' which focused on points of tension between recognising cultural diversity and protecting women's rights. She is currently working with Dr Sawitri Saharso, from the Free University of Amsterdam, on a cross European collaboration that considers the issues of gender and culture in their specifically European context. Anne is completing a book on *Multiculturalism Without 'Culture,'* which elaborates a version of multiculturalism that is sceptical about the claims of 'culture.' She is also co-editing the *Oxford Handbook of Political Theory*, to be published by Oxford University Press in spring 2006.

Across all of the current research specialisms, an intersectional focus on the ways in which 'race', ethnicity and nation interact with gender and sexuality is key. As with its teaching, the Gender Institute has been keen in its research programmes to develop intercultural and transnational approaches to the study of gender. Just a few examples of research projects at the GI which adopt such approaches include: research scholar Oonagh Reitman's project 'Divorce regulation in multicultural Society: Implications for law and policy' (funded by the Nuffield Foundation); PhD student Gertrude Fester's thesis 'Grassroots women organising for freedom in the western cape, South Africa, 1980-93: Their achievements and challenges after a decade of democracy (1994-2004)' and PhD student Diane Farmer's work on 'Gender relations in transitional societies: A comparative look at professional and managerial Black African women living and working in South Africa and the UK'. Transnational and intercultural concerns are also explored within many conferences and research seminars, such as Hazel Carby's talk, 'Child of Empire: Racializing Subjects in Post-World War II Britain' in 2004 and Naila Kabbeer's lecture on 'Bangladeshi Women and Labour Market Decisions' in 2001.

As far as the future is concerned, the Gender Institute's Development Plan (March 2005) identifies three key areas for future research initiatives: Gender studies in a transnational global frame; Gender, globalisation, equalities and social rights; and Gender and sexuality. With two years left in her directorship, Diane Perrons explains her personal visions for future research avenues at the Institute:

Without resolving the issues, feminist academic research has moved from an emphasis on development and economic

equality to the question of rights. The next important and exciting intellectual areas could include a re-recognition of the significance of materiality, specifically that rights and capabilities require certain levels of material well being, leading to the framing of equalities and rights debates within analyses of contemporary global political economy. The GI is well placed to be at the forefront of this research, having expertise in the political economy of globalisation and equalities. Similarly, reflecting the contemporary global context, other future areas of research will be transnational and 'cosmopolitan' approaches to the study of gender, 'race', ethnicity and sexualities including work on masculinities and Queer theory. This would build on the GI expertise in the fields of gender theory, sexuality and the body.

Perrons also suggests a possible revival of the research work in the area of gender, violence and conflict. 'The question of gender relations in the reconstruction of war-torn societies interests many gender theorists,' she notes. 'Interestingly, that is one of the areas of research with which the Institute started. So it would be very timely for the Gender Institute to revisit that issue in the contemporary context.' In fact, two current PhD students are both working in this general area, including Seema Kazi's research on 'Gender and militarisation in Kashmir,' and Tamara Herath's work on 'Women's involvement in revolutionary organisations.'

In the sections to follow, we explore in greater detail some of the research projects, visitors and events mentioned above as well as other highlights over the past fifteen years of research and activities at the Gender Institute.

Selected Research Projects

Academic staff and research scholars at the Gender Institute have secured grants for a number of high profile research projects over the past fifteen years. In some cases, such projects

have been carried out as partnerships with other universities, both within the UK and internationally, as well as with various policy groups and professional bodies. Below, in reverse chronological order, we highlight just a handful of these projects.

Title: *E-Clusters in the E-Society: The Case of Digital Content Industry*

Dates: 2005-06

Researchers: Dr Ros Gill and Dr Andy Pratt, LSE Geography

Awarding Body: ESRC

Aims: This project will explore the spatial and organisational dimensions of business location in the e-society. It examines the question of whether distance and location will cease to matter, or whether they may indeed matter more in an e-society. It explores for the first time, the digital content industry, which it is argued provides an actually existing example of e-society business activity.

Projected Outcomes: The project aims to provide the first 'inside view' of key digital content clusters and industries. It will contribute to our understanding of general business location patterns, and the specifics of digital content industries.

Title: *Evaluating the EU's Framework Strategy for Gender Equality*

Dates: 2004-06

Researchers: Professor Anne Phillips, Dr Diane Perrons (Coordinators); with assistance from Dr Wendy Sigle-Rushton (LSE Social Policy), Dr Kate Malleson (LSE Law), and Professor Catherine Hoskyns (University of Coventry)

Awarding Body: Enterprise LSE and Deloitte

Aims: The award funds a consultancy by Gender Institute faculty and associated researchers to conduct an evaluation of the European Union's Framework Strategy for Gender Equality. This strategy aims to enhance gender equality in economic life, participation and representation, social rights, civil life and to end gender stereotyping, through a dual track approach of gender mainstreaming and positive action. So far the evaluation has been restricted to the positive action programme.

Projected Outcomes: The formal outcome of this project will be a jointly authored report (Gender Institute and Deloitte) to the European Union. If the recommendations are accepted, there would be: a more careful targeting of EU funding towards higher quality research, the establishment of a pan-European Gender Institute to coordinate and consolidate existing research on gender issues and more gender-sensitive statistics. In addition, there are many informal outcomes which have entered teaching and scholarly publications as the collaborators' understandings of the intricacies of European Union policy-making have increased.

Title: *Divorce Regulation in Multicultural Society: Implications for Law and Policy*

Dates: July 2004-06

Researcher: Dr Oonagh Reitman

Awarding Body: The Nuffield Foundation

Aims: The award funds a comparative study of how various multicultural, cosmopolitan states have responded to minority divorce regulation. Divorce is used as an example of the ways in which the regulatory norms of these states overlap and interact with those of minorities settled within their jurisdiction. The project aims to suggest some guiding principles by which comprehensive liberal governance can best be achieved in this sort of regulatory environment.

Projected Outcomes: The comparative methodology deployed in this project, with the aid of local research assistance in certain jurisdictions, should help identify best practice on the ground. By working back from these examples, and thinking what would improve them, the project will describe the central characteristics of policy which most successfully manages the ethical and political considerations, often considered in conflict with one another, which arise in governance of culturally diverse society. The project will generate scholarly publications, notably *Regulating Identity: Divorce, Diaspora Style*; as well as policy-oriented dissemination exercises aimed at improving public administration of divorce in multicultural and cosmopolitan Britain.

Title: *Travelling Concepts in Feminist Pedagogy*

Dates: 2003-06

Researchers: Dr Clare Hemmings, Project Manager, with collaborators

Awarding Body: European Commission as part of Athena II (European Women's Studies Network)

Aims: This project analyses key shared concepts that are currently circulating in European Women's and Gender Studies. Currently, there is no research on how feminist concepts travel between and among European Women's and Gender Studies centres. Instead, research is restricted to comparisons between static sites, or to changes over time in one particular context. The project thus seeks to map some of the transitions and transformations that occur when feminist epistemology travels. It will ask how these concepts can be transformed into educational tools.

Projected Outcomes: The award funds annual meetings for participants from 15 European states. UK independent feminist publisher Raw Nerve Press will produce a series of publications from the research and an interactive website for student and scholars' use.

Title: *Sexual and Cultural Equality: Conflict and Tensions*

Dates: 2001-03

Researchers: Professor Anne Phillips (lead researcher and grant holder); Dr Oonagh Reitman and researcher/GI PhD student Moira Dustin

Awarding Body: The Nuffield Foundation

Aims: This project addressed the tensions that can arise between recognising and accommodating differences of culture, and ensuring equal treatment to women and men. The project had several key aims. These included: developing a conceptual framework for addressing tensions between interpretations of the law that recognise and allow for differences in cultural tradition, and the role of law in guaranteeing equal treatment to women and men; documenting current legal practice in British court cases that involve tensions between the recognition of cultural difference and the protection of gender inequality; and generating policy proposals for securing equality of citizenship in the context of a multi-ethnic, multicultural society.

Outcomes: The project generated, synthesised and disseminated findings on a number of urgent gender justice issues, including the use of cultural defence in violent domestic crimes, forced marriages, and female genital mutilation/modification. The project resulted in multiple publications, a database of court cases relating to gender and culture, and a conference hosted by the Gender Institute in October 2003 on 'Gender and Cultural Diversity: European Perspectives.' This was a 'fertile' research project in that it generated two further research initiatives [see the entries for the Divorce Law project (above) and the Women and Cultural Digest (below) in this section].

