

# Emotion and the Researcher: Communicating Affect in Academic Spaces

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Families, Identities and Gender Research Network  
Emotion and the Researcher: Workshop 2  
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# Overview

- Research Study
- Research Methods
- Beyond the Academic Article
- Reflecting on Ethics
- Insider Accountability
- Darker Side of Family Life
- Concluding Remarks

# Contextualising

- Research Site – Hystryd
- ‘Los Angelization’ of socio-economic terrain
- Participants
- Position of the researcher

# 3 Research Questions

- **PLACE** - How does the immediate location feature in and mediate women's educational, family, relationships and employment histories (mothers) and futures (daughters)?
- **SOCIAL REPRODUCTION** - To what extent do inter-generational (e.g. mother's and daughter's) narratives of their educational experiences, employment histories, social networks, relationship cultures and gendered identities converge and diverge?
- **GENDER** - In what ways do interpersonal relations, broader social networks and institutional cultures and practices intersect and operate to regulate women's educational, social and employment opportunities and orientations?

# Methodology

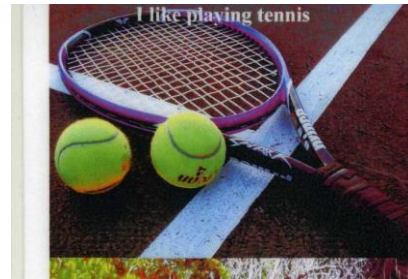
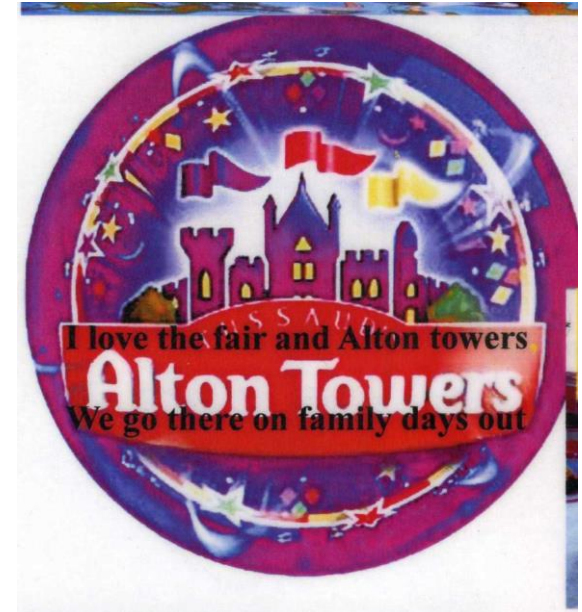
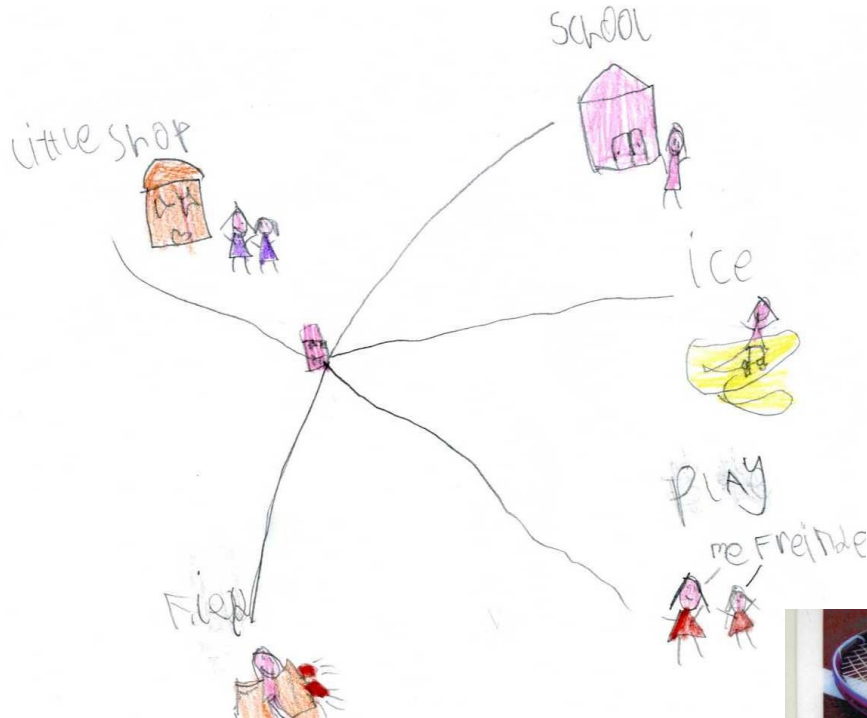
- Making the familiar strange (Delamont and Atkinson 1995; Mannay 2010)
- Power and participatory methods
- Three methods of visual data production
- Place, Space and Possible Selves
- Auteur Theory (Rose 2001)
- Psychosocial and narrative approaches
- Unforeseen disclosures (Mannay 2011)

