



Universiteit Utrecht

NOISE EUROPEAN SUMMER SCHOOL IN WOMEN'S STUDIES FROM
MULTICULTURAL AND INTERDISCIPLINARY PERSPECTIVES

*In Between Understanding and Practicing Gender:
Intersectionality and Interdisciplinarity*

Utrecht 2008

- **PROGRAMME**
- **COMPULSORY TEXTS**
- **ASSIGNMENTS**

INTRODUCTION

CLUSTERS

This advanced training course offers a diversified, but coherent programme of study from an interdisciplinary perspective. It is meant for MA students and PhD students and it will provide special and separate seminars to these two groups. The school consists of two clusters, which focus on the following themes:

Themes / Clusters

1. *Intersecting Identities: Transnationalism, Gender and Power*
2. *Interdisciplinarity in Gender Studies: Poetics and Ethics*

FORMAT

- 2 lectures in the morning
- Tutor groups in the afternoon
- Social programme
- All participants are expected to participate in the entire programme during the two weeks.

PREPARATION

- Working language will be English
- Participants are expected to prepare the course before the summer school starts by
 1. Having read the compulsory texts with the help of the guidelines (see relevant sections in this workbook) and being able to participate in discussions.
 2. Having done the preparatory activities described in the programme of each day and being able to participate actively in the tutor groups. Please read all instructions carefully.

The preparation for the course is estimated to take 15 working days.

REQUIREMENTS FOR THE NOISE CERTIFICATE

In order to receive the NOISE Certificate, students need to deliver a written essay (8-15 pages) on a topic of their own choice within the framework of the summer school programme. The essay - MA or PhD level - needs to be written and handed in after the end of the course, deadline for sending the paper to the NOISE coordination at Utrecht University is **October 10, 2008**, through **NOISE@let.uu.nl**. Please indicate the reference teacher of your preference when sending in your essay. During the course, students can discuss specific questions concerning the topic of their choice with a teacher.

GRADING

The procedure is as follows

1. Students prepare the course before the start of the summer school:

- Please read the compulsory texts with the help of the 'guidelines for reading' in this workbook;
 - Please do the preparatory activities described in the programme.
2. Students attend the full programme of the summer school and participate actively in the programme.
 3. Furthermore, after the end of the course, students are expected to deliver an essay (8-15 pages) concerning a topic and readings of their own choice, which were taught during the summer school.
 4. The teachers of the different subjects who have participated in the course will grade the essay. Please indicate when handing in your paper which teachers should grade your paper. The teachers will grade the essay with a grade from 1 to 10 and will comment on the work of the student.
 5. The students will receive the assessment forms of the teachers and the NOISE Certificate with an academic record from the NOISE co-ordination in Utrecht.
 6. The Certificate can be used for receiving an equivalence of credits (9 ECTS) for the course at the home university of the students.

Students who do not hand in the essay for the course will only receive a Certificate of Attendance. This cannot be used to get any credit equivalent at your home university, but can be used for your CV.

EVALUATION OF THE COURSE

At the end of each cluster a short oral evaluation of the course will be organised for students and teachers. At the end of the course a final written evaluation of the whole programme takes place in order to suggest ideas to improve the quality of the course in the future. Evaluation forms are distributed during the course to students and teachers. The purpose of the evaluations is also to engage in a continuous reflection on how things evolve. Therefore students are advised to keep a personal notebook before and during the course.

WORKLOAD

240 hours of work, equalling 9 ECTS credits.

SOCIAL PROGRAMME

A social programme is integrated in the course programme.

THE HEAD TUTORS

The head tutors during this summer school in Utrecht are Lisa Kleeven and Quirijn Backx (both alumni of the master programme Comparative Women's Studies in Culture and Politics, Utrecht University). Their role is to support the tutors; communicate with the teachers on behalf of the tutors (communication with teachers in general goes through the NOISE coordinator Pauline van Romondt Vis); organise the 15 minute tutor steam-offs after the afternoon plenary. Furthermore, if necessary, the head tutors will attend the tutor groups as observers, and mediate in the case of unresolved conflicts between tutor pairs. Additionally, Lisa and Quirijn are responsible for designing and organising the social programme and activities, together with Pauline van Romondt Vis.

You find more detailed information about the organisational structure of NOISE 2008 in the Information Booklet which you will receive upon arrival.

TUTORS

In the afternoon, students are subdivided into smaller PhD and MA tutor groups. Each tutor group has two tutors, who are responsible for an effective running of the afternoon programme.

PRACTICAL INFORMATION

Upon arrival in Utrecht, all participants will receive an Information Booklet with practical information about the city and the summer school (social) programme.

SCHEDULE

Morning programme

Lecture 1:	09.30 - 10.15
Discussion:	10.15 - 10.45
Break:	10.45 - 11.00
Lecture 2:	11.00 - 11.45
Discussion:	11.45 - 12.15
Concluding remarks:	12.15 - 12.30
Lunch break:	12.30 - 14.00

Afternoon programme

Tutor groups (MA~PhD):	14.00 - 16.00
Plenary discussion:	16.00 - 17.00

SCHEDULE

	Saturday 16 August	Tutors arrive
	Sunday 17 August	Tutor training day & arrival students
Day 1	Monday 18 August	Day 1 Cluster 1– welcome drinks in the afternoon
Day 2	Tuesday 19 August	Day 2 Cluster 1
Day 3	Wednesday 20 August	Day 3 Cluster 1
Day 4	Thursday 21 August	Day 4 Cluster 1
Day 5	Friday 22 August	Day 5 Cluster 1 – presentations & evaluation cluster 1
Day 6	Saturday 23 August	Day off
Day 7	Sunday 24 August	Day off
Day 8	Monday 25 August	Day 1 Cluster 2
Day 9	Tuesday 26 August	Day 2 Cluster 2
Day 10	Wednesday 27 August	Day 3 Cluster 2
Day 11	Thursday 28 August	Day 4 Cluster 2
Day 12	Friday 29 August	Day 5 Cluster 2 – presentations & evaluation cluster 2 – evaluation full programme - party
	Saturday 30 August	Departures

WEEK 1

CLUSTER ONE

Intersecting Identities: Transnationalism, Gender and Power

Dates: August 18 – August 22

Coordinators: Prof. Gloria Wekker and Dr. Sarah Bracke

Format: The cluster consists of 5 full days

INTRODUCTION TO THE CLUSTER

In this first interdisciplinary cluster *Intersecting Identities: Transnationalism, Gender and Power*, we will explore how transnational and intersectional feminist theory can help us to make sense of 'notions of the self' and of various bodies of knowledge and their relationship to power. Among the diverse bodies of knowledge that we will address in this cluster are feminism and intersectionality as traveling theory; the academic construction of intersexuality and sexual politics; and memory and migration.

