

*Dialogues for Responsible Gender and Queer Studies – Experiences from the South of Africa and Germany*

Summer School 23 – 24 June 2023 at Carl von Ossietzky Universität Oldenburg

Venue: Campus Haarentor

Centre for interdisciplinary Women and Gender Studies (ZFG) at Carl von Ossietzky University of Oldenburg (Germany) in cooperation with the Centre for Women and Gender Studies (CWGS) at Nelson Mandela University Gqeberha (South Africa)

PROGRAM

23.06.2023, 14:00 – 21:30 h

**14:00: Opening (Room A03-1-117)**

PROF. DR. ALMUT HÖFERT, DR. SYLVIA PRITSCH (ZFG UOL)

**14:15 – 18:00 Workshops:**

14:15 Workshop 1:

PROF. DR. MATHABO KHAU (NMU/ Teacher Education): Rethinking Sexuality Education in Higher Education Institutions: A decolonial approach

16:15 Workshop 2:

NAMUPA SHIVUTE (Namibia, African storyteller, researcher, journalist): Interaktive Bildungsarbeit zum deutschen Kolonialismus in Namibia/ Interactive educational work on German colonialism in Namibia

**20:00 Lecture (Oldenburgisches Staatstheater (Spielraum), Adress: Theaterwall 19):**

PROF. DR. MARIA DO MAR CASTRO VARELA (Alice-Salomon-Hochschule Berlin):

Die Kunst des Verlernens in Postkolonialen Zeiten/ The Art of Unlearning in Postcolonial Times (in German with english translation); in Kooperation mit *Koloniale Kontinuitäten* Oldenburg

24.06.2023, 9:30 – 18:00 h

**09:30 – 11:30 Impulse Keynotes + discussion (Room A01-0-010a)**

PROF. DR. PUMLA DINEO GQOLA (NRF SA-CHAIR in African Feminist Imagination NMU):

Decolonising Gender Studies, Confronting Intellectual Apartheid

JPROF. DR. JULIA WURR (University of Oldenburg)

Postcolonial Gender Studies in Germany

**12:00 – 16:00 Workshops (Room A03-1-117)**

12:00 Workshop 3:

QHAMA NOVEVE (PhD cand. Sociology and Anthropology/ CWGS, NMU) and SIPHOKAZI TAU (Programmes Coordinator CWGS/ NMU, PhD cand. Higher Education UJ)

African feminisms and the impact on Higher Education Transformation

14:30 Workshop 4:

SIMRAN JUGLAL (MA Media Studies, writer) and TUMI MAMPANE (PhD. cand. Communication + Media, CWGS NMU /UJ)

Feminist Imagination and Cultural Practices in South Africa

**16:30 – 18:00 Roundtable: Responsibility in Gender and Queer Studies (Room A01-0-010a):**

PUMLA DINEO GQOLA (NMU), MATHABO KHAU (NMU), NAMUPA SHIVUTE (journalist), DEBORAH NYANGULU (University of Bremen), KARIN ESDERS (University of Bremen),

Moderation: KÜBRA GÜMÜŞAY (Hamburg, writer, political scientist)

## ***Dialogues for Responsible Gender and Queer Studies – Experiences from the South of Africa and Germany***

Taking responsibility for an estimating and inclusive form of knowledge production that seeks to avoid discrimination and exclusion is a fundamental concern of Gender and Queer Studies.

Decolonial and postcolonial approaches have examined the multiple intersections of gender and sexuality with other determining categories and have emphasized the interconnectedness of gendered power relations and post/neo/colonial power structures (as in the concepts of the "coloniality of gender")<sup>1</sup>.

In German-speaking countries, coming to terms with the colonial past and coloniality in the present academic fields is still a demanding task. Even though a variety of approaches to decolonize teaching and research in different academic disciplines have been observed in the recent few years, the internationally widely discussed subject "decolonizing the university" has not yet entered the academic mainstream and is still a burning task also for Gender Studies.<sup>2</sup>

In contrast, decolonization of (higher) education became part of the state policy in South Africa. Although this task is not contested, its implementation raises difficulties.<sup>3</sup> In this context, questions of the manifold post-Apartheid identities as well as concepts of postcolonial memories are addressed also.<sup>4</sup>

Despite differences, there are increasing demands to bring together the different struggles against discrimination, also to be better prepared for attacks. Transnational, intersectional, trans-gender, approaches seem to be promising for meeting global challenges as well as local ones.<sup>5</sup>

The exchange about the situation in South Africa, Namibia, and the situation in German-speaking countries will provide insights about the necessities, successful strategies and pitfalls, in addressing the power structures within the fields of Gender and Queer Studies. This includes the questioning of basic categories and their relations (like gender, intersectionality, coloniality, and responsibility) as well as the discussion of alternative epistemologies and forms of praxis. The Summer School aims to create dialogue spaces for teachers, students, and activists from the NMU and the UOL and surroundings.

Updated program and registration (until June 18, 2023) online: <https://uol.de/zfg/>

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<sup>1</sup> See Lugones, María: Heterosexuality and the Colonial/Modern Gender Order, in: *Hypathia* 22(1) 2007, S. 186-209; since the 1980ies see Trinh T. Minh-ha: *Woman, Native, Other: Writing Postcoloniality and Feminism*, Indiana University Press 1989; Spivak, Gayatri C.: *Can the Subaltern Speak?* in: Nelson, Cary/ Grossberg, Lawrence (eds.): *Marxism and the Interpretation of Culture*, University of Illinois Press, Chicago 1988, and others.

<sup>2</sup> Bhabra, Gurinder K./ Gebrial, Dalia/ Nisancioglu, Kerem (eds.): *Decolonizing the University*, Pluto Press: London, 2018; dos Santos Pinto, Jovita/ Purtschert, Patricia: *Decolonize Gender Studies!*, in: *genderstudies* #32 2018, pp. 2-4.

<sup>3</sup> See Vorster, Jo-Anne / Quinn, Lynn: *The "Decolonial Turn": What Does It Mean for Academic Staff Development?*, in: *Education as Change* Vol. 21, No. 1 2017, pp. 31–49; DOI: <http://dx.doi.org/10.17159/1947-9417/2017/853>.

<sup>4</sup> see Gqola, Pumla Dineo: *What is Slavery to Me?: Postcolonial/Slave Memory in Post-Apartheid South Africa*. Johannesburg: Wits University Press, 2010.

<sup>5</sup> Tudor, Alyosxa: *Decolonizing Trans/Gender Studies?: Teaching Gender, Race, and Sexuality in Times of the Rise of the Global Right* 2021, in: *TSQ* Vol.8 2021, pp. 238-256.

