

Key Information

Master Programme: Gender Studies – Intersectionality and Change Analytical Tools

Please read the Key Information document carefully, and do not hesitate to contact us if you have questions.

Course Code: 757A23

12 ECTS

Course dates:

13 November 2023 - 21 January 2024

Syllabus can be downloaded from:

<https://liu.se/studieinfo/en/kurs/757a23/ht-2018>

Course coordinator:

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General format:

With the exception of the live course introduction, all lectures in this course are pre-recorded. All real-time teaching activities, including seminars and workshops, will take place on Zoom. Teachers will post their zoom room links in Lisam before the seminar. Please find the zoom link for the course coordinator's sessions on the first page of this document. The course schedule can be accessed on the Lisam course page.

This document contains the following information:

- Course description: contents and aims
 - Forms of teaching
 - Assignment and deadlines for submission
 - Mandatory and optional participation
 - Catch-ups and threshold requirements
 - Assessment
 - Lecture and seminar sessions and readings
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Course description: contents and aims

Contents

This course gives an introduction to selected methods and analytical tools used in the field of gender studies. Building on the insights and discussions from the previous courses, you will learn to reflect on and critically discuss the implications of different methods on a research question relevant to gender studies. Through the assignments you will learn to reflect upon and critically assess different methods commonly used in the field.

The course provides an overview and in-depth knowledge of:

- methodological debates within the field of Gender Studies – Intersectionality and Change;
- methods for carrying out an independent study relevant for the field, for example, text analysis, interviews and feminist visual analysis.

Aims

Upon completion of the course, you should, at an advanced level within the field of Gender Studies – Intersectionality and Change, be able to:

- account for, explain and relate to methods described in the course;
- define, compare, and assess the methods and theories covered in the course;
- assess critically the alignment of research question and methods of an independent research project.

The course will focus on several methodological approaches which are commonly used within the field of gender studies. Formulating and framing a research question will be crucial. The research question will be used to explore and compare different methods and analytical approaches. The approaches will be addressed in lectures, seminar discussions, a workshop, readings, and co-tutor/tutor group discussions throughout the course. You will consider and critically assess assorted methods and analytical approaches. Through discussions, the teachers will underline how methodological choices shape the analytical process as well as the results, and that different research questions require different methods.

The topics covered in the course include:

- Analytical tools in gender studies
- Interviews
- Text analysis
- Policy analysis
- Feminist visual analysis
- Feminist phenomenology
- Feminist posthumanities
- Research design

Forms of teaching

This course combines lectures, co-tutor/tutor group meetings, seminars and a workshop. All the lectures are pre-recorded while the course introduction, co-tutor/tutor group meetings, workshop and seminars will be given in real time.

NB: You should listen to the pre-recorded lectures before the co-tutor group meetings and the scheduled seminars. Please also note that some of the pre-recorded lectures require that you pause the talk to read the slides extra carefully or to work with an assignment. This means that you sometimes must count on spending more than one hour on listening to the lectures.

Besides lectures, all other online learning activities are available only in real time and will not be recorded. The learning activities will focus on discussions and exercises related to key issues of the lectures and/or readings. In seminars, you will get the opportunity to meet teachers in real time, and pose questions, make comments and take part in discussions related to lectures and readings. These discussion seminars should help you dig deeper in the core contents of the course. In between the lectures/learning activities, you will meet for group discussions in co-tutor/tutor groups to try out and reflect upon methods and analytical approaches. You should chair and take minutes (where the names of participants are included) from co-tutor meetings on a rotating basis.

Throughout the course, you will write a reflection diary each week there is a lecture scheduled and your reflections will then be used as a basis for discussions in your co-tutor/tutor group. More information on reflection diaries can be found in the Study Guide of the MA Programme.

At the end of the course, each student uploads the following documents to Lisam, in order to get credits for participation:

- the notes from the meetings that they participated in
- RDs
- if needed: compensatory assignment(s)

During the tutor group meeting you can also bring up various questions on the pre-recorded lecture and/or the assigned literature that you can then discuss further with the lecturing teacher who you will meet at the seminar.

Lectures, seminars and discussions in your co-tutor/tutor groups will cover each of the core themes. Teachers and tutors might frame some questions, but you should also bring your own questions related to the literature and the theme addressed. These questions may be formulated from the writings in your reflection diary.