Moreover, a number of theoretical concepts run through this cluster and the different concrete subjects it addresses. *Intersectionality* as a critical, interpretative body of theories and methods, takes as its point of departure that it is not enough to take gender only into account, but that the complex nature of reality, whether in cultural artefacts or in academic accounts, demands simultaneous attention to other axes of signification, e.g. "race"/ ethnicity, class, sexuality, nation, etc. Secondly, we work with feminist conceptualizations of *identity*, that recognize that identities are never fixed or completed, but always in formation, and analyze identity as a process, multiplicitous, contradictory and unstable, lacking coherence, as well as a narrative, a representation. Identity in this approach is a way of understanding the interplay between our subjective experience of the world and the cultural and historical settings in which shifting subjectivities are formed. Thirdly, we discuss *subjectivity* as the terrain where conscious agency and subjectivation are understood in relation to each other. This approach to the self allows us to discuss questions of consciousness and experience, and it enables us to inquire into modes of subjectivation, and notably how subjects get gendered and ethnicized. Finally, we attend to questions of *representation*, and in particular the ways in which identities and subjectivities are mediated by memories, knowledges, texts, images, as well as the relationships and processes through which representations are produced.

Lecturers from a variety of backgrounds will utilize approaches from the Humanities, Social Sciences and Cultural Studies, focusing on representations and identity – formations in various bodies of texts.

FORMAT:

The cluster consists of 5 full teaching days, including a concluding session for evaluation.

CLUSTER COORDINATORS:

- Prof. Gloria Wekker, Professor in Gender and Ethnicity, Utrecht University
E-mail: Gloria.Wekker@let.uu.nl

- Dr. Sarah Bracke, Gender Studies in the Humanities, Utrecht University
E-mail: Sarah.Bracke@let.uu.nl

TEACHERS:

- Dr. Sarah Bracke, Gender Studies in the Humanities, Utrecht University
- Dr. Kathy Davis, Senior Researcher Gender Studies in the Humanities & Research Institute for Culture and History, Utrecht University
- Lena Eckert, MA, Gender Studies in the Humanities, Utrecht University
- Angela Melitopoulos, Independent filmmaker & Goldsmiths, University of London
- Prof. Gloria Wekker, Professor in Gender and Ethnicity, Utrecht University

SCHEDULE CLUSTER ONE:

Morning programme: 09.30 - 12.30

Afternoon programme: 14.00 - 17.00

14.00 - 16.00 Tutor groups

16.00 - 17.00 Plenary

The afternoon tutor groups will be devoted to working through the readings of that morning, also in the light of the lectures, and discussions of the assignments. The last plenary of the first cluster, on Friday 22 August, also includes an evaluation of the first week.

**CLUSTER 1 - DAY 1
MONDAY AUGUST 18
CHARTING THE TERRAIN**

■ **MORNING** ■

OPENING WORDS BY PROF. ROSEMARIE BUIKEMA, DIRECTOR NOISE

LECTURE 1

Gloria Wekker

Charting the Terrain. A view from the Dutch House

The aims of this introductory lecture are twofold. First, I will outline some of the main aims and concerns of this cluster and we will visit some of its key organizing terms - gender, "race"/ ethnicity, (inter-)sexuality, postsecularism; intersectional and transnational feminist theory; identity, subjectivity and power.

Second, I will highlight and do an intersectional analysis of some recent and historically more distant moments in Dutch multi-ethnic society. Central in my understanding is that current social formations cannot be understood without taking the Dutch colonial archive into account. Whereas the Dutch have, by and large, preferred to forget about and to gloss over "race" and the Dutch colonial Empire, I will, in line with Toni Morrison's dictum, show how the colonial archive has not forgotten about the Dutch.

COMPULSORY READING

- Wekker, Gloria (2004) 'Still crazy after all those Years. Feminism for the new Millenium.' In: *European Journal of Women's Studies*, vol. 11, nr. 4.

RECOMMENDED READING

- Pertinent lemmas/key terms (see description above) In: Sonya Andermahr, Terry Lovell, Carol Wolkowitz (1997) *A glossary of feminist theory*. London: Arnold
and
Leslie Heywood (2006) *The Women's Movement Today*. London: Greenwood Press

LECTURE 2

Dr. Kathy Davis

Intersectionality in Transatlantic Perspective

In this lecture, I will discuss "intersectionality" as a travelling theory. The concept initially emerged in the USA during the early 1980's, primarily in response to Black feminist critiques of the neglect of "race" and racism within feminist theory. Since then, it has travelled across the globe, particularly within Europe, where it has been taken up, rearticulated, and deployed

in very different ways and for different purposes. I explore some of the differences in the reception of the concept, situating these differences in the historical, social, and ideological contexts of US and European feminism. Conclusions will be drawn about why intersectionality became so popular within transatlantic feminist discourse and what this might mean for thinking about feminist theory in a global context.

COMPULSORY READING

- Davis, Kathy (2008) 'Intersectionality as buzzword: a sociology of science perspective on what makes feminist theory successful.' In: *Feminist Theory* 9, 1: 67-86.

RECOMMENDED READING

- Special Issue 'Intersectionality,' *The European Journal of Women's Studies* 13, 3 (2006).

QUESTIONS FOR DAY ONE (GUIDELINES FOR READING AND DISCUSSION)

1. (Possibly) using some of the key terms of this cluster, how would you characterize Women's/Gender Studies in the context you are most familiar with?
2. Which genealogies of feminism can be mapped there and which role has "race"/ ethnicity played in such genealogies?
3. How do you presently chart the relationship between feminism and identity/ subjectivity?

■ AFTERNOON ■

TUTOR GROUPS

Discuss the guidelines for reading.

■ PLENARY ■

■ LATE AFTERNOON ■

WELCOME DRINKS !

- During the informal event of the welcome drinks, we'll raise a glass to an inspiring summer school.

THE PERFECT CHANCE TO GET TO KNOW EACH OTHER!

CLUSTER 1 - DAY 2
TUESDAY AUGUST 19
SEXUAL POLITICS

■ **MORNING** ■

LECTURE 1

Lena Eckert

'Intersections' in Cross-cultural Research into Intersexuality

This lecture will examine the cross-cultural mode of producing knowledge about intersexuality, specifically outlining its intersectional features. Of central focus will be the terms that underpin intersex research: sex, gender, and sexuality. I will analyze how the use of these notions by Western researchers sheds light on their cultural context rather than illuminating 'the Other'. With a case study approach, I will look at how researchers from the USA, Gilbert Herdt, an anthropologist, and Robert Stoller, a psychoanalyst, construct themselves and their 'object' of research. In this case from the 1980s, I analyze the impact of their new interdisciplinary method for interrogating informants from Papua New Guinea with regard to issues of the body and desire. I will detail the ways in which these researchers construct the problem of intersexuality, and thereby foster the process of 'intersexualization'. I argue that when 'intersexualization' occurs it is situated powerfully in history, geography, culture, and politics. Hence, the lecture will address intersectional and intersex-related concerns by placing them in a post-colonial framework. My reading of this cross-cultural research into intersexuality seeks to develop a series of questions about the various intersections that emerge from the production of anthropological and sexological knowledge in cross-cultural settings.

