

Feminist Theory, 7.5 credits

Feministisk teori, 7,5 högskolepoäng

Course Code/Codes	15GE074
Subject Area	Gender studies
School/equivalent	School of Humanities, Education and Social Sciences (HumES)
Valid from	VT-16
Approved	2016-04-19
Revised	2024-12-09
Approved by	Head of school
Translation to English, date and signature	2024-12-09 LG

1 Course content

The course provides an overview of central themes and approaches in feminist theory. It offers an introduction to different ways of conceptualizing gender and power and to how such differences relate to various research traditions and meta-theoretical assumptions. Central concepts and themes addressed in the course are intersectionality, reproduction, the relationship between discourse and materiality, and feminist perspectives on epistemology.

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding

- broad knowledge and systematic understanding of the research field (part of outcome 1)

Competence and skills

- the capacity for scholarly analysis and synthesis (part of outcome 3)

Judgement and approach

- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

The ability to:

- describe and compare different feminist theoretical traditions,
- describe central debates about, and compare different theoretical conceptualizations of, gender,
- discuss how different concepts and theories discussed in the course may be used in social science research,
- apply concepts and theories that are discussed during the course in their own research;
- problematize and reflect on how they use the theories and concepts in their own research.

3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Ah-King, M. & Hayward, E. (2014) Toxic sexes – perverting pollution and queering hormone disruption. *O-zone: A Journal of Object-Oriented Studies* 1: 1-12.

Baily, Alison (2011) Reconceiving surrogacy. Toward a reproductive justice account of Indian surrogacy. *Hypatia* 26(4): 715–741, (26 p).

Budgeon, Shelley. (2021) Making feminist claims in the post-truth era: The authority of personal experience. *Feminist Theory* 22(2): 248-267, (20 p.)

Butler, Judith (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge. Chapter 1 and Conclusion, (40 pp).

Carbin, Maria & Sara Edenheim (2013) The intersectional turn in feminist theory: A dream of a common language? *European Journal of Women's Studies* 20(3): 233–248.

Cho, Sumi, Kimberlé Williams Crenshaw & Leslie McCall (2013) Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of women in culture and society* 38(4): 785–810.

Connell, R. W. (1985) Theorising gender. *Sociology* 19(2): 260–272, (12 pp).

Dalla Costa, Mariarosa. (1971) Women and the subversion of the community. Available from: <https://la.utexas.edu/users/hcleaver/357k/357kDallaCostaSubversionTable.pdf>, (20 pp).

Davidson, A. C. (2022). Cycling Lungs: Understanding mobile subjectivity as Enfleshed. *Antipode*, 54(1): 218-239.

Farris, Sara (2021) Gender. In: Skeggs, Beverley, Sara R. Farris, Alberto Toscano & Svenja Bromberg (eds.) *The SAGE Handbook of Marxism*. Thousand Oaks: SAGE. Available from: https://www.academia.edu/79515855/Farris_Sara_R_GENDER

Fausto-Sterling, Anne (2000) *Sexing the body: gender politics and the construction of sexuality*, 1. ed., New York: Basic Books, (intro chapter, Dueling Dualisms, 1-29)

Grosz, Elisabeth (1994) *Volatile Bodies: Toward a Corporeal Feminism*. Indiana UP. (selection, 30 pp).

Gunnarsson, Lena. (2011) A defence of the category ‘women’. *Feminist Theory* 12(1): 23–37, (25 pp.)

- Gunnarsson, Lena. (2017) Why we keep separating the ‘inseparable’: Dialecticizing intersectionality. *European Journal of Women’s Studies* 24(2): 114–127.
- Haraway, Donna J. (1988) Situated knowledges: the science question in feminism and the privilege of partial perspectives. *Feminist Studies* 14 (3): 575–599, (25 p.)
- Haraway, Donna J. (1991) A cyborg manifesto. In: *Simians, Cyborgs, and Women. The Reinvention of Nature*. London: The Free Association Books, 149-183, (34 p).
- Harding, Sandra (1992) Rethinking Standpoint Epistemology: “What Is Strong Objectivity?”, *The Centennial Review* 36 (3): 437-470.
- Jónasdóttir, Anna G. (1991) *Love Power and Political Interests: Towards a theory of patriarchy in contemporary western societies*. Diss. Gothenburg University. Örebro: Örebro University, ch. 1–2, 7 and 9, (96 pp). Or in: Jónasdóttir, Anna G. (1994) *Why Women are Oppressed*. Chicago: Temple University Press; or in Jónasdóttir, Anna G. (2003) *Kärlekskraft och politiska intressen*. Göteborg: Daidalos.
- Longino, Helen E. (1990) *Science as social knowledge: values and objectivity in scientific inquiry*. Princeton, N.J. Princeton Univ. Press. Chapter 10, p. 215-232, (18 p.)
- Malatino, Hilary (2017) Biohacking gender. *Angelaki: Journal of the Theoretical Humanities* 22(2): 179 –190, (11 pp).
- McCall, Leslie (2005) The complexity of intersectionality. *Signs: Journal of women in culture and society* 30(3): 1771–1800 (30 pp).
- McLaughlin, J. (2014) *Feminist Social and Political Theory: Contemporary Debates and Dialogues*. Palgrave Macmillan, (200 pp).
- McNay, Lois (2004) Agency and Experience: Gender as a Lived Relation. *The Sociological Review* 52(2):175–190, (16 p.)
- Nelson, Lynn Hankinson (2015) Who Knows? What Can They Know? And When? In: *Women, Knowledge, and Reality, Explorations in Feminist Philosophy*, Ann Garry, Marilyn Pearsall (eds.) 2nd Edition, (First Published 1996) New York; Routledge. p. 286-296, (11 p.)
- Salem, Sara (2018) Intersectionality and its discontents: Intersectionality as traveling theory. *European Journal of Women’s Studies* 25(4): 403-418.
- Stoeckle, Anabel (2018) Rethinking reproductive labor through surrogates’ invisible bodily care work. *Critical Sociology* 44(7–8): 1103–1116, (16 p).
- Stryker, Susan (2006) (De)subjugated knowledge. An introduction to Transgender studies. In: Stryker and Wittle (eds.) *The Transgender Studies Reader*. London/New York: Routledge.
- Available from: https://books.google.se/books?hl=sv&lr=&id=HBRR1isUVAC&oi=fnd&pg=PR9&dq=the+transgender+studies+reader&ots=4ZGjJuv_v6&sig=znNOM5oFf0OpCJKNdTzTGEGo48Q&redir_esc=y#v=onepage&q=the%20transgender%20studies%20reader&f=false
- Tuana, Nancy (2004) Coming to understand: orgasm and the epistemology of ignorance. *Hypatia* 19(1): 194-232, (39 p.)
- West, Candace, and Don H. Zimmerman (1987) Doing gender. *Gender & Society* 1(2): 125–151.

Additional texts may be added, maximum 100 pages.

4 Teaching formats

Teaching on the course takes the following format:

Individual studies and seminars with introductory lectures.

5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

- Participation in seminars
- Assignments
- Paper

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

Further, the applicant can be admitted at another university as in point 7.3.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1. Applicants from genders studies at Örebro University.
2. Doctoral students in other subjects who are associated with the research environment Centre for Feminist Social Studies at Örebro University.
3. Doctoral students from the Faculty of Humanities and Social Sciences at Örebro University.
4. Doctoral students from other faculties at Örebro University.
5. Doctoral students from other universities.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

9 Other information

The course language is English or Swedish.

Transitional provisions

None.