You will find the schedule for the lectures, seminar sessions and co-tutor/tutor group meetings in TimeEdit or through the Lisam course page. The schedule may be subject to minor changes. **Please subscribe to updates in the LISAM course page to make sure you don't miss out on any information!**

Assignments and deadlines for submission

The examination of the course consists of the following elements:

1) **Active participation:**

You must participate actively in the course (see definition of mandatory and optional participation below), write a **reflection diary** on lectures and readings before each tutor/co-tutor group meeting, and be prepared to discuss it at the meeting (5 reflection diaries in total). Please note that it is mandatory to participate in **co-tutor/tutor group meetings**. Missing more than two meetings out of seven group meetings in total requires writing a compensatory assignment. 2 ECTS credits. Graded pass or fail.

At the end of the course, each student will collect their reflection diaries and minutes of co-tutor group meetings into one document to submit in Lisam.

2) **Group assignment:**

For this assignment, you should select an MA thesis in Gender Studies and, using what we have learned in the course, provide a critique of its methodology. You can find an MA thesis through searching the DiVA portal: <http://liu.diva-portal.org> – enter “Tema Genus” in the search bar and browse through the 1-year and 2-year MA theses defended at Tema Genus. Groups will be formed by dividing tutor groups into smaller groups of 3-4 students.

In the group, pick a thesis that catches your interest either because it is particularly well written or because you think it could be improved. By critique I do not mean mere criticism (e.g. “this is what is bad with this thesis”) but rather a way to explore – conduct a critical, kind conversation with the knowledge production in that thesis. For example, discuss: what is the thesis about? How did the researcher go about producing and making claims to knowledge? What is the research question/problem? What methods did the researcher use? Do you believe those methods were conducive to answer the study’s particular questions and make its particular claims to knowledge? If so, how? If not, why? What do you believe are some of the methodological strengths of this study? What do you believe are some of the methodological weaknesses of this study? What are some of the absences and silences in this study? On what is this study’s methodology silent? Why? With what consequences? How, if at all, does this study deal with the ethical issues and those pertaining to power?

Together, you will then present your reflections and critical conversation with the methodology of this thesis in an academic essay that engages with relevant parts of the course readings, lectures, and other learning activities. Please check the course aims and make sure that you take all of them into account.

The essay should be between **2,000-2,500 words excluding references** (make sure to not exceed 2,500 words). Please use Times New Roman, 12pt, and 1.5 spacing. Use academic standards of writing, including proper referencing and citations (see Tema Genus Writing Manual for further reference). The group submits the assignment jointly in the Lisam submission folder, under Group assignment. 3 ECTS credits. Graded pass or fail.

The deadline for submitting the group assignment is January 5th 2024 at 17.00 (Swedish time).

3) Individual assignment:

For the individual course assignment, you will write an essay where you present a research design and conduct a limited pilot study. The first part of the essay, the research design, presents a comprehensive overview of a study that you would be interested in conducting, for example as an MA thesis project. Here, you will present a research question, aim and delimitations, choice of method(s) and the theoretical framework. Each of these parts can be described in quite condense form – what is most important is that you show that you can formulate a research question and construct a coherent research design in order to study it. **The second part** of the essay, the pilot study, is where you try out the chosen method in a very limited scale and present the results. If you want to work with text analysis, you choose a small sample to work on, and if you want to work with interviews you conduct one pilot interview. This part of the essay gives you the opportunity of trying out a method you are interested in, so that you can evaluate if the research design you have outlined is likely to work. **The third part** of the essay is where you reflect on what you have learned from the pilot study and how that feeds into the research design. What are the strengths and limitations of the chosen method, and does it work the way you intended? Is it possible to answer the research question you have formulated, based on the chosen method(s)? What other research strategies could you employ in a future study?

The essay should be between **3,000-3,500 words excluding references** (make sure to not exceed 3,500 words). Please use Times New Roman, 12pt, and 1.5 spacing. Use academic standards of writing, including proper referencing and citations (see Tema Genus Writing Manual for further reference). Please note that it is not allowed to use AI-tools to generate text for submission. 7 ECTS credits. Graded A-F.

The deadline for submitting the individual assignment is January 21st 2024 at 22.00 (Swedish time). Submit your assignment in the folder Submissions on Lisam. Please note that the exam is anonymous, so instead of your name you should state the anonymous ID on the exam (you find the anonymous ID in the Submissions slot). Exams submitted after deadline will not be assessed until the catch-up.

