Third-cycle level

Postcolonial trajectories in contemporary gender research
Post-koloniala spår i samtida genusforskning

Credits: 3hp
The course was approved by NFF 2014-06-18 and established by vice dean Susanna Hedenborg 2014-08-28

Aim
The course aims to problematize how gender theory can be challenged and developed with help from postcolonial theories. Further, the aim is to introduce theoretical and analytical tools to be used in empirical studies of gender/postcolonial power structures.

Knowledge prerequisites
Admission to postgraduate research program.

Intended learning outcomes
Following successful completion of the course, the doctoral student should be able to:

- Theoretically and methodologically critically describe and discuss the role that processes of racialization, nationalism and colonialism has in a specific context.
- Discuss how postcolonial theory has challenged and contributed to the development of gender theory.
- Apply theories and concepts, presented within the course, on empirical data.

Course description and contents
Over the last decades postcolonial feminist theorizing has contributed decisively to feminist thinking. Postcolonial feminists have explored the complex and fractured ways in which the doings of gender and sexuality are at the core of nationalisms, colonialisms and racisms.

This course examines key ideas and concepts underlying postcolonial theory and gender. Focus will be on “postcolonial feminism” – a body of knowledge that takes into account the lasting effects of colonialism, imperialism and racism which are intricately linked to gendered realities.
Working formats
The working formats are literature studies, seminars and lectures. The seminars and lectures will be held during three days. The course language is English. Malmö University’s learning platform will be used.

Formats for the assessment of performance
The course will be examined through a written task, in which the student uses theories and concepts presented at the course to make an analysis of empirical research data. The course is also examined through oral contribution at the seminars.

Grading scale
Pass and Fail

Literature


Hubinette T & Mählck P (2014) “The racial grammar of Swedish higher education and research policy: The limits and conditions of researching race in a color-blind context”, in Rikke Andreassen & Kathrine
Vitus (eds.), *Affectivity and difference: Studying the politics of race, class and gender in the Nordic context*, Farnham: Ashgate. (Publication date January 2015)


**Reference literature**


**Course evaluation**
The course will be completed with an individual written course evaluation based on the objective of the course.