SIMP25 -
Gender, Class, Sexuality and Ethnicity
Welcome to SIMP 25!

SIMP 25 is the first profile course in the Master Programme Social Studies of Gender. The course participants work in reading groups and take on core elements in current feminist theories in dialogue with established academic disciplines. The course highlights the centrality of gender for the understanding of broader social processes.
Presentation of the course

During this course, you will be encouraged to develop your understanding and appreciation of issues and perspectives central to the multidisciplinary field of Social Studies of Gender.

A particular focus will be placed on understanding how gender interrelates with other categories of difference, such as class, ethnicity and sexuality. The course also explores the contributions of feminist research to social theory.

The course will introduce the following areas of feminist debate:

- Theorizing gender, feminism and social theory
- Gender differences and representations of ‘otherness’
- Sexuality, masculinity and new family forms
- Citizenship, welfare and globalization.

On the next page, you will find an overview of the the course, there is a more detailed information including complete reading list and instructions in the following section of the guide.
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**Literature**

**Books:**

Adichie, Chimamanda Ngozi (2014) *We Should All Be Feminists.* London: Fourth Estate. 64 pages.


**Reference book:**


**No. of pages: 1771 pages**

All the books are available in several paper copies at the LU Library, some are also available as e-books through the Library’s catalogue.
Articles

Acker, Joan (2000) “Revisiting Class: Thinking from Gender, Race, and Organizations”, *Social Politics* 7(2).

Basaran, Oyman (2014) ”You are Like a Virus’ Dangerous Bodies and Military Medical Authority in Turkey”, *Gender & Society*, 28(4).


Mulinari, Diana & Anders Neergaard (2014) ”We are Sweden Democrats because we care for others: Exploring racisms in the Swedish extreme right”, *European Journal of Women’s Studies*, 1(1).


Students then select approximately 400 pages of reading in association with their course papers.

**Approx. total no. of pages: 2,300.**
In this part you get the detailed information for each week of the course.
PART II

Course structure

Description of course structure

The course is organized around several topics, each of which will be explored during one week. The work every week will consist in individual readings, lectures, group work and seminars. Apart from the lectures linked to the literature, you will also be offered “inspirational lectures” (see schedule on L@L for time and place) by one or more researchers, who will talk about their work. These lectures will inspire you to pose new types of questions pertaining to gender and social theory. Also in addition, some library trainings and trainings in the academic writing are in the schedule.

Read or lose!

Please make sure to read. There is no better way to grow as a scholar than to read. Come well-prepared to the lectures, meaning at least scan through the book and read the introduction and summary before each lecture. You will be able to focus more on the context then on just what the teacher tells you about the book. This way, you will have a much more rewarding experience. Remember that you are not expected to understand everything immediately - that is why we have courses! Read, go to the lecture, talk to your classmates, then read again.

Unless explicitly stated, read entire books listed for each week.

CONTENT

1. Description of course structure
2. Course content guide
3. Make-up assignments
Seminars and reading groups

On L@L, you will find 7 groups for each of the weeks (all but the writing-in-focus week and the final week). This means that we will shift groups for each seminar. For this reason, it is imperative that you come to the first introductory meeting and that you provide contact information.

These groups are reading groups. Students shall get together after having read the texts individually and together prepare for the seminar.

Each seminar is different. Thus you need to consult this guide before every seminar. All of them will require a group effort and an individual effort of some sort.

For each theme addressed during the course, you have two lectures and one seminar (you attend either the morning or the afternoon seminar, you know which one by looking at the group list on L@L).

Final paper

In the last chapter of this guide, you will find instructions on how to write your final course paper. There you will also find information on grading and on the final seminar.

Please note that you are supposed to hand in a paper proposal (1-2 pages) midway through the course.

Course content guide

Week 1 Gender, feminism and intersectionality

Readings


Mulinari, Diana & Anders Neergaard (2014) ”We are Sweden Democrats because we care for others: Exploring racisms in the Swedish extreme right”, European Journal of Women’s Studies, 1(1).


Optional reading:

Introduction

Marta Kolankiewicz

During this first meeting the course will be introduced.

Workshop

Helena Falk, Marta Kolankiewicz

During the workshop students get to know each other through a discussion on why they chose to take up gender studies. The workshop helps us to start thinking about gender as localised experience and as an analytical concept. The workshop will kick-start our conversation on gender as a key dimension of life, social relations and culture.

