

List of readings

LECTURE 1 AND SEMINAR 1

Intensive readings:

Kumashiro, Kevin. 2000. "Toward a Theory of Anti-Oppressive Education." *Review of Educational Research* 70 (1), pp. 25-53. (28 pages) (e-article available through LiU library)

hooks, bell. 1994. *Teaching to Transgress. Education as the Practice of Freedom*. London: Routledge. (216 pages – don't be alarmed by the number of pages as this is a book of essays that are much easier to read than most articles!) (e-book available at LiU university library)

<https://login.e.bibl.liu.se/login?url=https://www.taylorfrancis.com/books/9780203700280>

Bromseth Janne and Sörensdotter Renita. 2013. "Norm-critical Pedagogy." In Anna Lundberg and Ann Werner (eds), *Gender Studies Education and Pedagogy*. National Secretariat for Gender Studies: Gothenburg, pp. 24-32. (9 pages) (uploaded in LISAM)

Extensive readings:

Kumashiro, Kevin. 2002. *Troubling Education. Queer Activism and Antioppressive Pedagogy*. New York, London: Routledge. Chapters 1, 2, 4. (137 pages) (available at LiU university library)

LECTURE 2 AND SEMINAR 2

Intensive readings:

Lykke, Nina. 2011. "This Discipline Which Is Not One: Feminist Studies as a Postdiscipline." In R. Buikema, G. Griffin and N. Lykke (eds), *Theories and Methodologies in Postgraduate Feminist Research. Researching Differently*. Routledge: New York, pp. 137-150. (available as an e-book at LiU university library)

Lykke, Nina. 2010. "Undoing Proper Research Objects." In Nina Lykke, *Feminist Studies*. Routledge: New York, pp. 31-45. (14 pages) (available as an e-book at Linköping university library)

Extensive readings:

Armstrong, Ann Elizabeth and Juhl, Kathleen. 2007. "Constructing a Matrix of Feminist Teaching in And With Theatre and Performance." In Ann Elizabeth Armstrong and Kathleen

Juhl (eds), *Radical Acts Theatre and Feminist Pedagogies of Change*. Aunt Lute Books: San Francisco, pp. 7-27. (20 pages) (available at LiU university library)

Waaldijk, Berteke and Just, Edyta. 2010. *Reference Points for the Design and Delivery of Degree Programmes in Gender Studies*. Tuning Educational Structure, Athena, Life Long Learning, Education and Culture DG, European Commission. (145 pages) (can be downloaded at: http://www.deusto-publicaciones.es/ud/openaccess/tuning/pdfs_tuning/tuning22.pdf)

LECTURE 3 AND SEMINAR 2

Intensive Readings:

Waaldijk, Berteke and Just, Edyta. 2010. "Summary of the Gender Studies Tuning Process" and "Teaching, Learning and Assessment." In Berteke Waaldijk and Edyta Just (eds), *Tuning Educational Structures in Europe. Reference Points for the Design and Delivery of Degree Programmes in Gender Studies*, Universidad de Deusto, pp. 43-86 and 87-110. (can be downloaded at: http://www.deusto-publicaciones.es/ud/openaccess/tuning/pdfs_tuning/tuning22.pdf)

von Glasersfeld, Ernst. 1989. "Cognition, Construction of Knowledge and Teaching", *Synthese* 80(1), (special issue on education), pp. 121-140. (available as e-journal/article at LiU university library and uploaded in LISAM)

Extensive Readings:

Wallin, Jason J. 2010. *A Deleuzian Approach to Curriculum. Essays on a Pedagogical Life*. Palgrave Macmillan: New York. (available as an e-book at LiU university library)

Silvia Caporale Bizzini and Melita Richter Malabotta (eds), *Teaching Subjectivity. Travelling Selves for Feminist Pedagogy*, Athena, Utrecht, 2009. Can be downloaded at: http://gallery.mailchimp.com/b191e660f005d37f84a4e431d/files/Teaching_Subjectivity_FU_LL.pdf

Edyta Just, "Teaching Gender in Interdisciplinary and Transnational Classrooms." In: *Quilting Stories*, M. M. Wojtaszek and E. Just (eds), Wydawnictwo Uniwersytetu Lodzkiego, Lodz, 2012, pp. 167-179. (uploaded in Lisam)

Edyta Just, "Affect and Concept or Zero∞Gravity Consciousness," in *Theories of Affect and Concepts in Generic Skills Education: Adventurous Encounters* eds E. Just and W. Grahn (2017), pp. 9-27. (uploaded in Lisam)

LECTURE 4 AND SEMINAR 3

Intensive Readings:

Just, Edyta. 2020. "The Body and the Brain in Classrooms: On Matter and Social Context." *Creative Education*, 11: 693-709.

doi: 10.4236/ce.2020.115051 (uploaded in LISAM)

McDonough, S., Forgasz, R., Berry, A., & Taylor, M. 2016. All Brain and Still No Body: Moving towards a Pedagogy of Embodiment in Teacher Education. In D. Garbett, & A. Ovens (Eds.), *Enacting Self-Study as a Methodology for Professional Inquiry* (pp. 433-440). Herstmonceux, UK: S-STEP. (uploaded in LISAM)

Lykke, Nina. 2013. "Intersectional Gender Pedagogy." In Anna Lundberg and Ann Werner (eds), *Gender Studies Education and Pedagogy*. National Secretariat for Gender Studies: Gothenburg, pp. 14-17. (5 pages) (uploaded in LISAM)

Extensive Readings:

Juelskjær, M., & Staunæs, D. (2016). Designing Leadership Chairs: Experiments with Affirmative Critique of Leadership and Environmentality. *Reconceptualizing Educational Research Methodology*, 7, 35-51. <https://doi.org/10.7577/term.1840> (can be read online)

Hickey-Moody, A. (2009). Little War Machines: Posthuman Pedagogy and Its Media. *Journal of Literary & Cultural Disability Studies*, 3, 273-280. <https://doi.org/10.1353/jlc.0.0024> (can be read online)