If you cannot submit the exam on time, the next opportunity will be during the catch-up periods, deadline February 25th, 2024 at 22.00 (Swedish time) and May 19th, 2024 at 22.00 (Swedish time).

Mandatory and optional participation

- It is mandatory to listen to all the lectures. Since all of them are pre-recorded you can listen to them freely, whenever it suits you. However, it is preferable to stick to the order presented in the schedule. It is also of vital importance that you reflect on the pre-recorded lectures in your reflection diary prior to your co-tutor/tutor group meetings.
- It is mandatory to participate in all the co-tutor/tutor group meetings, including preparing by doing the readings and writing the reflection diary. You can write your reflection diary in a free style and you are not graded for these reflections. The reflection diary as a whole functions as a basis for your joint discussions in the co-tutor/tutor group and its collective learning process, and can also be used when working with the assignment. In these meetings, you will together frame some questions that could be brought up at the seminar the following week. If you miss more than one co-tutor/tutor group meeting, you will need to do a compensatory assignment.
- Real time seminar sessions and other learning activities are not mandatory. They are however an important resource that gives you a chance to meet the teachers online and get an opportunity to pose questions, make comments and get immediate responses. It is therefore strongly recommended that you participate actively in all the real time online sessions offered. Please note that if you take part in the seminar, you are expected to have prepared according to the instructions and be able to participate fully in group work and joint discussions.

Catch-ups and threshold requirements

A student can submit at 3 occasions (regular examination date, first catch up, second catch up). At all occasions, a student is eligible for an A. If you are unable to submit your assignments on time, you will have 2 opportunities to submit the assignments and be assessed. Information about catch-ups are posted on the Lisam course page. **The first catch-up deadline will be February 25th 2024, 22.00 (Swedish time).**

If a student gets an Fx (supplementation is needed) the student can improve the assignments twice (time for first and second improvement cannot exceed 6 weeks). When the final completion deadline has expired, a grade must be set. The final grade for the final essay cannot be higher than C. If a student gets an F for an essay, the student can submit the essay at 2 more occasions (catch-up). If the student gets an F twice, the student has rights to another examiner. When a student submits again during catch-up, the student is eligible for an A.

Please note that there are threshold requirements connected to this course. In order to be admitted to the first Master's Thesis Course, the student must have successfully passed at least 6 of the credits in the course Analytical tools.

Assessment

	Criteria for the grading of written examinations
A	The student is able to account for, explain and relate methodological issues, key-concepts and debates described in the course and deals with these in an excellent way that reflects critical, wide and in-depth knowledge. The student's definitions and comparisons of, and assessments of method/s covered in the course demonstrate critical in-depth, innovative, excellent and thorough independent abilities. The student is able to critically assess methodologies in an independent study showing critical, creative, independent, sound, and specialized in-depth knowledge. The individual assignment is excellently structured and reflects originality and great skill.
B	The student is able to account for, explain and relate methodological issues, key-concepts and debates described in the course and deals with these in a very good way that reflects critical in-depth, innovative, and independent knowledge. The student's definitions and comparisons of, and assessments of method/s covered in the course demonstrates very good critical in-depth, innovative, and independent abilities. The student is able to critically assess methodologies in an independent study shows critical, independent, creative, independent, and detailed in-depth knowledge. The individual assignment is very well structured and reflects creativity and great skill.
C	The student is able to account for, explain and relate methodological issues, key-concepts and debates described in the course and deals with these in a good way and reflect, critical broad, good, and independent knowledge. The student's definitions and comparisons of, and assessments of method/s comprised in the course demonstrate critical, independent abilities. The student is able to critically assess methodologies in an independent study showing critical, independent, detailed knowledge. The individual assignment is well structured and reflects skill.
D	The student is able to account for, explain and relate methodological issues, key-concepts and debates described in the course and deals with these in a satisfactory way and reflect satisfactory knowledge. The student's definitions and comparisons of, and assessments of method/s comprised in the course demonstrate demonstrates satisfactory abilities. The student is able to assess methodologies in an independent study showing satisfactory knowledge. The individual assignment is structured in a satisfactory way.
E	The student is able to account for, explain and relate methodological issues, key-concepts and debates described in the course and deals with these in a satisfactory way and reflect sufficient knowledge – perhaps with some mistakes. The student's definitions and comparisons of, and assessments of method/s comprised in the course

