



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

4KP410 Forskningsfält i postkoloniala miljöer, 7,5 högskolepoäng
Research fields in postcolonial environments, 7.5 credits

Main field of study

Colonial and postcolonial studies

Subject

Cultural Studies

Level

Second cycle

Progression

A1N

Date of Ratification

Approved 2019-09-18.

Revised 2026-03-02. The prerequisite requirement has been supplemented with subjects according to GY25.

The course syllabus is valid from autumn semester 2026.

Prerequisites

General entry requirements for studies at the second-cycle level and 90 credits in the humanities or social sciences (including an independent project of at least 15 credits). You also need English 6 or English, level 2.

Objectives

After completing the course, the student should be able to

- describe and explain how basic postcolonial perspectives and concepts are used in disciplines and subjects in the humanities and the social sciences

- evaluate the main subject-related similarities and differences between different approaches in postcolonial studies
- identify and reflect analytically on disciplinary similarities and differences in the use of postcolonial concepts in their own written project.

Content

In this course, students develop a critical understanding of colonial and postcolonial studies through knowledge about the practices of different academic disciplines. The course focuses on several subjects and individual researchers in these subjects introduce different methods and postcolonial concepts used in the field. The students meet, are challenged by, and challenge researchers in subjects such as history, literature studies, religious studies, archaeology, social work, and film studies, as researchers explain how they use postcolonial perspectives to understand current societal phenomena. The students have the opportunity to reflect on the multidisciplinary character of the field and clarify and develop their own individual opinions in relation to literature and debates.

Type of Instruction

Teaching is delivered in the form of seminars.

Examination

The course is assessed with the grades A, B, C, D, E or F.

The course is examined continuously through written assignments and oral presentations in seminars. If a student misses or fails a seminar, the examiner may allow them to submit a written make-up assignment. The grade A is the highest grade and the grade E is the lowest grade for passing the course. The grade F means that the student's performance is assessed as failed. Grading criteria for the A–F scale are communicated to the students in a separate document. The students are informed about the grading criteria when the course starts, at the latest.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction. The course evaluation is anonymous.

Required Reading and Additional Study Material

Alcoff, Linda, 1991, 'The Problem of Speaking for Others', *Cultural Critique* 20 (winter), pp. 5–32. (27 pages)

Amad, Paula, 2013, 'Visual Riposte: Looking Back at the Return of the Gaze as Postcolonial Theory's Gift to Film Studies', *Cinema Journal*, 52:3, pp. 49-74. (25 pages)

- Bracke, Sarah and Fadil, Nadia, 2012, "Is the Headscarf Oppressive or Emancipatory?" Field Notes from the Multicultural Debate'. *Religion and Gender* 2(1), pp. 36–56. (20 pages)
- Bråten, Beret, Gustafsson, Kristina and Sönsterudbråten, Silje, 2020, 'Guiding migrant families in Scandinavian welfare states', K. Tarttinen, J. Hiiltola, S. Gruber and M. M. Tiilikainen, Eds., *Family life in transition: Borders, transnational mobility and welfare society in Nordic countries*. London: Routledge, pp. 23–35. ISBN 9781032175331 (12 pages)
- Cederlöf, Gunnel, 2019, 'Histories of Rights in Nature: An Introduction', in Gunnel Cederlöf, *Landscapes and the Law: Environmental Politics, Regional Histories and Contests over Nature*. New Delhi: Permanent Black and Oxford University Press, 2nd edition [2008], pp. 1–54. ISBN 978-0199499748 (54 pages)
- Cederlöf, Gunnel, and Mahesh Rangarajan, 2018, 'The Global Present and Long-Term Perspectives on Nature and History: An Introduction', in *At Nature's Edge: The Global Present and Long-Term History*, Gunnel Cederlöf and Mahesh Rangarajan, Eds., New Delhi: Oxford University Press, pp. xiii-xlii. ISBN 9780199489077. (30 pages)
- Comaroff, Jean and Comaroff, John L., 2018, 'Occult Economies, Revisited', in Brian Moeran and Timothy de Waal Malefyt, Eds., *Magical Capitalism: Enchantment, Spells, and Occult Practices in Contemporary Economies*. Switzerland: Springer International Publishing AG/PalgraveMacmillan, pp. 289–320. ISBN 978-3319743967 (32 pages)
- Dittfeld, T., 2020, 'Seeing White: Turning the Postcolonial Lens on Social Work in Australia', *Social Work & Policy Studies: Social Justice, Practice and Theory*, 3: 1. (21 pages)
- Duncan, Rebecca, 2022, 'De/Zombification as Decolonial Critique: Beyond Man, Nature and the Posthuman in Folklore and Fiction from South Africa', in *Decolonizing the Undead: Rethinking Zombies in World-Literature, Film, and Media*, Eds. Giulia Champion, Roxanne Douglas, and Stephen Shapiro. Bloomsbury, pp. 141-158. ISBN 978-1-3502-7112-8 (17 pages)
- Eliassi, Barzoo, 2015, 'Constructing Cultural Otherness within the Swedish Welfare State: The cases of social workers in Sweden', *Qualitative Social Work* 14(4), pp. 554–571. (17 pages)
- Eliassi, Barzoo, 2017, 'Conceptions of Immigrant Integration and Racism among Social Workers in Sweden', *Journal of Progressive Human Services* 28(1), pp. 6–35. (29 pages)
- Elsrud, Torun 2017. 'Constructing otherness in Swedish District Courts', in Brydon, Diana; Forsgren, Peter and Fur, Gunlög, Eds., *Concurrent Imaginaries, Postcolonial Worlds. Toward Revised Histories*. Amsterdam: Brill Rodopi, pp. 186-207. ISBN 978-90-04-34704-5 (21 pages)
- Griffiths, Alison, 1999, "'To the World the World We Show": Early Travelogues as Filmed Ethnography', *Film History*, 11:3, pp. 282-307. (25 pages)
- Gustafsson, Kristina, 2019, 'Selective Parenting Programs for Parents with Foreign Backgrounds: Cultural Imperialism or Democratic Practices in Social Work?', *Nordic Social Work Research* 10(4), pp. 317–329. (13 pages)

