



Course Code & Title	LISS2116 Feminist Knowledge Production Epistemologies and Methodologies		
Convenor(s)	Alanah Mortlock		
Institution	KCL	Department	Education, Communication, Society
Academic Year	2025-26	Term	3 (summer)
Number of Sessions	4	Length of Session(s)	2 hours
	Day, Date	Start and End time	Room Location
	05/05/2026 12/05/2026 19/05/2026 26/05/2026	11:00 – 13:00	Bush House (SE) 2.10 (In person)
Enrolment Link:	Available to book on SkillsForge from 2 March 2026 . Click the course link to log in and register. Questions? Visit our Training FAQ here: Frequently Asked Questions - LISS DTP (liss-dtp.ac.uk)		

Course Description

This course will introduce students to foundational feminist critiques of academic knowledge production and research practices. The course aims to name and challenge political inequalities in hegemonic knowledge cultures by engaging with critical epistemologies developing from Black, queer, and decolonial feminist theories. Further, the course examines examples of feminist methodological interventions that have tried to redress some of the issues discussed. The course offers an opportunity for students to apply these interventions to the development of their own research projects by thinking through and discussing the practical and ethical concerns a feminist framework reveals in their research designs. Teaching on the course will be research led, introducing students to foundational texts and recent interventions in the fields of feminist epistemology and methodology.

Meet your course convenor(s)

Alanah Mortlock is a Leverhulme Early Career Fellow in the School of Education, Communication and Society at King’s College London. She completed her PhD at the Department of Gender Studies, London School of Economics and Political Sciences, where her doctoral research analysed how academic and popular discourses of “transracialism” interact with theorisations of Blackness, engaging a critical lens invested in Black feminist and trans scholarship and politics. Her research interests include Black (and) trans feminisms; theories and critiques of identity; critical social theory; and feminist epistemologies and methodologies.



Learning Outcomes

By the end of this course, students should be able to:

- Explain feminist critiques of mainstream knowledge production.
- Discuss the difference that identity makes to knowledge production and research practice, particularly with regards to gender, race, and geopolitical location.
- Use a feminist framework to examine power dynamics in research designs, and in the production of academic knowledge.
- Describe feminist interventions in ethical methodological praxis.
- Apply critical epistemological theory to critique the design of their own research project.

Course Outline

Part 1: Feminist knowledge practices

Session 1. What does feminist research do?

The first session will start by introducing the course leader, student participants, and key information as to the overall structure of the course. We will also begin thinking about the nature of knowledge, the ways in which knowledge is gendered, and what this might mean for us as researchers. We will start looking at feminist research as a critical project that tries to challenge these embedded biases in the production of knowledge.

Session 2. Reframing epistemology

In this session, we will look at some influential feminist critiques of dominant norms of objectivity and impartiality within mainstream knowledge cultures. In particular, you will be introduced to “feminist standpoint theory” and poststructuralist “situated knowledges” as critiques of, and alternatives to, positivist theories of knowledge.

Part 2: Producing feminist research

Session 3. Feminist research ethics

In this session, we will discuss some important dilemmas in feminist research ethics to think about navigating power dynamics and practising accountability as researchers. We will look at two questions of particular importance in feminist methodological research: the question of representation (and the problem of representing Others) and the politics of translation.

Session 4. Experiments in feminist research practice

In the final session, we will think about what it looks like to do feminist research, and how we might put the tenets of feminist epistemo-methodology studied on the course into practice in our own research design. We will begin by discussing some existing experiments in feminist research practice, and dedicate most of the session to discussing how the learning from the course might be implemented in the students’ PhD research.



Reading list

Required reading

Session 1. What does feminist research do?

Lorde, Audre. 1984. "The Uses of Anger". In *Sister Outsider: Essays and Speeches*. Freedom, CA: The Crossing Press.

Ahmed, Sara. 2010. 'Feminist Killjoys and Other Wilful Subjects'. *The Scholar and Feminist Online*, 8(3): 1-8.

Session 2. Reframing epistemology

Haraway, Donna. 1988. 'Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective'. *Feminist Studies*, 14(3): 183–202.

