



## Call for gender studies course proposals at University of Klagenfurt during the academic year 2021/22

The interdisciplinary expert commission of the elective program Women's and Gender Studies at the University of Klagenfurt is hereby issuing a call for course proposals in the elective program Women's and Gender Studies. Please send your application documents (in one attachment, pdf) to the Centre for Women's and Gender Studies at the University of Klagenfurt in a **single pdf file (per submitted course)**, by e-mail only ([gender.zentrum@aau.at](mailto:gender.zentrum@aau.at)). The deadline for applications is 10<sup>th</sup> of December 2020.

There is an opening for **8 courses (two semester hours per week each, 4 ECTS)** in the following topic areas:

- **1 course in the module Introduction** (in winter term 2020)
- **2 courses in the module Living Spaces/Lebensräume**
- **1 course in the module Historicity – Memory – Experience**
- **1 course in the module Communication – Representation** (in summer term 2022)
- **2 courses in the module Body – Psyche – Physicality**
  - o Particularly with a focus on trans\*, inter\* and non binary
- **1 course in the module Economics and Work**
  - o Particularly with a focus on business administration, economics, sociology in combination with gender and/or diversity

Since 2020, students can enrol in an Extension Programme in Gender Studies as well as choosing Women's Gender Studies as elective courses. The interdisciplinary extension curriculum comprises several modules, the descriptions of which are in the appendix.

We ask lecturers to consider the heterogeneity and diverse educational backgrounds of students. Students are from four different schools (Humanities, Interdisciplinary Studies, Management and Economics, Technology) and often do not possess any prior knowledge in Women's and Gender Studies.

The teaching conditions changed by Covid-19 have significantly accelerated digital and innovative forms of knowledge transfer. Therefore, briefly explain in your teaching concept how you would design your course if delivered in a digital version or via Distance Teaching & Learning.

### Required documents

1. A description of the proposed course, including
  - 1.1. The module you are submitting your course to (it is possible to name two modules, if you make a case for it; the appendix comprises the descriptions of the modules)
  - 1.2. Course title
  - 1.3. Type of course (lecture, lecture with introductory seminar course, introductory seminar course, seminar course)
  - 1.4. Content of the course (up to 2500 characters incl. spaces)



- 1.5. Teaching goals
- 1.6. Teaching methods
- 1.7. Mode of assessment
- 1.8. Information about e-learning
- 1.9. Relevant literature that will probably be used in the course
- 1.10. Brief explanation of how to design the course in a digital version (Distance Teaching & Learning) (with regard to teaching in the pandemic).
2. Applicant's CV which illustrates the applicant's suitability for teaching the course (academic area of expertise, teaching experience, ...)
3. Applicant's short bio (up to 1500 characters, incl. spaces).
4. Applicant's list of publications

#### Further details:

- **The interdisciplinary expert commission**, which consists of about 20 experts, selects the proposals and aims to make a decision by the beginning of January 2020. Applicants will be informed in March 2020.
- **Scheduling of courses:** Courses can be either weekly or blocked. If they are blocked, there need to be at least two separate blocks. Scheduling will be in coordination with the University Centre for Women and Gender Studies.
- At the AAU, **classroom teaching and blended learning teaching are possible teaching forms under regular teaching conditions**. The following guidelines must be observed in case of blended learning: Of the average of 15 course dates per semester, at least 2/3 must be classroom teaching. The prerequisite is that these learning parts include an online interaction between students and teachers.  
As part of exceptional provisions due to Covid-19, it is possible to fall back on online teaching in accordance with the respective current situation. Classroom teaching is preferable; occasionally, another mode can also be used within the guidelines of any exceptional provisions (according to the Office of Academic Affairs).
- A **course comprises 30 hours of teaching** (45 minutes of teaching and 15 minutes for break). A course should not be longer than 6 hours a day. Breaks need to be included in the scheduling.
- **Travel and/or accommodation expenses cannot be reimbursed**. We regret that we must inform you that lecturers have to pay for their own travel expenses.
- The **gross salary for a course is about 2500 EUR** (according to the Austrian collective bargaining agreement; category 2 teaching).



## Appendix 1: Module descriptions

### Module: Introduction

The module *Introduction* provides an overview of different approaches in feminist sciences, such as gender studies, queer studies, inter- and transsexuality studies, critical men studies, post-colonial studies or disability studies. The core of the module consists of approaches towards diversity, intersectionality, or the interdependence of social categories. The module presents different perspectives of gender and queer studies regarding concepts such as equality, difference and deconstruction. This includes – but is not limited to – topics such as sex/gender, androcentrism, sexism, heteronormativity, inter- and transsexuality, intersectionality or decolonialism. Altogether, the module offers the space to discuss key gender studies issues.

