

InterGender, Consortium and Research School in Interdisciplinary Gender Studies
www.Intergender.net

For this course PhD students, but also Master's students are eligible to apply.
20 places are reserved for PhD students and 5 places are open to Master's students.

Title of the Course:

Write!

Poetics, Passion, and Performativity in Academic Writing Practices.

7,5 + 7,5 credits

Time:

April 18 – 20, 2018

Location:

Linköping University, Linköping, Sweden

Deadline for applications:

March 5, 2018

Applications should be sent to:

InterGender Consortium Coordinator Edyta Just (edyta.just[at]liu.se)

Maximum number of participants:

25 participants

Organized by:

InterGender, Consortium and Research School in Interdisciplinary Gender Studies
and Linköping University, Sweden

Course coordinators:

Local InterGender Course Coordinator Edyta Just (edyta.just[at]liu.se)

InterGender Consortium Coordinator Edyta Just (edyta.just[at]liu.se)

Teachers:

Professor Madina Tlostanova

Associate Professor Edyta Just

Assistant Professor Redi Koobak

Professor Em Nina Lykke

Course description:

The course will invite participants on an experimental feminist journey into different spaces for exploring intersections of poetic and scholarly writing and worlding practices. The spaces are defined, firstly, by theoretical reflections and examples of experimental writing in which the teachers in different ways are engaged. The paths to be taken are decolonial writing, situated writing, writing with desire, and autophenomenographic writing, all in different ways aimed at critically and affirmatively rethinking and reimagining the world. Secondly, the directions of the forays into writing will be defined through writing exercises, which will give participants the opportunity to explore ways to transgress borders of poetic and scholarly writing, while engaging with their PhD research. About half of the time of the course will be dedicated to lectures and writing exercises, and half of the time to presentations and discussions of the participating doctoral students' research with a special focus on issues related to writing. The course will include two kinds of sessions: 1) lecture-discussion sessions in plenary, which also will include writing exercises, 2) group sessions with presentations of students' papers, where students are invited to present their doctoral research and receive comments from teachers and co-participants.

Lectures, including writing exercises:**Lecture 1, Madina Tlostanova****On “creative mosquitoes”, ancestral bodies and the cactus needle piercing the tongue: decolonial verbal artistry as a methodology of love**

We will focus on the main impulses and mechanisms of decolonial writing, trace how writing as a form of dissidence (N. Saadawi), as a “blood sacrifice” (Anzaldúa) or as a fury (M. Cliff’s “writing in fire”), transforms into a loving endeavor, an “island of decolonial love” (L. Simpson) which is in its turn powerfully transforming the writer herself. We will see how a disobedient elusive decolonial text comes into being, unfaithful both to logocentric academic discourse and to creative writing, yet enriching and cross-pollinating both. Following Gloria Anzaldúa, “only through the body, through the pulling of flesh, can the human soul be transformed. And for images, words, stories to have this transformative power, they must arise from the human body--flesh and bone--and from the Earth's body--stone, sky, liquid, soil”. Therefore we will concentrate on the corpopolitical power of decolonial texts merging the ancestral body emerging from the Earth and our individual bodies and sensibilities.

Lecture 2, Edyta Just**On Writing, Desire, and Love**

Following the Deleuzian and Guattarian concept of desire defined as “an experimental, productive force, but also as a force able to form connections and enhance the power of bodies in their connection” (Ross 2005, 63), I will approach a writer as a desiring embodied/embedded subject, and discuss writing as a desiring process. A process that is fundamentally experimental, and stands for an outcome of connections but also establishes connections. Given, that desire is “the force of positive production, the action that creates

things, makes alliances, and forges interactions” (Grosz 1994, 179), I will discuss writing not only as a genuinely creative act but importantly as an act of love.

Lecture 3, Nina Lykke

Com/passionate, autophenomenographic writing

In lecture and writing exercises, I will introduce participants to autophenomenographic analysis and writing. Autophenomenography (Allen-Collinson 2010) is a methodology which is closely related to autoethnography, but performed with a phenomenological approach, and a focus on embodiment, affectivity and the materiality of encounters, events, scenes, spaces and temporalities. I will illustrate the methodology by an introduction to my research on cancer cultures, death, dying and mourning. This research is built on intertwined poetic, cultural analytical and philosophical explorations and autophenomenographically based reflections, related to my mourning of my long time partner’s cancerdeath some years ago and my urge to rethink and reimagine death within a queerfeminist and decolonial framework. The lecture will give examples of this research and its writing practices, to be followed up through writing exercises, inviting participants to try out the methodology themselves.

Lecture 4, Redi Koobak

Writing the Place from Which One Speaks

In this lecture, we will consider places from where we come to writing, inspired by bell hooks and her “personal struggle to name that location from which I come to voice”. Importantly, hooks talks of the need to change the way she speaks and writes “to incorporate in the manner of telling a sense of place, of not just who I am in the present but where I am coming from” (hooks 1990, 146). We will map out feminist debates on the politics of location to reflect on those struggles to name that place from which we speak, from where we juggle multiple voices within us. Through zooming in on examples from our own research along with some writing prompts, we will rethink the significance of context and the ways in which the dynamics of where we are located geopolitically and how we are positioned affects our writing and production of knowledge. While no universal blueprint exists for situating ourselves in writing since every project is embedded in its own context, we can explore some starting points and questions together to reimagine how to articulate our multi-layered subject positions from which we come to writing.

