

Forskerskolens kurs i 2015:

Stipendiatsamling om analysestrategier i forkant av Kjønnforskning NÅ!

Tid: Mandag 23. november kl. 10.30-17.30

Sted: Bergen

Gender Equality and Quality of Life: Policy-making in times of new gender regimes

The summer school focuses on exploring the relations between gender equality and quality of life from an intersectional perspective.

Time: 30th August– 04. September 2015

Place: Institute of Sociology, Jagiellonian University, 52 Grodzka Street, 31-044 Krakow, Poland

Organiser: Institute of Sociology, Jagiellonian University

Project Partners: Centre for Gender Research, University of Oslo; Institute for Health and Society, University of Oslo; Chair of Epidemiology and Preventive Medicine, Medical College

Climate Imaginaries: Feminist and Queer Perspectives on Thinking Climate Change

The course/seminar offers an interdisciplinary investigation of how we imagine climate change in contemporary times.

Time: 17th–19th August 2015

Place/Organisers: Centre for Women's and Gender Research (SKOK) University of Bergen, Norway

Modernization, gender and generation - reconfigurations of everyday life. Cases from China and the Nordic countries

The intention with this PhD course is to bring together researchers and PhD students from the Nordic countries, China or elsewhere, who share research interests in gender and generational relations, and processes and conceptions of modernization and individualization.

Time: 19-21 May 2015

Place: Nordic Centre, Fudan University in Shanghai

Relationality, Subjectivity and Affective Life

This PhD course will explore the history of the concept of relationality and its contemporary uses across a number of fields.

Time: 3-4 March 2015

Place: Centre for Gender Research, University of Oslo

Mer om kursene:

Stipendiatsamling om analysestrategier i forkant av Kjønnforskning NÅ!

Den nasjonale forskerskolen i kjønnsforskning arrangerer hvert annet år et basiskurs i kjønnssteori og annethvert år en stipendiatsamling.

Tid: Mandag 23. november kl. 10.30-17.30

Sted: Bergen

På programmet har vi to korte innledninger fra forskere med fersk erfaring fra PhD-perioden og god tid til å diskutere egne prosjekt i grupper. I gruppearbeidet vil vi peke på hvordan ulike forståelser av kjønn kan inngå i analysene eller kommer frem som resultat av analysene.

Gender Equality and Quality of Life: Policy-making in times of new gender regimes

The summer school focuses on exploring the relations between gender equality and quality of life from an intersectional perspective.

Time: 30th August– 04. September 2015

Place: Institute of Sociology, Jagiellonian University, 52 Grodzka Street, 31-044 Krakow, Poland

Application by: 10 May 2015

Organiser: Institute of Sociology, Jagiellonian University

Project Partners: Centre for Gender Research, University of Oslo; Institute for Health and Society, University of Oslo; Chair of Epidemiology and Preventive Medicine, Medical College

The summer school focuses on exploring the relations between gender equality and quality of life from an intersectional perspective. Studies of gender equality impact on quality of life are not conclusive – we cannot assume linear and unidirectional relation between gender equality and quality of life. This relation is shaped by cultural and institutional context in each country and the individual strategies adopted by the citizens. During this summer school we will try to explore the relation between as well as develop a policy recommendation and policy toolkits for policy-makers, both in Poland and Norway.

Topics that will be discussed are among others: Gender regimes and economic constraints of neoliberalism, gendered violence, men and gender equality, and women's movement and activism.

Key readings

Key readings will be send by email to all participants no later than one month before the beginning of the summer school.

Assessment

To complete the summer school, the participants have to:

- 1) Participate in all activities of the summer school (roundtables and workshops aimed at presenting participants' presentation and developing toolkit). The total amount of contact hours: 45

- 2) Prepare a presentation based on the paper sent during the application process
- 3) Prepare a peer review to an assigned presentation.

Having successfully completed the course, all participants will receive a Certificate of Attendance and 4 ECTS credit points.

Eligibility

The course is designed for 20 PhD students and early-stage researchers, up to 4 years after receiving PhD, as well as for independent researchers. Applicants should conduct a research on gender equality and quality of life. Students and researchers from Poland and Norway will be preferred although also other may apply.