Lecture 1

Marta Kolankiewicz

Gender, feminism and social theory

Lecture 2

Maja Sager

Intersectionality

Seminar 1

Maja Sager

To prepare for the first seminar we want you to focus on reading the week’s literature on the concepts of gender and intersectionality. This means that you do not need to meet in groups before the seminar. During the first hour of the seminar, you will work in groups and get an assignment to work with using intersectionality as an analytical tool. In the second seminar hour, you will present your group discussions and continue the discussion with the whole class.

Week 2 The personal: Sexuality

Readings


Lecture 3

Jens Rydström

Gender Trouble I

Lecture 4

Jens Rydström

Gender Trouble II

Seminar 2

Jens Rydström

The seminar focuses on subversive bodily acts. Within your reading group, if it is large, divide into smaller groups of three or two students. These smaller groups should prepare a short presentation (max 5 minutes) on a subversive bodily act of their own choice.

Week 3 The Personal: Masculinities

Readings

Basaran, Oyman (2014) “You are Like a Virus’ Dangerous Bodies and Military Medical Authority in Turkey”, Gender & Society, 28(4).


**Screening**


**Lecture 5**  
Eda Farsakoglu  
Masculinities, Intersectionality and Transnationality I

**Lecture 6**  
Eda Farsakoglu  
Masculinities, Intersectionality and Transnationality II

**Seminar 3**  
Eda Farsakoglu

For this assignment, each seminar group is required to critically engage with an example of public discourse or popular culture which addresses aspects of masculinities in the contemporary world.

- If you choose to focus on an example of public discourse, you can analyze an opinion/newspaper; a speech given by a politician, policy-maker, athlete, artist or writer; or anything written, spoken, or televised by a public figure.
- Or you can analyze a movie, TV show, song, performance, magazine, youtube channel(s) or instagram account(s) of popular social media figures or any other pop culture phenomenon you would like to work on.
- You can pick any context, but if you choose something written/spoken in a language other than English, you are required to provide us with a verbatim translation.
- Possible topics to which the chosen material could relate: masculinities, borders and migrations; masculinities in international relations; masculinities in national projects; masculinities in neoliberal capitalist projects; masculinities without men; masculinities and (anti-)militarism; masculinities and (post-/neo-/anti-) colonialism; masculinities and feminism or anything else that illustrates a significant aspect or aspects of masculinities in the contemporary world. Please do not limit yourselves and find something you all find interesting and fun to work on.

After having chosen your material, you should design and deliver a 20-minute group presentation. In addition to fostering creative thinking and critical dialogue, the seminar assignment aims to uncover the interaction between theory and practice while projecting the course material on to everyday life. Accordingly, you are expected to analyse the chosen material in the light of conceptual and theoretical tools presented in the course literature (*Men of the World*) as well as against the background of the knowledge we have been covering during the lectures on men and masculinities.
Questions that might guide your analysis can include (but are not limited to): Why did you choose the written/visual/audio text you will present? What are the power dynamics in the context that the text is produced/embedded in? In which ways does it confirm/illustrate or challenge the theories/concepts discussed in course literature/in class? What do you see in the text when you look at it through a transnational/intersectional lens? What do you find problematic and/or inspirational in the text from a social justice (however you define it) orientation?

The presentation should end with a few discussion questions/topics and the group is expected to be prepared to respond to questions from the audience.

**Week 4 The national: Nation/state and migration**

**Readings**


**Lecture 7** Marta Kolankiewicz

Nation/state and gender

**Lecture 8** Marta Kolankiewicz

**Seminar 4 Marta Kolankiewicz**

For this seminar you will be doing a small case study of a selected document related to a nationalist project of your choice. The idea is to use the theoretical frameworks proposed in the literature of this week to analyze concrete examples of nationalism. Your focus shall be on the ways in which gender and/or migration are represented in the document of your choice (this means that you can focus just on gender or just on migration or on an intersection of both).

The preparation of this task shall include:

1) **Selection of a case**

Choose a nationalist project and find some suitable material for your analysis. This might be a political program document, a bill, a motion, an electoral propaganda or other documents. You do not need to gather complete material, rather think of it as an exercise in research, in which one or two pieces of documents can serve for an in-depth analysis.

2) **Analysis**

With help of conceptual and theoretical tools proposed by Yuval-Davis and Khosravi analyze your empirical material.

