

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	2020-09-22
Approved by	Head of school
Translation to English, date and signature	2020-10-06 MJ

1 Course content

This course aims to give an overview of contemporary feminist social science theories and concepts, and to present the history and development of different feminist theoretical traditions and how they have been used in empirical research. The concepts of sex and gender and how they have been related to violence, production and reproduction, language, sexuality race/ethnicity will be problematized. How different feminist theories conceptualize change and stability will be discussed.

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, their history and development;
- describe central debates about, and compare different theoretical conceptualizations of, sex and gender;
- discuss how the concepts and theories discussed during the course are used in social science studies;
- apply concepts and theories that are discussed during the course;
- problematize and reflect on how s/he uses the theories and concepts in her own research

3 Reading list and other teaching material

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

Ahmed, Sara (2010) *The Promise of Happiness*. Durham & London: Duke University Press. Introduction, Chapter 2 and Conclusion, (45 pp).

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

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

Christensen, Ann-Dorte and Sune Qvotrup Jensen (2014) Combining hegemonic masculinity and intersectionality. *NORMA: Nordic Journal for Masculinity Studies* 9(1): 60–75, (15 pp).

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

de Boise, Sam and Jeff Hearn (2017) Are men getting more emotional? Critical sociological perspectives on men, masculinities and emotions. *Sociological Review* 65(4): 779–796, (17 pp).

Downs, Laura Dee (1993) If ‘woman’ is just an empty category, then why am I afraid to walk alone at night? Identity politics meets the postmodern subject. *Comparative Studies in Society and History* 35(3): 414–437, (23 pp).

Grosz, Elisabeth (1994) *Volatile Bodies: Toward a Corporeal Feminism*. Indiana UP. (selection, 150 pp).

Gunnarsson, Lena (2013) The naturalistic turn in feminist theory: A Marxist-realist contribution. *Feminist Theory* 14(1): 3–19, (16 p).

Haraway, Donna J. (1991) ‘Gender’ for a Marxist dictionary: The sexual politics of a word. In: *Simians, Cyborgs, and Women. The Reinvention of Nature*. London: The Free Association Books, pp. 127–148 + notes, pp. 241–243), (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).

Hearn, Jeff (2004) From hegemonic masculinity to the hegemony of men. *Feminist Theory* 5(1): 97–120, (23 pp).

Hearn, Jeff (2012) Male bodies, masculine bodies, men's bodies: The need for a concept of gex. In: B.S. Turner, K. Davis, M. Evans, V. Pitts, D. Weinberg, and W. Soon-hee (eds.) *Handbook of the Body*. London/New York: Routledge, pp. 307–320, (13 pp).

Hearn, J., Sofia Strid, Anne Laure Humbert, Dag Balkmar and Marine Delaunay (2020, in press) From gender regimes to violence regimes: Re-thinking the position of violence. *Social Politics: International Studies in Gender, State and Society*, (20 pp).
Hester, Marianne, Liz Kelly, and Jill Radford (1989) *Women, Violence and Male Power: Feminist Activism, Research and Practice*. Bristol: Open University Press, (selection, 20 pp).

Hooks, bell (1983) *Ain't I a Woman: Black Women and Feminism*. Pluto Press, (216 pp).

James, Selma and Mariarosa Dalla Costa (1971/2002) Kvinnorna och samhällsomstörtningen. *Fronesis* nr 9–10. [In English: Women and the subversion of the community], (20 pp). Available from:
<https://la.utexas.edu/users/hcleaver/357k/357kDallaCostaSubversionTable.pdf>

Jónasdóttir, Anna G. (1991) *Love Power and Political Interests*. Göteborg: Göteborg UP, ch. 1–2, 7 and 9 (96 pp). Or in: Jónasdóttir, Anna G. (1984) *Why Women are Oppressed*. Chicago: Temple University Press; or in Jónasdóttir, Anna G. (2003) *Kärlekskraft och politiska intressen*. Göteborg: Daidalos.

Lewis, Ruth, Michael Rowe, Clare Wiper, (2016) Online abuse of feminists as an emerging form of violence against women and girls. *The British Journal of Criminology* 57(6): 1462–1481, (19 pp).

Malatino, Hilary (2017) Biohacking gender. *Angelaki: Journal of the Theoretical Humanities* 22(2): 179–190, (11 pp).

MacKinnon, Catharine A. (1982) Feminism, Marxism, method, and the state: An agenda for theory. *Signs* 7(3):515–544, (29 pp).

McCall, Leslie (2015) The complexity of intersectionality. *Signs* 38(4): 1019–1030, (11 pp).

McLaughlin, J. (2014) *Feminist Social and Political Theory: Contemporary Debates and Dialogues*. Palgrave Macmillan, (200 pp).

Merchant, Carolyn (1989) *The Death of Nature. Women, Ecology and the Scientific Revolution*. Harper & Row, ch. 1 (42 pp).

Mohanty, Chandra Talpade (2003) 'Under Western Eyes' revisited: Feminist solidarity through anticapitalist struggles. *Signs* 28(2): 499–535, (36 pp).

Ouzgane, Lahoucine and Daniel Coleman (1998) Postcolonial masculinities: Introduction. *Jouvert: A Journal of Postcolonial Studies* 2(1), (9 pp). Available from:
<http://english.chass.ncsu.edu/jouvert/v2i1/INT21.HTM>

Oyewùmí, Oyèrónkẹ́ (2011) *Gender Epistemologies in Africa: Gendering Traditions, Spaces, Social Institutions, and Identities*. Springer, pp. 1–33 (33 pp).

Puar, Jasbir (2007) *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke UP, (300 pp).

Ray, Larry (2011) Theories of violence. *Violence and Society*. 2nd edition. London: SAGE, ch. 1 (15 pp). (optional: chapters 5 and 6).

Rubin, Gayle (1975) The traffic in women: Notes on the 'political economy' of sex. In: Reiter, Rayna R. (ed.) *Toward an Anthropology of Women*. New York: Monthly Review Press, pp. 157–210, (53 pp).

Spivak, Gayatri (1988) Can the subaltern speak? In: Nelson and Grossberg (eds.) *Marxism and the Interpretation of Culture*. University of Illinois Press, pp. 271–313, (42 pp). Available from: http://abahlali.org/files/Can_the_subaltern_speak.pdf

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

True, Jacqui (2014) The political economy of violence against women: A feminist international relations perspective. *Australian Feminist Law Journal* 32(1): 39-59, (20 pp). Or: True, Jacqui (2012) From domestic violence to war crimes: The political economy of violence against women. In: True, Jacqui, *The Political Economy of Violence Against Women*. New York: Oxford UP, pp. 3–16 (13 pp).

Additional texts may be added, maximum 100 pages.

4 Teaching formats

Teaching on the course takes the following format:

Individual studies, seminar discussions, 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.

- Assignments
- Active participation in seminars
- A written 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 connected to the research environment Centre for Feminist Social Studies at Örebro University.

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.