

**Syllabus**  
**Course description**

<b>Course title</b>	<b>Seminar 4: Gender equity and equality skills in working life situations</b>
<b>Course code</b>	97141
<b>Scientific sector</b>	--
<b>Degree</b>	Bachelor in Design and Art (L-4)
<b>Semester</b>	Summer semester 2022/2023
<b>Year</b>	2 <sup>nd</sup> and 3 <sup>rd</sup>
<b>Credits</b>	2
<b>Modular</b>	No

<b>Total lecturing hours</b>	18
<b>Total hours of self-study and/ or other individual educational activities</b>	about 32
<b>Attendance</b>	compulsory
<b>Prerequisites</b>	none
<b>Maximum number of students per class</b>	20

<b>Course description</b>	<p><i>The course belongs to the class "altro" in the curriculum in Design.</i></p> <p>This course invites students to dive into the heart of various manifestations of gender inequity in the inter-related fields of art and design, both of which have historically excluded women, coloured, queer and trans bodies from their respective and collective domains.</p> <p>Each module draws from a conceptual rubric elemental to the fields of art and design and extends outward in multifarious directions while being anchored by the instructor who will harness her students' creative and critical impulses in order to probe deeper and more intimately the realm of intersectional feminist discourse while constantly underscoring not only its vitality but its colossal urgency.</p> <p style="text-align: center;">Most significantly, students will imbibe a holistic understanding of what constitutes a labouring body beyond the obvious signs of being 'at work'.</p>
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<p><b>Specific educational objectives</b></p>	<p>The seminar "<b>Gender equity and equality skills in working life situations</b>" will provide useful job-related knowledge consistent with the above course description. Additionally,</p> <ul style="list-style-type: none"> <li>- Using the feminist imaginary of 'utopic' or 'wishful thinking', students will be encouraged to evolve their personal visions for what might constitute a nurturing work environment.</li> <li>- Through assigned case studies, students will be directed to consider a large spectrum of responses that emerged world-wide as an extension of the #Metoo movement within the worlds of art and design. They will analyse specific leading institutions and accumulate data around their current workplace practices in order to conceive of best possible outcomes.</li> <li>- Students will acquire a fine-tuned, nuanced understanding of inclusivity within workplace environments in order to better grapple with the construct of gender equity.</li> <li>- The instructor will prioritise the emergence of discourse from student-based initiatives rather than adopt a uni-directional 'lecturing' approach. Group discussions and collective learning through sharing will be advocated to allow students the security to vocalise their agency.</li> </ul>
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<p><b>Lecturer</b></p>	<p>Rosalyn D'Mello  RosalynFiona.Dmello@unibz.it  webpage <a href="http://www.rosalyndmello.com">www.rosalyndmello.com</a></p>
<p><b>Scientific sector of the lecturer</b></p>	<p>nd</p>
<p><b>Teaching language</b></p>	<p>English</p>
<p><b>Office hours</b></p>	<p>6</p>
<p><b>List of topics covered</b></p>	<p>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</p>
<p><b>Teaching format</b></p>	<p>Through the duration of the seminar, the classroom will</p>

	<p>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 contractually performed and 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.</p> <p>Each of the six modules will be focussed around a single art-plus-design-centric word [Brick / Table / Ceiling / Studio / Threshold / Backyard] that will serve as a rough organizing principle for complex ideas and concepts.</p>
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<b>Expected learning outcomes</b>	<b>Disciplinary competence</b>
	<ul style="list-style-type: none"> <li>- Students will embrace the idea of being 'feminist killjoys'.</li> <li>- Students will discover aspects of themselves and their personality they hadn't previously considered.</li> <li>- Students will evolve a deeper and more complex understanding of the construct of 'gender' and the myth of 'equality within unequal systems'.</li> <li>- Students will begin to enjoy ideating, will enjoy the act of learning for learning sake and not solely for credits.</li> <li>- Students will find they have a reason to think critically and concretely about how they want their professional lives and worlds to look like.</li> <li>- Students will learn about what constitutes enthusiastic consent in all manner of relationships.</li> <li>- Students will feel empowered to hold not only institutions but also themselves accountable.</li> </ul>

<b>Assessment</b>	Besides attendance, students will be expected to complete one assignment per module, a total of six.
<b>Assessment language</b>	The same as the teaching language
<b>Evaluation criteria and criteria for awarding marks</b>	Evaluation criteria will be specific to each assignment and will be made available at every point.

<p><b>Required readings</b></p>	<p>Instead of entrusting students with a mandatory reading list, the instructor will personally introduce each significant and foundational reading which will then either be read together in the classroom, or students will be asked to perform an 'Arpentage'. Students will be 'guided' through readings to make them more participative and for the texts to feel more intimate, so that the act of reading begins to be performed desirously and willingly and not from a space of obligation.</p>
<p><b>Supplementary readings</b></p>	