Title: *Women and Cultural Diversity Digest*

Dates: 2004

Researchers: Moira Dustin (lead researcher) with Professor Anne Phillips and Dr Oonagh Reitman

Awarding Body: The Nuffield Foundation

Outcomes: The Women and Cultural Diversity Digest contains summaries of some of the key cases in which gender and culture have coincided in the British courts, mainly since the 1970s, but including some that date back to the nineteenth century. The digest is a key outcome of the 'Sexual and Cultural Equality: Conflict and Tensions' research project (above). The database has been praised by research and campaigning organisations included Women Living Under Muslim Law, Papatya (a German organisation providing shelter to women mainly of Turkish origin), as well as researchers at School for Oriental and African Studies, University of London, and across Europe. The database can be accessed at: <http://webdb.lse.ac.uk/gender/>

Title: *Gender, Equity and Representation in the New Economy*

Dates: 2001-03

Researchers: Dr Diane Perrons, assisted by Dr Roisin Ryan-Flood (Gender Studies PhD awarded 2004)

Awarding Body: The Leverhulme Trust

Aims: To investigate the implications of new ICTs (Information and Communication Technologies), and new forms of work for work life balance, gender equality and worker representation.

Outcomes: The project found that while new employment opportunities were created, even new sectors of the economy were profoundly gendered; that sexuality formed a basis for discrimination even in a town that prides itself on openness to diversity, and that while trade unions were considered archaic by new economy workers, new ways of organising and resisting precariousness were found. The project generated multiple publications, including: 'The New Economy and the Work Life Balance' in *Gender Work and Organisation* (Vol. 10 (1), 65-93) (nominated for the Kanter Award for Excellence in Work-Family Research) and a Gender Institute Working Paper – 'Beyond Recognition and Redistribution: A case study of lesbian and gay workers in a local labour market in Britain'.

Title: *Children and Young People: Health and Social Capital*

Dates: 1998-2002

Researcher: Dr Virginia Morrow

Awarding Body: Health Education Authority/Eleanor Rathbone Trust

Outcomes: The project explored the multi-faceted concept of social capital in relation to the health and well being of children and young people. It involved a theoretical critical review of social capital as it may relate to children and young people, and an empirical research project with 12-16 year olds in two parts of a town in Southeast England, using creative qualitative methods and exploring children's social networks and experiences of their neighbourhoods.

Title: *Women, Convergence and Digitisation: Employment, Representation and Access in New Media and Arts*

Dates: 1999-2000

Researchers: Dr Ros Gill, director and lead partner, with collaborators from six countries

Awarding Body: European Union

Outcomes: The project funded a pan-European conference to bring together practitioners within new media industries, arts organisations, policy makers and academics to explore the issues, problems and challenges facing women as new media becomes increasingly dominant.

Title: *Flexible Working and the Reconciliation of Paid Work and Family Life: A Six Country Comparison*

Dates: 1997-98

Researchers: Dr Diane Perrons with collaborators Professors Lena Gonås, (Sweden) Maria Dolores Garcia Ramon (Spain), Nota Kyriazis (Greece), and Dr Jeanne Fagnani (France) all of whom subsequently have been visiting scholars at the Gender Institute in addition to Professor Ingrid Kurz-Scherf and Dr Alexandra Scheele (Germany)

Awarding Body: European Commission

Aims: The project carried out a comparative analysis across different welfare regimes of the relationship between flexible working and equal opportunities.

Outcomes: The project found that while flexible working increased the capacity for people with caring responsibilities to engage in paid work, regular full time employees prepared to work long hours were more likely to occupy the senior positions. Despite many differences in the form and extent of flexible working and child and elder care arrangements, this finding was consistent across all countries. This study was one of three studies published in *Gender Use of Time: Three European Studies* (Brussels: EC 2000). It also produced articles published in the *European Journal of Women's Studies* and *Environment and Planning*.

Title: Promoting the Health of Children and Young People: Setting a Research Agenda

Dates: 1997-98

Researchers: Led by Professor Henrietta Moore, research co-ordinator Dr Leonie Kindness and nine collaborating authors (Dr Julia Brannen, Dr Catherine Campbell, Dr Candace Currie, Dr Julie Dockrell, Ms Lisa Harker, Dr Paul Harker, Dr Christine McGuire, Dr Janet Stockdale, Dr Pamela Storey)

Awarding Body: Health Education Authority

Aims: As part of an exploratory research programme initiated by the HEA, this specific project aimed to bring together academics and practitioners to produce a report of findings related to effective health promotion interventions for children and young people. The researchers listed above formed an expert group to study health policy and to make policy and further research recommendations.

Outcomes: The project resulted in an extensive report, with an overview by Professor Moore and Dr Kindness, and chapters authored by members of the expert group.

Title: *Social Capital and Health*

Dates: 1997-98

Researchers: Led by Dr Catherine Campbell (Associate Director of the Gender Institute and Lecturer in Social Psychology) and Dr Robert Leonardi (Director of Economic and Social Cohension Laboratory) with Drs. Rachael Wood and Virginia Morrow as research fellows

Awarding Body: Health Education Authority

Aims: This project aimed to examine the environmental, social and cultural factors that influence health and well being in the UK. In a separate but linked project, the researchers aimed to investigate the dimension of gender in relation to health and social capital, asking about gendered differences in social capital creation, maintenance and accessing.

Outcomes: The project produced a report highlighting its findings about the links between social capital and health in local UK communities.

Title: *European Gender Research Laboratory*

Dates: 1993-97

Researchers: Bid prepared by Dr Gail Wilson; the European Gender Research Laboratory was subsequently led by Dr Janet Stockdale; both associate directors of the Gender Institute. LSE faculty associated with the project included Diemut Bubeck, Erica Szyszczak, Simon Duncan, David Piachaud, Norman Flynn, Julie Dockrell, Nancy Cartwright, Sonia Livingstone, and Henrietta Moore.

Awarding Body: European Commission Human Capital and Mobility Programme

Aims: This major grant was awarded to establish the European Gender Research Laboratory at the Gender Institute. The laboratory was created to house a range of interdisciplinary projects focusing broadly on the economic, political and social impact of gender in the European context. During its lifetime, the project attracted eleven postdoctoral and doctoral research fellows from Spain, Germany, Greece, Italy, and Finland, as well as the UK to conduct a variety of research projects under the auspices of the Laboratory. The fellows were: Marja Keranen, Lydia Potts, Dagmar Lorenz-Mayer, Laura Benigni, Martina Klett-Davies, Nota Kyriazis, Maria-Jose Gonzalez, Regine Heidenreich, Tamar Liebes, Pura Sanchez, Marina Calloni.

Outcomes: Each of the fellows gave formal presentations of their research findings during the course of their fellowships. Many of them also authored reports and submitted papers for conferences and for publication. The grant also led to the creation of the Gender Institute European Network, headed by Dr Marina Calloni, GI Research Fellow. The Network developed links among academics, researchers, and policy makers for further collaboration and projects in Gender Studies and social policies.

Selected Conferences, Symposiums and Workshops

The Gender Institute has held a wide-range of conferences, symposiums and workshops over the years which have addressed many different areas of gender theory and practice. In the list below we highlight a selection of particularly memorable events.

May 2005 – Gender Equality, Cultural Diversity: European Comparisons and Lessons

Organised by Professor Anne Phillips, GI, and Dr Sawitri Saharso, Free University of Amsterdam, this two-day workshop invited 20 participants from around Europe to share their recent research and case studies. Designed as a working conference, the emphasis was on identifying key issues participants should develop for the second conference, scheduled for Amsterdam, 2006. The workshop explored the normative and policy issues posed by the relationship between gender equality and cultural diversity. Participants worked to develop a comparative analysis of the different policy regimes emerging across Europe, and to make sense of why certain 'flashpoints' emerge in one country, while seeming to remain minor concerns in another.

May 2005 – Fashioning Feminism: Women's and Gender Studies in New Times

Organised by PhD students at the GI, this seminar provided a lively and supportive forum for post-graduate students to discuss and debate the past, present and future of Feminist Studies within academia. A key question the event addressed was: How do we insist upon the continuing relevance of Women's and Gender Studies in New Times? This was the third, and final, seminar in the inaugural Feminist and Women's Studies Association (FWSA) post-graduate seminar series, *Where Next for Women's and Gender Studies*, (2004-05). More than forty students attended, including post-graduates (at both the MSc and PhD level) from universities across the UK.

