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EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA
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Collected good practices in introducing gender in curricula

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Introduction

The integration of gender in curricula in academia is part of a broader strategy of gender mainstreaming, which is a policy commitment in most EU member states (Van Arensbergen, Lansu & Bleijenbergh, 2014). Gender mainstreaming stands for “the (re)organizations, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and all stages, by actors normally involved in policy-making” (EIGE¹, 2013). We define the integration of gender in curricula as a process of making the content of education courses, materials and programs gender-sensitive. This process is one of the core activities performed by the project partners of the EGERA project (EGERA DoW).

This report is the second EGERA deliverable of the Radboud University team regarding gender in curricula. In March 2015, the EGERA and STAGES² project members of the Radboud University organized a workshop on Gender in Curricula (Van Arensbergen, Lansu & Bleijenbergh, 2015). Stakeholders from nine nationalities participated in this workshop, amongst whom were researchers from nearly all partner institutions from the EGERA and STAGES project, as well as many practitioners, Master and PhD students from Dutch and Belgian universities. The main goal of this workshop was to exchange experiences with integrating gender in curricula and to support networking between project partners. This report continues with this effort by providing good practices of gender in curricula provided by the project partners, to inspire others to further integrate a gender dimension in education.

A large collection of reports on gender in curricula is already available, based on research performed by UNESCO³, and by several innovative EU-funded projects such as GARCIA⁴, EnRRICH⁵, STAGES and Gender-NET⁶. We realize that a lot of knowledge is already available. Therefore, rather than summarizing all existing knowledge, we will give a review of good practices and practices with potential in mainstreaming gender knowledge in academic curricula, compiled by six universities in six different countries participating in the EGERA project. Collecting good practices will help to reveal the lack of gender analysis in specific disciplines within these universities. Given the large variation of background of these universities, this collected information is meant as inspiration for other institutions by showing how gender can be integrated in curricula in different ways and by elaborating on strengths and weaknesses.

We will elaborate on the disciplinary background, the nature of the gender component in the course (whether gender is a core subject or integrated within another theme), whether the course is compulsory or optional, as well as on the variety of teaching methods and the success factors of the course according to the course coordinators. Finally, we will reveal similarities and differences

¹ European Institute for Gender Equality.

² Structural Transformation to Achieve Gender Equality in Science, FP7 funded project from 2012 to 2016.

³ United Nations Educational, Scientific and Cultural Organization.

⁴ Gendering the Academia and Research: combating Career Instability and Asymmetry, FP7 funded project from 2014 to 2016.

⁵ The Enhancing Responsible Research and Innovation through Curricula in Higher Education, Horizon 2020 funded project from 2015 to 2017.

⁶ FP7 funded pilot transnational research policy initiative from 2013 to 2016.

between the collected good practices and draw some general conclusions about opportunities for improving gender mainstreaming in curricula in the future.

Mainstreaming gender in academic curricula

University curricula play a fundamental role when it comes to transmitting knowledge, practises and culture. One of the goals is to help open-minded students and researchers to be able to cope with the diversities around them, and to develop skills and knowledge to do research designed by and for all. This is only possible through a democratic inclusive curriculum, in line with the culture and values of our society (Puy, Pérez & Forson, 2015; Grünberg, 2011). In addition, quantitative as well as qualitative data show that there is gender inequality in terms of social expectations and needs, career opportunities, life cycles, resource allocation, etc. (Grünberg, 2011). These are just a few examples showing the importance why gender should be included in university curricula. The inclusion of gender can be achieved by including gender-specific modules in academic curricula and/or by integrating a gender dimension into the existing modules. A gender dimension can be integrated in the general content for example by including gender-sensitive theories, methods, readings, questions and activities. This encourages students to constantly think about the gender dimensions of the subjects relevant for their degree (Puy, Pérez, & Forson,, 2015). This report will focus mostly on the question how to integrate gender in curricula rather than on why.

