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| **De Partu event 27/05/17: programme** |
| Arrival 9.30 a.m. for 10.00 a.m. start   |
| 10.00 | Welcome | Janette Allotey and Mary Nolan |
| 10.05 - 10.35 | Ancient Egyptian midwives: their role in medicine | Rosalie David, EmeritusProfessor of Egyptology, University of Manchester |
| 10.35 - 11.05  | Invisible characters (women) and alternative narratives (childbirth) in the early prehistory of Scotland | Denise Telford , final year PhD student, Department of Archaeology, University of Glasgow, researching healing narratives, women and childbirth in Early Neolithic Scotland |
| *11.05 - 11.30 Coffee is provided* |
| 11.30 - 11.45 | Language and expressions of knowledge in early midwifery texts: digital possibilities and discursive realities | Richard J Whitt, Assistant Professor in Linguistics, University of Nottingham |
| 11.45 - 12.00 | Parent education in *Myles' Textbook for midwives*, 1964-1985: midwifery power and maternal subjugation | Mary Nolan, Professor of Perinatal Education, Allied Health Sciences, University of Worcester |
| 12.00 - 12.30  | Midwifery education for medical practitioners as part of medical regulation in the 19th century | Louise Jenkins, PhD student and Deputy Head of Midwifery, Child and Community Nursing, Anglia Ruskin University |
| *12.30 – 13.30 Lunch is provided - please notify Janette of any particular dietary requirements (**jcadepartu@gmail.com**)* |
| 13.30 - 14.00  | A tribute to Jean Donnison | Janette Allotey |
| 14.00 - 15.00  | Report of the work on the records of the York Poor Law Union collection, which contains some tangential information on midwifery and single mothers and a general survey of the Medical Officer of Health collections; including a close-up look at some of the archives  | Julie-Ann Vickers, Project Archivist, Past Caring project, Explore York Libraries and Archives |
| *15.00 – 15.30 Tea is provided* |
| 15.30 - 16.00 | The Great Debate: creative non-fiction or historical biographical fiction vs. historical veracity. Reading for pleasure and education vs. risk of mislearning of historical facts?  | Panel and audience |
| 16.00 - 16.15  | Final remarks and close |  |