	demonstrate demonstrates sufficient abilities – perhaps with some misunderstandings. The student is able to assess methodologies in an independent study showing sufficient knowledge. The individual assignment is sufficiently structured.
Fx	The student is able to account for, explain and relate methodological issues, key-concepts and debates described in the course and deals with these in an unsatisfactory way. Supplementary material is required. There are gaps and/or flaws in the student's definitions, comparisons, and assessments of method/s covered in the course. Supplementary material is required. There are shortcomings in the student's ability to assess methodologies in the independent study. Supplementary material is required. The individual assignment needs more structure. Supplementary material is required.
F	For an unacceptable performance. Incomplete, and/or off -topic, and/or irrelevant, and/or plagiarized content. Major shortcomings or misunderstandings.

In short: The grades reflect the levels of increasing complexity in a student's understanding of the topics discussed in the course. The higher grades require more complex reflections and connections made between the literature and knowledge developed in the module, as well as greater originality and more innovative approaches. The higher grades also require more motivation on the choices made.

Lectures, seminar sessions and readings

Please note:

- Intensive readings should be studied in-depth.
- Extensive readings can be skim read, to get the gist of the text.

COURSE INTRODUCTION: Analytical Tools in Gender Studies

Teacher: Alma Persson

In the live introductory session, we will present a range of research methods in the field of gender studies, discuss feminist methodologies, and attend to practicalities of the course. Please feel free to bring questions you might have about the course structure and requirements, and make sure to carefully read the key documents beforehand.

Intensive readings:

Clough, Peter & Nutbrown, Cathy (2012). *A student's guide to methodology*. London: Sage. Chapter 2. (Available online at the LiU library).

Nielsen, Joyce McCarl (2019). *Feminist research methods. Exemplary readings in the social sciences*. London: Routledge, p. 1-37. (Available online at the LiU library).

Ramazanoglu, Caroline and Holland, Janet (2002) *Feminist Methodology. Challenges and Choices*. London: Sage, Chapter 1. (Available online at the LiU library).

Extensive readings:

Denscombe, Martyn (2014). *The Good Research Guide: For Small-scale Research Projects*. Maidenhead, Berkshire: McGraw-Hill Education. (Available online at the LiU library).

LECTURE & SEMINAR 1: Text analysis methods

Teacher: Alma Persson

The pre-recorded lecture can be accessed through the Lisam course page.

This lecture will provide an overview of text analysis methods. A range of approaches will be introduced and compared, from content analysis to discourse analysis. We will also discuss how these different approaches can be used in the field of gender studies.

Seminar:

The seminar will give you a chance to practice a particular form of text analysis: Carol Bacchi's "What's the problem represented to be"-method for policy analysis. Preparations before the seminar: Select a policy and answer the following questions: how is the problem represented in

the policy? Which groups are targeted? Who has defined the problem? Could the problem be re-defined? Write a summary of your findings (maximum half a page) and bring it to the seminar.

Please note that although the assignment and seminar is not mandatory, you must complete the assignment beforehand in order to take part in the seminar.

Intensive readings:

Bacchi, Carol Lee (2009). *Analysing policy: What's the problem represented to be?* Pearson Chapters 1 and 2. (Available as PDF in Lisam)

Boréus, Kristina & Bergström, Göran (2017). *Analysing text and discourse. Eight approaches for the social sciences*. London: Sage. Chapter 1-2, p. 1-52.

Jørgensen, Marianne & Louise Phillips. 2002. *Discourse analysis as theory and method*. London: Sage. Chapters 1 and 3. (Available as e-book via LiU library).

Ryan, Gery W. & Russell Bernhard (2003). "Techniques to Identify Themes", *Field Methods*, 15(1), p. 85-109

Extensive readings:

Jørgensen, Marianne & Louise Phillips. 2002. *Discourse analysis as theory and method*. London: Sage. Chapter 6. (Available as e-book via LiU library).

Boréus, Kristina & Bergström, Göran (2017). *Analysing text and discourse. Eight approaches for the social sciences*. London: Sage. Chapters 3-9.

LECTURE & SEMINAR 2: Interview methodologies

Teacher: Alma Persson

The pre-recorded lecture can be accessed through the Lisam course page.

The lecture presents an introduction to conducting interviews in feminist studies, from research design and interview guides to transcription and analysis. It describes and discusses different ways of interviewing, and situates interview methods in different fields of research. We will also reflect on different ways of thinking around how to do interviews, and how to make sense of the material that comes out of it.