A first overview of challenges and resistances to the integration of gender in curricula was made during the EGERA-STAGES workshop in March 2015 (Van Arensbergen, Lansu & Bleijenbergh, 2015). As main challenges participants recognized the lack of institutional legitimacy of gender courses (linked to the culture of autonomy in academia), gender blindness in decision-making processes, sustainability issues, and finally the lack of participants in gender courses. The workshop resulted in the identification of a wide range of best practices to confront these challenges and resistances, divided into four categories: legitimacy, content, organization and advertisement (Van Arensbergen, Lansu & Bleijenbergh, 2015). In response to the detailed analysis of gender sensitivity of curricula by the GARCIA project, a number of recommendations were formulated in the form of a toolkit to use when applying a gender-sensitive approach in curricula (Trbovc & Hofman, 2015; Hofman & Trbovc, 2015). Recommendations with respect to teaching methods were that a gender balance in the teaching team should be pursued including a gender expert, students from different genders should be attracted to take the course, and students should be stimulated to work in gender-mixed groups. As for course content, gender-sensitive research methodologies to ensure gender mainstreaming into every component of research (definitions of concepts, research questions, methods, analysis and dissemination) should be taught. Furthermore, gender sensitive publications should be included and awareness about gender stereotypes in the field should be raised. Gender-sensitive teaching is thus more inclusive, while stimulating critical thinking (Trbovc & Hofman, 2015; Hofman & Trbovc, 2015).

Good practices of gender in curricula at EGERA partner institutions

We collected 23 good practices of six EGERA partners. In the current paragraph, we will generally describe these good practices and in addition we will elaborate in more detail on six courses in separate text boxes. Some of the courses are interdisciplinary, thereby attracting students from different disciplines. An example is the course ‘Gender and development’ taught at the University of Antwerp (see example 1).

EXAMPLE 1: ‘Gender and development’ University of Antwerp

Description	This interactive course introduces students to the mutually influencing relationship between ‘gender relations’ and ‘development’ and how gendered and/or gender-blind assumptions impact policies. The classes are organized around two parts: micro and macro perspectives. Concepts and topics include intra-household allocation, collective action, microfinance, access and control over resources, property rights, institutional change, engendering national institutions, poverty reduction strategies and changing aid modalities, gender-sensitive policies and processes, gender budgeting, and indicators. Students also learn to apply gender analysis frameworks, to formulate policy-advising proposals, and to participate in well-informed debates.
Teaching	Lectures, literature study, group assignments, practical sessions, presentations
Participants	6 students
Course format is	The course is elective for economics, political sciences and sociology students. Gender the core topic of the course.
Language	Dutch
Teaching team	1 female, 0 male
Success	<p>The course fills in a missing gap in the existing curricula of political science. At the University of Antwerp, and not only within the existing programmes, no introductory courses on gender are taught. The course helps students to acquire some basic knowledge on gender issues in political science. It is especially important for students wanting to write their master thesis on a gender subject in political science, which is the case for about ten students on average every year. The course guides these students through some basic concepts, topics and the subsequent literature when designing research related to their master thesis, they do not have to acquire this knowledge all on their own.</p> <p>The tutor of the course is a well-established scholar in gender and politics. She disposes of a national and international network in the field of gender studies, especially when it comes to political science, but also beyond. She is also well</p>

The University of Antwerp provided information about three elective Masters courses in Social Sciences and Humanities (SSH) fields with gender as the core topic of the course. The course ‘gender and development’, as described in example 1, is a notable course because of its interdisciplinary character (economics, political sciences and sociology students are invited). The other two good practices are offered to respectively history students and political sciences students.

Sciences Po in Paris provided four good practices from various disciplines; political sciences, economic sciences, history and sociology. They were all elective courses. However, these courses are to be elected among a limited number of available in-depth courses, bringing twice as much credits as a standard elective course. The Political Sciences elective bachelor's course 'Challenging political sciences from a gender perspective', as described in example 2, successfully intends to challenge the way political sciences are taught in France, and to help rethinking the scope, methods and concepts of the discipline.

The Middle East Technical University (METU) in Ankara provided three good practices which were all interesting for a different reason. The elective Masters' course called 'The Woman Question in Turkey: Interdisciplinary Conceptualizations', is offered in an interdisciplinary graduate program. The elective course 'Gender and Technology' for both Master and PhD students is the only STEM⁷ course we received for this report (example 3), which makes it a valuable example for future courses in STEM disciplines. Finally, the Bachelor course 'Sociology of Family' is an excellent example of a compulsory course in which gender is not the core subject, but a gender perspective is integrated into the contents and teaching of the course.