COMPULSORY READING

- Herdt, G. and Stoller, R. (1985) 'Sakulambei - A hermaphrodite's secret: An example of clinical ethnography.' In: *Psychoanalytic Study of Society* 11: 115-158.

RECOMMENDED READING

- Markowitz, S. (2001) 'Pelvic Politics: Sexual Dimorphism and Racial Difference.' In: *Signs: Journal of Women in Culture and Society* 26 (2): 389-414.

LECTURE 2

Dr. Sarah Bracke

Sexual Politics and the War on Terror: (thinking beyond) Unholy Alliances

How does the war on terror impact sexual politics and vice versa? This lecture addresses various entanglements of sexual politics and geo-politics in the current conjuncture. The lecture begins by briefly discussing how 'the women's question' is interpellated by the war on terror, and situating the emergence of 'embedded feminism' (Hunt 2006). I subsequently focus on queer politics and how homosexuality became the forefront of civilizational thinking – as part of what Puar (2007) calls 'exceptionalism' (US exceptionalism, but also Dutch exceptionalism). Relying on Puar's work, we will investigate how certain queer subjects are incorporated in liberal politics, and how this inclusion depends on the production of populations of Orientalized terrorist bodies. The lecture seeks to map out how sexuality, race, gender, nation, class, and ethnicity are rearticulated in relation to contemporary forces of securitization and counterterrorism. I will draw on material from a documentary project in progress. (working title "Sexual Politics and Global War – What's Racism got to do with it?" – Sara Abu Ghazal & Sarah Bracke, Beirut/Brussels, 2008.)

COMPULSORY READING

- Puar, Jasbir K. (2007) 'Introduction: Homonationalism and Biopower.' In: *Terrorist Assemblages: Homonationalism in Queer Times*. Duke University Press: 1-36.

RECOMMENDED READING

- Hunt, Krista (2006) "Embedded Feminism' and the War on Terror.' In: Krista Hunt and Kim Ryzgiel (eds.) *(En)Gendering the War on Terror. War Stories and Camouflaged Politics*. Aldershot: Ashgate: 51-71.

QUESTIONS FOR DAY TWO (GUIDELINES FOR READING AND DISCUSSION)

1. Where do you see the necessity of an intersectional approach in an analysis of knowledge production in (medico-psychoanalytical) anthropology? How would you describe the intersectionality of the categories of identity, body and sexuality in the (post-) colonial setting described in the lecture?
2. Thinking about Foucault's first volume of *The History of Sexuality*, do you see a similar process to the ones Foucault has described for the nineteenth century going on in the twentieth century when you read the ethnographic interview? And if so, how is this process produced and where can it be located in a power-knowledge system?
3. The metaphor of 'nation' has been part of (U.S.) gay and lesbian politics (e.g. Lesbian Nation in the 1970s, Queer Nation in the 1980s and 1990s). What does homonationalism come to mean and imply in times of global war?
4. Reflect about how sexual politics relate to a national context you come from or live in or are familiar with (e.g. is there a national 'exceptionalist' discourse and to what extent does that discourse mobilize sexual politics?).

■ **AFTERNOON** ■

TUTOR GROUPS

- The MA tutor groups discuss the guidelines for reading.
- The PhD's have a separate seminar with one of the professors.

■ **PLENARY** ■

CLUSTER 1 - DAY 3
WEDNESDAY AUGUST 20
IDENTITIES AND SUBJECTIVITIES

■ **MORNING** ■

LECTURE 1

Dr. Sarah Bracke

Religious Subjectivities, Secular Epistemologies: Rethinking Female Agency

This lecture examines the challenges that female religious subjectivities pose to feminist theory. I review the anthropological turn to 'women's agency' and discuss Mahmood's critical intervention and her double move of questioning the assumptions in the focus on pious women's agency, and of refocusing agency in terms of embodied capacities and means of (ethical) subject formation. Drawing on ethnographic material (narratives of pious Christian and Islamic women in the Netherlands) I trace liberal secular assumptions in normative understandings of agency and subjectivity within feminist theory, and explore alternative notions of autonomy and subjection running through the pious women's narratives. The lecture aims to draw attention to the operations of liberal secular governmentality (Foucault) within feminist theories.

COMPULSORY READING

- Mahmood, Saba (2001) 'Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival.' In: *Cultural Anthropology*, 6(2): 202-236.

RECOMMENDED READING

- Bracke, Sarah (2008) 'Conjugating the Modern/Religious, Conceptualizing Female Religious Agency. Contours of a 'Post-secular' Conjuncture.' In: *Theory, Culture, Society*, 25 (3): 1-13.
- Hollywood, Amy (2004) 'Gender, Agency, and the Divine in Religious Historiography.' In: *The Journal of Religion*, 84 (4): 514-28.

LECTURE 2

Gloria Wekker

What's Identity got to do with it? Reading a Transnational Sexual Practice

In this lecture, I will zoom in on a Black diasporic transnational sexual practice, the mati work, which is first mentioned in Dutch colonial literature in 1912. In reading this phenomenon, in which Afro-Surinamese women have sexual and erotic relations with both men and women, either simultaneously or consecutively, several questions are raised. For instance: is it

possible to conceive of sexuality outside of an identity-framework? what has happened to the mati work, as it has traveled to the Netherlands in the past decades? how does the mati work relate or not relate to the dominant form of female same-sex attraction, i.e. lesbianism? And last but not least, why is sexuality such a site of deep cultural preoccupation in many multi-ethnic societies? The mati work, is, as I have argued, good to reflect about a variety of issues; e.g. about different conceptualizations of sexual identities and about globalization.

COMPULSORY READING

- Nagel, Joane (2003) 'Constructing Ethnicity and Sexuality. Building Boundaries and Identities.' In: *Race, Ethnicity and Sexuality. Intimate intersections, Forbidden Frontiers*. New York/Oxford: Oxford University Press: 37-62.

RECOMMENDED READING

- Wekker, Gloria (1999) 'What's Identity got to do with it? Rethinking identity in light of the mati work in Paramaribo, Suriname.' In: S. Wieringa and E. Blackwood eds. *Female Desires. Transgender Practices across Cultures*. New York: Columbia University Press: 119-138.

