

Key Information

Master Programme: Gender Studies – Intersectionality and Change Analytical Tools

Course Code 757A23

Please read the Key Information document carefully, and do not hesitate to contact us if you have questions or if there is something you would like to discuss.

12 ECTS

Course dates:

9 November 2020 - 24 January 2021

Syllabus can be downloaded from:

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

Course coordinator:

Alma Persson, Unit of Gender Studies, LiU, alma.persson@liu.se

Zoom room link: <https://liu-se.zoom.us/j/4811539786>

Teachers:

Åsa-Karin Engstrand, Unit of Gender Studies, LiU, asa-karin.engstrand@liu.se

Lisa Guntram, Unit of Technology and social change, LiU,

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Tutors:

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Program Director:

Åsa-Karin Engstrand, Unit of Gender Studies, LiU, asa-karin.engstrand@liu.se

Director of Studies:

Edyta Just, Unit of Gender Studies, LiU, edyta.just@liu.se

General format:

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 through TimeEdit and via 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
-

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 phenomenology.

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. 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 that research questions may need to be changed in the research process and that different questions require different methods.

The topics covered in the course include:

- Overview of methods in Gender Studies
- Ethnographic methods including interviews
- Text analysis
- Policy analysis
- Feminist phenomenology
- Transdisciplinary and feminist materialist analysis
- Research design

Forms of teaching

This course combines lectures, co-tutor/tutor group meetings, workshop and seminars. All the lectures are pre-recorded while the 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 assorted methods and analytical approaches. You should chair co-tutor meetings on a rotating basis.

NB: Document your co-tutor sessions, including names of participation, and make sure to upload the minutes to Lisam at the end of the course so that you can get credits for your participation.

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.

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 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 check LISAM for updates!

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. At the end of the course, each student will collect their reflection diaries and minutes of co-tutor group meetings and submit them in Lisam. 2 ECTS credits. Graded pass or fail.

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 speaks to you, 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/research 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 8th 2021 at 23.00 (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 or 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). 7 ECTS credits. Graded A-F.

The deadline for submitting the individual assignment is January 24th 2021 at 23.00 (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 period, deadline February 28th, 2021 at 23.00 (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 fail to attend more than two co-tutor/tutor group meetings out of seven meetings total, 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 give 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.

Catch-ups and threshold requirements

A student can submit at 3 occasions (regular examination date, catch up, 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 28th 2021, 23.00 (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.

NB: 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 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.

INTRODUCTION: Navigating through the course

Teacher: Alma Persson

Zoom link: <https://liu-se.zoom.us/j/4811539786>

In the introductory session, we will discuss the overall scope of feminist research methods as well as 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 (38 p.):

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

LECTURE 1: Analytical Tools in Gender Studies: An Overview

Teacher: Nina Lykke

Part 1: <https://vimeo.com/52688904>

Part 2: <https://vimeo.com/52691029>

Please, log into the lectures with the password: *Genus12*

The lecture discusses the question of methods in Gender Studies - Intersectionality and Change. First, it will argue that the inter- and transdisciplinary profile of the field of Intersectional Gender Studies, as well as the diversity of epistemologies and methodologies that characterize it make it appropriate to work with a plurality and diversity of methods. Secondly, the lecture focuses on the interconnections between epistemologies, methodologies, and methods as a framework to be taken into account when choosing methods. The third part of the lecture zooms in on clusters of methods commonly used within the field, giving an overview of the particular methods to be presented in the course.

NB: There will not be a seminar following this lecture. Since it was recorded some years ago, the particular choice of methods presented as part of this course has somewhat changed due to the availability of teachers so please feel free to skip that.

Intensive readings (132 p.):

Lykke, Nina (2010) *Feminist Studies. A Guide to Feminist Theory, Methodology and Writing*. New York: Routledge. Chapter 9: pp. 144-162 (18p)

Letherby Gayle (2003) *Feminist Research in Theory and Practice*. Open University Press: Buckingham, Philadelphia. Chapter 4, p. 80-99 (19p)

Lykke, Nina (2008) Feminist Cultural Studies of Technoscience. Portrait of an Implosion. In Nina Lykke and Anneke Smelik (eds) *Bits of Life. Feminism at the Intersection of Media, Bioscience, and Technology*. University of Washington Press, Seattle and London, p. 3-15 (12p)

Haraway, Donna (1988): "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective". In: *Feminist Studies* 14(3), pp. 575–599. (25 pages)

Lykke, Nina, Randi Markussen and Finn Olesen (2008) There are always more things going on than you thought! Interview with Donna Haraway. In Nina Lykke and Anneke Smelik (eds): *Bits of Life. Feminism at the Intersection of Media, Bioscience, and Technology*. University of Washington Press: Seattle and London, p. 32-41 (9p).