November 2004 – New Femininities and Sexual Citizenship: Theorising the Changes

Co-ordinated by Ros Gill, this event kicked off the ESRC 'New Femininities: Post-Feminism and Sexual Citizenship' seminar series (2004-06), initiated to explore some of the contemporary transformations in young women's lives. Papers were given by Valerie Walkerdine ('Neoliberalism, Femininity and Choice'), Gargi Bhattacharyya

Staff profile



Clare Hemmings, Senior Lecturer in Gender Theory and Gender Studies

Clare convenes the Gender MSc programme. She is co-chair of the Feminist and Women's Studies Association (FWSA) (UK and Ireland), and actively involved in feminist research and pedagogy nationally and internationally. She is also manager of the project 'Travelling Feminist Concepts', which has EU network funding within Athena (the European Women's Studies Network). Her teaching and research interests reflect her interdisciplinary background in literary theory, human geography, sociology, Women's Studies and sexuality studies. Clare has worked extensively on the significance of bisexuality for sexuality studies. She is co-editor of the collection *The Bisexual Imaginary* (Cassell 1997), and author of *Bisexual Spaces: a Geography of Sexuality and Gender* (Routledge 2002). Clare's current research is in feminist historiography and epistemology. Her new book, *Feminist Knowledge Struggles* (forthcoming) critiques dominant progress narratives within western English-speaking feminist theory, arguing for a more nuanced engagement with the recent feminist past.

('I Hate My Ex, My Ex Hates Me – Sexual Ethics in an Age of Multiple Partnerships'), Lisa Adkins ('Passing on Feminism: From consciousness to reflexivity?') and Imelda Whelehan ('Having it all (Again)'). An open discussion was chaired by Ann Phoenix.

October 2003 – Gender and Cultural Diversity: European Perspectives

This conference developed out of Professor Anne Phillips's project on culture and gender equality, funded by the Nuffield Foundation. Papers included Samia Bano ('Shari'a Courts in Relation to Divorce within Muslim Communities in Britain'), Anne Phillips and Moira Dustin ('UK Initiatives on Forced Marriage: Assessing the Exit Option'), Dognah Reitman ('Female Genital Alterations and the Limits of National Law'), and Sawitri Saharso ('Dutch Design: Gender, Culture and Public Policy in the Netherlands'). The conference attracted more than 80 participants, including academics, policy makers and activists.

October 2002-February 2004 – Work, Life, Time in the New Economy

Co-ordinated by Diane Perrons, this ESRC-financed series was designed to bring together researchers from across the social sciences and policy makers concerned with investigating the impact of contemporary economic and social changes on working patterns, how people manage their daily lives, and more generally, gender equality. The first four seminars were held at the Gender Institute with two additional seminars held at the University of Manchester. The series attracted over 200 scholars, and its associated website, where the papers are posted, attracted over 30,000 hits. The series also generated a special section in *Time and Society* and an edited collection (Edward Elgar, forthcoming).

May 2000 – An Appropriate Capital-isation? Questioning Social Capital

'Social capital' has been a popular concept in international development and health policy fields, yet its precise meaning and content is disputed. The GI convened a one-day symposium to explore the concept of social capital from a critical perspective. Initially conceived as a small workshop, the advertising for the event generated considerable interest and eventually led to a full-day symposium, attracting 40 participants from around the UK. The opening talk was given by Dr Cathy Campbell, associate director of the GI.

January 2000 – Violence, Masculinities and Development

A two-day workshop organised by Charlotte Martin, course tutor, together with Ruth Jacobson and Frances Cleaver of the University of Bradford. Sponsored by the ESRC, the workshop explored the question of aggression in the human species, and examined the diversity of masculinities in conflict situations. Papers included: Robert Hinde ('Violence Between Individuals, Groups and States'), Hilary Rose ('The Origins of Human Aggression: Some Feminist Reflections'), and Prem Vijayan ('The Many Faces of God: Exploring Hindutva Masculinities').

September 1999 – Celebrating The Second Sex

1999 marked the fiftieth anniversary of the publication of *The Second Sex* by Simone de Beauvoir. Co-organised by GI director Professor Henrietta Moore and Professor Mary Evans from Women's Studies at the University of Kent, the conference featured both academic and non-academic speakers including Harriet Bjerrum Neilson, Maggie Humm, Stevi Jackson, Terry Lovell, Lynne Segal, and Liz Stanley.

PhD profile



Deborah Finding, Registered 2004.

Deborah's research topic is 'Taking Back the Night? Sexual violence, female artists and the music industry'. It examines how women's experiences of sexual violence are articulated through music, and asks how women who have experienced sexual violence use these narratives. Before coming to the Gender Institute, Deborah was Team Leader for the POPPY Project, an organisation which houses and supports women who have been trafficked into the UK for prostitution. She has also been a support worker for the Richmond Fellowship, working with people with severe/enduring mental health issues. Deborah has almost ten years of direct work experience, including voluntary work for the Eating Disorders Project and the Samaritans. At undergraduate level, Deborah read Philosophy and Theology at Cambridge, where she stayed to take a Masters in Jewish-Christian Relations. Her dissertation topic was Holocaust denial and free speech. Deborah's PhD research was a natural progression from both her direct work with women who have experienced sexual violence and her personal interest in music, especially female singer-songwriters like Tori Amos, Ani DiFranco and Heather Nova.

April 1999 – Gender and the Media: Toward a Dialogue

This one-day conference was a highlight for the Institute, recalls organiser Dr Ros Gill, since it 'established for the first time a fantastic dialogue between academic researchers and people working within the media.' The event, which was also organised by the GI's European Gender Research Network co-ordinator Dr Marina Calloni, attracted about 100 people. As Ros Gill remembers, 'We had lots of big names from both print and broadcast media. Speakers and attendees included scriptwriters, filmmakers, magazine editors, even a storyboard writer for Eastenders, alongside traditional academics'.

October 1997-99 – Masculinities in Question Series

A heightening of interest in questions of masculinity led to the creation of a special, fortnightly seminar series at the GI, co-ordinated by Dr Ros Gill and Professor Henrietta Moore, which ran for nearly three years. Papers included: Andrea Cornwall ('Missing Men? Reflection on Men and Development'), Andy Medhurst

('Comedy and Male Identities'), Tony Jefferson ('Masculinity, Psycho-Social Subjects and Crime') and Annie Bartlett and Gill McGauley ('Modern Men, Masculinity and Madness').

Autumn 1996 – Reproductive Rights Workshops.

The GI hosted a series of four workshops over five months on the theme of reproductive rights. Bringing together academics, NGO workers and policy makers, the workshop themes were: Reproductive rights and citizenship; HIV; Violence and reproductive health; and Reproductive Services in the Post-Cairo Era. The series was co-organised with the Gender Team at Oxfam UK/Ireland and the Gender Reproductive Health and Population Policies project (GRHPP) of the Netherlands.

Selected Public Lectures and Seminars

As noted at the beginning of this booklet, the Gender Institute began because of the wide attendance at a seminar series on gender-related research at LSE through the 1991-92 academic year. It is difficult to convey the range

of speakers that the Gender Institute has hosted and the vast range of seminars it has sponsored or co-sponsored over the years. There has truly been a wealth of knowledge and information shared at these events. Due to space constraints, the following lists represent only a sampling of talks over the past fifteen years. We have grouped the public lectures and seminars together in three or four-year batches because details of individual seminars (such as specific dates), particularly from the early years, were sometimes unavailable.

'One of the highlights in my first year as Director was the event with Barbara Ehrenreich and Polly Toynbee. It was a real privilege to be on the platform with two of my favourite authors. It was a great event and a moment I will remember for some time'.