QUESTIONS FOR DAY THREE (GUIDELINES FOR READING AND DISCUSSION)

1. What is problematic about notions like 'giving voice to', 'giving agency to' subaltern subjects?
2. How do religious subjectivities challenge the secular assumptions of feminist theory?
3. Why is sexuality a site of such deep cultural preoccupation in many multi-ethnic societies?

■ AFTERNOON ■

TUTOR GROUPS

Discuss the guidelines for reading.

■ PLENARY ■

CLUSTER 1 - DAY 4
THURSDAY AUGUST 21
MEMORY AND MIGRATION: QUESTIONING REPRESENTATION

■ **MORNING** ■

FILM SCREENING

Angela Melitopoulos

Passing Drama

A video essay directed by Angela Melitopoulos
(66 min, German and Greek language, subtitled in English)

Passing Drama is based on different recollections told by refugees. This video essay is the woven sound picture of the migration of Angela Melitopoulos' family. Drama is the name of a small city in Northern Greece. The city is inhabited by refugees who are survivors of deportations from Asia Minor to Greece in 1923. In World War II their children escaped the Bulgarian occupation and became work slaves in Hitler's Germany. The homeland of these refugees was continuously changing, as a result, their storytelling is related to the local condition of integration. Choosing sentences from the life stories of people who have experienced an exodus nearly forgotten in European history, meant considering ways of making the process of forgetting a part of the process of editing. Telling a story, which has been transmitted, retold, re-memorised from one generation to the next involved focusing on the subject of refugee narration itself. *Passing Drama* is edited as a hypertextual structure of images and sounds displaying a story of memory and recollection visualized through the possibilities of non-linear editing. *Passing Drama* narrates from the point of view of a minority, whose history seems to be devoured by industrial machines.

COMPULSORY READING

- Melitopoulos, Angela (2007) *Timescapes. The logic of the sentence*: 1-7.
- Melitopoulos, Angela (2003) *Before Representation. Video Images as Agents in "Passing Drama" and TIMESCAPES*: 1-6.

LECTURE 1

Angela Melitopoulos

Before Representation. Video Images as Agents in Passing Drama and Timescapes

Video is time. I use video machines as tools for analyzing the topology of time. In my lecture I will relate Henri Bergson's theory of "Matter and Memory" to video technology as a time based medium. Video images do not represent "reality". Working with video technologies allows us to decompose the time flow of mnemonic realities that are constructed through mass media. A mnemonic lecture of video images empowers thus the creation of narratives in that the molecular affects in our perception are triggered and the habitudes of a constructed collective subjectivity are decomposed. I will discuss my work *Passing Drama*

and *Timescapes* as art works in that photography, film, and video technology is seen in relation to the moving situation of migration. Image production is a vital and almost vitally necessary reflex in migration, for it makes motion visible and understandable. It enables the development of a formal and substantive thinking, (a migrant memo-technique) which surveys the spaces of imagination and the dimension of scattering. It investigates in de- and re-territorialization processes, and records the journeying and the here/there stories and makes them available to the public.

Respondent: Domitilla Olivieri (Utrecht University)

COMPULSORY READING

- Lazzarato, Maurizio (year?) *Videophilosophy*, chapter 2.

RECOMMENDED READING

- Deleuze, Gilles & Felix Guattari (1988) '1730: Becoming-Intense, Becoming-Animal, Becoming-Imperceptible.' In: *A Thousand Plateaus. Capitalism and Schizophrenia*. London: The Athlone Press: 232-310.

QUESTIONS FOR DAY FOUR (GUIDELINES FOR READING AND DISCUSSION)

To be announced.

■ AFTERNOON ■

TUTOR GROUPS

- The MA tutor groups discuss the guidelines for reading.
- The PhD's have a separate seminar with one of the professors.

■ PLENARY ■

CLUSTER 1 - DAY 5
FRIDAY AUGUST 22
TRAVELLING THEORY

■ **MORNING** ■

LECTURE 1

Dr. Kathy Davis

Feminism as Traveling Theory: The Case of Our Bodies, Ourselves

My lecture concerns the international trajectory of the well-known feminist classic book on women and health, *Our Bodies, Ourselves*. Beginning in the 1970's, this book not only had an enormous impact on feminism in the US, but it has been taken up, translated and adapted by women across the globe. Drawing upon Edward Said's concept of "traveling theory", I will explore the world-wide travels of *Our Bodies, Ourselves*, showing how the book was transformed in the process of its many border crossings. I will argue that *Our Bodies, Ourselves* has not only been US feminism's most successful and popular "export," but that it can provide some useful insights for feminist scholarship – in particular, for how we think about history, the politics of knowledge, and transnational feminism.

COMPULSORY READING

- Davis, Kathy (2007) 'Introduction' and 'Oppositional Translations and Imagined Communities'. In: *The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders*. Durham, NC: Duke University Press: 1-15 + 169-196.

RECOMMENDED READING

- Kaplan, Caren (1996) 'Postmodern Geographies. Feminist Politics of Location.' In: *Questions of Travel*. Durham, NC: Duke University Press: 143-187.

QUESTIONS FOR DAY FIVE (GUIDELINES FOR READING AND DISCUSSION)

1. Think of a theory which you have encountered in gender studies which has "traveled". Why do you think it has traveled and in what ways do you think it is good or less good as critical feminist theory? Use the analysis of *Our Bodies, Ourselves* as "traveling theory" to make your argument.
2. What does "politics of location" mean and what implications does it have for doing critical feminist analysis?
3. What are the ingredients of a transnational feminist perspective? In what ways is it different from "global feminism" or "multicultural feminism"?
4. Think of a research topic in the field of body politics (sexuality, healthy, reproduction, appearance, identity, cultural representations of the body). How would you approach this topic from a transnational feminist perspective? (What questions would you ask, how would you do research on it, what connections would you investigate between the global and the local?)

11.00 – 12.30 ASSIGNMENT

To be announced.

■ **AFTERNOON** ■

13.30 – 14.30 TUTOR GROUPS

Prepare the final plenary

■ **PLENARY** ■

14.30 – 16.30

16.30 – 17.00 EVALUATION OF CLUSTER ONE

17.00 – 17.30 FROM CLUSTER ONE TO CLUSTER TWO

SATURDAY AUGUST 23

Day off!

SUNDAY AUGUST 24

Day off!

