Syllabus

Course Description

Course Title	Seminar 4: Gender equity and equality skills in working life situations
Course Code	97141
Course Title Additional	Seminar 4: Gender equity and equality skills in working life situations
Scientific-Disciplinary Sector	NN
Language	English
Degree Course	Bachelor in Design and Art - Major in Design
Other Degree Courses (Loaned)	
Lecturers	Dr. Rosalyn Fiona Dmello, RosalynFiona.Dmello@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/45912
Teaching Assistant	
Semester	Second semester
Course Year/s	2nd and 3rd
CP	2
Teaching Hours	18
Lab Hours	0
Individual Study Hours	32
Planned Office Hours	6
Contents Summary	The seminar explores meanings and implications of gender equity/equality with a focus on issues of gender equity/equality in the workplace.
Course Topics	This seminar uses an intersectional feminist approach to tease out the profound and complex questions encoded within its title. Such as: how do we access equality within unequal systems? How does privilege govern our access to resources or legal agency? How have we been historically

	conditioned not to complain or seek recourse and maintain the status quo? How does our gendered conditioning imbricate compulsory heterosexuality, patriarchy, capitalism, racism and ableism, entangling us within historical inequalities? Can we 'undo' gender? Can we create work environments premised on radical inclusiveness and deep, attentive listening? Can we reframe discussions of consent through the prism of care and community? Can we centre ethics and fairness in our artistic and design practices? Educational institutions are obligated to impart their students with the requisite professional skills that make them desirably employable. However, students tend to have to self-learn crucial survival skills needed to navigate working life situations, such as how to articulate their consent, how to assert personal boundaries, or recognise when they are being exploited and subsequently seek out methods of redressal while preserving their mental health. This seminar invites students to collectively unearth numerous manifestations of gender inequity in the interrelated fields of art and design, both of which have historically excluded women, coloured, queer and trans bodies. It centres the instruction of feminists of colour and models feminism as an embodied ideology; a harmonised way of living and collaboratively being in the world.
Keywords	* Intersectional Feminism * Diversity Studies * Trans-inclusivity * Introduction to Queer ethics * Critiques of capitalism * Racial sensitisation * Gender sensitisation * Kindness as method and practice * Discourses on Hospitality * Writing 'Personal Essays' * Performing dissent.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Through the duration of the seminar, the classroom will be

	transformed into an active discursive site filled with propositions, confrontations, debate, critical interventions, and shared knowledges. The relationship between instructor and student will be negotiated through the realm of hospitality, with the roles of 'host' and 'guest' being constantly reversed and rewritten to avoid a stability of meaning and to encourage an atmosphere of conviviality and mutual respect while creating a 'safe space' for students to explore their creative selves through political dimensions. 'Feedback' is the key methodological principle: students will recognise at the onset that there is a direct correlation between the energy and enthusiasm with which they approach the course and what they receive in response. The principle of feeding, which lies at the core of hospitality, will consistently govern the learning appetite.
Mandatory Attendance	compulsory - 75% of the attendance is compulsory in order to be admitted to the exam.
Specific Educational Objectives and Learning Outcomes	Disciplinary competence - Students will embrace the idea of being 'feminist killjoys'. - Students will discover aspects of themselves and their personality they hadn't previously considered. - Students will evolve a deeper and more complex understanding of the construct of 'gender' and the myth of 'equality within unequal systems'. - Students will begin to enjoy ideating, will enjoy the act of learning for learning sake and not solely for credits. - Students will find they have a reason to think critically and concretely about how they want their professional lives and worlds to look like. - Students will learn about what constitutes enthusiastic consent in all manner of relationships. - Students will feel empowered to hold not only institutions but also themselves accountable.
Specific Educational Objectives and Learning Outcomes (additional info.)	The seminar will use embodiment and situated research strategies to investigate and explore the nuances of gender equity and equality.
Assessment	Students will be asked to write a personal essay during the course

	of the exam hours that reflect what they have learned through the course of the seminar. The exam encourages students to build on their personal histories and generate theory from lived experience, in the tradition of feminists of colour.
Evaluation Criteria	Besides attendance, engaged participation and involvement in classroom discussions will be vital assessment components.
Required Readings	Sara Ahmed, Living the Feminist Life (2017) Pauline Oliveros, 'The Earthworm Also Sings' (1993) Audre Lorde, 'The Master's Tools will Never Dismantle the Master's House' (1984) Virginia Woolf, A Room of One's Own (1929)
Supplementary Readings	
Further Information	This seminar invites students to collectively unearth numerous manifestations of gender inequity in the interrelated fields of art and design, both of which have historically excluded women, coloured, queer and trans bodies. It centres the instruction of feminists of colour and models feminism as an embodied ideology; a harmonised way of living and collaboratively being in the world.
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Peace, justice and strong institutions, Reduced inequalities, Gender equality