ABSTRACT

This dissertation is an exploration of the im/possibilities of knowing and being known within sexuality education. The project was provoked by how sexuality education is framed as a global strategy to prevent the human immunodeficiency virus (HIV) among youth. In particular, the study aimed to problematize how sexuality education is positioned as a site for youth empowerment in relation to gendered identities and relations.

Through feminist and poststructural readings of ethnographic research (Britzman, 2000; Lather, 2007; St. Pierre & Pillow, 2000; Youdell, 2010), this dissertation engages the pedagogical encounters of sexuality education. The pedagogical encounter (doubled through the research encounter) is theorized as a contested site in which educators and learners engage in the messy and always ongoing work of making sense of their lives within place (Ellsworth, 1997, 2005; Massey, 2005). These encounters take form in South Africa, even as the relations explored within them resist a global/local binary of international guidelines, national programmes or local implementation. Within the contours of these encounters, educators from loveLife, a South African non-governmental organization, meet-up with youth in particular moments.

Drawing on three opening propositions related to sexuality education as an always political project, this dissertation foregrounds an analytic shift from who youth are and what is known to how understandings of identities and forms of knowledge become coherent within particular pedagogical moments. This shift draws attention to how pedagogical approaches such as loveLife’s are entangled in power-laden understandings of social identities and a perceived (linear) relation to knowledge. In doing so, it destabilizes the claim that youth can be empowered through sexuality education. Within the problematic imperative to “do” sexuality education differently, already present struggles over identities and forms of knowledge point to the necessity of re-articulating what is claimed in and through sexuality education. This dissertation suggests an articulation of sexuality education in which the vulnerability of knowing and being known might become a condition for responsibility to one another and a site for social transformation.

BIOGRAPHICAL NOTES

Academic Studies: B.A., Rice University, 2002
M.Sc., The London School of Economics and Political Science, 2005

GRADUATE STUDIES

Field of Study: Gender, youth identities, sexuality education, HIV prevention

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUST 601A</td>
<td>Freud and education</td>
<td>Dr. D. Britzman</td>
</tr>
<tr>
<td>CUST 565B</td>
<td>Youth studies</td>
<td>Dr. L. Loutzenheiser</td>
</tr>
<tr>
<td>CCFI 508A</td>
<td>Research interviews in education</td>
<td>Dr. S. Talmy</td>
</tr>
<tr>
<td>CCFI 601A</td>
<td>Critical social theory</td>
<td>Dr. C. Ruitenberg</td>
</tr>
<tr>
<td>CCFI 601A</td>
<td>The cultivation of cosmopolitanism</td>
<td>Dr. W. Pinar</td>
</tr>
<tr>
<td>EDST 601B</td>
<td>Advanced methodologies in education</td>
<td>Dr. J. Chan</td>
</tr>
<tr>
<td>EDCP 601A</td>
<td>Doctoral seminar in curriculum theory</td>
<td>Dr. L. Loutzenheiser</td>
</tr>
<tr>
<td>EDST 602A</td>
<td>Second year PhD seminar</td>
<td>Dr. S. Butterwick</td>
</tr>
<tr>
<td>CCFI 601A</td>
<td>Foucault and his doubles</td>
<td>Dr. T. Kemple</td>
</tr>
<tr>
<td>CCFI 565A</td>
<td>Qualitative research</td>
<td>Dr. L. Loutzenheiser</td>
</tr>
</tbody>
</table>

AWARDS

Vanier Canada Graduate Scholar, Canadian Institutes of Health Research
UBC Four Year Doctoral Fellowship

PUBLICATIONS


PRESENTATIONS


SUPERVISORY COMMITTEE

Dr. Mona Gleason, University of British Columbia, Canada
Dr. Lisa Loutzenheiser, University of British Columbia, Canada
Dr. James Lees, University of the Western Cape, South Africa

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF PHILOSOPHY
(Educational Studies)

ANDRÉE ELIZABETH GACOIN

B.A., Rice University, 2002
M.Sc., The London School of Economics and Political Science, 2005

Wednesday, March 25, 2015, 4:00pm
Room 200, Graduate Student Centre
Latecomers will not be admitted

“Teaching empowerment? Gender, sexuality education and the contested pedagogical relations of knowing and being known with(in) an HIV prevention programme in South Africa”

EXAMINING COMMITTEE

Chair:
Dr. Thomas Kerr (Experimental Medicine)

Supervisory Committee:
Dr. Mona Gleason, Research Co-Supervisor (Educational Studies)
Dr. Lisa Loutzenheiser, Research Co-Supervisor (Curriculum Studies)

University Examiners:
Dr. Deirdre Kelly (Educational Studies)
Dr. Pam Ratner (Nursing)

External Examiner:
Dr. Deevia Bhana
School of Education
University of Kwazulu-Natal
Pinetown, South Africa