WEEK 2

CLUSTER TWO

Interdisciplinarity in Gender Studies: Poetics and Ethics

Dates: August 25 – August 29

Coordinators: Prof. Svetlana Slapšak, Sanne Koevoets and Domitilla Olivieri

Format: The cluster consists of 5 full days, including a final evaluation session

INTRODUCTION TO THE CLUSTER

In the second cluster we will attempt to understand the potential and problematics of interdisciplinarity in terms of knowledge production, academic practices and feminist ethics. The starting point of the cluster is the understanding that interdisciplinarity is a problematic concept, which nevertheless offers great potential, particularly for feminist researchers. While it has become the current standard in historical and literary studies, it raises specific epistemological and ethical questions regarding knowledge production and academic practices. This begs the question of whether interdisciplinarity is merely a matter of research skills and the accumulation of knowledge, or if there is more at stake. With regards to feminist research, interdisciplinarity offers distinctive discursive and ideological potential, especially insofar as it reveals itself as anti-colonial and counter-hegemonic.

In this cluster we will explore this potential of interdisciplinary approaches in feminist research by attempting to deconstruct stereotypes of research practices and the over-evaluation of acquired skills. We will also rethink humanist research ethics in terms of contemporary feminist theory, as well as address the notion of pleasure as it relates to research practices. The aim of the cluster is to explore the possibilities of interdisciplinarity, to construct a toolbox for feminist interdisciplinary research, and to reappropriate the pleasures at the centre of feminist knowledge production and research practices.

THE PRINCIPAL GOALS OF THIS CLUSTER ARE:

- To acquaint you with the variety of interdisciplinary approaches within gender studies, their advantages, limits, complexities and implications.
- To help you elaborate theoretical and methodological tools to critically analyse various forms of cultural production and be aware of the power relations they are caught into.
- To guide you further into the interdisciplinary domains of feminist approaches to literary research, technoscience, history, cultural and visual studies.

CLUSTER COORDINATORS:

- Prof. Svetlana Slapšak, Ljubljana Graduate School of Humanities, Slovenia.
E-mail: svetlanaslapsak@yahoo.com
- Sanne Koevoets, MA, Gender Studies in the Humanities, Utrecht University, the Netherlands.
E-mail: sanne.koevoets@hotmail.com
- Domitilla Olivieri, MA, Gender Studies in the Humanities, Utrecht University, the Netherlands.
E-mail: Domitilla.Olivieri@let.uu.nl

TEACHERS:

- Dr. Cecilia Åsberg, Department of Gender Studies, Linköping University, Sweden
- Sanne Koevoets, MA, Gender Studies in the Humanities, Utrecht University, the Netherlands
- Prof. Nina Lykke, Department of Gender Studies, Linköping University, Sweden
- Prof. Maureen McNeil, Centre for Gender and Women's Studies Department of Sociology, Lancaster University, UK
- Domitilla Olivieri, MA, Gender Studies in the Humanities, Utrecht University the Netherlands
- Dr. Liedeke Plate, Institute for Gender Studies, Radboud University Nijmegen, The Netherlands
- Dr. Sandra Prlenda, Centre for Women's Studies, Zagreb, Croatia
- Prof. Svetlana Slapšak, Ljubljana Graduate School of Humanities, Slovenia

SCHEDULE CLUSTER TWO:

Morning programme: 09.30 - 12.30
Afternoon programme: 14.00 - 17.00
14.00 - 16.00 Tutor groups
16.00 - 17.00 Plenary

The afternoon tutor groups will be devoted to working through the readings of that morning, also in the light of the lectures, and discussions of the assignments. The last plenary of the second cluster, on Friday August 29, also includes an evaluation of the second week and a final evaluation of the course programme.

PREPARATION:

Students are expected to have read the compulsory reading material for the whole cluster before coming to the course.

REQUIREMENTS WITH RESPECT TO THE ASSIGNMENTS:

1. Parts of the assignment are to be completed before the start of the first week of the summer school. You need to collect, prepare and bring examples of cultural representations which illustrate or interpret major social or historical events from a specific disciplinary or interdisciplinary perspective. Such examples can be an academic article, a short documentary, a reproduction of an artwork, a photograph, an activist visual or written elaboration, a video clip, a story or a newspaper article you think might represent or exemplify a specific approach to the selected topic.

Possible events to analyse include but are not limited to:

2nd World War; 11th of September; fall of the Berlin Wall in 1989; recognition of colonial past; shift to 'multiculturalism'; return of religion or of religious fundamentalisms (post-secular); construction of the East/West conflict or of the North/South dualism; apartheid and post-apartheid; other kind of important political transitions.

During the cluster, you are expected to interpret these representations in the light of feminist theories and the summer school's theoretical frame. You are invited to start from your own experience and your own situated perspective. However, you are also expected to contextualize that experience and perspective in relation to wider theoretical concerns addressed in the cluster. You will be expected to present your material and analysis to first your tutor group; then, after you have incorporated the comments, compared the different approaches and perspectives, and collectively developed your analysis further, you will include your material in a collective presentation made by the group on the final day of the cluster [see below, programme for Friday 29th].

Aim of this assignment is to reflect on how interdisciplinarity produces different knowledge. Namely, you need to compare different approaches to the same topic, trying to answer this question: what kind of knowledge would your material produce or miss out if it were approached from a disciplinary approach as opposed to an interdisciplinary one?

2. The foundational book for the first day of the cluster is the book *The Complete Persepolis* by Marjane Satrapi. You are expected to buy and read it beforehand. We invite you to pay attention not only to the content of the book, its story, but also to its form, the style of the drawings, how the story is told and how the narrative is constructed. We invite you to reflect upon the implications it has for you the fact this is an illustrated novel and how that is connected with the experience and the pleasure of reading.

Satrapi Marjane (2007) *The Complete Persepolis*. New York: Pantheon.

ISBN-10: 0375714839

ISBN-13: 978-0375714832

CLUSTER 2 - DAY 1
MONDAY AUGUST 25
SETTING THE SCENE: INTERDISCIPLINARITY AND GENDER STUDIES

■ **MORNING** ■

LECTURE 1

Opening lecture by Svetlana Slapšak

Interdisciplinarity in Gender Studies: Poetics and Ethics

This first lecture will outline the main aims and concerns of this cluster through a discussion of different approaches to feminist interdisciplinary research; thus exploring the potential and problematics of interdisciplinarity in terms of knowledge production, academic practices and feminist ethics.

COMPULSORY READINGS

- Anderson, Elizabeth (year?) *How Not to Criticize Feminist Epistemology: a Review of Scrutinizing Feminist Epistemology* retrieved from <http://www-personal.umich.edu/~eandersn/hownotreview.html>
- Henrici Cornelli Agrippae von Nettesheim (appr. 1529), *Declamatio de nobilitate & praecellentia Fœminei sexus*.

