

Methodological Innovations in Gender Research: Public Lecture Series

The role of methods and data in nonrepresentational research

Noora Pyyry works as an assistant professor of geography education at the department of geosciences and geography, University of Helsinki. In her research, she attempts to conceptualize knowing spatially to recognize the fundamentally relational and deeply affectual coming-together of ideas, histories, and doings in our knowledge-making practices. She is therefore interested in how knowing takes place within various geographical and ideological landscapes, and how these affective framings allow for hesitation and dwelling, which she links to the emergence of new knowledge. This geographical reconceptualization of knowing/learning aims to take into account the various 'others' with which humans sense and think.



Public Guest Lecture:

Noora Pyyry

Date: April 27th, 2023

Time: 10:00

Location: online

Register online:

<https://soziologie.uni-graz.at/en/sociology-of-gender/research/current-projects/public-lecture-series/registration-elf-pyyry-online/>

In this lecture, I will take you on a ride to the land of nonrepresentational research and encourage you to re-think the role of what we normally call 'data'. In doing so, my talk will also pose challenges to how we approach methods in our research. From a nonrepresentational, posthuman point of view, doing research is a process of 'becoming with': a continuous invention of the world (and 'self') through fleeting encounters. In this frame, the knowing human subject is understood as emergent, always forming and reforming with the changing circumstances. The knowing subject can therefore be considered as geographical. New knowledge is created in dwelling with other subjects (human/non-human, technological, architectural, etc.). Here, fieldwork is a joint-participation of the human subject and the field: it is always a spatial process. I have named this style of non-linear reflection 'hanging-out-knowing', a mode of openness to the eventfulness of the world. This framing calls researchers to critically examine what knowledge and knowing are, how they emerge in different geographical situations, and herewith resist the instrumentalization of knowledge creation. I encourage students to be critical of research that looks too clean: to probe what methods, categories and examples do – i.e., what kind of a world they take part in building?