

## Syllabus

### Feminist Theories on Science and Knowledge

***Swedish title***

Feministiska vetenskaps- och kunskapsteorier

***Decision approval and date***

2016-10-19

***Code***

MAH0216

***Credits***

4 credits

***Education cycle***

Third cycle

***Grading scale***

Pass and fail

***Knowledge prerequisites***

Admission to a doctoral research training programme

***Specialisation in relation to degree specifications***

***Intended learning outcomes***

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

- understand and describe the development and main themes in feminist theories on science and knowledge,
- identify, analyze, and critically discuss conceptual, ontological, epistemological, and methodological questions in feminist theories on knowledge and science,
- put her/his own research and scientific discipline in relation to the issues raised in the course.

***Course description***

The purpose of the course is for the doctoral student to broaden and deepen her/his critical understanding of scientific research using feminist theories on science and knowledge and able to understand research as connected to various conceptual, epistemological, and ontological assumptions.

## **Contents**

This course focuses on different strands of feminist critique within science theory which are closely connected to epistemological and ontological questions. The discussions on science and knowledge production emanate from different areas of science – the humanities, social sciences, and natural sciences, all of which are represented in the course. Furthermore, questions such as: how do we do research? where do we stand as researchers?, are discussed in the course, in relation to feminist theories on science and knowledge which bring not only gender but also race, class, sexuality, and ablebodiedness to the forefront. These problematizations of production of research, which are thoroughly dealt with in the course, include both the subject of research, chosen methods and theories and the researcher her/himself.

## **Working formats**

The working formats are literature studies, seminars and lectures. In order to promote discussion, the student is required to study the assigned literature prior to each lecture/seminar to be able to present and discuss. The course also includes a seminar where the student's final assignment will be presented and discussed.

## **Formats for the assessment of student performance**

The assessment of the doctoral student's performance will be based on active participation in discussions, and an individual paper to be presented and discussed in the final seminar. This paper will primarily concern the relation between the questions raised in the course and the student's doctoral thesis and her/his own discipline.

## **Literature**

- Ahmed, Sara, "Orientations: Toward a Queer Phenomenology" in *GLQ: A Journal of Lesbian and Gay Studies* 12(4) 2006, pp 543-574 (available at Google scholar).
- Barad, Karen, "Nature's Queer Performativity" in *Kvinder, Køn og Forskning*, Copenhagen 2012, pp 25-53 (available at Google scholar).
- Butler, Judith, "Critically Queer" in *Bodies That Matter*, Boston 1993, pp 223-242.
- Collins, Patricia Hill, *Black Feminist Thought*, Boston 2000 (2nd edition), pp 251-271.
- Crenshaw, Kimberle, "Mapping the Margins. Intersectionality, Identity Politics, and Violence against Women of Color" in *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299 (available at Google scholar).
- De Beauvoir, Simone, *The Second Sex*, London 1997 (1949) (excerpts, 25-50 pp).
- Feminist Epistemology and Philosophy of Science: Power in Knowledge* [e-book], ed. Heidi E. Grasswick, Dordrecht 2011 (excerpts, chosen in collaboration with teacher, 50 -75 pp).
- Haraway, Donna, *Simians, Cyborgs, and Women. The Reinvention of Nature*, London 1991 (excerpts).
- Harding, Sandra, *The Science Question in Feminism*, Ithaca 1986 (excerpts).
- Harding, Sandra, *Objectivity and Diversity. Another Logic of Scientific Research*, Chicago 2015 (excerpts).
- hooks, bell, *Talking Back. Thinking Feminist, Thinking Black*, Boston 1989 (excerpts).
- Mohanty, Chandra Talpade, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" in *Feminist Review*, No. 30, Autumn 1988, pp 61-88 (available at Google scholar).

Skeggs, Beverley, *Formations of Class and Gender: Becoming Respectable*, London 1997, pp 9-60.  
Spivak, Gayatri Chakravorty, "Can the Subaltern Speak?" in *Colonial Discourse and Post-Colonial Theory. A Reader*, edited by Patrick Williams & Laura Chrisman, New York 1994, pp 66-111  
(available at Google scholar).  
Thomson, Rosemarie Garland, *Extraordinary Bodies. Figuring Physical Disability in American Culture and Literature*, New York 1997, pp 5-51.

Other scientific texts might be added to the list, *maximum 200 pages*.