

Public Abstract**First Name:**Kathryn**Middle Name:**Eva**Last Name:**Fishman-Weaver**Adviser's First Name:**Crawford**Adviser's Last Name:**Emily**Co-Adviser's First Name:**Hart**Co-Adviser's Last Name:**Jeni**Graduation Term:**FS 2015**Department:**Educational Leadership & Policy Analysis**Degree:**PhD**Title:**WHOLEHEARTED AFFECTIVE EDUCATION:**A FEMINIST FRAMEWORK FOR CULTIVATING COURAGE, CONNECTION, AND SELF-CARE IN THE COLLEGE TRANSITION**

The unique social-emotional needs of academically high achieving young women are often absent from educators' schemas of potentially vulnerable populations. This masked issue in schools, is the consequence of first, a hyper-focus on achievement, and second, hegemonic narratives about gender and success. The purpose of this youth participatory action research (YPAR) project was to unmask the affective crisis of high achieving young women on the precipice of college. Using a community-based approach, student-researchers practiced strong vulnerability, planned educational workshops, and shared courageous stories via public radio. The YPAR process led to complex and nuanced discoveries about courage, connection, and self-care. These discoveries informed a new framework for wholehearted affective education.