3) **Preparation of a presentation of your results**
You will present your results in an oral presentation given during the seminar. You are free to use multimedia tools if you wish so. The important thing is that the audience get an opportunity to learn about both your empirical material and the theoretical framework you used. In other words, you should show your knowledge and understanding of the literature and a capacity of applying this theoretical framework on an empirical material. Make sure that you are able to make your oral presentation within the given time frames, leaving some space for questions.

**Week 5 WRITING IN FOCUS**

During this week you will attend workshops and training sessions in academic writing. You shall also start to work on the course paper and hand in a paper proposal (see the last chapter of this course guide for the instructions).

**During this week you will have supervision I of your paper. Please see info on L@L.**

**Week 6 The national: Nation /state and welfare**

**Readings**


**Lecture 9 Moira Nelson**

Fraser’s Critique of Habermas

**Lecture 10 Moira Nelson**

Defining, politicizing and addressing (reproductive) needs

**Seminar 5 Moira Nelson**

In this seminar we will deal with two main themes from the reading. The first theme involves the gendering of social roles whereby carer and consumer have traditionally been seen as feminine and worker and politician/leader(/soldier) as masculine. Fraser talks about how Habermas sees the gendering of these roles as natural and desirable and then deconstructs his approach.

1. For each role, reflect upon the way in which you may have observed in real life (your own experience, documentaries, through friends’ experiences) or fiction (movies, novels) these roles as gendered in the traditional way Habermas discusses. What about an individual’s beliefs or behaviour or contextual social norms and institutions helps us to understand how these roles can be seen as feminine/masculine? Can you find counter examples?

2. Using your own or Fraser’s arguments, how might we question the gender-specificity of the four roles? E.g. if Habermas sees the carer role as distinctly feminine, how could we deconstruct his argument, perhaps using his own theoretical framework, and how can we make sense of counter-examples in the world today? Is a de-gendering of social roles undermining society (economic production, social
reproduction, political stability, peace)? How so? If not, why not?

The second theme involves the issue of needs where needs may also be understood as injustices or inequalities. Addressing needs is complicated because the process is riddled with political challenges and solutions may not necessarily improve upon the situation, for example if correcting material injustices leads to status injustices.

3. Select a need or injustice that arises out of a world with strictly gendered social roles. What are the challenges in addressing this need? (chapter Struggle over Needs is especially useful here).

During this week you will have supervision II of your paper. Please see info on L@L.

Week 7 The global: Labour

Readings


Lecture 11  
Helle Rydström

The global - gender and ‘culture’ in capitalist production I

Lecture 12  
Helle Rydström

Exploitation - gender and ‘culture’ in capitalist production II

Seminar 6  
Helle Rydström

1. Identify three analytical concepts in Ong’s book or that were discussed during the lectures. An analytical concept in this context is a concept used as a theoretical tool or a way of “boiling down a perspective” on a certain process or issue, and that can be used to unpack and further explore a phenomena or process.

2. Find a news story from any news source that is available to all of you. Analyze the story using the analytical concepts.

3. Reflect on the contribution of Ong’s book - and her specific materialist perspective - in analyzing gender and globalization. What are the strengths and weaknesses, according to your group? What did you learn about historical processes of gender, family, economy and the nation state from reading the book? How will this perspective help you understand and analyze gender as a historical and social relation?

For this seminar, there will be no presentations; instead we will create cross-groups that will sit down and talk about the texts. The group effort will serve as a preparation for this.

During this week you will have supervision III of your paper. Please see info on L@L.

Week 8 The global: Post-colonial perspectives
Readings


Lecture 13 Katrine Scott
The global: post-colonial perspectives I

Lecture 14 Katrine Scott
The global: post-colonial perspectives II

Seminar 7 Katrine Scott
The focus of the seminar is to work with and discuss Mohanty’s concept of decolonization of knowledge production.

Preparations:

Find descriptions and examples from the book on how Mohanty defines decolonization of knowledge production. Think about how you would explain this concept to a person who has not read the book? How does the concept relate to Mohanty’s ideas of anticapitalist critique and feminism?

Pick a social media debate, a news story, film or similar that you find relevant in relation to the weeks’ readings and lectures. Discuss the chosen example with Mohanty’s concept of decolonization of knowledge production.

At the seminar you will present and discuss your preparations in groups and we will have a common discussion (detailed information will be given at the week’s lectures).

