

Title of the Course: “Evoking Gender, Evoking Change”

Time: 24-26 November 2021

Location: Online

Organized by: The Arctic University of Norway (UiT) and the Norwegian National Research School in Gender Research

Content: The course “Evoking Gender, Evoking Change” offers PhD students, primarily from the humanities and social sciences, the opportunity to deepen their research from feminist and gender studies perspectives.

Feminist and gender studies revolve around the gap between interpreting the world and changing it. Sometimes, change is thought to be tangible, achievable; oftentimes it comes across as more utopian, as wishful thinking. Addressing this abyss between producing knowledge and producing social justice means a radical re-imagining of the theory and practice of change, how we move with and create another world. This requires a constant fine-tuning of our epistemological and methodological frameworks as feminist and gender studies scholars.

How do we shift things from “here” to “there”? How do we understand “here” and how do we imagine “there”? How does our desire for change and justice undergird our intellectual work? The aim of this course is to address some of these questions around current and future challenges we face as we attempt to inhabit our political desires in our knowledge production. The course brings together different perspectives on diversity, sustainability, transdisciplinarity across geographical and cultural positions.

The course is taught by a team of scholars from a wide variety of disciplinary backgrounds and with specific expertise within feminist and gender research, including but not restricted to new material feminisms, transgender studies, sexuality studies, feminist pedagogy, decolonial and Sámi/Indigenous feminisms. The course also aims to create a community of scholars who can help each other in developing theoretical and analytical approaches for their projects, applying advanced methods and discussing the ongoing challenges of doing feminist and gender research.

The course consists of lectures and seminars where the students discuss both assigned course readings and their own research projects. Students with all levels of experience in feminist theories and gender research are welcome.

Teachers:

Nina Lykke, Linköping University/Aarhus University

Jennifer Branlat, NTNU

Anna-Lill Drugge, Umeå University/UiT

Melina Duarte, UiT

Helga Eggebø, Nordlandsforskning

Kristin Engh Førde, UiO

Ingvil Hellstrand, UiS

Nina Lykke, Linköping University

Niels Nyeegard, UiO

Ana Luisa Sánchez Laws, UiT
Elisabeth Stubberud, NTNU
Alyosxa Tudor, SOAS, UK

Opening: Evoking Change through a Situated Ethics of Unease?

Nina Lykke

Butler, Judith. 1993. *Bodies that Matter: On the Discursive Limits of "Sex"*. New York: Routledge. Chapter 7, Arguing with the real, pp. 187-222.

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Green, Kai. M. 2015. "'Race and Gender Are Not the Same!' Is Not a Good Response to the 'Transracial'/Transgender Question OR We Can and Must Do Better." *FeministWire*, June 14. <https://thefeministwire.com/2015/06/race-and-gender-are-not-the-same-is-not-a-good-response-to-the-transracial-transgender-question-or-we-can-and-must-do-better/> Accessed April 29, 2019.

Opening a space for transformative feminist pedagogies

Jennifer Branlat, NTNU

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Pratt, M.L. (1991). Arts of the contact zone. *Profession*, pp. 33-40. <https://www.jstor.org/stable/25595469>

Sedgwick, E.K. (2003). Pedagogy of Buddhism. In *Touching Feeling*. Duke University Press. pp. 153-182.

Shrewsbury, C. (1987). What Is Feminist Pedagogy? *Women's Studies Quarterly*, 15(3/4), 6-14. Retrieved June 19, 2021, from <http://www.jstor.org/stable/40003432>

Can a culture be actively transformed?

Melina Duarte, UiT

Nussbaum, M. C. (1999). Women and Cultural Universals. In *Sex and Social Justice* (pp. 29-54). NY; OXFORD: Oxford University Press.

Benhabib, S. (2002). INTRODUCTION: On the Use and Abuse of Culture. In *The Claims of Culture: Equality and Diversity in the Global Era* (pp. 1-23). PRINCETON; OXFORD: Princeton University Press. doi:10.2307/j.ctv346pnd.5

Young, Y. M. (2011). A Social Connection Model. In *Responsibility for Justice* (pp. 95-122). DOI:10.1093/acprof:oso/9780195392388.003.0004

Kollektiv kvalitativ analyse

Helga Eggebø, Nordlandsforskning and Elisabeth Stubberud, NTNU

Eggebø, Helga. 2020. Kollektiv kvalitativ analyse. In *Norsk sosiologisk tidsskrift* 4 (2):106-122».

<https://www.forskerforum.no/kronikk-helga-eggebo-skrivetid-skrive10/>

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Reproductive justice and politics in times of crises

Kristin Engh Førde, UiO

Clarke, Adele (2018): "Introducing Making Kin not Population" in Clarke, A and Haraway, D (eds) *Making Kin not Population*, Chicago: Prickly Paradigm Press.

Briggs, Laura (2017): "Introduction" in *How all politics became reproductive politics*. Oakland: University of California Press.

Feminist worldings: speculation and social change

Ingvil Førland Hellstrand, UiS

Haraway, Donna (2016) Tentacular thinking. In: Donna Haraway, *Staying with the trouble. Making Kin in the Cthulucene*. Durham and London: Duke University Press, pp. 30-57

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Evoking change through perspectives of genealogy

Niels Nyegaard, UiO

Foucault, M. "Nietzsche, Genealogy, Morality". In *Language, Counter-Memory, Practice: Selected Essays and Interviews*, ed. By D.F. Bouchard, Ithaca: Cornell University Press.

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Inter- and Transdisciplinary Gender Research Methodologies

Ana Luisa Sanchez Laws, UiT

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Aloysxa Tudor, SOAS, UK

Awkward-Rich, Cameron. 2017. "Trans, Feminism: Or, Reading Like a Depressed Transsexual" *Signs* 42(4): 819-841.

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Gender in Sápmi and beyond

Anna-Lill Drugge, Umeå University/UiT

Kuokkanen, R. (2011). Self-determination and Indigenous women—"Whose voice is it we hear in the Sámi parliament?". *International Journal on Minority and Group Rights*, 18(1), 39-62.

Pihama, L. (2020). Mana Wahine: Decolonising Gender in Aotearoa. *Australian Feminist Studies*, 35(106), 351-365.

Valkonen, S., & Wallenius-Korkalo, S. (2016). Practising postcolonial intersectionality: gender, religion and indigeneity in Sámi social work. *International Social Work*, 59(5), 614-626.