



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 Group

Cultural Studies

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2019-09-18

Revised 2020-06-17 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from autumn semester 2020

Prerequisites

General entry requirements for studies at the second level and 90 credits in the humanities or social sciences (including an independent project of at least 15 credits). English B/English 6 or the equivalent

Objectives

After completing the course, the student should be able to:

- describe and explain how basic postcolonial perspectives and concepts are used in various academic disciplines and subjects,
- 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 the practices of different academic disciplines. The course focuses on different subjects and the methods and postcolonial concepts used by individual researchers in these. 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 apply postcolonial perspectives in order to understand phenomena in contemporary society. The students have the opportunity to reflect on the multidisciplinary character of the field, and demonstrate 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, Fx 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 the student to supplement this through a written 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. Assessment criteria for the A–F scale are communicated to the students in a separate document. The students are informed about the assessment 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

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Required Reading and Additional Study Material

Bobis, Melinda, 1999, 'The Long Siesta as a Language Primer', *White Turtle*. Melbourne: Spinifex, 78-82. (4 pages)

Bråten, Beret; Gustafsson, Kristina och Sönsterudbråten, Silje, 2020. 'Guiding migrant families in Scandinavian welfare states'. I: Tartiainen, K; Hiiltola, J; Gruber, S och Tiilikainen, M.M red. *Family life in transition: Borders, transnational mobility and welfare society in Nordic countries*. London: Routledge, 23-35. (12 pages)

Brydon, Diana et al., 2017, *Concurrent imaginaries, postcolonial worlds: Toward revised histories*. Leiden and Boston: Brill Rodopi. (35 s). ISBN 978-90-04-34760-1

Cederlöf, Gunnel, 2008 (2019). 'Histories of Rights in Nature: An Introduction', in Cederlöf, G., *Landscapes and the Law: Environmental Politics, Regional Histories and Contests over Nature*. New Delhi: Permanent Black and Oxford University Press, 1-54. (54 pages)

Chatterjee, Partha, 'The Nation and Its Peasant', in Chaturvedi, Vinayak, Ed., *Mapping Subaltern Studies and the Postcolonial*, London and New York: Verso, 8-23. (15 pages)

Eliassi, Barzoo, 2015, 'Constructing Cultural Otherness within the Swedish Welfare State: The cases of social workers in Sweden', *Qualitative Social Work*, 14(4), 554–571. <https://doi.org/10.1177/1473325014559091> (17 pages)

Eliassi, Barzoo, 2017, 'Conceptions of Immigrant Integration and Racism among Social Workers in Sweden', *Journal of Progressive Human Services*, 28(1), 6-35, DOI: 10.1080/10428232.2017.1249242 (29 pages)

Figuroa, Yomaira C., 2015. 'Faithful Witnessing as Practice: Decolonial Readings of Shadows of Your Black Memory and The Brief Wondrous Life of Oscar Wao', *Hypatia*, 30(4), 641-656. DOI:10.1111/hypa.12183 (15 pages)

Fur, Gunlög, 2017, 'Concurrences as a Methodology for Discerning Concurrent Histories', in Diana Brydon et al., *Concurrent imaginaries, postcolonial worlds:*

Toward revised histories. Leiden and Boston: Brill Rodopi, s. 33-57 (24 s). ISBN 978-90-04-34760-1

Gandhi, Leela, 2018, *Postcolonial theory: A critical introduction*. New York: Columbia University Press. (2nd edition) (170 s). ISBN 9780231178389

Guha, Ranajit, 'On Some Aspects of the Historiography of Colonial India', in Chatturvedi, Vinayak, Ed., *Mapping Subaltern Studies and the Postcolonial*, London and New York: Verso, 1-7. (7 pages)

Gustafsson, Kristina, 2019. 'Selective Selective Parenting Programs for Parents with Foreign Backgrounds: Cultural Imperialism or Democratic Practices in Social Work?' *Nordic Social Work Research*. DOI. 10.1080/2156857X.2019.1573750 1-13. (13 pages)

Herzog, Tamar, 2003, *Defining Nations. Immigrants and citizens in Early Modern Spain and Spanish America*, New Haven, Yale University Press, 1-118. (118 pages)

Karlsson, Bengt G., "Bonnie Guest House: Fieldwork and Friendship Across Borders", *Northeast India: A Place of Relations*, eds. Y. Saikia, and A. Baishya, Cambridge: Cambridge University Press, 94-110. (16 pages)

Lazarus, Neil, 2011, 'What postcolonial theory doesn't say', *Race and Class* 53(1), 3-27. DOI:10.1177/0306396811406778 (24 pages)

Mayer, A. E., 1994. *Universal Versus Islamic Human Rights: A Clash of Cultures or a Clash with a Construct?* Michigan Journal of International Law, 15(2), 307-404. <https://repository.law.umich.edu/cgi/viewcontent.cgi?article=1562&context=mjil> (97 pages)

Nuzzo, Luigi, 2015, 'Between America and Europe. The Strange Case of the Derecho Indiano', in Thomas Duve and Heikki Pihlajamäki (eds.), *New Horizons in Spanish Colonial Law. Contributions to Transnational Early Modern Legal History*, Max Planck Institute for European Legal History, 161-233. Open access: https://www.rg.mpg.de/gplh_volume_3 (72 pages)

Simal-González, Begoña, 2019, "'The Waste of the Empire': Neocolonialism and Environmental Justice in Merlinda Bobis's 'The Long Siesta as a Language Primer'", *Journal of Postcolonial Writing*, 55(2), 209-222, DOI: 10.1080/17449855.2019.1590633 (13 pages)

Svensson, Jonas, 2000. *Women's Human Rights and Islam*. Lund: Almqvist & Wiksell International: 35-66. (https://www.researchgate.net/publication/303727470_Women's_human_rights_and_Islam_A_stu) (31 pages)

Additional texts is selected after consultation with the teacher: from literature, reports, and journal articles, approx. 700 p.