**Diane Perrons, Director,
Gender Institute**

2002-05 Speakers

- **Henrietta Moore**, LSE: 'The Future of Gender or the End of a Brilliant Career'
- **Sylvia Walby**, University of Leeds: 'Gender, Globalisation and Complexity Theory'
- **Patricia Spallone**, LSE: 'Genetics, Stem Cells and Ethics'
- **Jay Prosser**, University of Leeds: 'Buddha Barthes: What Barthes Saw in Photography'
- **Hazel Carby**, Yale University: 'Child of Empire: Racializing Subjects in Post-World War II Britain'
- **Cecile Fabre**, LSE: 'Artificial Wombs and the Permissibility of Abortion'
- **Sonia Kruks**, Oberlin College, Ohio: 'Simone de Beauvoir and the Politics of Privilege'
- **Gill Valentine**, University of Sheffield: 'Negotiating Lesbian and Gay Identities within the Family'
- **Juliet Mitchell**, Cambridge University: 'Does Oedipus Have a Sister?' Joint with LSE Centre for Philosophy of the Natural and Social Sciences (CPNSS)
- **Noreena Hertz**, Cambridge University: 'Women on the Edge: Globalisation and Gender'
- **Martha Nussbaum**, University of Chicago: 'Sex Equality, Entitlements and the Capability Approach' Joint with LSE Centre for the Study of Human Rights.
- **Sara Ahmed**, University of Lancaster: 'Communities that Feel: Intensity, Difference and Attachment'.

1999-2001 Speakers

- **Susie Orbach**, GI Visiting Professor: 'Can a Woman Have a Body?'
- **Gill Dunne**, GI and **Shirley Prendergast**, Anglia University: 'Towards an Understanding of Homelessness for Young Lesbian and Gay People'
- **Don Kulick**, Stockholm University: 'Scandalous Acts: The Politics of Shame Among Brazilian Travesti Prostitutes'
- **Irene Tinker**, UC Berkeley: 'Paths Out of Poverty: Assets and Empowerment'
- **Anne Phillips**, GI Director: 'Feminism and Liberalism Revisited: Has Martha Nussbaum Got It Right?'
- **Judy Wajcman**, ANU and GI Centennial Professor: 'Corporate Management: Sexualised Cultures at Work'
- **Naila Kabeer**, IDS, Sussex University: 'Bangladeshi Women and Labour Market Decisions'
- **Nancy Fraser**, GI Distinguished Visitor; New School, New York: 'Rethinking Recognition: Overcoming Displacement and Reification in Cultural Politics' Joint with CPNSS

- **Kate Malleson**, LSE Law: 'Gender and Adjudication: Why do we need more women judges?'
- **Carol Smart**, University of Leeds: 'Children's Moral Agency and Family Life' Joint with LSE Law
- **Ann Robertson**, University of Toronto: 'Our Bodies, Our Enemies: Women and Breast Cancer Risk'
- **Rosi Braidotti**, Director Women's Studies, Utrecht; GI Visiting Professor: 'On Becoming European: Gender and Citizenship in the New Europe.'
- **Simon Duncan**, LSE: 'Theorising Differences in Patriarchy – and then Mapping them for Europe'
- **Carole Pateman**, UCLA: 'Citizenship, Justice and Caring'
- **Sandra Bem**, Cornell University: 'The Social Construction of Gender and Sexuality'
- **Michele Barrett**, City University: 'Feminism and Disciplinary Paradigms'
- **Joni Lovenduski**, Loughborough University: 'Sex Equality and Political Recruitment in the Conservative Party'

1995-98 Speakers

- **Martha Nussbaum**, University of Chicago: 'Compassion in Public Life' Joint with CPNSS
- **Nancy Folbre**, University of Massachusetts, Amherst: 'Children as Public Goods' Joint with CPNSS
- **Henry Krips**, University of Pittsburgh: 'Myth, Totemism and Disavowal' Joint with CPNSS
- **Shere Hite**, author of *The Hite Report*: 'Sexual Politics and the Family'
- **Mary Evans**, University of Kent: 'Moralising Women and Moralising about Women'
- **Estela Welldon**, Portman Clinic: 'Dangerous Women: Gender, the Body and Politics'
- **Jeffrey Weeks**, University of South Bank: 'The Legacy of the GLF'
- **Robert Morrell**, University of Durban: 'Masculinity and Whiteness in South Africa'
- **Lynne Segal**, Birkbeck College: 'The Reformation of Masculinity'
- **Claire Alexander**, Southampton University: 'Ethnicity, Identity and Discrepant Masculinities: the Invention of the 'Asian Gang'

1991-94 Speakers

- **Sara Ruddick**, New School of Social Research, New York: 'Injustice in Families: Assault and Domination' Joint with CPNSS
- **Carol Gilligan**, Harvard University: 'In a Distant Voice: The Gendered Articulation of Self Ten Years Later'

- **Doreen Massey**, Open University: 'Space, Place and Gender'
- **Anthony Giddens**, Cambridge University: 'The Transformation of Intimacy: Gender, Sexuality, Democracy'
- **Ruth Lister**, University of Bradford: 'Tracing the Contours of Women's Citizenship'
- **Emily Martin**, Johns Hopkins University: 'How Science Constructs Bodies: The Saga of the Egg and the Sperm'

Visiting Academics and Research Scholars

From its inception, the Gender Institute has attracted many visiting scholars from around the world, who invariably add to the lively research environment. Different things about the Institute and LSE will appeal to different visitors, but a common attraction for many is LSE's unparalleled library. Redeveloped by renowned architect Norman Foster and Partners, the library has over 50 km of shelving, and houses over four million items. Although it is on a much, much smaller scale, the Gender Institute boasts its own library, stocked with books donated by faculty and students alike, plus some hard-to-find volumes by second-wave feminist writers.

The Gender Institute has also welcomed many research scholars over the years, who are usually housed at the Institute's facilities in Columbia House. Martina Klett-Davies has had the unique experience of being a research scholar in two distinctly different time periods at the GI. 'In 1995 I came to the GI for 18 months as part of the Human Capital Mobility project. Looking back to my first stint at the GI, I was most impressed with its internationality and excellence.

We had research fellows and academic visitors from all corners of the world that were already or were to become the crème de la crème in women's studies: Nancy Folbre, Silvia Walby, Anna Kovalainen, Judy Wajcman,' she recalls. 'I am now here again as a post-doctoral scholar writing a book about lone motherhood in late modernity and preparing my next research project into the sociology of housewives and housework.'

Selected List of Academic Visitors 1992-2005

Rosi Braidotti	Susan Himmelweit
Robyn Ferrell	Sonya Kruks
Nancy Fraser	Linda McDowell
Nancy Folbre	Martha Nussbaum
Moira Gatens	Susie Orbach
Carol Gilligan	Judy Wajcman

Current Research Scholars

- **Rachel Falmagne**, Visiting Research Scholar
Research interests: issues of reasoning and epistemology, understood in their societal context.
- **Martina Klett-Davies**, Research Scholar
Research interests: the sociology of families and intimate relationships, paid and unpaid work and comparative social policy.

PhD profile



Francisco Cos-Montiel, Registered 2003.

A social policy-maker specialising in gender, poverty and institutional development, Francisco has made significant contributions to improving women's status through his position as Director General of the Gender Planning Unit of the Government of Mexico. He has also served as a consultant for the World Bank, UNIFEM, the Pan American Health Organization, the International Working Group on Gender, Macroeconomics and International Economics and the local Governments of Oaxaca and Chihuahua in Mexico. In addition to Mexico, Francisco is interested in gender issues in South Africa and India. Francisco has extensive teaching experience at both undergraduate and graduate levels. Currently, he is focused on gender mainstreaming and is involved in the Gender Equality Project, a part of The Expert Group on Development Issues (EGDI) at the Swedish Ministry for Foreign Affairs. This work has resulted in a report, edited by Naila Kabeer, due for publication in English in 2005 by Routledge. A major component of Francisco's research is based on his PhD thesis which examines the role that institutions play in gender mainstreaming in Mexico. In addition to his practical and research experience, he has also published a number of articles, in English and Spanish, on gender and poverty, gender mainstreaming and child labour.

- **Oonagh Reitman**, Research Scholar
Research interests: family and gender regulation amongst ethnic minority communities in multicultural countries such as Britain.
- **Mary Ann Stephenson**, Visiting Research Scholar
Research interests: she is a consultant in the field of gender and participation.

Please see the appendix for a longer list of Visiting and Associate Scholars at the GI.