Seminar:

Seminar instructions will be posted on Lisam the week before the seminar.

Intensive readings:

Brinkmann, Svend (2013). *Qualitative interviewing*. New York: Oxford Univ. press. Chapters 1-3. (Available as e-book via LiU library).

DeShong, H. (2013). "Feminist reflexive interviewing: Researching violence against women in St. Vincent and the Grenadines", *Caribbean Review of Gender Studies*, (7), 1-24 (Available in Lisam).

Thwaites, R (2017). "(Re)Examining the Feminist Interview: Rapport, Gender "Matching," and Emotional Labour", *Front. Sociol.* 2:18. doi: 10.3389/fsoc.2017. (Available in Lisam).

Extensive readings:

Best, Amy (2003). "Doing Race in the Context of Feminist Interviewing: Constructing Whiteness Through Talk", *Qualitative Inquiry* (Available online at the LiU library)

Gatrell, Caroline (2006) "Interviewing Fathers: Feminist Dilemmas in Fieldwork", *Journal of Gender Studies*, 15:3, 237-251, DOI: 10.1080/09589230600862059

LECTURE & SEMINAR 3: Feminist visual analysis and visual culture

Teacher: Marietta Radomska

The pre-recorded lecture can be accessed through the Lisam course page.

This lecture aims to provide the students with some of the key understandings, concepts and approaches specific to the field of feminist visual culture. During the session we will engage with feminist theories of representation, visuality and intermediality, as well as zoom in on theoretical and methodological toolset of feminist visual analysis, necessary for critical approaches to art, film, visual communication, and other visual forms of cultural expression.

Seminar preparation:

For this session, you are asked to read very carefully one obligatory text and one extensive text. Please, put down the key concepts discussed by the authors and/or methods engaged with in the text. In addition, choose a visual material (be it an artwork, an advertisement, a short video clip, etc). Take down notes summarising your key observations regarding the forms of representation and imagery employed in the material. Look at your image/video of choice through the lens of feminist visual culture approaches, which you have had a chance to engage in the texts read for this session. Note your reflections. Bring all that to our seminar session.

Literature:

Intensive readings

Buikema, R. and M. Zarzycka (2011): "Visual Cultures. Feminist Perspectives" Chapter 8 in: *Theories and Methodologies in Postgraduate Feminist Research: Researching Differently*. Ed. N. Lykke, R. Buikema, G. Griffin. London: Routledge. pp. 119-134. (16 pp.) (Available online at the LiU library)

Butler, J. (1998): "Gender is Burning: Questions of Appropriation and subversion". In *The Visual Culture Reader*. Ed. Nicholas Mirzoeff. London: Routledge. 1st edition. Pp. 449-467 (18 pp) (Lisam)

Oleksy, E.H. (2017): "Critical Visual Empowerment through the Gaze". In: Teaching Visual Culture in an Interdisciplinary Classroom: Feminist (Re)Interpretations of the Field. Eds. E.H. Oleksy and D. Golanska. Pp. 15-32. (16 pp) Online: https://atgender.eu/wp-content/uploads/sites/207/2017/08/Teaching_Visual_Culture.pdf

Oishi, E. (2006): "Visual Perversions: Race, Sex, and Cinematic Pleasure." Signs31 (3): 641–74. (33pp) (Available online at the LiU library)

Extensive readings

Berger, John (1972/2003): "Ways of seeing" (fragments). In: The Feminism and Visual Culture Reader. Ed. Amelia Jones. London: Routledge. Pp. 49-52. (4pp.) (Lisam)

Haraway, D.J (2011): "The Persistence of Vision". In: The Visual Culture Reader. Ed. Nicholas Mirzoeff. London: Routledge. 2nd edition. Pp. 677-684. (7pp.) (Lisam)

hoogland, r. c. (2017): "The Affective Turn and Visual Literacy". In: Teaching Visual Culture in an Interdisciplinary Classroom: Feminist (Re)Interpretations of the Field. Eds. E.H. Oleksy and D. Golanska. Pp. 163-174. Online: https://atgender.eu/wp-content/uploads/sites/207/2017/08/Teaching_Visual_Culture.pdf

hooks, bell. (1992) 2003. "The Oppositional Gaze." In The Feminism and Visual Culture Reader, ed. A. Jones. New York: Routledge, pp. 94–105. (Lisam)