Fee

- **Applicants from Central and East-European countries***: 50 Euros
- **Applicants from Europe and worldwide**: 100 Euros

Detailed programme:

http://www.geq.sociologia.uj.edu.pl/documents/32447484/81807772/Summer_School_detailed_program.pdf

Climate Imaginaries: Feminist and Queer Perspectives on Thinking Climate Change

How is climate change imagined? What does it mean to think about climate change from feminist and queer perspectives? The course/seminar offers an interdisciplinary investigation of how we imagine climate change in contemporary times.

Critically engaging with feminist and queer perspectives, the course addresses how embodiment, difference, imagination and environment intersect with, challenge and re-imagine climate change debates and its imaginaries.

Time: 17th–19th August 2015

Place/Organisers: Centre for Women's and Gender Research (SKOK) University of Bergen, Norway

Organised by: [Donna McCormack](#) and [Mohammad Salehin](#), [Centre for Women's and Gender Research](#) in co-operation with [Duke University Women's Studies](#).

Keynotes: [Priscilla Wald](#), Duke, and [Margaret Alston](#), Monash University

Tutors: [Scott Bremer](#) (environmental governance/philosophy of science), [Kari Jegerstedt](#) (comparative literature/gender studies), [Donna McCormack](#) (medical humanities/post-colonial studies), [Mohammad Salehin](#) (sociology/climate change) and [Mathew Stiller-Reeve](#) (climate science/meteorology)

Course description

The course “Climate Imaginaries: Feminist and Queer Perspectives on Thinking Climate Change” offers an interdisciplinary investigation of how we imagine climate change in contemporary times. Climate change is increasingly recognized as a global crisis, and many scientific studies back up this claim. Yet how climate change is understood and imagined differs immensely, not only between scientists, but also in everyday practices, public debates, media, art, film and literature, activist organizations, political discourse, NGO communications and advertising. These diverse imaginaries form our epistemologies of climate change, and thereby open for particular political and moral dilemmas, agencies, strategies and resistances.

This interdisciplinary course brings together scholars from the natural sciences, the social sciences and the humanities to explore the ways in which these epistemologies, dilemmas, agencies, strategies and resistances are gendered. Core concepts and epistemological traditions to be discussed include the nature/culture split, the anthropocene, planetarity, (post-)apocalyptic narratives and images, pre and post-disaster gendered strategies on the ground, environmental justice, dominant climate science discourse, and the climate science/policy interface. By examining these ideas through the lens of feminist and queer theories and methodologies, the course addresses how embodiment, difference, imagination and environment intersect with discussions on climate change. This course will critically examine the complex ways in which climate change affects gender and social relations, thereby exploring how existing policy narratives and adaptation programmes may be better informed by feminist and queer perspectives. More specifically, the course critically engages with the intersection between scientific imaginaries and wider social concerns, with a particular emphasis on the dissemination of scientific data to the public, activist work, practices in post-disaster areas, and literature and film. While critically examining dominant environmental imaginaries of crisis and potentiality, we also hope to explore what other imaginaries are absent, hidden or emerging.

The questions that we will explore throughout the workshop are:

- How is climate change imagined?
- What does it mean to think about climate change from feminist and queer perspectives?
- What are the ethical and political challenges that climate change and climate imaginaries raise?
- What other critical scientific perspectives should we bring to climate change, and why?

The course may be of interest to anyone working on climate-related research, whether in the natural sciences, the social sciences or the humanities. Importantly, participants should be interested in critically engaging with dominant climate imaginaries that are becoming influential in our contemporary institutions and in exploring these ideas through feminist and queer perspectives and methodologies. The course is open for advanced MA-students, researchers and postdoctoral fellows, as well as PhD-candidates.

Accreditation

Active participation in this workshop entails reading the literature (to be distributed prior to

the course) from the point of view of the workshop questions and the researcher's own research. 3 ects will be given for active participation and a short presentation – *made in relation to one's own research project, to select workshop literature, and to the workshop questions* – and an additional 2 ects will be given for an essay submitted to the tutors no later than three months after the final day of the course. The essay should be around 10 pages (evaluated pass/fail).