Research Publications

The Gender Institute publishes two types of in-house research texts: the *New Working Paper Series* and the *Research-in-Progress Series*. Both are designed to bring new ideas and findings in the field of Gender Studies into the public arena. Dr Wendy Sigle-Rushton is the current editor, and also teaches two half-units on Gender and

Social Policy as part of the Institute's MSc programme. The following are some of the recent titles in the *New Working Paper* series:

- **Susan Himmelweit** *Can we afford (not) to care: prospects and policy* (forthcoming)
- **Sonia Maluf** *Embodiment and Desire: All About my Mother and Gender at the Margins* (May 2005)
- **Robyn Ferrell** *Desire and Horror: Conceiving of the Future* (November 2004)
- **Róisín Ryan-Flood** *Beyond Recognition and Redistribution: A case study of lesbian and gay workers in a local labour market in Britain* (May 2004)
- **Sylvia Chant** *The 'Engendering' of Poverty Analysis in Developing Regions: Progress Since the United Nations Decade For Women, and Priorities for the Future* (November 2003)

PhD profile



Josephine Wilson, Registered 2001.

After finishing her MSc in Gender at the Institute, Josephine worked for Stonewall Lobby Group, a GLBT rights organisation. In October 2001 she turned down an opportunity to train at the Laban School for Contemporary Dance to return to the GI to write her PhD on multiple trans subjectivities, entitled 'Narrative in varied transgender expression, identity and politics.' Josephine has taught regularly at South Bank University, and most recently at the GI, on qualitative methodologies. She has been on the editorial board of, and Review Editor for, the LSE's Graduate Journal of the Social Sciences since its launch in 2002. She performs in London regularly with fellow trans musician Truly Kaput and appears on her album, 'Bed Songs.' Josephine is a featured writer for the Queer Storytelling Festival. She has performed her dance piece 'Gender Violence' in London, Stockholm and Warsaw (2004, 2005) and is currently in pre-production for a film version. She is also co-organising performances around the world with Cabaret Wotever, a gender political performance collective. She appears in the upcoming documentary on performance and gender by Zemirah Moffat. After her PhD, Josephine hopes to pursue her passion for teaching in academia, and to continue to perform.

- **Roona Simpson** *Contemporary Spinsters in the New Millennium: Changing Notions of Family and Kinship* (July 2003)
- **Maki Kimura** *Listening to Voices: Testimonies of 'Comfort Women' of the Second World War* (April 2003)

(The working papers are free and can be obtained by emailing h.johnstone@lse.ac.uk)

Since 2004, The Gender Institute has also housed the *European Journal of Women's Studies* (EJWS). Launched to explore the meaning and impact of gender within the changing concept of 'Europe', the Journal has already established itself as a leading international forum for high quality articles at the cutting edge of women's studies research and theory. It is a multidisciplinary, academic, feminist journal which has as its main focus the nature of the complex relationship between women and the diverse regions and meanings of Europe and recently celebrated its tenth year of publication. Hazel Johnstone is the Journal's managing editor.

GI Activities and Debates in Gender Studies

Throughout the past fifteen years, the Gender Institute's events, lectures and research seminar programmes have aimed to turn the spotlight on timely issues in feminism, gender theory, the women's movement, gay, lesbian, bisexual and trans rights, and other issues related to Gender Studies, understood in a broad sense. Below we look at some key gender-oriented debates, engaged with through seminars in this years' events programme.

The effects of a postmodernist/poststructuralist 'turn to culture' within gender theory and practice over the past fifteen years, for example, turned out to be a key topic of discussion within this year's Gender Institute Anniversary Public

Lecture and Seminar Series. In her talk, 'The Future of Gender or The End of a Brilliant Career', Professor Henrietta Moore emphasised the need for feminists to question whether 'ambiguity, plurality, and fragmentation' have been useful within the social sciences. She claimed that such concepts had in fact become the 'new essentialisms' and that they often coalesce with individualistic, consumerist capitalist discourses.

The 'turn to culture' is an important strand in debates about the impact or usefulness of postmodernist and poststructuralist theories on/to feminist aims, which began in the late 1980s and early 1990s and have continued into the new millennium.⁵⁹ Often articulated as representing an over-emphasis on language and culture which fails to address material effects, social inequalities and structural relations of power, the 'turn to culture' has spurred feminist calls for a return to 'materialist feminism'.⁶⁰ As Stevi Jackson has argued, 'a sociologically informed, materialist approach has more to offer feminism than more culturally oriented postmodern and queer perspectives.'⁶¹

In response to such critiques, other feminists have pointed out the ways in which 'cultural' theorising can and does interact and link with 'the material.' Joanna Liddle and Caroline Wright, for example, argue for a "'materialist discursive feminism'" as a framework for analysis of local gendered identities in a globalising world.⁶² Gender theorists, such as Clare Hemmings, have also pointed out that such calls for a 'return to basics' problematically separate feminist poststructuralist theorising from the feminist trajectories out of which such theorising has developed, thus ignoring important continuities. For Hemmings, 'the pragmatic call for a "return" to academic common sense is also a call for disciplinary specificity, training and rigor, a challenge to the interdisciplinary eclecticism

PhD profile

Tamara Herath, Registered 2002.

Tamara's PhD work focuses on women in revolutionary movements. During the course of her research she has travelled to interview women combatants in the Irish Republican Army (IRA) and the Sri Lankan-based Liberation Tigers of Tamil Eelam (LTTE). She presented a paper on her research at the 5th Women's International Conference in South Korea in Summer 2005. Tamara has spent over 15 years working for the UK civil service in several government departments, including the Department for Education and Training and the Mental Health Review Tribunal. Her career has centred on casework and management roles. She is also a trained domestic violence counsellor, having undergone training with Refuge. Tamara originally attended Central St. Martin's College of Art and Design and studied Fashion and Textile Designing and has designed for several fashion shows. Later she graduated from Middlesex University with an MA in Criminology. Her Master's thesis examined the topic of female genital mutilation. In her spare time, Tamara works as a volunteer for the RSPCA cattery and has four rescued cats.

associated with poststructuralist approaches.⁶³ She argues for 'an approach stressing the links rather than the discontinuities between different theoretical frameworks, as a way of challenging the linear 'displacement' of one approach by another'.⁶⁴

It is worth noting here that, in recent years especially, the Gender Institute has sought to make stronger connections between these different, yet integrated, approaches to scholarship. As Anne Phillips remarks,

What I've wanted for the GI is for it to develop a combination of humanities and social science work. This seemed to me to be one of the problems in gender research, not just in the UK, but more widely: it either becomes focused in the humanities field without a clear connection to the political world, or it becomes focused on substantive social science research in ways that could cut it off from the very innovative work done in the humanities. If you could make humanities fit into the LSE mould of social science research, that would seem to me to bring together the best of both traditions.

Similarly, Diane Perrons explains how, upon joining the GI as Director in 2004, she aimed to bring a

stronger social science dimension to the Institute's work. 'I wondered if the GI could engage more directly with contemporary debates in the social and economic spheres, given the centrality of gender in the transnational and supranational policy arenas, which in my view require more rigorous analytical foundations.'

With its line-up of leading scholars from both humanities and social science backgrounds, the GI's Anniversary Public Lecture and Seminar Series, provided an engaging platform for such discussions and debates.

Another key area of debate, the interrelations between 'second wave', 'third wave', and 'post' feminist perspectives, was explored through various GI events, including the ESRC seminar, *New Femininities: Post-Feminism and Sexual Citizenship*, co-ordinated by Ros Gill, and the FWSA post-graduate seminar, *Fashioning Feminism: Women's and Gender Studies in New Times*, organised by PhD research students at the Institute. As has been discussed, throughout the 1990s and into the new millennium, gender theorists have struggled against the common assumption and assertion that equality has been achieved, and thus, feminism is now outmoded and Women's and Gender Studies programmes are no longer necessary.⁶⁵ In this

context, many feminist theorists within the academy have expressed anxiety regarding how (and which versions of) feminism might be passed down to future generations.⁶⁶

Such concerns are often represented as manifesting a generational division between 'second wave' and 'third wave' feminist perspectives. Within this binary, second wavers are assumed to be older women with links to the feminist activism of the 1960s and 1970s who believe that many of the goals of the Women's Liberation Movement have not yet been achieved and third wavers are assumed to be younger women associated with a focus on popular culture and 'scathing' critiques of second wave principles. While some theorists have dismissed third wave perspectives as dangerously coalescing with the anti-feminism inherent in post-feminist discourses, others have argued that the questions posed by 'third wavers' should not be ignored, but instead, re-appropriated to revitalise Women's and Gender Studies pedagogy.⁶⁷

While taking account of such concerns related to 'post-feminism' raised by gender theorists in an academic context, it is interesting to note that an analysis of wider global debates on gender issues may reveal a somewhat different perspective. As Diane Perrons points out, gender issues have been

increasingly prevalent at the transnational and supranational policy levels, especially since the UN's Fourth World Conference on Women in 1995 held in Beijing (which has been followed by the Beijing Plus Five conference in 2000 and Beijing Plus Ten event in 2005 – both large international forums where each country reports on its movement towards the gender equality goals established at Beijing). More locally, in the UK the Women's Unit within the national government has been very active since 1997, as have, more recently, the Women and Work Commission and the Work-Life Balance Team at the Department of Trade and Industry. The Gender Institute's ESRC seminar series, 'Work, Life and Time in the New Economy,' co-ordinated by Diane Perrons, brought policy makers from the EOC and the Women's Unit to the Gender Institute, providing a forum to discuss such gender policy issues.