RECOMMENDED READING

- http://www.laurenpressley.com/papers/feminist_epistemology.pdf
- <http://plato.stanford.edu/entries/feminism-epistemology/#empiricism> (not in reader, please check the internet)

LECTURE 2

Nina Lykke

Trans-epistemologies in Feminist Research

The lecture will explore feminist epistemological passions for the "trans"-prefix as it emerges in concepts such as transdisciplinary, transnational, translation, transversal... and relate feminist discussions of these concepts to another set of key concepts of feminist epistemology: situated knowledges and politics of location. Is it possible to act situated and "trans-" at the same time? The discussion will be located in feminist debates on transversal feminist dialogism, which was applied specifically to discussions about transdisciplinary methodologies in feminist research by US feminist scholar Marjorie Pryse (2000). I will develop the concept of transdisciplinary feminist methodologies further and explore reasons why it has been important for feminist research not only to work within disciplines, but also to go in between and beyond traditional disciplines.

COMPULSORY READING

- Pryse, M. (2000) 'Trans/Feminist Methodology: Bridges to Interdisciplinary Thinking.' In: *NWSA Journal* 12(2), pp. 105-118.

RECOMMENDED READING

- Lykke, Nina (2004) 'Women's/Gender/Feminist Studies - a post-disciplinary discipline?' In: Rosi Braidotti et al (eds.) *The Making of European Women's Studies*, Vol V, Utrecht, Athena 2004: 90-102.

GUIDELINES FOR READING

- Use the readings as a starting point for a reflection on your own disciplinary background(s), and how it frames your understanding of women, gender, gender relations, feminist politics, power, intersectionalities between gender, race, ethnicity, class and sexuality.
- Do an interview with a person (friend, a student you know etc), who is committed to Women's/Gender/Feminist Studies, but who has a different disciplinary background than your own. Ask your informant how she/he understands the above categories.
- Compare notes between your own understanding and the one of your informant. Write a short paper (1-2 pages) on similarities/differences. Include a reflection if and how it is possible to combine different outlooks in order to reach a more complex understanding.

■ AFTERNOON ■

TUTOR GROUPS

Discuss the guidelines for reading and prepare the plenary in your tutor group.

■ PLENARY ■

The first plenary is devoted to a discussion of the key concepts of this cluster. Participants compare notes regarding the first outcomes of the tutor groups and acknowledge the effects of different national and geopolitical backgrounds and standpoints in approaching gender studies from a disciplinary, inter-, or post- disciplinary tradition and perspective.

■ EVENING ■

FILM VIEWING *PERSEPOLIS*

More information will be available in the Information Booklet which you'll receive at the beginning of the Summer School.

CLUSTER 2 - DAY 2
TUESDAY AUGUST 26
RESEARCHERS' ACHIEVEMENTS AND STRATEGIES:
FEMINIST CULTURAL STUDIES OF TECHNOSCIENCE

■ **MORNING** ■

LECTURE 1

Maureen McNeil

Feminist Researchers' Rhetoric and Romance: the Hidden Labour of Interdisciplinarity

Feminists' identifications with and ambitions regarding interdisciplinarity are laudable. However, there is a danger that endorsements of interdisciplinarity can become glib or rhetorical. Indeed, the advocacy of interdisciplinarity (by feminists and others) can itself become clichéd.

This lecture will take as its theme the contention that feminists need to take *both* disciplinarity and interdisciplinarity very seriously, in order to make feminist interdisciplinarity substantive. My strategy in pushing towards a less romanticised attachment to interdisciplinarity in this presentation is two-fold. In the first place, I will explore some of the historical roots and institutional entanglements of disciplinarity, in a way which acknowledges its attractive features (as well as its problems) and which highlights its reproductive capacities. Secondly, mindful that the rhetoric around interdisciplinarity can obscure the specific work which it demands, I shall present some illustrations of the hidden labour which has shaped feminist research since the 1980s.

My intention is not to disabuse interdisciplinarity (or indeed, transdisciplinarity), but to remind all of us, how and why feminist challenges to academic disciplines are not abstract achievements.

COMPULSORY READING

- Blee, Kathleen M (2002) 'Contending with disciplinarity.' In: Robyn Wiegman (ed.) *Women's Studies on its Own*, Durham and London: Duke University Press: 177-82.

RECOMMENDED READING

- McNeil, Maureen (2008) 'Routes and roots: the making of feminist cultural studies of technoscience.' In: Anneke Smelik & Nina Lykke (eds), *Bits of Life: Feminism at the intersections of media, bioscience and technology*, Seattle and London: University of Washington Press: 16-31 (Text is not in the reader: an inspection copy is available at the office).

GUIDELINES FOR READING

In reading these pieces, make some notes about what you consider to be the 'strictures of disciplinary knowledge' (Blee 2002: 177). Given these 'strictures', list some reasons you can

identify (both from the reading and from your own wider reflections) about why disciplinarity emerged and why, in many contexts, it continues to survive. What 'dilemmas' (Blee 2002: 178) does interdisciplinarity create for feminist teachers and researchers? Pick out from the readings one or two specific examples of the work of interdisciplinarity which are described or alluded to in the articles. Draw up a list of the dangers and the benefits of interdisciplinarity for feminist research/ers (referring to the readings, but with your own reflections added).

LECTURE 2

Cecilia Åsberg

Posthumanities: Exploring the Intradisciplinarity of Feminist Cultural Studies of Technoscience

Inter- or even *intra*-disciplinary approaches have changed the shape of the humanities. As humans are entangled in complex relationships with technology, animals and the environment, theories of the human, along with the ethics of humanism, have come under siege. What has been called the *posthumanities* marks a creative and critical engagement with, and study of, such entanglements. In this lecture we explore a specific brand of the posthumanities that is incurably informed by feminist cultural studies of technoscience. In the first part of the lecture we will engage in a systematic mapping exercise of the fields of feminist studies, cultural studies and science and technology studies (STS) that are useful in defining such approaches of the posthumanities. The way in which the three fields, feminist theory, cultural studies and STS, intersect and overlap are of special importance for the way in which an interdisciplinary umbrella term such as the posthumanities, can be strung together in a manner that is both accountable for 'the corporeal turn' within intersectional feminist thought, the counter-hegemonic focus on the popular and the visual within cultural studies, and the attention to the 'non-human' (machines, animals and material nature) within science and technology studies. In the second part of the lecture we bring feminist posthumanities approaches to the test. By exploring case studies, predominately media imagery from for instance the recent popularization of the genetic sciences, we seek to employ such posthumanist approaches to describe how science and media technologies already have changed our understandings of our bodies, ourselves, and even generated new forms of identity. Moreover, we seek to uncover points of convergence between the natural and human sciences that are affiliated to intersectional feminist concerns.

COMPULSORY READING

- Lykke, Nina (2008) 'Feminist Cultural Studies of Technoscience.' In: Anneke Smelik and Nina Lykke (eds), *Bits of Life: Feminism at the intersections of media, bioscience and technology*, Seattle and London: University of Washington Press: 3-15.