Collins, Patricia Hill. 2003. 'Toward an Afrocentric feminist epistemology.' In Yvonna Lincoln and Norman Denzin (eds.) *Turning points in Qualitative Research: Tying Knots in a Handkerchief*. Walnut Creek, CA: Altamira Press.

Session 3. Feminist research ethics

Spivak, Gayatri Chakravorty. 1993. "The Politics of Translation". In *Outside in the Teaching Machine*. New York: Routledge.

Grenz, Sabine. 2005. 'Intersections of Sex and Power in Research on Prostitution: a Female Researcher Interviewing Male heterosexual Clients'. *Signs*, 30(4): 2091-2113.

Session 4. Experiments in feminist research practice

Hartman, Saidiya. 2018. 'The Anarchy of Colored Girls Assembled in a Riotous Manner.' *South Atlantic Quarterly*, 117(3): 465-490.

Nagar, Richa. 2002. 'Footloose Researcher, 'Traveling' Theories, and the Politics of Transnational Feminist Praxis.' *Gender, Place and Culture*, 9(2): 179-186.

Further reading

Adams, Tony and Stacy Holman Jones. 2011. 'Telling Stories: Reflexivity, Queer Theory, and Autoethnography.' *Cultural Studies ↔ Critical Methodologies*, 11(2): 108-116.

Alcoff, Linda. 1995. "The Problem of Speaking for Others." In Judith Roof and Robyn Wiegman (eds.) *Who Can Speak: Authority and Critical Identity*. Chicago, IL: University of Illinois Press.

Carby, Hazel. 1982. "White Woman Listen! Black Feminism and the Boundaries of Sisterhood." In The Centre for Contemporary Cultural Studies (eds.) *The Empire Strikes Back: Race and Racism in Seventies Britain*. London: Hutchinson.

Chow, Rey. 1994. 'Where Have All the Natives Gone?' In Angelika Bammer (ed.) *Displacements: Cultural Identities in Question*. Bloomington, IN: Indiana University Press.

Crenshaw, Kimberlé. 1991. 'Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.' *Stanford Law Review*, 43(6): 1241-1299.



- Folkes, Louise. 2023. 'Moving beyond "Shopping List" Positionality: Using Kitchen Table Reflexivity and in/Visible Tools to Develop Reflexive Qualitative Research.' *Qualitative Research: Online First*, 23(5): 1301–18.
- hooks, bell. 1994. "Theory as Liberatory Practice." In *Teaching to Transgress: Education as the Practice of Freedom*. London: Routledge.
- Lorde, Audre. 1984. "The Master's Tools Will Never Dismantle the Master's House." In *Sister Outsider: Essays and Speeches*. Freedom, CA: The Crossing Press.
- Lugones, Maria. 2010. 'Toward a Decolonial Feminism.' *Hypatia* 25(4): 742–759.
- Madhok, Sumi. 2020. 'A critical reflexive politics of location, 'feminist debt' and thinking from the Global South.' *European Journal of Women's Studies*, 27(4): 394- 412.
- McCorkel, Jill A., and Kristen Myers. 2003. 'What Difference Does Difference Make? Position and Privilege in the Field.' *Qualitative Sociology*, 26(2): 199-231.
- Rich, Adrienne. 1986. "Notes Towards a Politics of Location." In *Blood, Bread and Poetry: Selected Prose 1979-1985*. London: Virago.
- Tecun, Arcia, 'Inoke Hafoka, Lavinia 'Ulu 'ave, and Moana 'Ulu 'ave-Hafoka. 2018. 'Talanoa: Tongan Epistemology and Indigenous Research Method.' *AlterNative: An International Journal of Indigenous Peoples*, 14(2): 156-163.
- Tinsley, Omise'eke Natasha, and Matt Richardson. 2014. 'From Black transgender studies to Colin Dayan: Notes on methodology.' *Small Axe: A Caribbean Journal of Criticism*, 18(3), 152–161.
- Tudor, Alyosxa. 2020. 'Decolonizing Trans/Gender Studies: Teaching Gender, Race and Sexuality in Times of the Rise of the Global Right.' *Transgender Studies Quarterly*, 8(2).

Pre course preparation

Attendees should complete the required reading before each session.

Number of students

Min: 4

Max: 20