Week 9 Course papers

Finalizing and submitting the final paper. Reviewing and commenting on the assigned paper.

Final Seminar Katrine Scott, Helle Rydström, Marta Kolankiewicz
Discussing the final papers (see instructions in the last chapter of the Course Guide).
Make-up for missed seminar

Seminars are obligatory and you have to participate in all of them in order to pass the course. If you anyway miss a seminar, for reason such as sickness, you will have to upload a make-up assignment on L@L. You should read the instructions for the seminar that you have missed and write a 2-3 page long paper following the instruction. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself.
SIMP 25 is examined through a course paper that students write individually on a topic of their choice related to the course.
Course paper instructions

Paper instructions

Each course participant must write a course paper on a topic related to the course. This paper should use a substantial part of the course literature. You shall began the work on the paper already in the middle of the course. The individual writing will be supported by three group supervision sessions that are structured in the following way:

Paper proposal and first supervision

You begin by submitting on Live@Lund a paper proposal. This should include:

- a description of your research question or problem,
- a preliminary reflection about your theoretical perspective and material,
- a very brief summary of two academic journal articles that are relevant for your topic,
- and a beginning to your reference list indicating which parts of the course literature may be relevant for your topic and possible other books and articles.
In all, this assignment is between **one and two pages**. Please consider it a working document or plan that will change as you further develop your paper.

After you submitted your proposal, the class will be divided into supervision groups. We will try to organize thematic groups. Information about the groups will be posted on Live@Lund together with details on locations. Please make sure to read all the papers in your assigned group before the supervision session and be prepare to give a feedback to your classmates!

During the first supervision you will receive and give comments on the paper proposals. You will also receive supervision from a teacher.

### Second supervision

Once you have received feedback on your paper proposal, you should continue working on your paper. Next time you submit the text, it should not be limited to an idea, but should give us a sense of what and how you want to explore so that the group can help with possible ways to go. It may also be the first draft of some part of the paper.

Now you should have decided not only on the topic and the research question, but also more exactly on what kind of paper you want to write.

We suggest two types of course paper design:

A) Theoretical elaboration on a problem/s that is/are introduced in the course literature.

B) Theoretical discussions combined with an ‘empirical’ study (due to the time limits, we recommend empirical studies of already existing data not involving extensive fieldwork).

During the second supervision you will get feedback on this new text. Before the supervision session read all the papers in your group and prepare a comment.

**Writing your the paper**

After the second supervision you shall continue to work on your paper.

The course paper should include:

- a clearly formulated research question or problem

- an overview of previous research that has been introduced in the course literature and in other literature that you are using

- brief methodological considerations if you chose to write an empirical paper

- an analytical discussion with your reflections (main part)

- concluding remarks.
The paper should be a scientific paper (with notes and references etc). It should contain between 3500 and 4500 words, so the paper will be roughly 8 to 12 pages.

Use Times New Roman, 12 p., 1,5 space.

**The paper should demonstrate understanding of the course literature and an ability to critically evaluate it and to relate it to your research question.**

The paper should be written and referenced using a system of referencing such as Harvard, Chicago, Oxford or APA. For information on referencing systems please see the academic writing section of the library guides at the Social Science Faculty Library website [http://www.sambib.lu.se/en/write-and-publish](http://www.sambib.lu.se/en/write-and-publish).

**Third supervision**

During the third supervision, you have a chance to receive more comments on your paper. This time you upload a draft of your paper (still work-in-progress). You decide how advanced in the writing you will be, but the more text you have, the more giving the feedback will be. Before the supervision session read all the papers in your group and prepare a comment.

**Finalizing your paper**

After the last supervision you have time to finalize your paper, make changes, edit and proof-read the paper.

Once you have finished your paper, please make sure publish it on Live@Lund in the folder “Final course paper”. Please observe the deadline.
Final Seminar Instructions

During the Final Seminar, every student that has submitted a paper will be responsible for commenting on a paper of another student. The list of paper discussants and seminar groups will be published on L@L. You shall start by presenting the paper that you have been assigned: briefly summarise the paper, then give your feedback (you might like to consult the guidelines for constructive feedback, see below). Each discussant should also provide written comments (about 1 - 1.5 page) on the paper you have been assigned to comment on. Please bring two copies of your comments to the seminar (one for the author, another for the teacher).