RECOMMENDED READING

- Barad, Karen (2003) 'Posthumanist Performativity: Towards an Understanding of How Matter Comes to Matter.' In: *Signs - Journal of Women in Culture and Society* 2003, vol. 28, no. 3: 801-831.
- "'There are always more things going on than you thought!' Methodologies as Thinking Technologies. Interview with Donna Haraway". In: Anneke Smelik and Nina Lykke (2008), *Bits of Life: Feminism at the intersections of media, bioscience and technology*, Seattle and London: University of Washington Press: 32-41. (Text is not in the reader: an inspection copy is available at the office).

GUIDELINES FOR READING

Before venturing into the compulsory and the recommended reading, make your own private list of features that define scholarly humanities and its traditional disciplines. Feel free to use the internet to help you in this endeavor. What understandings emerge, do you think, of a human being within such studies? How is 'the thinking human', or, 'the writing human' and even 'culture' and 'civilization' featured in such studies – and what is the role of nature? Now, turn to Lykke's text on interdisciplinary fields such as women's/gender/feminist studies, cultural studies and science and technology studies. What approaches do you recognize from your own studies? Could you make a pedagogical map or a figure (like Lykke used the Venn diagram) that describes the connections and disconnections of the previous research that you rely on in your own work? Also, make reading notes on the argument that Karen Barad pursues. *How* does she define her posthumanist approach (also in relation to for instance representationalism and constructivism)? Could such arguments help you find your own interdisciplinary community and to develop your own interdisciplinary approach in your thesis?

■ AFTERNOON ■

TUTOR GROUPS

- The MA tutor groups discuss the guidelines for reading and prepare the plenary.
- The PhD's have a separate seminar with one of the professors.

■ PLENARY ■

The focus of this plenary lies on the relation between old and new disciplinary fields and their intersections. Participants contribute from working groups with reflections on the pros and cons of disciplinarity and interdisciplinarity, specifically considering the example of feminist cultural studies of technoscience and the concept of posthumanities.

CLUSTER 2 - DAY 3
WEDNESDAY AUGUST 27
PRACTICES OF INTERDISCIPLINARITY

■ **MORNING** ■

LECTURE 1

Sandra Prlenda

Towards Interdisciplinarity Through Collaborative Practice

The lecture will invite to a reflection on the problem of interdisciplinarity in doing women's studies as a collaborative practice in feminist scholarship and activism. Based on the experience in participating in initially multidisciplinary teams on theme-oriented projects, the lecture will try to elucidate those instances where specific methodology develops and new insights are produced when introducing gender analysis and applying feminist critique. Special attention will be devoted to the shifts in one's methodological and discursive tools that stem not only from the exchange of methods and information or cross-fertilization, but as a result of collaborative critical reflection on the process of multi/interdisciplinary collaboration itself.

In the second part, the example of history will serve as a basis for an analysis of a critical relation towards one's own discipline which, joined with feminist critical blade, can work against its own foundation as a hegemonic discursive practice. However, deconstruction of history as an established discipline opens up important and complex issues of political strategy of women's/gender studies and ethics of feminist pedagogy, as seen on the example of feminist memory.

COMPULSORY READING

- Pryse, Marjorie (1998) 'Critical Interdisciplinarity, Women's Studies, and Cross-Cultural Insight.' In: *NWSA Journal* 10, 1: 1-22.

RECOMMENDED READING

- 'Tackling Interdisciplinarity' (2006) In: V. Vasterling et al., *Practising Interdisciplinarity in Gender Studies*. Series title: *Travelling Concepts in Feminist Pedagogy*: European Perspectives. UK: Raw Nerve Books: 63-86.

GUIDELINES FOR READING

Reflect on the unassimilability of knowledge produced by interdisciplinary (feminist) studies by the established disciplines. Think of examples and detect what is the character of obstacles that oppose to assimilation.

Reflect on your own standpoint while doing women's studies. In what direction has your own identity (cultural, professional, personal) shifted and how does it relate to your particular research interests?

Do you position yourself as belonging to a feminist community? What kind of historical traditions (or lack of) can you detect while reflecting on your immediate studying/research context?

LECTURE 2

Sanne Koevoets

Library Discipline: Beyond the Disciplinarian Librarian

The library is in many ways the navigable materialization of discipline, both in an academic sense as well as in a socio-cultural sense. Much as the archive has produced the subject as a category of knowledge, so has the library produced the disciplines as categories of knowledge, which can now be conceptually mapped as well as navigated in space.

This lecture explores cultural representations of the library as a space of knowledge, power and fear. The ironic subtext of the lecture is the realization that multiple disciplines need to be mobilized in order to consider the disciplinary force of the library space in culture. This librarian view on the library will engage the ways in which the fantasy of the ideal library produces difference through various processes of disciplining not only knowledge, but also the bodies of knowledge themselves.

Apart from mapping out the ways in which the library functions as a disciplinary space in the cultural imaginary, the lecture will also focus on alternative library narratives, so that we may locate points of entrance into thinking about the library also as a space of embodied knowledge, love, and pleasure.

COMPULSORY READING

- Radford, M. L. and Radford, G. P. (1997) 'Power, knowledge, and fear: Feminism, Foucault, and the stereotype of the female librarian.' In: *The Library Quarterly*, 67(3): 250-266.

RECOMMENDED READING

- Borges, Jorge Luis (2003) 'The Library of Babel.'
http://jubal.westnet.com/hyperdiscordia/library_of_babel.html

GUIDELINES FOR READING

When reading the first article, consider the ways in which you experience library discipline, both inside and outside of the library space. Where else can you locate this kind of disciplinary force? How is it this kind of discipline reflected in your work? How is it reflected in your thinking?

With regards to the text by Borges, consider the uses of library discipline alongside its dangers. How do these two dystopian images of the library relate to one another? Can you find ways to think the library space differently?

Try to, based on your own experiences, imagine a feminist utopian vision of the library in terms of what you have just read.

■ AFTERNOON ■

TUTOR GROUPS

Discuss the guidelines for reading.

■ PLENARY ■

During the plenary session the themes of the morning lectures are discussed further. Accordingly, students can present a preliminary analysis of the cultural representations they will explore during their final collective presentations and can ask questions about the assignment.