Ramazanoglu, Caroline and Holland, Janet (2002) *Feminist Methodology. Challenges and Choices*. London: Sage, Chapters 8-9. (24 p)

Richardson, Laurel. 2000. Writing as A Method of Inquiry. Norman K. Denzin and Yvonna S. Lincoln, eds. *Handbook of Qualitative Research*. London: Sage: 2nd Edition: 923-948 (25p)

Extensive readings (63p):

Ramazanoglu, Caroline and Holland, Janet (2002) *Feminist Methodology. Challenges and Choices*. London: Sage. Introduction + Chapters 5-6-7. (63 p)

LECTURE & SEMINAR 2: Ethnographic approaches in feminist studies

Teacher: Alma Persson

Link to the recorded lecture: <https://connect.sunet.se/p2f79cptfpm?proto=true>

Seminar Zoom link: <https://liu-se.zoom.us/j/4811539786>

The lecture presents an overview of ethnographic approaches, including observations and interviews, and shows how these can be combined in feminist studies. It describes and discusses different ways of observing, asking and reading as part of doing fieldwork, including both structured/quantitative and semi- or unstructured/qualitative methods. We will also problematize the historical and theoretical legacy of ethnographic methods and reflect on ways of doing reflexive, critical and feminist ethnography.

Seminar:

Before the seminar, please think through how you could apply some or several of the methodological approaches discussed in the lecture to a research question you are interested in. In a few sentences, describe your research question and your idea for how you could make use of these approaches to attend to it. What are the problems/limitations of applying an ethnographic approach to that specific research question? What could be gained from doing so? During the seminar, we will have a discussion together on the connections between a

research question and methodological strategies and choices.

Please, post your text in the newsfeed in the LISAM course room (Alma will post first and you can reply to her post), the day before the seminar by 3pm at the latest.

Intensive readings (124p):

Davis, Dána-Ain & Christa Craven (2016). *Feminist ethnography. Thinking through methodologies, challenges, and possibilities*, Rowman & Littlefield, chapters 2-5 (92 p.) (Available online at the LiU library).

Denscombe, Martyn (2014). *The good research guide. For small-scale social research projects*, Open Univ. Press, Chapter 5, p. 80-93 (available as e-book via LiU library).

Extensive readings:

Aull Davies, Charlotte (2008, 2nd ed), *Reflexive Ethnography. A guide to Researching Selves and Others*, London & New York: Routledge (The first edition is available via LiU library).

Best, Amy L. (2003). "Doing Race in the Context of Feminist Interviewing: Constructing Whiteness Through Talk", *Qualitative Inquiry*, pp. 895-914 (Available online at the LiU library)

Denscombe, Martyn (2014). *The good research guide. For small-scale social research projects*, Open Univ. Press, Chapter 12-13, p. 184-224. (available as e-book via LiU library).

Viswesvaran, Kamala (1994). *Fictions of Feminist Ethnography*, Minneapolis: University of Minnesota Press, pp 95–113 (pp 18). (Available as e-book via LiU library)

LECTURE & SEMINAR 3: Text analysis methods

Teacher: Alma Persson

Pre-recorded lecture available in the video channel.

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:

Instructions on preparations for the seminar will be announced on Lisam.

Intensive readings (appr 125 p):

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 4: Policy Analysis

Teacher: Åsa-Karin Engstrand

Pre-recorded lecture available in three parts in the video channel.

In this lecture, I will present different approaches to policy analysis; rational, critical, post-structural and intersectional. More specifically, I will discuss Carol Bacchi's approach "What's the problem represented to be?" and Olena Hankivsky's proposal of an intersectionality-based policy analysis.

Seminar:

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 1 page) and email to Åsa-Karin by 15.00 Wednesday the 27th.

At the seminar, Åsa-Karin will summarize the policy analyses and raise some questions based on your findings. NB: although the assignment and seminar is not mandatory, you must complete the assignment beforehand in order to take part in the seminar.

Intensive readings (98pp):

Bacchi, Carol and Eveline, Joan (eds.) (2010) *Mainstreaming politics: Gendering practices and feminist theory*, South Australia: University of Adelaide Press
<http://www.adelaide.edu.au/press/titles/mainstreaming/Mainstreaming-Ebook-final.pdf> (Intro + chapter 5)

Diem, Sarah et al. (2014) "The intellectual landscape of policy analysis", *International Journal of Qualitative Studies in Education*, 27, 9.

