

Personalised reading list PLU8013

Please read the six core texts in advance of attending the first session of the course in October 2020.

Then, as work requirement 2, you will then compile your own reading list of approximately 800 pages. At least one reading from one of the core texts must be included within your personalized reading list. You can also choose material from the 'selected texts' or from your own literature searching.

Your reading list must be approved by the coordinator before or during the second seminar at campus in March 2021, and it must also be reflected in your colloquium reports and examination article.

The list must include a variety of areas and authors relevant to your research, and should be guided by the needs of your individual research project.

Literature can be drawn from journal articles, books, book chapters, reviews, and / or policy documents.

Explain your choice regarding each text with 3-5 sentences under each reference, when you submit the reading list.

Please use APA 7th edition for all references and formatting throughout the course.

The reading list is to be submitted to rosemary.k.martin@ntnu.no, by 19 February 2021.

Note: A digital compendium of the journal articles and book chapters noted in the reading list will be provided as soon as it is prepared by the NTNU Library. Full book texts cannot be provided within the digital compendium.

Core texts

Biesta, G. J. J., & Burbules, N. C. (2003). *Pragmatism and educational research*. Rowman & Littlefield. (read pp. 1-23).

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge. (read pp.163-180).

Haseman, B. C. (2006). A manifesto for performative research. *Media International Australia Incorporating Culture and Policy: quarterly journal of media research and resources*, 98-106.

Jackson, A. Y., & Mazzei, L. (2012). *Thinking with theory in qualitative research – Viewing data across multiple perspectives*. Routledge.

Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research*. Rowman & Littlefield.

Smith, L. T. (2007). On tricky ground. *The landscape of Qualitative Research*, 1, 85-113.

Selected texts

Ahmed, S. (2004). Affective economies. *Social Text*, 22(79), 117-139.

Beauvoir, S. (2000). *Det annet kjønn*. Pax. pp. 33-50. (Introduction, see English translation and french original depending on language preferences).

Berstein, R. J. (1992). The resurgence of pragmatism. *Social Research: Frontiers in Social Inquiry*, 59(4), 813 -840.

Bhabha, H. K., & Rutherford, J. (2006). Third space. *Multitudes*, (3), 95-107.

Bhabha, H. (1996). The other question: Difference, discrimination, and the discourse of colonialism. In H. A. Baker, M. Diawara, & R. H. Lindeborg (Eds.), *Black British cultural studies: A reader*. (pp.87-106). University of Chicago Press.

Bozalek, V., & Zembylas, M. (2017). Diffraction or reflection? Sketching the contours of two methodologies in educational research. *International Journal of Qualitative Studies in Education*, 30(2), 111-127.

Butler, J. (2001). What is critique? An essay on Foucault's virtue. In European Institute for Progressive Cultural Policies (Ed.), *European institute for progressive cultural policies*. Retrieved from, <http://eipcp.net/transversal/0806/butler/en>

Cho, S., Crenshaw, K., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *SIGNS*, 38(4), 785-810.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.

Derrida, J. (1976). *Of grammatology*. Johns Hopkins University Press.

Dillet, B. (2017). What is poststructuralism?. *Political Studies Review*, 15(4), 516-527.

Fanon, F. (2008). *Black skin, white masks*. Grove Press.

Foucault, M. (1998/1980). *Power/knowledge: Selected interviews and other writings: 1972-1977*. Pantheon Books.

Foucault, M. (1995/1975). *Discipline and punish. The birth of the prison*. Second Vintage Books Edition.

Frosh, S. & Elliott, A. (1995). Introduction. In S. Frosh and A. Elliott (Eds.), *Psychoanalysis in contexts*. (pp.1-14). Routledge.

Haraway, D. J. (1991). *Simians, cyborgs and women: The reinvention of nature*. Free Association. pp.149-181.

Harding, S. G. (2004). *The feminist standpoint theory reader: Intellectual and political controversies*. Routledge. pp.1-17.

Hohr, H. (2009). Å føle, å oppleve, å begripe. En rekonstruksjon av John Deweys erfaringsbegrep. I: Kjetil Steinsholt & Stephen Dobson (red.). *Verden satt ut av spill. Postmoderne pedagogiske perspektiver*. (s. 65-77). Tapir Akademisk Forlag.

Hohr, H. (2012). Aesthetic quality in scientific experience: The problem of reference in John Dewey's aesthetics. *Nordic Studies in Education*, 32, 196-208.

Hooks, B. (2004). *Teaching to Transgress. Education as the Practice of Freedom*. Routledge.

Kuokkanen, R. (2008). What is hospitality in the Academy? Epistemic Ignorance and the (im)possible gift. *Review of Education, Pedagogy, and Cultural Studies*, 30(1), 60-82.

Mahuika, R. (2008). Kaupapa Māori theory is critical and anti-colonial. *MAI review*, 3(4), 1-16.

McCormack, D. P. (2013). *Refrains for moving bodies. Experience and experiment in affective spaces*. Duke University Press.

Said, E. W. (1985). Orientalism reconsidered. *Race & class*, 27(2), 1-15.

Smith, L. T. (2012). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books.

Spivak, G. (1988). Can the subaltern speak?. In C. Nelson & L Grossberg (Eds.), *Marxism and the Interpretation of Culture*. (pp.271-313). Macmillan.

St. Pierre, E. A. (2013). The posts continue: Becoming, International. *Journal of Qualitative Studies in Education*, 26(6), 646-657.

Stein, S. (2019). Beyond higher education as we know it: Gesturing towards decolonial horizons of possibility. *Studies in Philosophy and Education*, 38(2), 143-161.

Stenberg, K. (1920). *Dat läh mijen situd! Det är vår vilja:en vädjan till den svenska nationen från samefolket*. Svenska Förlaget. (See Svendsen 2020 for English outline, which will be made available in the fall).

Vannini, P. (2015). *Non-representational methodologies: Re-envisioning research*. Routledge.

Williams, R. (1977). *Marxism & literature*. Oxford University Press. pp.75-172.

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical and methodological differences. *European Journal of Education*, 48(2), 311-325.