Lecturers Bio

Priscilla Wald is a Professor of English and Women's Studies at Duke University. She teaches and works on U.S. literature and culture, contemporary narratives of science and medicine, science fiction literature and film, and environmental studies.

Margaret Alston is Head of Department of Social Work and the Director of the Gender, Leadership and Social Sustainability (GLASS) research unit at Monash University, Melbourne, Australia. Her recent publications include 'Women and Climate Change in Bangladesh' (Routledge, 2015) and 'Research, Action and Policy: Addressing the Gendered Impacts of Climate Change' (edited with Kerri Whittenbury) (Springer 2013).

Modernization, gender and generation - reconfigurations of everyday life. Cases from China and the Nordic countries

The intention with this PhD course is to bring together researchers and PhD students from the Nordic countries, China or elsewhere, who share research interests in gender and generational relations, and processes and conceptions of modernization and individualization.

Time: 19-21 May 2015

Place: Nordic Centre, Fudan University in Shanghai

Organizers: The Sino-Nordic Women and Gender Studies Conferences, The Nordic Centre at Fudan University, The Nordic Institute of Asia Studies (NIAS) at Copenhagen University, The Centre for Gender Research at the University of Oslo

- in cooperation with researchers from the Chinese Academy of Sciences (CASS), Fudan University, the University of Copenhagen, Aalborg University, the University of Southern Denmark, the Norwegian University of Science and Technology (NTNU), the University in Nordland and the University of Oslo.

The empirical field of study can be either the Nordic countries or China - or both. It is not a condition that participants know about both contexts, but they must find it interesting to compare perspectives and findings. What can we learn about and from each other, and what can we learn about ourselves from looking with other(s') eyes? The participants are invited to take part in a mutual exchange of knowledge and a dialogue on what processes and concepts of modernization, individualization and feminism may entail in different contexts.

Content

Processes of modernization and individualization have had a deep impact on everyday life in the Nordic countries since the early 20th Century. Both gender relations and generational relations have been targets for social reconfigurations as well as psychological conflicts and tensions. From a relatively stable rural social order characterised by a moral of duty, distinct roles for women and men and male authority in the family, process of industrialization, urbanization, and secularization led to a society characterised by an increased focus on individual rights and formal education. Together with the social provisions of the expanding welfare state, this has laid important foundations for making women and men's lives more similar with regard to their rights and obligations in the family, in the labour market and in politics. This has resulted in a more equal and mutual, but also less binding relation between women and men, and between parents and youth.

China is presently experiencing a comparable process of industrialization and modernization but in a very different cultural, social, political and temporal context. The enormous size of China's population compared to the small Nordic countries, the huge differences in history, in political systems and social welfare provision, as well as in the economical, technological and global situation accompanying the processes of change at the different points of time, give very different contexts for processes of modernization. On the other hand, China and the Nordic countries also share some similarities such as, for instance, a strong emphasis on the state's role with regard to educating and socializing youth, and promoting gender equality, for instance through co-operation with women's organisations.

A comparative view on conflicts, negotiations and changing relations between genders and generations may illuminate both general and specific traits of *processes* of modernization as well as what might be entailed in the *concept* of modernization. How do Western models of modernity connected to individualization, self-reflexivity and increased gender- and generational compare with the case of China? Or on a more theoretical note: to what degree may the experiences from Chinese modernization challenge Western ideas of what modernization is all about?

The course invites papers/project presentations that focus on processes of modernization of everyday life in either the Nordic countries, or China, - or both. They may focus on different aspects of modernization of everyday life, for instance, family, education, youth, consumption, work, care and demography.

Importantly, researchers working on either China or the Nordic countries are not expected to have knowledge of the context that is not their field of study - i.e. Nordic scholars do not need to have knowledge in advance about China, and Chinese scholars do not need to have knowledge in advance about the Nordic countries. What is required is curiosity and a genuine interest in what may be learned by seeing one's own case in the light of a different situation and context.

Who can apply?