Hankivsky, Olena et al. (2012) "Intersectionality-Based Policy Analysis (IBPA)", in Olena Hankivsky (ed.), *An Intersectionality-Based Policy Analysis*, Vancouver BC: Institute for Intersectionality Research and Policy, Simon Fraser University (available at https://www.researchgate.net/publication/261772913_An_Intersectionality-Based_Policy_Analysis_Framework)

van der Haar, Marleen (2013) 'Coming down from their thrones'? Framing migrant men in Dutch politics, *Women's Studies International Forum*, 41.

Bensimon, EM & C. Marshall (2003) Like It or Not: Feminist Critical Policy Analysis Matter. *The Journal of Higher Education*, 74(3): 337-349.

Extensive readings:

Platero, Raquel (Lucas) (2011) The narratives of transgender rights mobilization in Spain. *Sexualities* 14(5).

Fridkin, Alycia (2012) "Decolonizing Policy Processes: An Intersectionality-Based Policy Analysis of Policy Processes Surrounding the Kelowna Accord", in Olena Hankivsky (ed.), *An Intersectionality-Based Policy Analysis*, Vancouver BC: Institute for Intersectionality Research and Policy, Simon Fraser University.

LECTURE & SEMINAR 5: Feminist phenomenology

Teacher: Lisa Guntram

Pre-recorded lecture available in two parts in the video channel.

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:

Instructions on preparations for the seminar will be announced on Lisam.

Intensive readings (118 p):

Ahmed S (2006) *Queer phenomenology: orientations, objects, others*. Durham: Duke University Press, pp. 1-25

Carroll K (2013) Infertile? The emotional labour of sensitive and feminist research methodologies. *Qualitative Research* 13(5): 546–561. DOI: [10.1177/1468794112455039](https://doi.org/10.1177/1468794112455039).

Käll LF and Zeiler K (2014) Why feminist phenomenology and medicine? In: *Feminist Phenomenology and Medicine*. Albany: SUNY Press, pp. 1–25.

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).

Slatman J & Yaron G (2014) Toward a Phenomenology of Disfigurement In: *Feminist Phenomenology and Medicine*. Albany: SUNY Press, pp. 1–25.

Zeiler K (2013) A Phenomenology of Excorporation, Bodily Alienation, and Resistance:

Rethinking Sexed and Racialized Embodiment. *Hypatia* 28(1): 69–84. DOI: [10.1111/j.1527-2001.2012.01305.x](https://doi.org/10.1111/j.1527-2001.2012.01305.x).

Extensive readings (100p):

Ahmed S (2002) This other and other others. *Economy & Society* 31(4): 558.

Bremer S (2013) Penis as Risk: A Queer Phenomenology of Two Swedish Transgender Women's Narratives on Gender Correction. *Somatechnics* 3(2): 329.

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).

Toombs SK (2001) Reflections on Bodily Change: the lived experience of disability. In: Toombs SK (ed.) *Handbook of Phenomenology and Medicine*. Philosophy and medicine, 0376-7418 ; 68. Dordrecht ; Kluwer Academic.

LECTURE & SEMINAR 6: Transdisciplinarity and Feminist Materialist Analysis
Teacher: Cecilia Åsberg

Pre-recorded lecture: <https://vimeo.com/54432874>

Please, log into the lecture with the password: *Genus12*

Intensive readings (95p):

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 (42 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)

M'charek, Amade (2010) "Fragile differences, relational effects: Stories about the materiality of race and sex." *European Journal of Women's Studies*, 17: 307-322. (15 p)

Åsberg, Cecilia. (2009) "The Arena of the Body", in *Doing Gender in Media, art and Culture* (Eds Buikema & van der Tuin). Routledge, London NY, pp. 24-38 (14p)

Tsing, Anna. (2010) "Unruly Edges: Mushrooms as Companion Species" Available at: <http://tsingmushrooms.blogspot.se/> (10p)

Extensive readings (100p):

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

Seminar:

When preparing for the seminar, please formulate 1-2 questions inspired by the lecture and readings and bring them to the seminar.

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 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:

Alvesson, Mats & Jörgen Sandberg (2013). *Constructing research questions. Doing interesting research*. London: Sage. Chapters 1-6. (Available as e-book via LiU library)

Tompkins, Kyla Wazana. 2016. *Some Notes on How to Ask a Good Question About Theory That Will Provoke Conversation and Further Discussion from Your Colleagues*:

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