The module consists of a lecture, which provides a good overview, and a course (type Proseminar). The lecture *Introduction to Gender Studies* presents gender as an interdependent, analytical framework. It elaborates on the gendered aspects of social, political, economic and cultural spheres (for instance regarding the division of labour, violence against women\*, body discourses, different ways of living, loving and being in a relationship, sexuality, or media).

The course (Proseminar) discusses key terminology and addresses key issues of gender studies. Topics, such as (multiple forms of) discrimination and the interdependence of sexism, racism, classism, ableism and other forms of oppression, will be scrutinised. Furthermore, strategies for an emancipative approach to deal with inequalities will be developed. Moreover, methodological and epistemological issues as well as feminist and queer science studies will be explored.

### Module: Living Spaces

The module "Living Spaces" combines scientific discussion with self-reflection in relation to lifetimes and living spaces in which gender relations and other axes of social inequality manifest themselves in a special way.

The module aims at investigating the relations of power and domination that are inscribed in the gender order, as well as attempts to undermine binary logic theoretically and practically in everyday life – in the course of the realization and performance of alternative life concepts – to the extent that they produce and at the same time standardize certain life concepts.

The conditions of the possibility of social change are explored on a theoretical, political and everyday level. Paradoxical effects and unintended consequences that are inherent in perspectives of equality and difference – not least in their legal-institutional manifestations – as well as in the attempt to break open the discourse of binary power structures are addressed against the background of more recent discourses on intersectionality. In this context, the thematic complexes of diversity, migration and precarious living conditions are of particular importance.

### Module: Economics and Labor

In addition to digitization and internationalization, legal and social frameworks with regard to gender equality and diversity are becoming increasingly important competitive factors for companies.



Therefore, companies and economic actors are required to organize their organizational cultures in a diversified, anti-discriminatory and gender-sensitive way. Employees with expertise and know-how in the field of gender and diversity thus have a potentially decisive competitive advantage in the labour market. Furthermore, by considering and eliminating social inequality, companies gain attractiveness for potential and current employees, both in terms of recruitment and in their daily work, and thus also strengthen their positive image.

The module deals with topics of (applied) business administration, economics or sociology in combination with gender and diversity topics (e.g. gender and diversity management, intersectionality, gender mainstreaming / gender budgeting, feminist economics, work-life balance).

One focus of the module lies on gender relations and other determinants of social inequality (such as age, background, class, disability, sexuality) and how these are influenced and reproduced by material or economic conditions. The prevailing division of labour between men and women is one central element among others that is critically discussed in the courses.

In module “Economics and Labour”, students from various disciplines get to know a gender perspective and the consideration of diversity in an organizational context as well as in different fields of entrepreneurial activity.

Accordingly, students receive theoretical and practical knowledge for implementing diversity as a management strategy. In addition to strategies and their implementation (e.g. in the form of measures such as gender mainstreaming or advancement of women), alternative theoretical approaches to economics (heterodox economics, feminist economics and gender economics) are also taught in courses. Students are encouraged to think differently about the economy and to identify potential for change in organizations in regard to diversity.

Learning outcomes:

- Students are sensitized with regard to economic gender equality (access to the labour market and certain sectors / segregation, wages / gender pay gap, assignment of leadership positions / glass ceiling) and are familiar with the theoretical background.
- Students are familiar with strategies and solutions, such as gender equality, diversity and women's promotion concepts and can apply them in practice.
- Students know the theoretical and empirical assumptions, concepts and terminology of mainstream economics and business administration with regard to their relation to diversity and gender (e.g. household economics, family forms, gender pay gap, neoclassical economics, homo oeconomicus, labour market segregation).
- They can reflect critically on business management tools (e.g. diversity management, gender budgeting, reconciliation/balance of work and family life, working models) and organizational processes with regard to equality, equal opportunity, anti-discrimination.

### **Module: Communication – Representation**

What kind of images, ideas and imaginations regarding gender, sexual identities, femininities and masculinities do we find under historically specific conditions in everyday communication, in literature, in art and visual culture, in popular culture, and on the Internet? What are the desires, emotions and fantasies intertwined with these images and ideas? And how is all of this of relevance for the ways in



which we understand ourselves? This module applies approaches and concepts from various disciplines such as linguistics and literary studies, philosophy, cultural studies, art history, film, media and communication studies as well as visual culture studies.