In regards to its research and activities, the Gender Institute remains an exciting and intellectually stimulating place to be. With its leading academic staff, strong PhD programme and ongoing research and public seminars, conferences and symposiums, visiting academics and research scholars, the Institute lives up to its originators' founding vision of a major international centre for research on gender.

PhD profile

Carolyn Williams, Registered 2004.

Carolyn's research examines how the feminist movement's work on heteronormativity and sexual subjectivity connects with activists and academics involved in lesbian, gay, bisexual and transgender (LGBT) rights and HIV/AIDS. It asks how these connections are contributing to the evolution of feminist knowledge and agency at the different levels. Carolyn will examine current feminist academic contributions to understanding gender and sexual subjectivity cross-culturally, and explore ideas and strategies for feminist activism to challenge heteronormativity in the future. She has a BA in Spanish/French and Latin American/Caribbean Politics, a Diploma in Rural Policy and Planning and an MA in Women and Development from the Institute of Social Studies in the Hague. Carolyn has worked with UK development NGOs: from 1981-85 in Sierra Leone with Voluntary Service Overseas, as a volunteer and a field officer; from 1987-93 in Peru as Programme Director for CIIR (Catholic Institute for International Relations); and from 1995-2004 as Head of Latin America/Caribbean Department of Christian Aid. She is currently carrying out consultancy work with HIV/AIDS NGOs in Latin America and the Caribbean.

Conclusions: The GI and Beyond

'Gender is at the heart of so many social policy concerns and debates today. The LSE's Gender Institute has been a leader in providing postgraduate students with a comprehensive framework for analysing gender inequalities. GI students consistently finish their degrees ready to influence at the highest levels those policies and practices that impact women's status in society.'

**Katherine Rake, Director,
the Fawcett Society; Convenor
MSc Gender and Social Policy (1999-2001)**

In many senses, the Gender Institute's history has been a story of success against considerable odds. From being merely a glimmer in the minds of a small group of scholars across various departments at LSE, the GI has experienced tremendous expansion. Over the past fifteen years, it has built a dynamic team of leading academics, researchers

and post-graduate students, despite various barriers and constraints. It has effectively put gender on the map at the School, and has established itself at the leading edge of gender scholarship, both in the UK, and internationally. The GI has developed five innovative MSc programmes, as well as a high-quality PhD programme, and has continuously increased student numbers, every year receiving a diverse and engaged group of students from around the world. Throughout the years, the GI has developed a broad programme of activities, conferences and seminars and welcomed a prominent group of visiting scholars and researchers. On the occasion of its 15th anniversary, the Gender Institute has much to celebrate.

In the UK, Gender Studies and Women's Studies programmes have also achieved tremendous successes on a larger scale. In 2004-05



Staff and researchers toast the end of the school year 2001. From left to right: Carl McLean, Katherine Rake, Henrietta Moore, Hazel Johnstone, Anne Phillips and David Telford.

postgraduate programmes in Gender or Women's Studies operate at 28 different institutions across the UK.⁶⁸ The (inter)discipline has also achieved remarkable success in getting 'gender concerns' onto the curriculum of thousands of course and modules in universities across the UK, and internationally. Indeed, on the basis of their UK-wide research, Griffin and Hanmer argue that the numbers of modules with a gender-oriented content 'run into the thousands... One might thus argue that the permeation of Women's Studies through the Social Sciences and the Humanities has been very thorough and sustained.'⁶⁹ It has certainly been the case at the LSE that the number of courses available to undergraduates and postgraduates alike with a concern for gender issues has increased significantly since the Gender Institute first emerged in the early 1990s.

Overcoming Challenges

In what some view as a 'post-feminist' society, Gender Studies programmes in the UK do continue to face significant political and institutional challenges. Gender Studies and Women's Studies have not been recognised as independent disciplines by the higher education funding and assessment bodies and chronic underfunding and declining numbers of students in the late 1990s and early 2000s have led to the closures of a number of courses and degrees. Furthermore, the introduction in the late 1990s of student fees, to deal with the chronic funding shortage in higher education, hit one group of students that was significantly present in Gender Studies and Women's Studies particularly hard, namely mature women students, many of who now can no longer afford to study.⁷⁰

As has been discussed, the Gender Institute has, in many ways, enjoyed a rather privileged position in this context, due to its international reputation and its location in London, along with

the strength of its teaching and research programmes. However, the GI is not immune to the challenges facing Gender and Women's Studies at large. The post-feminist declaration that gender equality has been achieved, making Women's and Gender Studies programmes outmoded, is perhaps one of the most significant.⁷¹

Gender scholars, however, are fighting back against such post-feminist messages by continually highlighting and analysing the many overlapping ways in which inequalities continue to operate on the basis of gender (and intersecting axes of differentiation such as 'race', ethnicity, sexuality, ability, religion, nationality) in the UK and internationally. As Joni Seager illustrates in *The Atlas of Women – An Economic, Social and Political Survey*, 'Many women around the world have experienced an absolute decline in the quality of their life over the past ten years':

The globalizing new world economy is based largely on exploiting 'flexible' markets of underpaid workers; women's participation in this new world economy is not an unalloyed sign of progress... Around the world 'structural adjustment' policies coordinated and imposed by rich world governments have plunged country after country into social and economic crisis; it is women who have borne the cost of managing the economic fallout. Wars have wracked several countries... Women bear a special burden of these wars, including horrific mass rapes, erosion of their rights, and the unrelenting demands of sustaining families and households in the midst of chaos. In former socialist counties, women are paying an especially high price for the transition to a free-market economy and society: everywhere this brings with it skyrocketing rates of violence and sexual exploitation, sharp increases in women's unemployment, an abrupt end to government support for healthcare, childcare,

and housing, and even less representation for women in the emerging economic and political elites than they had in the old regimes. Religious fundamentalism and a resurgent conservative intolerance threaten women's right in a wide range of states... [and] large-scale systems of enslavement and oppression of women, including, prominently, sex-trafficking, are flourishing.⁷²

From this perspective, it is clear that a gender perspective remains crucial, and will do for an inestimable number of years into the future. As Joanna De Groot and Mary Maynard argued just over a decade ago, 'the gendered aspects of racism, classism, heterosexism, disablism and other oppressive forms are too significant, in terms of their interrelationships and their effects on women's lives, to be left to other forms of study... It is only within Women's [and Gender] Studies that all these elements are likely to be treated as part of a comprehensive framework.'⁷³ Their argument continues to resonate today.

Exploring the multiple dimensions of gender inequality continues to be a chief concern for many gender scholars in the UK, including those at the GI. This is evident in the work of Anne Phillips, Oognah Reitman and Moira Dustin on 'Sexual and Cultural Equality,' and PhD research students Faith Armitage and Francisco Cos-Montiel in their thesis research on 'Reclaiming Egalitarian Politics' and 'Institutional Obstacles to Gender Equality' respectively. Furthermore, as mentioned earlier, Diane Perrons and Anne Phillips are currently leading a team of gender scholars at the LSE in evaluating the EU's Framework Strategy for Gender Equality, a project funded by Enterprise LSE and Deloitte.