Course readings:

The course readings will be announced in due time

Schedule:

Day 1:

08.45-09.00 Introduction

09:00-12:00 Lecture 1 (with Q&A) and a writing exercise

13:00-16:00 Lecture 2 (with Q&A) and a writing exercise

Day 2:

09:00-12:00 Lecture 3 (with Q&A) and a writing exercise

13:00-17:00 Groups-sessions

Day 3:

09:00-12:00 Lecture 4 (with Q&A) and a writing exercise

13:00-16:00 Groups-sessions

16.00-17.00 Evaluation

Preparation (after the acceptance to the course):

- **Course readings:** Upcoming soon
- **Paper** (2–5 pages describing research problem related to the participant's PhD thesis project (or master thesis project) to be sent to the Local InterGender Course and the InterGender Consortium Coordinator Edyta Just (edyta.just[at]liu.se) Remember to mark it with your name and the course name.
- All participants are expected to read the paper of their fellow group members before the course and be prepared to offer constructive comments in the group sessions and workshops. The papers will be made available online.

Essay:

- 10-15 pages to be handed in no later than 3 months after the course. One copy should be sent to the teacher, who chaired the group in which the student presented their paper at the course and who is going to evaluate it, and one to the InterGender Consortium Coordinator Edyta Just (edyta.just[at]liu.se). The teacher has 3 months to evaluate the essay.
- The essay should strike a balance between addressing a theme that has been part of course (lectures, discussions, reading material), and be relevant for participant's own research.
- The essay should, moreover, be considered as an exercise in doing a written presentation aimed at an academic readership not familiar with the author's PhD research. The essay should constitute a whole and explain relevant contexts.

Accreditation and examination:

1. 7,5 ECTS credits are given for active participation and a short paper, 2-5 pages (graded pass/fail) for 3 days course
2. 15 ECTS credits are given for active participation plus an essay (graded pass/fail) for 3 days course.
3. The essay should be 10-15 pages. The selected topic shall be related to the course content and readings, and relate to the student's own research area. The essay is to be sent to the teacher as well as to the InterGender Consortium Coordinator no later than 3 months after the final day of the course. The teacher has 3 months to evaluate the essay.

Course Certificate:

In order to request the certificate, please send an e-mail to Edyta Just (edyta.just[at]liu.se).

The Consortium Coordinator issues, upon request, a certificate indicating to how many ECTS credits course participation is considered equal. It is the students' own responsibility to ask their institution about its accreditation rules and get the credit points registered at their respective higher education establishment. InterGender cannot issue a regular InterGender Certificate to MA students but a Certificate of Attendance. The MA students will not be given ECTSs credits for their participation and essays. For MA students, the coordinator can state what the course was about content and format wise, what the requirements were for all in terms of readings and participation and the number of the credits it was equivalent to.

Applications should be written in English and include:

- * name, affiliation, full address, e-mail, phone, fax
- * name and affiliation of PhD supervisor (MA supervisor)
- * brief CV
- * description of PhD project (MA project) (1-2 pages)
- * motivation: why do you want to participate in the course (1-2 pages)
- * please, indicate if you are in the first/middle/last phase of your PhD research or if you are a MA student

MA students will be selected on the basis of an evaluation of their CV, project description and a letter of motivation.

Information on Admission for PhD students:

1. Participants have to be registered as PhD students.
2. PhD students from all disciplines and countries are eligible.
3. Participants will be selected on the basis of an evaluation of their **CV, project description and a letter of motivation.**
4. If there are more applicants who qualify for participation, than there are places, the places will be distributed along the following criteria:
 - a) Students registered as PhD students at Partner Units will be prioritized for a maximum 80% of places. When the places are distributed among the Partner Unites, a good spread between these units will also be ensured.
 - b) Students registered as PhD students in other units at the Partner Higher Education Establishments will be prioritized for 20 % of the places. When the places are distributed among the Partner Higher Education Establishments, a good spread between these establishments will also be ensured. If places remain of the 80 % prioritized for PhD students registered at the Partner Units, these places will instead be prioritized for PhD students registered at the Partner Higher Education Establishments.
 - c) If the students according to a) and b) do not fill all the places, remaining places will be open for competition between all eligible and qualifying applicants from any higher education establishment.

5. If there are more eligible and qualified applicants for the a selection process will take place, which, in addition to academic quality and motivation/relevance, will use non-discriminatory selection criteria, which will ensure a spread of nationalities, regions, institutions and disciplines.

6. An additional lot drawing procedure will be used, if several eligible and in all respects equally qualified applicants are competing for the limited number of places in the different categories

7. In case of too many eligible and qualifying applicants, a waiting list will also be organized, and places will be offered to applicants on this list, should some of the selected participants have to cancel.

8. The consortium coordinator selects participants under the auspice of the board, and is required to report to the board how selection is distributed between the consortium partners. If the board finds that the distribution is uneven, the consortium coordinator shall compensate for this in future selections.

There is no tuition fee for the course.

Travel and accommodation expenses are to be covered by students or, if applicable, by their respective home institutions.