

Theme 1 *Understanding the Process of Knowledge Production*

- Objectives
- To introduce students to the issues of knowledge production;
 - To introduce students to the implications of different methods of producing knowledge;
 - To sensitize students to the responsibilities we have as users and producers of knowledge.
- Focus questions
- Does it matter from whose perspective we study gender/women's issues in the Global South? If so, why?
- Relevant cases
- “Intellectual Politics”, launch issue of *Feminist Africa* ([link](#))
 - *The Reappeared*, MOVIMONDO, Alta Verapaz, Guatemala, 2002. This is a photographic report that visually illustrates the lived realities of women in the highlands of Guatemala. The project was conceived with the idea that women need to communicate and produce their own information through the use of photography, free from linguistic and cultural barriers. The photographs try to suggest ways in which issues pertaining to the division of labour, economic inequalities and the triple role of women may be addressed. [Full Text: Spanish](#)
 - *Teaching from Historical Memory*, Asociación de Mujeres por la Dignidad y la Vida, Las Dignas, 2004. This book is a compilation of different presentations during the conference "Teaching as Memory: Pedagogical Experiences for Peace, Democracy and Gender Equity" (San Salvador, June 27-28, 2001). It contains the voices, strategies and efforts women and men are engaged in reclaiming their historical memory in Chile, Mexico, Palestine, South Africa and Germany to promote gender equity within an international cooperation framework for peace. ([link](#))

Illustrative readings

Chandler, D. J. and Njoki Wane ‘Indigenous Gendered Spaces: An Examination of Kenya’, **Jenda: A Journal of Culture and African Women’s Studies** Vol. 3 (2002).

Chatterjee, Piya (2002), “Ethnographic Acts: Writing Women and other Political Fields” in Saunders, Kriemland (ed.) **Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation**, New York: Zed Books, pp. 243-262.

Chowdhry, Geeta and Nair, Sheela (2002). **Power, Postcolonialism, and International Relations: Reading race, gender and class**, London: Routledge, pp. 1-32.

Elabor-Idemudia, Patience (2002) “Participatory Research: A Tool in the Production of Knowledge”, in **Feminist Post-Development Thought**, Saunders, Kriemild (ed.) London and New York: Zed Books, pp. 227-242.

Hernández Castillo, R. Aida. ‘On Feminisms and Postcolonialisms: Reflections South of the Rio Grande’, in Mabel Morana et al (eds), **Coloniality at Large: Latin America and the Post-Colonial Debate**, Duke University Press, [link](#)

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Hernández Castillo, Rosalva, Aída, Suárez-Navaz, Liliana (2004). “Borders and the development panacea in Mexico and Spain: Reflections from post-colonial feminisms”, **Revista Liminar**, Mexico. http://www.yorku.ca/hdrnet/images/uploaded/hernandez_suarez_des_fem.pdf

Khan, Shahnaz “Reconfiguring the Native Informant: Positionality in the Global Age” **Signs** 30.4 (2005) pp. 2017-2035

Mohanty, C. T. & Alexander, J.M. (1997). **Feminist genealogies, colonial legacies, democratic futures**. New York: Routledge.

Narayan, Uma (1997). “Through the Looking Glass: Emissaries, Mirrors and Authentic Insiders as Preoccupations” **Dislocating Cultures: Identities, Traditions and Third World Feminism** New York: Routledge, pp. 119-158.

Sunder Rajan, Rajeshwari (1993). **Real and Imagined Women: Gender, Culture and Postcolonialism** London: Routledge.

Woodward, Wendy, Hayes, Patricia and Hinkley, Gary (2002). **Deep histories: gender and colonialism in Southern Africa** Amsterdam: Rodopi.

De Barberi, Teresita. (2002), “Acerca de las propuestas metodológicas feministas”. In Bartra Eli (ed.), **Debates en torno a una metodología feminista**. Mexico: PUEG-UNAM & UAM, pp.103-141.

Lamas, Marta (2006). **Feminismo: transmisiones y retransmisiones**. Mexico: Taurus.