Radboud University in Nijmegen provided three good practices from the fields of SSH and the Medical Sciences. The Bachelor course on 'Gender history: Masculinity and femininity in culture and society' is illustrative as a compulsory course in the History Bachelor program. The elective Bachelor course on 'Gender, sex and multiculturalism' at the Medical Sciences faculty of the Radboud University is the only course in the Medical Sciences we received (example 4). Interestingly, this course is offered both in Dutch and in English. In the Masters Course 'Dealing with diversities in care' at the same university, the gender perspective on youth care is introduced, but gender is not the core theme. This course is also offered in English and obligatory for students following the Master specialisation 'Diversities in Youth Care'.

The Autonomous University of Barcelona (UAB) provided six good practices, showing a large variety in courses related to gender, accessible for many disciplines at seven faculties. Firstly, both a Bachelor and a Master's program related to 'gender and communication' were described, which are accessible for several disciplines. This Master is the only one in Spain specifically focused on the study of the relation between gender and communications. In addition, a gender focus is present in all the courses integrated in their 'Minor in Gender Studies' program, comprising 21 courses offered in seven different faculties, for which no previous knowledge on the subjects of the Minor is required. One of these courses is also described separately: 'Music, identity and gender'. Finally, a compulsory Bachelors course at the law faculty, and an elective Bachelors course in philosophy (example 5) were described.

The University of Vechta provided four good practices in SSH disciplines, of which three are Bachelor courses and one is a Master course. One of the Bachelor courses, 'Social groups in context of renditions of services', is compulsory (example 6). All courses include group assignments, working groups and literature study, and no lectures or other teaching methods. This emphasis on collaborative work instead of lectures really distinguishes this courses from the others. This particular combination of

⁷ Science Technology Engineering and Math

teaching methods seems to work well at this university. Furthermore, the courses at the University of Vechta have large teaching teams that show equal gender distribution. Of the twenty good practices we included in this report, only six had a male coordinator, of which four were provided by the University of Vechta.

Below, we show an overview table including all good practices. We first mention the institution offering the course, the type of course (Bachelor/Master/PhD/other) and the course title. Then we indicate how the gender component is implemented in the course: as a core topic, a sub topic, or intertwined in the course. Next, we show the average number of students participating in the good practice yearly and from which discipline these students come. Finally, we indicate the teaching methods that were applied and the gender distribution within the teaching team.

institution	type	course title	gender component	participants	Discipline	place in curriculum	teaching methods						teaching team	
							lecture	working group	literature assignment	group assignment	practical	master class	female	male
Radboud University	Bachelor	Gender history. Masculinity and femininity in culture and society	Core	40	History	Compulsory	x	x				x	1	0
	Bachelor	Gender, sexuality and multiculturalism	Core	25	Medical Sciences	Elective	x	x	x		x		6	1
	Master	Dealing with Diversities in Care	Intertwined	<i>unknown</i>	Pedagogy	Compulsory	x	x	x				2	0
METU	Master	The Woman Question in Turkey: Interdisciplinary Conceptualizations	Core	12	Political Sciences Sociology	Elective	x					x	1	0
	Master & PhD	Gender and Technology	Core	6	Technological Sciences	Elective	x		x	x			1	0
	Bachelor	Sociology of Family	Intertwined	100	Sociology	Compulsory	x			x			1	1
University of Vechta	Master	Social Work Discourses reflecting Gender Theories	Core	13	Pedagogy	Elective		x	x				1	1
	Bachelor	Social groups in context of renditions of services	Intertwined	45	Psychology	Compulsory		x	x	x			6	5

	Bachelor	Selected aspects of an gender sensitive educational and developmental psychology	Core	80	Life Sciences Pedagogy Psychology	<i>unknown</i>		x	x	x			6	5
	Bachelor	Sexuality and Gender in Life Cycle	Core	70	Psychology Sociology	Elective		x	x				6	5
University of Antwerp	Master	Gender and Diversity in EU and International Politics	Core	40	Political Sciences	Elective	x		x	x			2	0
	Master	Gender and Development	Core	6	Economics Political Sciences Sociology	Elective	x		x	x	x		1	0
	Master	History of the Body, Gender and Sexuality	Core	<i>unknown</i>	History	Elective	x				x		0	1
Sciences Po	Bachelor	Challenging political sciences from a gender perspective	Core	55	Political Sciences	Elective	x			x			2	0
	Master	Is a gender-equal society possible?	Core	90	Economic Sciences	Elective			x	x		x	2	0
	Bachelor	Sex, Gender and War	Core	63	History	Elective	x	x	x				2	0
	Bachelor	Sociology in the prism of gender	Core	25	Sociology	Elective	x		x				2	0
Autonomous University of Barcelona	Bachelor	Philosophy and gender	Intertwined	<i>unknown</i>	Philosophy	Elective	x	x	x	x		x	1	1