Jones, A. (2003): "Introduction: Conceiving the Intersection of Feminism and Visual Culture". In: The Feminism and Visual Culture Reader. Ed. Amelia Jones. London: Routledge. Pp. 1-7. (Lisam)

Mulvey, L. (1975), "Visual pleasure and narrative cinema". In: The Feminism and Visual Culture Reader. Ed. Amelia Jones. London: Routledge. pp. 57-65. (9pp.). (Lisam)

Rogoff, I. (1998): "Studying Visual Culture". In: The Visual Culture Reader. Ed. Nicholas Mirzoeff. London: Routledge. 2nd edition. Pp. 24-36. (12 pp) Online: <https://w3.ric.edu/faculty/rpotter/temp/rogoff.pdf>

Rose, G. (2023). Visual Methodologies: An Introduction to Researching with Visual Materials. London: SAGE. (Available online at the LiU library)

LECTURE & SEMINAR 4: Feminist phenomenology

Teacher: Lisa Guntram

The pre-recorded lecture (in two parts) can be accessed through the Lisam course page.

This lecture on feminist phenomenology focuses on how to research others' experiences and situations. After a short introduction of how feminist phenomenological scholarship relates to its

legacy, it will focus what concepts in contemporary feminist phenomenological scholarship offer to feminist research methods. In particular it will discuss how such concepts help us investigate embodiment, relationality and positionality and discuss subjectivities and normativities.

Seminar: Seminar instructions will be posted on Lisam the week before the seminar.

Intensive readings (101 pages)

Ahmed S (2004) *Collective Feelings: Or, the Impressions Left by Others*. *Theory, Culture & Society* 21(2): 25–42. DOI: [10.1177/0263276404042133](https://doi.org/10.1177/0263276404042133).

Boer M de, Hulst R van der and Slatman J (2015) The Surprise of a Breast Reconstruction: A Longitudinal Phenomenological Study to Women's Expectations About Reconstructive Surgery. *Human Studies* 38(3): 409–430. DOI: [10.1007/s10746-015-9360-6](https://doi.org/10.1007/s10746-015-9360-6).

Käll LF and Zeiler K (2014). Why feminist phenomenology and medicine? In: *Feminist Phenomenology and Medicine*. Albany: SUNY Press, pp. 1–25. (Available as e-book via LiU library).

Lundquist C (2008) Being Torn: Toward a Phenomenology of Unwanted Pregnancy. *Hypatia* 23(3): 136–155. DOI: [10.1111/j.1527-2001.2008.tb01209.x](https://doi.org/10.1111/j.1527-2001.2008.tb01209.x)

Zeiler K and Guntram L (2014) Sexed embodiment in atypical pubertal development: intersubjectivity, excorporation, and the importance of making space for difference. In: Käll LF and Zeiler K (eds) *Feminist Phenomenology and Medicine*. Albany: SUNY Press, pp. 141–160. (Available as e-book via LiU library).

Extensive readings

Bremer S (2013) Penis as Risk: A Queer Phenomenology of Two Swedish Transgender Women's Narratives on Gender Correction. *Somatechnics* 3(2): 329. DOI: [DOI: 10.3366/soma.2013.0101](https://doi.org/10.3366/soma.2013.0101).

Dolezal L (2010) The (In)visible Body: Feminism, Phenomenology, and the Case of Cosmetic Surgery. *Hypatia* 25(2): 357–375. DOI: [10.1111/j.1527-2001.2009.01075.x](https://doi.org/10.1111/j.1527-2001.2009.01075.x)

Käll LF and Zeiler K (2014) *Feminist Phenomenology and Medicine*. Albany: SUNY Press. (Available as e-book via LiU library).

Weiss G (1999) *Body Images: Embodiment as Intercorporeality*. New York; Routledge.

LECTURE & SEMINAR 5: What is Feminist Posthumanities – and how to Do It?

Teacher: Cecilia Åsberg

The pre-recorded lecture can be accessed through the Lisam course page.

