



Negotiating Masculinities and Bodies in Schools: The Implications of Gender Theory for the Education Of Boys

Kevin G. Davison

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This book explores gender and the body in relation to the postmodern condition and is especially interested in the situation brought about by computer technology and internet communications which allows for an abstraction of gender from the body, and how this relates to contemporary pedagogy. This work should appeal to scholars interested in gender studies and education. This book explores gender and the body in relation to the postmodern condition, challenging the stability of modernist understandings of gender and making a case for viewing gender as a pedagogical tool rather than as a threat. The research was conducted online among female-to-male transgender and gay men participants, presenting a complex methodological analysis to further question the stability of subjective gender identities. Historical moments when technology and gender have collided are considered as illustrations of the possibilities inherent in technology for renegotiating gendered identities. Further, contemporary debates about boys and academic underachievement are critically examined to illustrate how the resistance to a gender analysis may perpetuate educational inequities. This text offers the potential for building new theories to address gender gravity as a force that can be actively resisted and renegotiated as a part of everyday educational practices.

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