Bachelor	Communication and Gender Studies	Core	100	History Journalism Philosophy	Political Sciences Sociology Ethics	Elective	x						1	0
Minor	Minor in Gender Studies	Core	67	Anthropology Economics Law Linguistics Sciences Ethics	Demographics Geography History Political Journalism Sociology Philosophy	Elective	x		x		x	x	majority	minority
Master	Communication and Gender	Core	<i>unknown</i>	History Journalism Philosophy	Political Sciences Sociology Ethics	Elective	x		x		x	x	2	0
Bachelor	Perspective gender analysis in social history and contemporary politics of the labour relations degree in UAB	Core	13	Law		Compulsory	x	x		x		x	2	0
Bachelor	Music, Identity & Gender	Core	45	Anthropology History	Sociology	Elective	x	x		x		x	1	0

EXAMPLE 2: 'Challenging political sciences from a gender perspective' *Sciences Po, Paris*

Description	Defined as socialization to the sex differentiation and to a hierarchical normative system, gender <i>is</i> political. It challenges social sciences in general and more specifically political science through three analytical and chronological stages: unveiling the gender blindness of these academic disciplines leading both to think of sex and gender as objects for social sciences and to re-thinking the gendered order institutionalized through political science as a discipline. The course focuses on these two latter stages, articulating theoretical and disciplinary self-reflexivity. It firstly addresses the contentious usages of gender in political sciences as a process of normalization. Secondly, it questions how these usages sheds a different light on canonical subjects meant to be legitimate (as parliamentary democracy) but also on the public-private divide and the tryptic policy/politics/polity or the interrelation of sex, gender and race.
Teaching	Lectures, group assignments
Participants	± 55 students per year
Course format	The course is elective political sciences students. Gender is the core topic of the course, which intends to challenge the way political science are taught in political science institutes.
Language	French
Teaching team	2 female, 0 male
Success	This course has repeatedly received outstanding evaluation from students (90% of satisfaction). Along with the renowned expertise of the teacher and her personal capacity to trigger reflexivity and engagement, reflected in the annual evaluations, the main success factor is the following: this course engages with issues core to political sciences in a way that challenges the very way how the discipline was built and is being currently taught in France (and other EU countries). The gender component is thus meant not only to bring an added value, but to help rethinking the scope, methods and concepts of the discipline . This subversive

In the following paragraphs we will describe every topic of interest for curricula development as provided by all EGERA partners.

Disciplinary background of curricula

The described good practices are mainly from SSH disciplines. Our sample consists of one good practice in Medical Sciences. Despite explicit encouragement, we received only one course taught in STEM disciplines, namely 'Gender and Technology', an elective course for Technological Sciences students at the METU University Ankara (example 3). In addition, one example of a course that reaches out to the STEM field is however 'Philosophy and gender' at the Atonoumous University of Barcelona This course is integrated in the main curriculum of the Bachelor of Arts in Philosophy as well as in an interfaculty programme 'Minor in Gender Studies'. This course attracts students coming from other fields to the Faculty of Philosophy and Arts, such as from Anthropology, Geography, Sciences (Biology), Law, and

Sociology. This example shows that by making courses accessible for many disciplines, students from STEM disciplines might still be included in these courses.

EXAMPLE 3: 'Gender and Technology'

METU, Ankara

Description	The course aims to provide students with a critical perspective towards the relationship between gender and technology. By focusing on issues like "Social Construction of Technology", gendered aspects of science and technology, and Feminist Science and Technology Studies at theoretical and practical level the course would like to question the male-norms of science and technology. The course was offered at the interdisciplinary program of "Science and Technology Studies" and was open to both MS and PhD students.
Teaching	Lectures, literature study, group assignments
Participants	6 students
Course format	The course is elective for Technological Sciences students. The course aims to challenge the association of science and technology with masculinity/manhood and interrogates the historical, social and political construction of this association. A feminist reading and challenge of this association is also integrated into the course syllabus; hence gender is an essential component of this class.
Language	English
Teaching team	1 female, 0 male
Success	The course is an interactive seminar held with MA and PhD level students. The success factors of this course do not fit the parameters of a science and technology program, which is mainstream male-centred and masculine in terms of its theory and practice. The success factor of this course lies in its capacity to challenge the mainstream ideas and

In addition, the only course accessible for Medical Sciences students was described by the Radboud University (example 4).