- Kang, H., 2013, 'Claiming Immigrant Cultural Citizenship: Applying Postcolonial Theories to Social Work Practice with Immigrants', *Critical and Radical Social Work*, 1:2, pp. 233-245. <https://doi.org/10.1332/204986013X673290> (12 pages)
- Mahmood, Saba, 2009, 'Religious Reason and Secular Affect: An Inconsummerable Divide', *Critical Inquiry* 35(4), pp. 836–852. (16 pages)
- Martinsson, L., 2021, '1 May: Muslim Women Talk Back—A Political Transformation of Secular Modernity on International Workers' Day', in *Pluralistic Struggles in Gender, Sexuality and Coloniality*, Alm, E., et al., Eds., Cham: Palgrave Macmillan, pp. 81-111. ISBN 978-3-030-47431-7 (30 pages)
- Mignolo, Walter D. and Walsh, Catherine, 2018, 'The Invention of the Human and the Three Pillars of the Colonial Matrix of Power: Racism, Sexism, Nature', in W. D. Mignolo and C. Walsh, Eds., *On Decoloniality: Concepts, Analytics, Praxis*. Duke University Press, pp. 154–176. ISBN 978-0-8223-7109-0 (23 pages)
- Moore, Jason W., 2016 'The Rise of Cheap Nature'. In *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*, Jason W. Moore, Ed. Kairos PM, pp. 78-115. ISBN 978-1-62963-148-6. (35 pages)
- Razack, N., 2009, 'Decolonizing the Pedagogy and Practice of International Social Work', *International Social Work*, 52: 1, pp. 9–21. <https://doi.org/10.1177/0020872808097748> (12 pages)
- Rony, Fatimah Tobing, 2022, *How Do We Look? Resisting Visual Biopolitics*, Durham and London: Duke University Press, Chapter 2 "The Still Dancer", pp. 72-107. (35 pages)
- Tofighian, Nadi, 2017, 'Watching the Astonishment of the Native: Early Audio-Visual Technology and Colonial Discourse', *Early Popular Visual Culture*, 15:1, pp. 26-43. (16 pages)
- Trulsson, Åsa, 2020, "'Different from the Eyes of Others": Negotiating Faith in a Nondenominational Educational System', Stefan Lund, Ed., *Immigrant Incorporation, Education, and the Boundaries of Belonging*. Cham: Palgrave Macmillan, pp. 65–90. ISBN 978-3-030-36728-2 (25 pages)
- Van Schendel, Willem, and Gunnel Cederlöf, 2022, 'Flows and Frictions in Trans-Himalayan Spaces: An Introduction'. Gunnel Cederlöf and Willem Van Schendel, Eds., *In Flows and Frictions in Trans-Himalayan Spaces: Histories of Networking and Border Crossing*. Amsterdam: Amsterdam University Press, pp. 11-28. ISBN 9789463724371. (17 pages)

Additional reading is chosen in consultation with the teacher (max ca 700 pages).