As in Gender Studies more broadly, however, the diversity of teaching, research and activities at the Gender Institute exceeds its considerable and longstanding focus on 'gender equality.' Staff and students at the GI are engaged in a wide array of interdisciplinary activities and projects which take up gender concerns from many different angles and perspectives, focusing on areas such as sexuality, masculinities, embodiment, violence, postcoloniality, popular music and new technologies. The work of the GI's PhD students conveys the diversity of projects undertaken within Gender Studies. Current thesis projects include Josephine Brain's on 'Gender performance and sexuality in the anorexic subject,' Carolyn Pedwell's on 'Gender, cultural difference and embodiment' and Chinwe Madubuike's on 'Assessing the Impact of Democracy on Women's Health in Nigeria.'

Given this manifest topical diversity, 'gender' should be thought of as a critical interdisciplinary approach. As Clare Hemmings argues, 'Gender is heuristic. It enables ways of reading representations in terms of codes, signs and styles, and is central to embodiment and language.' Thus, at the Gender Institute, gender is an approach which generates the organic integration of insights, theoretical frameworks and methodologies from many different disciplines and literatures.



GI students Marina Franchi, Rebecca Lawrence, Carolyn Pedwell and Michelle Aguayo put away the books for the day.

Looking Towards the Future

The permanence of any academic department within a university is never guaranteed. For example, the UK saw the termination of courses – and in some cases, whole degree programmes – in maths and physics departments at several universities around the country in the past two years. When even traditional and core subjects such as maths struggle to attract students, it is not surprising that non-traditional and challenging subjects such as Gender Studies are seen as vulnerable from time to time.

In general, student and scholarly interest in particular subject areas does ebb and flow over the years. Diane Perrons remarks that her most important aim is to ensure that the Institute endures. 'LSE scholars have kept it going for fifteen years now, so my first objective is to ensure that when I leave the post in two years time, it is in at least as good a state as it is now. Being more positive, given the way that our existing programmes provide central theoretical and practical knowledge about gender issues central to current policy debates, the commitment of existing staff, whose energies are constantly renewed by the flow of wonderful, diverse and multi-talented students – I see no reason why this should not happen'.

Of the scholars that Perrons refers to, Henrietta Moore and Anne Phillips are particularly important since their directorships of five years each together account for two-thirds of the Institute's existence at LSE. If anyone is well-placed to assess the current status and to predict the future of the GI in particular and Gender Studies more broadly, it is these two leading academics.

For Phillips, the GI has played a fundamental role in ensuring a sustained focus on gender and feminist research at LSE. 'If there wasn't a Gender Institute, would other departments decide to address gender on their own initiative?' she muses. 'In my experience, that doesn't happen. When departments do decide to address gender, it is because they've been under pressure from staff and students. And that pressure tends to be intermittent. So if you don't have a centre like the GI with a permanent place in the university which is sustaining and developing and generating more work in that area, it can drop off the map.'

For her part, Moore senses that the study of gender is about to experience a significant revival of academic interest. 'I think there is a good chance that we're just about to go into another phase where there will be a lot more writing about gender,' she predicts. 'There are lots of issues which people are trying to tackle which they can't tackle successfully without re-theorising gender.'

Gender Studies continues to be an exciting and expanding area for academic research and teaching. The advantages of 'socialist/culturalist materialist' versus 'postmodernist cultural' methodologies, the question of elaborating a transnational perspective, or the challenges and possibilities of 'third wave feminism' are debates that are far from resolved in the minds and work of feminist and gender scholars. For many of those involved in Gender Studies, it is the dynamic nature of these debates, and the differences of opinion and perspective amongst scholars and students, that will propel the (inter)discipline into the future.

Appendices

2005 Advisory Committee

Dr Diane Perrons, Director, Gender Institute (chair)

Professor Jo Beall, Development Studies Institute

Dr Elisabetta Bertero, Accounting and Finance

Professor Cathy Campbell, Institute of Social Psychology

Professor Sylvia Chant, Department of Geography

Professor Christine Chinkin, Department of Law

Dr Ernestina Coast, Social Policy

Dr Cecile Fabre, Department of Government

Dr Elizabeth Francis, Development Studies Institute

Dr Rosalind Gill, Gender Institute

Dr John Harriss, Development Studies Institute

Dr Clare Hemmings, Gender Institute

Dr Kimberley Hutchings, International Relations

Ms Hazel Johnstone, Gender Institute

Professor Nicola Lacey, Department of Law

Professor Jane Lewis, Social Policy

Dr Chun Lin, Department of Government

Dr Kate Malleson, Department of Law

Professor Henrietta Moore, Department of Anthropology

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Dr Janet Stockdale, Institute of Social Psychology

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Professor Sylvia Chant, Development Geography, DESTIN

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Dr Wendy Sigle-Rushton, Department of Social Policy

Professor Judy Wajcman, Visiting Centennial Professor, Department of Sociology,
Australian National University

Friends of the GI

Stephanie Barrientos, Research Fellow, IDS

Jana Bennett, Director of Television, BBC

Derek Diamond, Professor Emeritus, Department of Geography, LSE

Lord Meghnad Desai, Professor Emeritus, Centre for the Study of Global Governance, LSE

Simon Duncan, Professor of Social Policy, University of Bradford

Judge Dame Rosalyn Higgins, International Court of Justice

Susan Himmelweit, Professor in Economics, Open University

Jenny Kitzinger, Professor of Media and Communication Research at the Cardiff School of Journalism,
Media and Cultural Studies, Cardiff University.

Kate Malleon, Senior Lecturer in Law, LSE

Amartya Sen, Professor of Economics and Philosophy, Harvard University

Sophia Skyers, Senior Fellow, Office of Public Management

Polly Toynbee, Author and Columnist at The Guardian

Visiting and Associate Scholars, 1992-2005

(Alphabetical by last name – We apologise for any omissions from and errors in this list).

Visiting or Associate Scholar	Affiliation
Beccalli, Bianca	University of Milan
Bonnin, Debbie	University of Natal
Braidotti, Rosi	University of Utrecht
Burn, Nalini	United Nations Development Programme, Mauritius
Calloni, Marina	University of Milan-Bicocca
Falmagne, Rachel	Clark University, Massachusetts
Fenster, Tovi	Tel Aviv University
Ferrell, Robyn	University of Tasmania
Folbre, Nancy	University of Massachusetts, Amherst
Fraser, Nancy	New School for Social Research, New York
Fredericks, Patricia	University of Utrecht
Garcia-Ramon, Maria-Dolors	Autonomous University of Barcelona
Gatens, Moira	University of Sydney
Gilligan, Carol	Harvard University
Gonäs, Lena	University of Karlstad, Sweden
Govender, Pregs	University of Durban
Grace, Felicity	Griffith University, Queensland
Gueorguieva, Maria	Sofia, Bulgaria
Harold, Rena	Michigan State University
Himmelweit, Susan	Open University
Hughes, Karen	University of Alberta
Jabiri, Leila	Lawyer from Syria
Kano, Keiko	Kurume University, Japan
Kovalainen, Anna	Turku School of Economics, Finland
Kruks, Sonia	Oberlin College, Ohio
Kyriazis, Nota	Panteion University, Athens

Visiting or Associate Scholar	Affiliation
Lee-Gosselin, Helene	Universite de Laval, Quebec
MacCorquodale, Patricia	University of Arizona
Mclean, Carl	Ethnos Research and Consultancy
Maluf, Sonia	Universidade Federal de Santa Catarina, Brazil
McDowell, Linda	University of Oxford
Nielsen, Harriet	Centre for Feminist Reseach, Univsity of Oslo
Niskanen, Kirsti	Linkoping University, Sweden
Nussbaum, Martha	University of Chicago
Orbach, Susie	Women's Therapy Centre, London
Rodriguez Ruiz, Blanca	Law School, Universidad de Sevilla, Spain
Rosen, Ellen	Nichols College, Massachusetts
Rudie, Ingrid	Institute of Anthropology, University of Oslo
Rudneva, Alexandra	Kharkov Centre for Women's Studies, Ukraine
Salecl, Renata	University of Ljubljana
Sanders, Todd	Anthropology, University of Toronto
Solsana, Montserrat	Autonomous University of Barcelona
Stephens, Julie	University of Melbourne
Telford, David	Institute for Education and the LSE
Wajcman, Judy	Australian National University
Walkerdine, Valerie	University of Western Sydney
Winker, Gabriele	University of Applied Sciences of Furtwangen
Wood, Rachael	Hampshire Partnership NHS Trust

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Interviews

Professor Sylvia Walby, 18th January 2005.

Dr Diane Perrons, 23rd February 2005.

Professor Anne Phillips, 8th March 2005.