EXAMPLE 4: 'Gender, sexuality and multiculturalism'
Radboud University Nijmegen

Description	<p>The program concentrates on the influence and relevance of gender in health, disease and healthcare. Four themes are central. The first week focuses on the role that gender and culture play in medical care. Students learn how a good question clarification takes the gender of patients into account, how the own socialization affects culture and gender issues and how these communication problems are preventable. The second theme focuses on the acquisition of knowledge and skills on gender and cultural differences in sexual functioning, followed by anatomical and biological aspects and treatment of sexual problems in men and women. The student can indicate how even in diseases such as SOA, incontinence and alcohol and benzodiazepine addiction, sex and culture are important.</p> <p>Then, the student gets acquainted with the most important physical and psychological symptoms after sexual abuse. Students learn to recognize signs of abuse in the history and learn what is important to know and do in case of rape. In the fourth theme, specific problems of migrant women and the reproduction are covered and rules about health and medical care for legitimate refugees and illegal residents are introduced.</p>
Teaching	Lectures, working groups, literature study, practical sessions, simulation patients
Participants	20-30 students per year
Course format	The course is elective for Medical students, in which gender is the core topic.
Language	One Dutch and one English program
Teaching team	6 female, 1 male
Success	<p>Gender-specific care is an issue all doctors, regardless of their specialization, have to deal with. An integration of gender, ethnicity and culture is taking place as an expression of the concept of diversity in medicine. This means that one in medicine assumes a uniformity of the human body as an object of medicine, while increasingly clear that gender (and less known ethnicity) make significant differences at the level of biology, pathophysiology and psychosocial context.</p> <p>The topics that are discussed in the course call on the opinions and attitudes of the student as a future doctor. Exploring attitude aspects of the student and teaching skills towards a professional attitude is an explicit objective of this course, making it very clinically relevant and challenging.</p> <p>This course is very diverse and includes internships, papers, simulation patients and presentations. Students indicate that the course is great and instructive. They were especially positive about the diverse teaching methods. The practical sessions such as simulation patients, police for sexual abuse and the internship are very informative and make the gender problems in healthcare more visible and easier to put the</p>

Gender component in curricula

In nineteen (83%) of the good practices described by the EGERA partners, gender is the core theme (overview table), whereas in four (17%) the gender theme is intertwined in the subject. This probably illustrates that partners report about courses with gender as a main topic as clearest examples of good practices, rather than selecting courses where gender is integrated. An example of a course in which the gender topic was intertwined in a broader main topic, is the course 'Philosophy and gender' at the University of Barcelona (example 5).

EXAMPLE 5: 'Philosophy and gender' ***Autonomous University of Barcelona***

Description	This course introduces students to the role of the Body, conceived in ontological terms, both from a systematic and from a historical perspective, within contemporary thought and, specifically, the way in which the Body has recently been determined and has determined feminist and queer thought. The notion of gender will significantly contribute to theoretical articulation and to the identification of its political limitations.
Teaching	Lectures, working groups, literature assignments, master classes and group assignments.
Participants	unknown
Course format	This is an elective course for last year Philosophy students. The notion of gender is critically considered as a theoretical tool when dealing with the Body, which exceeds the symbolic realm to which the category of gender is bound.
Language	Catalan and Spanish
Teaching team	1 female, 1 male
Success	This course is integrated in the main curriculum of the Bachelor of Arts in Philosophy, and also in an interfaculty programme : "Minor in Gender Studies". We have students coming from other degrees in the Faculty of Philosophy and Arts, such as Anthropology or Geography, but also from other faculties, such as Sciences (Biology), Law, and Sociology. The course is complemented by other academic activities, often with guest colleagues from Spain and abroad, specialised in other disciplines and methodologies (such as cultural studies and psychoanalysis), which allows the students realize the

Place in curriculum

When looking at the courses that are described by all EGERA partners, seventeen (74%) of these good practices are elective courses, for example in the Master programs of psychology, political sciences or sociology (overview table). As an example, the course entitled 'The Woman Question in Turkey: Interdisciplinary Conceptualizations' at METU University (Ankara) is an elective course in the interdisciplinary graduate program of Department of Gender and Women's Studies, especially meant for students from different disciplines who would like to work on issues of gender within the framework of their individual backgrounds and personal interests. This enables interested students to broaden their scope and perspective on their disciplines. On the other hand, compulsory courses are found in pedagogy, psychology, law and history. An example of a compulsory course is the 'Gender

history: Masculinity and femininity in culture and society’ course of the Radboud University which is integrated in the main curriculum of the History Bachelor program. This course serves another goal than the course taught at METU, since it fits well in the main history curriculum because the social-cultural as well as personal development, but also power relations of women and men in world history has been very different and subject to a lot of change. Another example at the University of Vechta is described in example 6.

