



**Gender and Education Association International Conference 2020
Hosted by the University of Calgary, Werklund School of Education,
Calgary, Alberta, Canada**

June 15th-18th, 2020

Call for Papers

**Conference Theme: Gender Complexity, Collaboration and Connectedness
(GC³GEA2020Calgary)**

Call for Papers Open: September 30, 2019

Call for Papers CLOSES: November 30, 2019

This year's conference *Gender Complexity, Collaboration, Connectedness (GC³)* reflects on the pillar of gender as a central identifier in education. The primary goal this year is to provoke conversations attentive to the complexity of gender particularly as it relates to the current social, political context. The (dis)locating identities from a gendered lens speaks to the diverse and complex ways people are positioned, counted and made to matter through empowering and dis-empowering practices and knowledges. Nationally, internationally and locally we are witness to Calls to Action and the need for respectful dialogue across communities for greater intercultural understandings. We are in the midst of a troubling and troubled landscape wherein identity politics are used and misused. Thematically the conference will be responsive to and reflective of the ways in which gender is complexly located within education. The

complexity of gender points to the intersectionality and the matrices of power associated with gender in education. This conference will variously address the messiness of gender in the practical and theoretical realm with consideration of the implications this has for those in education as well as those outside of education. It is also a conference that will address *collaboration* both in the purest sense in which *gender is a collaborative process* through which we are authored and co-authored as well as in the broader sense that feminists engage in *collaborative research and activism* to disrupt normative ideologies. Collaboration is highly valued and promoted and in fact, during this conference our team will endeavor to promote opportunities for collaboration and community, spaces and places throughout the conference that prompt dialogue and nurture national and international collaboration. Finally, this conference is intended to speak to the *connectedness* possible when theory meets practice. A significant component of this year's conference is the ways that theory informs and provides for practical implications particularly in education.

The dualities of education that have polarized and contributed to binaristic thinking and dualistic understanding in education are deeply political, social, cultural and economic constructs. This dualistic frame of reference is ever too familiar in the current geo political context. We are confronted with either/or, us/them, in/out positionings that are provocative and wildly problematic particularly as they apply to issues intersecting equality, gender identities and education specifically.

This conference showcases the complexity of gender in education at a time when mainstream rhetoric and the politicization of identities may in fact need it the most. This conference will dislodge deeply held views and understandings from the us/them, win/lose, he/she renderings of education realities and instead invite, nurture and encourage collaborative non-exclusionary understandings for a more fluid frame of reference with/in education. Navigating the theoretical and pedagogical, this conference is designed to **open dialogues to collaboration**

The central themes of this conference address the **complexity**, the **collaborative** and, the **connectedness** between gender theory and informed activism in education that occurs when done with intentionality and determination for change. While it is impossible to anticipate the level of activism such a gathering of international scholars might provoke, it is nonetheless a fundamental goal to weave together theory and practice while unsettling long held, more static views of gender in education. Our primary aim is to provoke and provide for transformative educational practices, curricular possibilities, and theoretical disruptions in how we see, know, understand and engage with gender in education. The complexity of ways of knowing and engaging with gender in education revolves around challenging views, reconsidering ways of seeing, ways of knowing and understanding. This is particularly compelling in current times when our collective, our collaborative, has been tested, pushed to create greater confusion rather than allow for expanding clarity and collaboration.

A number of confirmed speakers in the spotlight include (*in alphabetical order by surname*):

- **Dr. Tracey Bear**- <https://www.ualberta.ca/native-studies/about-us/contact-us-people/faculty/tracy-bear>
- **Dr. Jessica Fields**- <https://www.uts.utoronto.ca/ichs/jessica-fields>
- **Dr. Lance McCready** https://www.oise.utoronto.ca/lhae/Faculty/2026/Lance_McCready.html
- **CJ Pascoe** www.cjpascoe.org
- **Rebecca Raby** <https://brocku.ca/social-sciences/child-and-youth-studies/people-in-our-department/rebecca-raby/>
- **Shirley Anne Tate** <https://www.ualberta.ca/arts/about/people-collection/shirley-anne-tate>
- **Dr. Kristopher Wells**
<https://www.macewan.ca/wcm/SchoolsFaculties/HCS/Programs/BachelorofChildandYouthCare/OurPeople/WELLSK25>

Themes that could be explored but are not limited to or exhaustive include:

- Gender policies and practices in schooling and higher education
- Gendered educational subjects
- Researching and theorizing gender
- Community and practitioner engagements with gender
- Intersectional Feminisms
- Indigenous gender knowledges and education
- LGBTQ2S, conceptions of queerness
- Gender activism and social movements
- Decolonizing gender and education
- Gender (re) arrangements in educational spaces,
- Gendered subjectivities, becoming, doing and being gendered
- Trans-inclusive spaces/practices
- Non-binary & gender non-conformity
- Gender Equity, Diversity and Transformations
- Sexual Diversity and Cultures
- Learning and unlearning gender
- Relationship and Sexuality Education
- Gender in curriculum
- Disability and ableism in education
- Gendered and Sexual bullying, harassment, and violence
- Racism in education
- Class and classism in education
- Gender Attainment, Achievement, Testing & (in)equalities
- Health education, bodies and gender
- Heteronormativity, homophobia and responses
- Education and social justice
- Neoliberalism in education

- Digital gender and sexual cultures
- Gendered educational data, & datification
- Quantification, metrics, & gender
- Feminist pedagogies and praxis
- Male femininities, female masculinities

Call for Papers

We invite contributions to the conference in a range of formats including academic papers or presentations, roundtable sessions, symposia, workshops, creative interventions-performances along with other formats designed to provoke conversation and share research-informed ideas and practices. **ABSTRACTS** (100 word overviews of papers or symposia) are to be included in the final program. Please be concise and coherent. Submission guidance:

For ALL submissions (except Symposia) please adhere to the format outlined in “what to Include in the Paper Submission”. Submission Requirements:

- Individual papers: **300 word maximum** **ABSTRACT** 100 words
- Roundtable discussion, panel, workshop, creative intervention-performance: 400 words maximum. Please include **ABSTRACT**.
- Symposium: Please include 150 word maximum overview of the session and a title and summary from each presentation in the symposium. Each presentation should have a summary **of 300** words maximum. (see **Symposia Submission** outline below)
- For ALL submissions, in-text citation is welcome but a reference list is not necessary.

What to Include in the Paper Submission

The following are provided as areas to consider in your proposal.

1. Purpose;
2. Theoretical framework; perspectives
3. Methods and/or techniques;
4. Results, conclusions and/or interpretations; and
5. Educational significance

Symposia Submission

The symposia submission (along with **ABSTRACT**-100 words) may be in one of the following two formats:

1. A unified summary of all the papers or presentations that addresses

the information requested in the preceding instructions for “Paper Submission;”

OR

2. An overview of the session followed by summaries of each individual presentation may include the following:

1. Purpose;
2. Theoretical framework; perspectives
3. Methods and/or techniques;
4. Results, conclusions and/or interpretations; and
5. Educational significance

SUBMISSIONS will be accepted via email as a WORD/PDF document attachment. Only WORD/PDF documents adhering to the above format will be reviewed.

Please send submissions to: GC32020@ucalgary.ca