CLUSTER 2 - DAY 4
THURSDAY AUGUST 28
FEMINIST RESEARCH IN A GLOBALISED WORLD:
FROM LITERARY STUDIES TO VISUAL STUDIES

■ **MORNING** ■

LECTURE 1

Liedeke Plate

Silences, Interdisciplinarity, Complexity, and Cosmopolitan Feminism

This lecture will try to answer the question of interdisciplinarity—its necessity for research in feminist and gender studies—through the lens of complexity and cosmopolitanism. In a sense, I shall argue, the concepts of interdisciplinarity, of complexity and of cosmopolitanism are linked, increasingly converging in their implications for knowledge production and academic practices. Enabling and constraining, this conceptual convergence seems to present new possibilities and challenges for feminist research in the humanities. One of the aims of this lecture is to articulate some of these possibilities and constraints for feminist literary research. What are the ethics of cosmopolitan feminism and do these require an interdisciplinary approach? What (new, better) insights does the idea of complexity yield? Which methodological and epistemological problems does it cause for academic practice? To answer these questions, we shall focus on the issue of silence in literature, especially as it is enforced through censorship. Inquiring into the many forms and meanings silence takes in literature, we shall try to articulate a poetics of silence that recognizes it as a complex emergent phenomenon requiring new conceptual tools.

COMPULSORY READING

- Menon, Ritu (2004) 'The Structured Silences of Women: Culture, Censorship, and Voice in a Globalised Market.' In: Jocelyn Burrell (ed.), *Word: On Being a [Woman] Writer*, New York: The Feminist Press: 3-15.

RECOMMENDED READING

- Klein, Julie Thompson (2004) 'Interdisciplinarity and Complexity: An Evolving Relationship.' In: *E:CO*, vol. 6 (1-2): 2-10.

GUIDELINES FOR READING

- Reflect on the theoretical and practical convergence between interdisciplinarity and complexity. How does cosmopolitanism relate to this conceptual convergence? What are the benefits of thinking in terms of interdisciplinarity and of cosmopolitanism? Can it do better justice to complexity or does it only muddle things further?

- In what ways is the issue of the silences of women as presented by Ritu Menon a complex, emergent and global issue, requiring the use of both an interdisciplinary and a cosmopolitan approach? Have you encountered this issue before? And in which context? Reflect on the similarities and differences between these contexts of women's structured silences, then ask yourself: What are the benefits—and what are the losses—of interdisciplinarity and of feminist cosmopolitanism?

LECTURE 2

Domitilla Olivieri

Ambiguity or complexity: practicing interdisciplinarity in feminist 'hybrid' art-films.

This lecture departs from an understanding of interdisciplinarity as a necessary strategy rather than as an a priori assumption in doing feminist research. The ground for this discussion will be a specific genre of films, which can be called 'hybrid' films: audio-visual representations at the cross-road between art, documentary and fiction film. I aim to show that these materials, so as many other research topics, 'ask for' an interdisciplinary approach.

Accordingly, through the example of Hito Steyerl's video *Lovely Andrea* (2007), I will argue that, in order to provide an exhaustive account of the complexity of such multilayered media, several disciplines need to be mobilised. Issues such as the material life of images, processes of Othering, politics of pleasure and sexuality, the power of representations and the geopolitical forces at stake in media (re)production, will be addressed. Analysing these matters in a gender studies perspective means, to me, taking into account, at once, all the multiple and intertwined layers of such a medium: its very materiality and use of technology, so as its subject matter and its implications in terms of cultural critique and knowledge production.

Interdisciplinarity will thus prove to be a privileged and necessary strategy for feminist research. However, in the final part of the lecture, I will point at the risks and difficulties of interdisciplinary works when it comes to defining and categorising such kind of researches as well as this genre of films.

COMPULSORY READING

- Bal, Mieke (2003) 'Visual essentialism and the object of visual culture.' In: *Journal of Visual Culture*, April 2003, Vol. 2, No. 1: 5-32.

RECOMMENDED READING

- Steyerl, Hito (2007) 'Documentary Uncertainty.' In: *A Prior Magazine* (for *Documenta12 magazines*) and 'Making Films Politically: Interview with Hito Steyerl' [from: <http://www.zannybegg.com>] (9 pp.)

GUIDELINES FOR READING

While reading the compulsory article, reflect on your understanding of terms such as 'visuality' and 'visual'; think about how often are terms related to 'seeing' and 'vision' used in different contexts. Make a list of disciplines that have 'the visual' as their implicit or explicit object.

Proceed in a similar manner in reading Steyerl's article. Reflect on the concept of 'documentarism': how often do you hear or read terms like 'reality', 'truth', 'true

representation' and 'objectivity' in connection with documentary films? Observe how the term 'documentary' is used in newspapers or on TV. Take some time to think about what the terms 'facts' and 'fictions' mean to you, and try to define these two concepts. Finally, select one film (or TV programme, documentary, art-video, music clip, YouTube video, animation film or any other audio-visual representation) and analyse it using a few distinct disciplinary approaches. Which aspects are brought into focus and which are left out? What kind of information is produced? Then try to apply an interdisciplinary perspective to look at the same film or video. Compare and evaluate what kind of different knowledge is produced with the two different approaches: does interdisciplinarity also function as a critique of the disciplines that you employed?

■ AFTERNOON ■

TUTOR GROUPS

→ The MA tutor groups discuss the guidelines for reading and prepare the plenary.

→ The PhD's have a separate seminar with one of the professors.

■ PLENARY ■

In this session, we reflect on issues of complexity, globalisation and cosmopolitanism, their implications for knowledge production and the challenges they pose to academic practices. Students discuss these concepts, in relation to diverse cultural representations, paying particular attention to the specificities of the different media they investigate.

CLUSTER 2 - DAY 5
FRIDAY AUGUST 29
INTERSECTING CONTEXT AND CONTENT

■ **MORNING** ■

Exhibition of cultural representations (visual and discursive material brought by students) which illustrate or interpret major social or historical events from a specific disciplinary or interdisciplinary perspective.

09.30 – 10.30 TUTOR GROUPS

Prepare the GRANDE FINALE

This is the last tutor group session: use it to discuss the reading, lectures and, most importantly, to prepare the GRANDE FINALE of the cluster: that is, the plenary following these tutor group sessions. It is led by students presenting their collective and revised work on their assignment in a number of creative ways (artefacts, photographs posters, performances or more formal conference-like presentations where other tools such as power point can be used).

10.30 – 12.30 PLENARY

Student presentations

This plenary session is devoted to the creative and critical presentations by the tutor group collectives. Approximately 15 minutes is given to each tutor group for their creative reflections on the summer school as a whole!

12.30 – 13.00 PLENARY

Oral evaluation Cluster Two

■ **AFTERNOON** ■

14.00 – 15.00 TUTOR GROUPS

Written evaluation entire Summer School

15.00 – 16.00 PLENARY

Distribution of Certificates of Attendance and closing words

■ **EVENING** ■

“MAKE SOME NOISE” PARTY!

More information coming soon... Refer to your Information Booklet!