Feminist posthumanities labels a widespread and growing effort to rework the role of the humanities and their relation to science, technology, art, other species and contemporary society. This is exemplified by various forms of 'new' humanities: for instance, environmental humanities, multispecies humanities, medical-, cyborg- or technohumanities. These more-than-

human forms of studies often draw analytical concepts and empirical rigour from feminist theory and research practices (in particular from queer and anti-colonial, feminist science and technology studies). And they invite us to carefully and curiously consider humans – in their different positions to power – as always already entangled in relationships with a multitude of other beings (animal, vegetal, digital and geological). By doing so, feminist posthumanities expands our all-too-narrow anthropocentric social imagination. It zooms in, case-by-case, on the interconnectedness of all beings, human and nonhuman, as well as on understanding the specificities of each situated entwinement of relations that make or break, enable or disable lives in co-existence. This focus on interconnectivity, bonds made and unmade, has allowed an upsurge of creative and critical approaches unearthing the complexity of specific problems that we are currently facing. For example, issues of environmental health and environmental justice, such as climate change and the Covid-19 pandemic, are rooted in the interrelation of human and nonhuman beings in a globalised world. Solutions to such complex and large-scale problems may only be found in new ways of fostering collaboration and respect among different fields of expertise, and in practicing the site-specific partiality and local colour of situated knowledges. Inter-, post- och extra-disciplinary methodologies, such as in-field philosophy, affords further critical and creative insights and nuanced *in-situ* understandings of how to not, by force or by habit, continue to privilege a select set of humanistic goals over those marginalised others, both humans and nonhumans alike. Feminist posthumanities hinges in fact on site-specific creativity and criticality at the intersections of art, science and society, and there are, as this class and lecture will show, many experimental or established approaches to try.

Seminar:

When preparing for the seminar, please formulate 1-2 questions on how feminist posthumanities challenges and expands the scope of intersectional gender studies (inspired by the lecture and readings) and bring them to the seminar.

Intensive readings

Haraway, Donna. 1992. “The Promises of Monsters: A Regenerative Politics for Inappropriate/d Others.” In Lawrence Grossberg, Cary Nelson and Paula A. Treichler, eds. *Cultural Studies*, New York, London: Routledge, pp. 295-337. Reprint: Donna Haraway. 2004. *The Haraway Reader*, New York, London: Routledge, pp. 63-125

Oppermann, Serpil (2021). “What Matters Most Is the Wounded Planet”, *Women's Studies*, DOI: 10.1080/00497878.2021.1983815, pp 1-7.

Radomska, Marietta and Cecilia Åsberg (2021). ”Fathoming postnatural oceans: Towards a low trophic theory in the practices of feminist posthumanities”, *Environment and Planning E: Nature and Space*, p 1-18. <https://journals.sagepub.com/doi/full/10.1177/25148486211028542>

Tsing, Anna . (2010) “Unruly Edges: Mushrooms as Companion Species” Available at: <http://tsingmushrooms.blogspot.se/>

Åsberg, C (2021) “Ecologies and Technologies of Feminist Posthumanities”, *Women's Studies*, 50:8, 857-862, DOI: 10.1080/00497878.2021.1981328

Extensive readings (180p):

Haraway, Donna (2003) *The Companion Species Manifesto: Dogs, People, and Significant Otherness*, Prickly Paradigm Press, Chicago. 100 p

Lykke, Nina (2011): "This Discipline Which Is Not One: Feminist Studies as a Post- Discipline." In R. Buikema, G. Griffin, N.Lykke (eds) *Theories and Methodologies in Postgraduate feminist research: Researching Differently*. Routledge. New York, pp. 137- 151. (14p)

Åsberg, C and R Braidotti (2017) *A Feminist Companion to the Posthumanities*. SPRINGER. Read the introduction, and select two other chapters of your liking – they are short and sweet! (ca 60 pp)

Åsberg, C and N. Lykke (2010) "Feminist technoscience studies", *European Journal of Women's Studies*, vol 17, issue 4, pp 299-305.

WORKSHOP: Research design

Teacher: Alma Persson

What does it mean to design a research study for an MA thesis? How do you fit the pieces together to produce a coherent research design? And how do you come up with a good research question? This workshop addresses alignment in research design, that is, how to piece together all elements in a proposal or research project, ensuring the logical and analytically grounded development of the narrative or argument. We will consider the concept, illustrate the importance of alignment in research, and discuss strategies for ensuring alignment in your own work.

In preparation for the workshop, please read and reflect on these texts:

Clough, Peter & Cathy Nutbrown (2012). *A student's guide to methodology*. London: Sage. Chapter 7. (Available as e-book via LiU library)

White, Patrick (2017). *Developing Research Questions*, London: Macmillan Education, Palgrave (Available as e-book via LiU library) (Chapters 1 and 4 – but I recommend skimming through the rest of the book as well)