The course is primarily aimed at PhD students in the social sciences and humanities enrolled at Nordic or Chinese Universities, but is also open to PhD students from other places, and others scholars working with issues relevant for the theme of modernization, gender and

generation. The course is open to students/researchers who are already working on gender as well as students/researchers who would like to include a gender dimension in their work.

Language:

English. Since no translation will be provided, participants must be able to understand and express themselves in English.

Place

The PhD course will take place at the *Nordic Centre* at Fudan University in Shanghai. The Nordic Centre was established as a joint project between Fudan University and 14 Nordic universities in 1995. Today, the Centre is a network of 26 Nordic universities and one research institution, NIAS, that all have close collaboration with Fudan University. The centre, which has its own building at the Fudan campus, is a meeting place for Nordic and Chinese scholars and students.

See more information about the centre here: <http://www.nordiccentre.net>

Organizers

The course is initiated by the *The Sino-Nordic Women and Gender Studies Conferences*. This is a network of Chinese and Nordic gender studies scholars which has existed since 2002. It is managed by the Nordic Centre and the Nordic Institute of Asian Studies (NIAS) and has hosted five Sino-Nordic conferences (2002, 2005, 2008, 2011, 2014) and two PhD courses in 2009 and 2012. The present course is also part of the preparations for the 6th Sino-Nordic Women and Gender Studies Conference which will take place in Oslo in 2017 - with the same theme of Modernization, gender and generation.

The course *teachers* will come from two Chinese, three Danish and three Norwegian universities/research institutions: the Chinese Academy of Sciences (CASS), Fudan University, the University of Copenhagen, Aalborg University, the University of Southern Denmark, the Norwegian University of Science and Technology (NTNU), the University in Nordland, and the University of Oslo.

The practical organization of the course will be carried out by the *Nordic Centre* at Fudan University, *NIAS* at the University of Copenhagen, and the *Centre for Gender Research* at the University of Oslo.

Coordinator: Professor [Harriet Bjerrum Nielsen](#) at the Centre for Gender Research at the University of Oslo.

More information

Please contact Professor Harriet Bjerrum Nielsen, the University of Oslo, h.b.nielsen@stk.uio.no

Programme

The course will include three full days, 19-21 May 2014, starting Tuesday 19 May at 9AM and ending Thursday 21 May at 5PM.

Each day will be organized with lectures by the teachers in the morning and paper presentations in groups by the PhD students and others in the afternoons, including supervisions from the teachers. There will be three main themes for the lectures:

Theme 1: Theoretical and methodological issues in generational and comparative studies

Cecilia Milwertz, senior researcher at the Nordic Institute of Asia Studies (NIAS), the University of Copenhagen, Denmark: *Asian and Nordic encounters - introduction to the course*

Li Chunling, professor at the Institute of Sociology, Chinese Academy of Social Sciences (CASS), Beijing: *China's new generations*

Merete Lie, professor at the Department of Interdisciplinary Studies of Culture, the Norwegian University of Science and Technology (NTNU), Trondheim, Norway: *Life-course and generational studies in a comparative perspective*

Theme 2: Young people in the process of modernization - intergenerational and comparative perspectives

Harriet Bjerrum Nielsen, professor at Centre for Gender Research, University of Oslo, Norway: *Doing and undoing gender over three generations of women and men in Norway*

Liu Fengshu, professor at Department of Education, University of Oslo, Norway: *From degendering to (re)gendering the self: Chinese youth negotiating modern womanhood (with a preliminary comparison with Norwegian youth).*

Mette Halskov Hansen, professor at Department of Culture Studies and Oriental Languages, University of Oslo: *Educating Chinese youth: Authoritarian individualization?*

Ann-Dorte Christensen, professor at Department of Sociology and Social Work, Aalborg University, Denmark: *Intersectionality and transnational belonging*

Theme 3: Gender equality in the family and the project of feminism in the Nordic countries and in China

Hilda Rømer Christensen, ass.professor at Department of Sociology, University of Copenhagen, Denmark: *Gender, place and space in the middle class in China and in Denmark*

Michala Hvidt Brengaard, researcher at Department of Sociology, University of Copenhagen, Denmark: *Changing mothering practices and intergenerational relations in contemporary urban China*

Yan Zhao, ass.professor at Faculty of Social Sciences, University of Nordland, Norway: *How do Chinese middle-class women do gender equality?*

Shen Yifei, ass.professor at The Centre For Family Studies, Department of Sociology, Fudan University, Shanghai: *Motherhood and feminism in the process of individualization in China*

Wang Qi, ass.professor at Department of Design and Communication, University of Southern Denmark: *Collective Male Feminism in China*

Project presentations and full papers

Active participation in the group work and a project presentation is required of all participating PhD students. To the extent that time allows, other scholars will also be offered space for presenting their projects.

