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Nota di contenuto	Cover; Postfeminist Education?; Title Page; Copyright Page; Table of Contents; Acknowledgements; 1: Introduction Postfeminism, education and girls; 2: Successful girls? Exploring educational media and policy' scapes' and the postfeminist panic over feminine 'success'; 3: Mean or violent girls? Exploring the postfeminist panic over feminine aggression; 4: Sexy girls? The middle class postfeminist panic over girls' 'sexualisation' and the protectionist discourses of sex education; 5: Rethinking debates on girls' agency Critiquing postfeminist discourses of 'choice' 6: Towards a new discursive, psychosocial and affective theoretical-methodological approach7: Sexual regulation and embodied resistance Teen girls entering into and negotiating competitive heterosexualised, postfeminist femininity; 8: Girls negotiating postfeminist, sexualised media contexts; 9: Conclusion Ways forward for feminism and education; Notes; References; Index
Sommario/riassunto	"This book challenges a contemporary postfeminist sensibility grounded not only in assumptions that gender and sexual equality has

been achieved in many Western contexts, but that feminism has gone 'too far' with women and girls now overtaking men and boys - positioned as the new victims of gender transformations. The book is the first to outline and critique how educational discourses have directly fed into postfeminist anxieties, exploring three postfeminist panics over girls and girlhood that circulate widely in the international media and popular culture. First it explores how a masculinity crisis over failing boys in school has spawned a backlash discourse about overly successful girls; second it looks at how widespread anxieties over girls becoming excessively mean and/or violent have positioned female aggression as pathological; third it examines how incessant concerns over controlling risky female sexuality underpin recent sexualisation of girls moral panics. The book outlines how these postfeminist panics over girlhood have influenced educational policies and practices in areas such as academic achievement, anti-bullying strategies and sex-education curriculum, making visible the new postfeminist, sexual politics of schooling. Moving beyond media or policy critique, however, this book offers new theoretical and methodological tools for researching postfeminism, girlhood and education. It engages with current theoretical debates over possibilities for girls' agency and empowerment in postfeminist, neo-liberal contexts of sexual regulation. It also elaborates new psychosocial and feminist Deleuzian methodological approaches for mapping subjectivity, affectivity and social change"--

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