

**CALL FOR PAPERS FOR WOMEN, GENDER AND RESEARCH
THEMED ISSUE: TEACHING GENDER AND DIVERSITY IN HIGHER EDUCATION, 2016**

Teaching gender and diversity in higher education is an activity that all gender scholars are engaged in. In many courses taught today gender and diversity is a frequently recurring theme. Yet, how to teach gender and its intersecting categories is rarely up for debate in academic journals. This special issue of *Women, Gender & Research* tries to make up for this by putting a spotlight on university level teaching in gender and diversity and related pedagogical practises across all academic disciplines. Therefore, the editorial team welcomes contributions that theorise and reflect on gender and its intersecting categories as part of our teaching practices.

The idea of focussing on gender and its intersecting categories in teaching is linked to gender research on 'situated' and 'embodied' knowledge promoting that perspectives matter – also in teaching. As such identity becomes part of all knowledge production and learning. In the constructivist tradition, identities are historically and socially constructed and as such can also be de- and reconstructed – or in other words destabilised. As a result, knowledge cannot be seen as an absolute but as part of the learner's gendered and for example racialized experiences and perspectives.

This special issue focusses on the insights produced in teaching sessions on gender and its intersecting categories, the teaching methodologies applied, and the framework in which teaching takes place. Articles focussing on discussions of teaching and learning as well as broader, synthetic essays are welcome.

The special issue seeks to address the following questions:

- How can we integrate gender in curriculum and engage students in gender discussions?
- What forms of resistance can be identified in teaching gender and diversity issues? How does the view on feminism and anti-feminism influence teaching on gender and diversity?
- How does gender intersect with other identities or categories like ethnicity, race, class, age, sexual orientation et cetera in teaching? And how do we establish inclusive learning environments?
- How do knowledge / power structures influence the institutional framework for teaching on gender and its intersecting categories?

Women, Gender & Research is an interdisciplinary peer-reviewed journal on gender research in the fields of culture, society, nature, health, and technology. The journal is mainly aimed at researchers in the field of gender scholarship but may also be relevant for other researchers and students as well as for various interest groups et al. *Women, Gender & Research* constitutes a forum for scholarly debate on theories, methodologies, and interpretations. We also welcome book reviews, essays and contributions to current debates.

Theme editors: Stine Thidemann Faber, Feminist Research Centre (FREIA), Aalborg University & Diana Højlund Madsen, Feminist Research Centre (FREIA), Aalborg University & Connie Carøe Christiansen, KVINFO.

Deadline for abstracts 1st of March 2015 (1/2 - 1 page. Max. 400 words)

Deadline for articles 1st of August 2015 (32.000 – 45.000 characters or 5-6000 words)

The language of the special issue will be English.

Send abstracts to sub-editor Matilde Lykkebo Petersen: redsek@soc.ku.dk.

Please find the Guidelines for Contributors at our webpage:

http://koensforskning.soc.ku.dk/kkf/skriveguide/Guidelines_for_Contributors_2011.pdf