PhD students and others who wish to present their work must submit a short description (4-5 pages) and give a 10-15 minutes oral presentation to a smaller group of students and teachers. The presentations will be commented on by the teachers and discussed in the whole group.

For PhD students it is also an option to hand in a full paper (10-20 pages) in advance and get comments on that. A full paper may also be handed in after the course (in this case a project description must be handed in before the course).

* Deadline for the written project descriptions and/or full papers in advance is 4 May, 2015. Deadline for full papers handed in after the course is 15 August 2015

Curriculum and approval

A bibliography of about 250-300 pages will be compiled, which the PhD students are expected to read before the course. The curriculum will be available a month prior to the start of the course.

All PhD students are responsible for applying to their own PhD programs for approval of the course (this should be done in advance). It is possible to submit an essay after the course if this is a condition of the PhD program's approval. The guidelines for this paper will be given later.

It is the local PhD program followed by the student who will decide how many credits will be given for the course. The estimate of the organizers are the following:

3 ECTS for participating (including the written and oral presentations of one's project in groups) and 5 ECTS with a full paper.

Relationality, Subjectivity and Affective Life

This PhD course will explore the history of the concept of relationality and its contemporary uses across a number of fields.

Time: 3-4 March 2015

Place: Centre for Gender Research, University of Oslo

Course leader: Sasha Roseneil

The concept of relationality is currently very much in favour amongst researchers concerned with questions of subjectivity and affective life, and particularly amongst feminist scholars and gender and family researchers.

This PhD course will explore the history of the concept and its contemporary uses across a number of fields, including philosophy and ethics, psychoanalysis, psychosocial studies, sociology and queer theory. It will pay particular attention to how the concept grapples with the challenges of understanding the complex emotional bonds between people in intimate relationships, and across generations, and the intersubjective elements of human experience.

We will look specifically at work by feminist scholars who, in various ways, employ a notion of relationality in theorising subjectivity and affective life, including: Jessica Benjamin, Nancy Chodorow and the American school of relational psychoanalysis; Judith Butler; Sara Ahmed; Valerie Walkerdine; Teresa Brennan; Lauren Berlant; Bracha Ettinger.

All participants will be expected to prepare short “think pieces” about some of the set readings in advance, for discussion during the afternoon sessions. Students whose research is particularly relevant can offer to present full papers.

Draft programme

Tuesday 3 March 2015

10.00–10.15 Registration and welcome

10.15–11.15 Lecture 1: A “relational turn”? an introduction to the course

11.15–11.30 Break

11.30–12.30 Lecture 2: Genealogies of “relationality” in philosophy, psychoanalysis and sociology

12.30–13.30 Lunch

13.30–16.00 Student presentations and discussion of “think pieces” about the set readings

Wednesday 4 March 2015

9.30–10.30 Lecture 3: Relationality and intersubjectivity: becoming and being human

10.30–10.45 Break

10.45–11.45 Lecture 4: Relationality and affective life: atmospheres, intergenerational relationships and trauma

11.45–12.00 Discussion: Is everything “relational”?

12.00–13.00 Lunch

13.00–15.00 Student presentation and discussion of “think pieces” about the set readings/
full student papers

15.00–16.00 Round-up reflections and close

Course literature

Participants will be expected to read 200-300 pages of course literature and to prepare one or two “think piece” presentations on an article or chapter. The exact choice of these will be negotiated with the course leader in advance. Course literature distributed (Friday) February 20.

Free entrance and open for all, but you will have to register by Wednesday February, 25. (extended registration).