Syllabus

Post Perspectives: theory and methodology in Educational and Child and Youth Studies
7,5 ECTS credits

Course plan and content

A total of 2 + 2 days on-site seminars and workshops at Stockholm University, Department of Child and Youth Studies; 2 on-line or on-site lectures by choice, as well as a closing paper-session which can be partaken on-line or on-site by choice.

Part I

Teacher: Professor Hillevi Lenz Taguchi and Nina Lykke (venue dept. of Child and youths studies, Frescati Hagväg 20)
Thursday April 12 on-site seminar and workshop 10 am – 16 pm (Hillevi Lenz Taguchi)
Friday April 13 on-site seminar and workshop 10 am – 16 pm (Hillevi Lenz Taguchi)

Wednesday April 25 Lecture with professor Nina Lykke (1-3 pm) on-site and recorded to be viewed online.

Part II

Teachers: Professors Mindy Blaise and Affrica Taylor (venue dept. of Child and youths studies, Frescati Hagväg 20)
Wednesday May 2nd Lecture Mindy Blaise and Affrica Taylor (1-3 pm) on-site and recorded to also be viewed online
Thursday May 3rd on-site seminar and workshop (10 am – 16 pm)
Friday May 4th on-site seminar and workshop (10 am – 16 pm)

Closing paper discussions:
Friday May 25th (can also be partaken on-line)

Overall aim

The aim of this course is to learn more about as well as practise and experiment with some of and ‘more-than-human’ concepts and methods emerging from select ‘post’ theories or so called posthumanist approaches to the educational sciences. These pose radical alternatives, and/or can function as supplements to other humanist, constructivist and positivist approaches in the educational, early childhood education, and child and youth studies.

The course responds to the challenges posed by feminist critical Anthropocene scholars, such as Deborah Bird Rose, Rosi Braidotti, Claire Colebrook, Donna Haraway, Val Plumwood, Isabelle Stengers, Anna Tsing, to find non-divisive ways of thinking and acting as researcher. One way is to think and act together with more-than-human others in our common worlds, in the face of irrevocably altered ecologies and uncertain futures as part of the research-practice in educational or child- and youth settings. Another is to show the possibilities of creative and multi-epistemological research projects that can produce many different kinds of knowledge together across disciplinary boundaries.
Part I:
The overarching theme of the first part is to achieve knowledge about how a posthumanist and feminist critical affirmative perspective is related to and can constitute a supplement to other social science and humanities theories and methodologies in the educational sciences, as well as in child and youth studies. This part of the course especially consider concepts as method and cartography mapping as possible approaches as part of doing virtually any kind of study, literature review and/or working with teachers and possibly youth and children as well.

Part II:
The overarching theme of the second part of the course is that the Anthropocene inheritance is particularly salient for children and youth and that hope for the future lies in learning how to think and act creatively and collectively with other-than-humans in our common worlds. Participants will engage with ‘post’ concepts and try out methods associated with ‘the feminist material turn’, ‘the ontological turn’, ‘the affective turn’, the ‘more-than-human turn’, ‘the animal turn’, and the ‘post-natural turn’ - which refuse epistemological divisions such as the nature/culture divide; the mind/body split; and the separation of humans from the rest of the world.

Learning outcomes
By the end of this course, students will have:
- Show knowledge about how a posthumanist and critical affirmative feminist approach relates to and might be used as a supplement other social science and humanities theories and methodologies
- Show deeped awareness of the theories and methodologies presented in the texts and consider both the possibilities and limitations, as well as the role they can play in the society and how this knowledge can be used in an ethical and responsible way
- Considered the practical implications of feminist critical Anthropocene scholarship and uncertain ecological futures in relation to the student’s own project, and discuss this in an affirmative critical, creative and scientifically informed way
- Practised a selection of experimental ‘post’ concepts and more-than-human methods in a series of field-based activities
- Curated a common worlds exhibition as a result of the above field-based activities

Assignments, examinations and required readings
Part I.
- A 3-10 page preliminary thesis of the encounters of the major part of the readings uploaded three days before the first couple of coursework-days. The thesis consists of a qualified reflection that states the scientific problems emerging from the encounter and in what ways the different texts interfere, disrupt and/or align with the student’s own project. This entails a short summary of the authors’ respective problems and aims with their research, in order to relate this in terms of ontology, epistemology and methodology to your own ongoing or planned research project.
- A revised thesis (3-10 pages) within 5 days and upload on the course platform.
- A 3-5 page preliminary thesis on Nina Lykke’s book uploaded one day before the lecture. This thesis has the exact same content as the prior.
- A revised thesis (3-5 pages) within 5 days after Nina Lykke’s lecture.
**Required reading part I.** pdf-files will be provided to all texts except whole books to read and articles available on-line


Lenz Taguchi, Hillevi (2017) “This is not a photograph of a fetus”: a feminist reconfiguration of the concept of posthumanism as the ultrasoundfetusimage, in *Qualitative Inquiry*. 23(9) 699–710 (article)


**Part II.**

- A 3-10 page preliminary thesis of the encounters of the major part of the readings uploaded three days before the first couple of coursework-days. The thesis consists of a qualified reflection that states the scientific problems emerging from the encounter and in what ways the different texts interfere, disrupt and/or align with the student’s own project. This entails a short summary of the authors’ respective problems and aims with their research, in order to relate this in terms of ontology, epistemology and methodology to your own ongoing or planned research project.

- A revised thesis (3-10 pages) within 5 days and upload on the course platform.

- A final thesis which discusses what parts of the literature that has proved to be most productive for the student’s own project is due 3 days before the last day of the course, when all papers are presented by each author with an assigned discussant.

**Required reading part II.** (pdf-files will be provided to all texts except whole books to read and articles available on-line)


