

En coll. avec la Haute école de travail social et de la santé – EESP – Lausanne,  
l'École doctorale romande en études genre et l'Institut des sciences  
sociales de l'Université de Lausanne ont le plaisir de vous convier à **deux**  
**conférences publiques de**

**Janne Bromseth**, Ph.D., chercheuse au Département d'ethnologie,  
histoire des religions et études genre de l'Université de Stockholm,  
**le mercredi 16 mars 2011.**

*Entrée libre pour toute personne intéressée*

### **12h30-14h**

Université de Lausanne, Bâtiment Internef, salle 123. Arrêt M1: UNIL-Dorigny

J. Bromseth : **"Locating 'the problem' in strategies of change:  
from education about the Other to norm critical pedagogy."**

**Résumé:** Where are queer bodies located, and how are they constituted and oriented in everyday practices, and within educational contexts? A general observation that a range of studies conclude with is that queer bodies are constituted as something *other* in the school space, and simultaneously (re)produce and constitute heterosexuality as the default norm (Kumashiro 2002, Röthing 2007, Martinsson & Reimers 2008, Epstein et al 2003). This is also what I and my colleague found when we set out to study how teachers, school leaders and students in four Swedish schools created and talked about equal opportunity work in the schools where they spent most of their week-days (Bromseth & Wildow 2007). In this presentation I will, on the basis of ours and other's research, show how queer bodies are sculptured in school books and teaching, and positioned in ways making them disappear or appear as deviant, problematic and stereotypical. In spite of teachers' often good intentions of creating tolerance towards LGBT-people, the strategies using a tolerance pedagogical point constitute queer bodies as distant, pitiful and/or problematic, and non-heteronormative lives as having no futures. I will also show examples where educators seek to look beyond a discourse of tolerance in their strategies of change in teaching, and instead use what is referred to as queer and norm-critical pedagogy (Britzman 1998) as a point of departure in the class room. How can heteronormativity be interrupted, and in doing so, which parts of heteronormativity are challenged, and what remains unchallenged, in relation to creating, repeating and reformulating narratives and images of intelligible and desirable lives?



## 17h30-19h

Université de Lausanne, Bâtiment Internef, salle 123. Arrêt M1: UNIL-Dorigny

### J. Bromseth : **"When you grow up and get married..." Elder and younger lesbian, bisexual and trans-women and queer youth negotiating heteronormative life scripts, gender and age."**

**Résumé:** This presentation builds upon a three-year funded research project, (a cooperation between Fanny Ambjörnsson & Janne Bromseth) looking into the life conditions and resistance strategies amongst younger and older lesbian, bisexual, trans-women and queers in Sweden. By using individual and group interviews, as well as field notes from participant observation, I will look into the multi-faceted co-constructions of age, gender and sexuality norms in stories from queer lives today, as experienced from two different age positions; younger (approximately 18-30 years old) and elder (approximately 60-80). How does a particular kind of heterosexuality regulate norms for what a valued and morally legitimate life should look like? What are the specific cultural expectations of what life should look like in a particular age, or 'life phase', in the Western world? In this paper I will use the concept of heteronormative life scripts (Ahmed 2006) as a point of departure for analyzing how norms of age, sexuality and gender intersect. How are cultural narratives of heterosexual coupling and reproduction experienced by lgbtq-people in different ages? How do our informants resist and/or negotiate age- and sexuality norms, in relation to both hetero- and homo-normativity? How are alternative life scripts formulated, and normative concepts of age, generation and valuable lives filled with new meanings by two generations of queers?

**Discutante : Catherine Fussinger**, historienne, responsable de recherche à l'Institut universitaire d'histoire de la médecine et de la santé publique (IUHMSP).

Cette conférence est également organisée en coll. avec l'IUHMSP.

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