Texts, images and speech acts are never gender-neutral; they always produce and reproduce specific forms of gender relations and gender identity. The specific aesthetics, discourses, gazes, and images are defined by societal power-relations and are expressions of both, heteronormativity and hegemonic constructions of femininity and masculinity, but also their subversions.

The courses of the module will analyse and discuss gender configurations regarding their cultural and political effects on the ways of speaking and social action, and will examine if this entails social recognition or social exclusion. In this context, images are not perceived and analysed as illustrations of texts; rather, the focus is on their distinct qualities and historic specificities. Also, the intersectionality of gender, ethnicity, class, age, etc. will be taken into consideration. The focus is on communicative practices that produce gender discursively, visually and performatively, while continuously producing hegemonic heteronormativity, but also parodying, ironizing, distorting, satirically exaggerating and questioning it. The significance of the imaginary for society, body and gender is also addressed, as well as the fact that readers, film viewers, YouTube users, etc., can be so strongly affected that they orient their lives according to the fantasies and emotions triggered by them.

### **Module: Historicity – Memory – Experience**

The module encompasses the following key concepts, terms and topics:

- **Public/Private:** Focuses on how gendered models, roles and stereotypes are historically determined and how they develop throughout history, as well as on gender-specific differentiations of spaces of living and spaces of agency.
- **Representations, narrations, performativity:** Highlights the representation, narration and staging of gender against the background of central discourses on cultures of memory in the humanities and social sciences.
- **Conformity/resistance:** Based on a broad understanding, these concepts refer to gender-specific variations of human behaviour in the context of political, social and cultural systems and norms.
- **Ideology/critique of ideology:** The starting point of this key guiding principle – and the module as such – is the development of gender-sensitive positions and approaches from a critical ideological standpoint, and the analysis of gender-specific formations of ideologies, their theoretical argumentations and practical effects.
- **Gender and nation:** Central elements are the development and differentiation of gendered constructs, roles and stereotypes in nation-building processes, gender-specific cultural and communicative forms of representations of the nation, and the participation of women and men in national projects and processes.
- **Women's rights/Human rights:** The focal points of this broad complex of themes are the legal status of women, the struggle for women's rights, the analysis of the impact of legal systems on the gender order, and violations of human rights in the past and present.
- **Women's policy/feminist standpoints:** Deals with various topics such as the historical development, characteristics and goals of women's movements, the relations between gender and politics, and different feminist standpoints and approaches (autonomous, institutional, radical, liberal, socialist, ecofeminist etc.).



- Herstories/Histories: Focuses on a personal and reflective approach as well as on structures and meanings of gender-specific narrating, commemorating, experiencing and transmitting.

### **Module: Bodies – Psyche - Physicality**

This module focuses on discussing 'body' and 'psyche' within different academic, but also applied fields (psychotherapy, psychoanalysis, social and health professions). With no systematic or hierarchical implication, these diverse fields could be as follows: living conditions and coping strategies of women\*, gender roles, gender stereotypes and prejudices, discrimination against gender, body-related perspectives on gender, psychoanalytical discourses, psychotherapy and psychosomatics, affect theory, digital technologies, violence, body modifications, trans-/intersex, aging, intersectionality, bio politics and integrity.

Between these fields of theory and research there are important intersections, which are debated within gender, feminist and queer studies. These discourses also shed a light on the implication of epistemological positions, philosophy of science and ethical perspectives.

Since Ancient Greece we know that the norm of the male body can be viewed as a model for collective bodies, which represent a clear demarcation towards the female body. This is particularly the case for institutions which explicitly aim for domination of control and power, and which foster the exclusion of women and other individuals deviating from this norm of the 'ideal body'. Subsequently, their bodies are implicitly construed as 'disabled' bodies. The central objective is to focus on the mediation of diversity and changeability of the mind-body-discourse, which historically and anthropologically show both, great variation but also some continuities.

The aim of the module is to open and deepen a reflective understanding of feminist theory, gender studies and queer theory, most of all regarding discourses and practices of 'the normative', hegemony and domination. These critical perspectives aim to understand bodies and their complex relations to the psyche: being sexuated bodies and eventually, sexualized bodies, within an asymmetrical binary order of genders.