

Syllabus
Course description

Course title	Seminar 4: Gender equity and equality skills in working life situations
Course code	97141
Scientific sector	--
Degree	Bachelor in Design and Art (L-4)
Semester	Summer semester 2024/2025
Year	2 nd and 3 rd
Credits	2
Modular	No

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

Course description	<p><i>The course belongs to the class "altro" in the curriculum in Design.</i></p> <p>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?</p> <p>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</p>
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	<p>when they are being exploited and subsequently seek out methods of redressal while preserving their mental health.</p> <p>This seminar invites students to collectively unearth numerous 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. 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.</p>
<p>Specific educational objectives</p>	<p>The seminar "Gender equity and equality skills in working life situations " will provide useful job-related knowledge consistent with the above course description. Additionally,</p> <ul style="list-style-type: none"> - 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. - 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. - Students will acquire a fine-tuned, nuanced understanding of inclusivity within workplace environments in order to better grapple with the construct of gender equity. - 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.

<p>Lecturer</p>	<p>Rosalyn D'Mello RosalynFiona.Dmello@unibz.it www.rosalyndmello.com</p>
<p>Scientific sector of the lecturer</p>	<p>nd</p>
<p>Teaching language</p>	<p>English</p>
<p>Office hours</p>	<p>May 14: 9am to 11am May 21: 9am to 11am May 28: 9am to 11am</p>

<p>List of topics covered</p>	<ul style="list-style-type: none"> • 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>Teaching format</p>	<p>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.</p>
<p>Expected learning outcomes</p>	<p>Disciplinary competence</p> <ul style="list-style-type: none"> - 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.

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.
Assessment language	The same as the teaching language
Evaluation criteria and criteria for awarding marks	Besides attendance, engaged participation and involvement in classroom discussions will be vital assessment components.
Required readings	Sara Ahmed, <i>Living the Feminist Life</i> (2017) Pauline Oliveros, 'The Earthworm Also Sings' (1993) Audre Lorde, 'The Master's Tools will Never Dismantle the Master's House' (1984) Virginia Woolf, <i>A Room of One's Own</i> (1929)
Supplementary readings	/