# Fighting Familiarity



Mannay (2010)

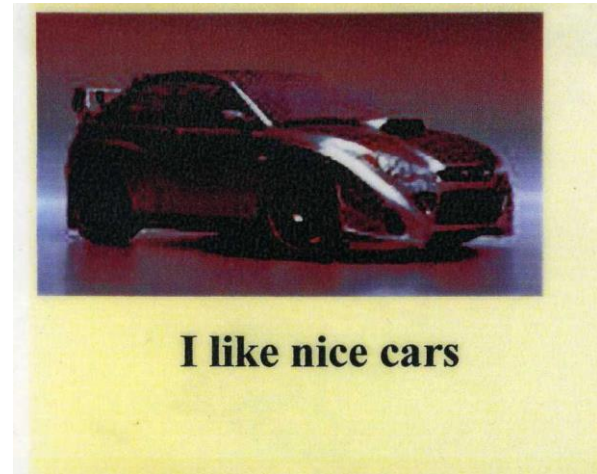
# Power and the Participatory



Mannay (2013)

# Who put that on there?

- Bryany: (reading from the collage) *I like nice cars, who put that on there? I know I like nice cars but, I don't really really really like them ... I don't watch Top Gear, I don't watch anything about cars*





# Dissemination

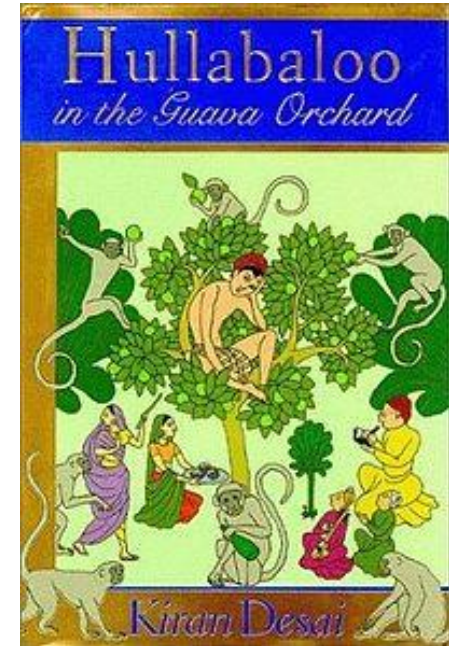
- 'It is actually rather easy to write things that are not clear - especially after you have read a few theorists' (Hearn 2012)
- Move beyond the dense, dry, flat prose
- Write to disrupt and to write reflectively but not be at the cost of accessibility
- Write for social justice
- Inspire people to make changes (Pease 2012)

# Ethical Concerns

- Visual Images (Brady and Brown 2013; Fink and Lomax 2012)
- The Open Access question? (Mannay 2014)
- Discoveries of the self
- Unintended consequences
- Affective landscapes of trust, confidentiality and silence
- Darker side of family life

# Hullabaloo in the Guava Orchard

- Taking refuge in the branches of a guava tree: the difficulty of retaining consenting and non-consenting participants' confidentiality as an indigenous researcher



# Taking refuge in the branches of a guava tree

*Art may open up experiences, offer new ways of knowing, make the familiar strange*

*But talk, their stories around the images, auteur theory, brings more*

*Lives not spoken of before*

*I listen to the experiences in the stories and learn of lives through many characters*

*Sisters, brothers, fathers, mothers, lovers, enemies and friends*

*The cast never ends*

# Poetic Spaces of Activism

- 'I like rough pubs':  
exploring places of  
safety and danger in  
violent and abusive  
relationships



# I like rough pubs

*I like rough pubs*

*Other people avoid them*

*They worry about trouble*

*Associate them with danger*

*But to me they mean safety*

*I like rough pubs*

# Concluding Remarks

- Reflectivity
- Engage both cognitively and emotionally with an audience
- Ethics
- Social Justice
- Beyond the academic article

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