Professor Henrietta Moore, 9th March 2005.

Email Interviews

Dr Clare Hemmings, March 2005.

Dr Rosalind Gill, March 2005.

Dr Gail Wilson, March 2005.

Professor Derek Diamond, April 2005.

Dr Jan Stockdale, May 2005.

Professor Fred Halliday, May 2005.

Professor Sylvia Chant, May 2005.

Professor Lord Meghnad Desai, May 2005.

Dr Virginia Morrow, May 2005.

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Faith Armitage completed her undergraduate and masters degrees in political science at the University of British Columbia in Vancouver, Canada. A third-year PhD student in the Gender Institute and Government, Faith's thesis engages with contemporary debates about the nature of liberal egalitarianism. In addition to working on her thesis, Faith has held an internship with a Liberal-Democrat MP at Westminster during her time at the LSE. She lives with her husband, Neal Razzell, a journalist for BBC World Service Radio, at Goodenough College, an independent residence for international postgraduate students and their families. She is a member of the college's tae kwon do, yoga and sailing clubs.

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Endnotes

¹ Griffin and Hanmer, 2001: 24.

² See Chant and Brydon, 1989; Chant, 1992. Sylvia Chant, in particular, was key in introducing 'masculinities' as germane to the study of gender.

³ See Beall, 1997.

⁴ Evans, 1997:3

⁵ Evans, 1997:56

⁶ Evans, 1997: 9. See also Richardson and Robinson, 1993.

⁷ See Kabeer, 2003; Jackson and Pearson, 2002.

⁸ Jackson and Pearson, 2002:5.

⁹ Many institutional changes, however, were not made official until the late 1990s and beyond, linking with the Beijing Platform for Action.

¹⁰ Oakley and Mitchell argued in their 1997 publication, 'Women's earning as a percentage of men's have been stable at about 50-60 per cent for most of this century; a sharp rise followed the Equal Pay Act in 1970, but the trend had started to reverse by 1977 (Oakley and Mitchell, 1997:4). This has changed somewhat since this book was written. The number of women in all forms of paid work and full time work have increased in the decade 1992-2002 and one of the striking increases has been in the proportion of mothers with pre-school children in paid employment (see Harkness, 2003). The gender pay gap has narrowed since the mid-1970s when the equal pay legislation was first introduced and has stabilised at around 80 percent of male earnings on the most favourable measure, hourly earnings. For part time workers, however, a much wider pay gap remains and there is little sign of any narrowing (see Manning and Petronglo, 2004).

¹¹ See Walby and Olsen, 2002.

¹² Women are today overrepresented, constituting 60 percent of the world's 550 million working poor, earning less than \$1 a day (ILO, 2004). Just at the moment when women are entering the workforce in increasing numbers, the terms and conditions of employment are being increasingly flexible and insecure (Beneria 2003, and Perrons 2004).

¹³ See Kabeer, 2003: xiv, Chant, 1997.

¹⁴ Waring, 1988.

¹⁵ Kabeer, 2003:1; Chant, 1997.

¹⁶ See Seager, 2003: 7, Perrons, 2004.

¹⁷ See Aziz, 1992; hooks, 1992; Mohanty, 1991; Ramazanoglu, 1989; Lorde, 1984; Carby, 1982; Davis, 1982.

¹⁸ The GI's core course was originally developed in 1992 under the title, 'Theoretical and Methodological Issues in the Analysis of Gender'; however, by November 1993, it was officially re-named 'Gender Theories in the Modern World: An Interdisciplinary Approach'.

¹⁹ The relationship between 'Women's Studies' and 'Gender Studies' is quite complicated and many feminist debates have relating to such concerns have been ongoing for the past 15 years. For discussions relating to these issues see Duchén and Zmroczek, 1991; Humm, 1991; Evans, 1991; Klein, 1991; De Groot and Maynard, 1993; Richardson and Robinson, 1994; Hemmings, 2005.

²⁰ Stromquist, 2001:373.

²¹ Humm, 1989:244

²² De Groot and Maynard, 1993:2. For further discussion of the origins of Women's Studies in the UK see Zmroczek and Duchén, 1991; Stacey, Phoenix and Hinds, 1992; Richardson and Robinson, 1993; Maynard and Purvis, 1996.

²³ Richardson and Robinson, 1993:4.

²⁴ Stromquist, 2001:374.

²⁵ Jackson, 2000:2.

²⁶ Griffin and Hanmer, 2001: 24.

²⁷ Zmroczek and Duchén, 1991.

²⁸ Richardson and Robinson 1993: xvii.

²⁹ See, for example, Hoff Sommers, 1994.

³⁰ De Groot and Maynard, 1993:149.

³¹ See Faludi, 1992; De Groot and Maynard, 1993; Whelehan, 1995; Oakley and Mitchell; 1997.

³² Hemmings, 2005b:108.

³³ Hemmings, 2005b:111.

³⁴ Allen and Kitch, 1998:276

³⁵ See Gill and Grint, 1995, Gill ,forthcoming.

³⁶ See Hemmings and Grace, 1999; and Hemmings, 2002.

³⁷ See Phillips, 1991, 1993, 1995.

³⁸ See Perrons, 2004.

³⁹ This link is designed to retain the Gender Institute's complete autonomy with respect to teaching and research and to allow the GI to draw on Sociology for administrative support.

⁴⁰ Zmroczek and Duchon, 1991; Richardson and Robinson, 1993; Griffin and Hanmer, 2001.

⁴¹ See Stacey, Phoenix, Hinds, 1992; Skeggs, 1995; Jackson, 2000; Griffin and Hanmer, 2001.

⁴² Hemmings, 2005b:104.

⁴³ See Humm, 1991; Klein 1991; Phoenix and Hinds, 1992; De Groot and Maynard, 1993; Maynard and Purvis, 1996; Evans, 1997; Richardson and Robinson, 1993; Zalewski 2000, 2003; Gillis and Munford, 2003.

⁴⁴ See Grewal and Kaplan 1994; Aziz, 1992; hooks, 1992; Mohanty 1991; Lorde, 1984; Carby, 1982; Davis, 1982.

⁴⁵ See hooks, 1989; Ramazanoglu, 1989; De Groot and Maynard, 1993.

⁴⁶ De Groot and Maynard, 1993: 152.

⁴⁷ Richardson and Robinson, 1993:21.

⁴⁸ De Groot and Maynard, 1993.

⁴⁹ Griffin and Hanmer, 2001:37.

⁵⁰ See Evans, 1991; Klein, 1991; De Groot and Maynard, 1993.

⁵¹ See Flax, 1987; Hekman, 1990; DeGroot and Maynard, 1993; Ahmed, 1998; Nicholson, 1999; Zalewski, 2003.

⁵² See Aziz, 1992; Stacey, Phoenix and Hinds, 1992; Maynard and De Groot, 1993; Maynard and Purvis, 1996; Wekker, 2004.

⁵³ See Allen and Kitch, 1998:276.

⁵⁴ Jackson and Scott, 1998: 1-2.

⁵⁵ See Mohanty, 2002.

⁵⁶ See Narayan, 2000.

⁵⁷ See Ong, 1999; Ong and Collier, 2005.

⁵⁸ Griffin and Hanmer, 2001:30.

⁵⁹ See Barrett and Phillips, 1992.

⁶⁰ Jackson, 2001; Nussbaum, 1999; De Groot and Maynard, 1993; Evans, 1991.

⁶¹ Jackson, 2001: 283.

⁶² Liddle and Wright, 2001: 277.

⁶³ Hemmings, 2005a: 130

⁶⁴ Hemmings, 2005a: 131

⁶⁵ See Faludi, 1992; Whelehan, 1995; Oakley and Mitchell, 1997; Whelehan, 2000.

⁶⁶ See discussions in Looser and Kaplan, 1997; Segal, 2000; Adkins 2004, Zalewski, 2003; Gillis, Howie and Munford, 2004.

⁶⁷ Zalewski, 2003; Gillis, Howie and Munford, 2004.

⁶⁸ Feminist and Women's Studies Association (FWSA), 2004.

⁶⁹ Griffin and Hanmer 2001:25.

⁷⁰ Griffin and Hanmer, 2001:43.

⁷¹ See Griffin and Hanmer, 2001:43 and Oakley and Mitchell, 1997.

⁷² Seager, 2003:7.

⁷³ De Groot and Maynard, 1993:173.