Guidelines for constructive feedback

1. Read the paper once to familiarize yourself with it without marking or noting anything. See it as a whole.

2. Summarize the text as you remember it. This helps the author determine what sticks for the reader and what might need to be adjusted if the reader’s message isn’t what the writer intended.
   a. What I remember most from this text is...because...
   b. I especially noticed...
   c. Most focus seemed to be on...
   d. The most interesting things about this for me was...
   e. I didn’t fully understand...
   f. The main claim/idea seemed to be...

3. On the second read:
   a. Underline the sentence/s that communicate/s the main claim of the paper (could be located anywhere!).
   b. Underline where the author states why this claim is important.
   c. Place an “R” in the margins next to reasons for the main claim.
   d. Place an “E” in the margins next to pieces of evidence.
   e. Circle the sentence(s) that most succinctly sum(s) up the conclusion.

4. On the third read, consider the following (in this order), referring to the author’s feedback request:
   a. Does the introduction present relevant context, a claim, and significance of the paper? Anything else you feel is missing?
   b. Does the argument progress clearly from one paragraph to the next?
   c. Indicate potentially weak, irrelevant, or unexplained evidence.
d. Does the paragraphing make sense and does each paragraph serve a clear purpose that is easily grasped? (i.e., relevant description or summary, reasons and evidence with explanation, etc.). Note especially where the structure breaks down and becomes unclear or confusing.

e. Does the conclusion draw together all aspects of the argument? If not, what is missing?

f. Are there any immediate source use concerns?

g. Are the word choice and tone appropriate? How is the grammar? Are the sentences complete and easy to read or are there often errors?

5. Formulate your feedback. Remember that your feedback is also a type of text (whether written or oral) and that it also must be well structured. Prioritize your comments - unfocused feedback with many points can be overwhelming and counterproductive.

a. What is the best part of the paper? (Be specific: always give examples; see note below about subjective adjectives)

b. Which areas need the most improvement? (The point here isn’t to address EVERYTHING that could be improved, but the areas that need the most work, or would make the biggest impact on a new draft of the paper.) The point is that your feedback looks forward to possibilities, not to imperatives.

i. You could try...

ii. What would happen if...

iii. If you instead...I think that...

Important! Avoid subjective adjectives without explanation and examples. “Good,” “bad,” and “interesting” do not give helpful information to the writer unless accompanied with something concrete. What made you react that way? Don’t read between the lines but instead focus on the choices, in language and content, that the writer has made and what consequences they have for your reading. Ask questions, both about what you didn’t understand and what you want to know more about.

a. I think this text became difficult to read when...

b. The last paragraph was great because...

c. Your argument seemed strongest when...

d. Why did you choose...?

e. How do you want your readers to react when...?

f. What does...mean?
On receiving feedback

Be constructive in how you receive feedback. This is equally important as being constructive in giving feedback! Challenge yourself to stay in the situation and listen. Accept feedback as information about this specific communication situation, not about you as a person or an absolute truth about your text. Reflect on how the feedback can help you develop as a writer and not only this one text. Ask if you do not understand, but do not react defensively.

Remember: very often, students are as nervous giving comments on papers as they are getting them. For the teacher, there are two equally important students performing a dialogue and the aim is for both students to grow as scholars.

Grading

The course paper constitutes the most important basis for the grade, but seminar participation is also a factor. When evaluating the course papers we will focus on the following criteria:

- Ability to critically evaluate the literature. (To passively summarise the texts is not sufficient. You must reflect on them or show that you are able to use the theoretical tools they provide, hence demonstrating a deeper understanding.)

- Knowledge and use of a substantial part of the course literature in a relevant manner and other relevant texts.

- Ability to work with concepts and theories in an active and autonomous way.

- Clarity and originality in choosing a topic, formulating research questions/problems, and carrying through an analytical discussion.

- The paper's form and the referencing.

To avoid different grading scales and problem with individual bias, course teachers will synchronise grading.

Please remember that students must fulfil all requirements to be graded (participation in seminars and course paper).

We use a scale from A to F (A-E is passed, A is the highest grade, E the lowest, F is failed).
**Re-examination**

We strongly recommend all students to hand in on time, also because this will give you an opportunity to participate in the Final Seminar that is a valuable learning moment in itself.

If you do not manage to do this, you can hand in your paper on a later occasion (check L@L for the exact date). If there are enough students who are late handing in, we usually try to organize a second seminar. If not, the teacher will send you a paper to comment on and you will send your comments to the teacher after no more than two days.