**EXAMPLE 6: ‘Social groups in context of renditions of services’
University of Vechta**

Description	Within the course the students are engaged in contents of different social groups, stereotypes and discrimination. Under a social psychological perspective they deal with issues of the genesis process of social discrimination and talk about potential prevention and intervention possibilities. They also concern themselves with aspects of gender, sexism and intersectionality.
Teaching	Working groups, literature assignments, group assignments
Participants	45 students per year
Course format	The course is compulsory in the bachelor of Psychology. Gender and sexism are intertwined in the topic: students discuss commonalities and differences of different forms of discrimination.
Language	German
Teaching team	6 female, 5 male
Success	If the students get more reflexive and sensitive about the different forms of discrimination, the participation had a positive impact and hopefully positive influence on

Teaching methods

Gender-sensitive teaching includes issues such as gender-sensitive language use, images and examples, but also combining so called typical ‘masculine methods’ such as competition, action, using visual information and logic/analytical thinking with ‘feminine methods’ such as collaboration, reflection, use of verbal information and making use of intuition (Gerzema & D’Antonio, 2013). The variety of teaching methods differs for the different universities. All universities except the University of Vechta, include lectures in their courses, often combined with individual assignments. In the provided good practices we see that many courses combine lectures with group assignments, or in some cases tutorials (University of Antwerp and Radboud University) and masterclasses (Radboud University, Autonomous University of Barcelona and METU). Interestingly, not all courses benefit from the same combination of different methods.

For example, the courses at the University of Vechta emphasize collaborative work, probably illustrating the more applied character of a university of Applied Sciences. They include group assignment, working groups and literature study (example 6). This emphasis on collaborative work

during working groups and group assignments instead of lectures during the course is considered to work well at this university.

Success factors

The success factors that were described by course coordinators and in some cases student evaluations are listed below. These factors appeared to be similar to the previously drawn conclusions, namely the integration of courses in main curricula, the involvement of gender experts, the usage of suitable teaching methods and emphasizing the relevance for daily life and challenging students to adopt broader perspectives in their discipline during the course. Future courses should keep these factors in mind and relate gender to their specific discipline and teaching goal to be able to develop the most successful tailor-made course for that specific discipline.

Organisation

Relating to the organisation of the course, many of the described courses are integrated in a main curriculum, making it easy to fit the course into the existing degree and making the courses more visible and attractive for a broad range of students. An example is the 'philosophy and gender' course taught at the Autonomous University of Barcelona, which is integrated in the Bachelor of Arts in Philosophy and also in an interfaculty programme: 'Minor in Gender Studies'. Another example is the course 'The Woman Question in Turkey: Interdisciplinary Conceptualizations' at METU.

Legitimacy

The second important success factor we identified is that the course coordinator is an expert in the field of gender and diversity, who has a large network and a lot of personal experiences in this field. This is for example the case in the course 'The Woman Question in Turkey: Interdisciplinary Conceptualizations' at METU, the course 'Dealing with diversities in care' at the Radboud University and the course 'Challenging political sciences from a gender perspective' at Sciences Po. Furthermore, the coordinator or main teachers are experts in other specific scientific fields, and this interdisciplinary expertise seems crucial, since this was identified as a major success factor at Sciences Po as well as at METU. More specifically, it was mentioned that inviting additional guest lecturers specialized in other disciplines and methodologies, allows the students to realize the theoretical complexity of gender research and also its applied relevance in addition to its theoretical relevance.

Course content and accessibility

In relation to the course content and the teaching methods, several success factors were mentioned. First, diversity of teaching approaches, both interactive and instructive, increases gender-sensitive teaching as was described earlier. At the same time does this variety make learning more challenging and more interesting for students, as was experienced during the 'Gender history: masculinity and femininity in culture and society' course at the Radboud University. In addition, by helping students to formulate their work in assignments and reflecting on this, scholarly counselling and support can be provided. This could help students in their future academic career. If the students get more reflexive and sensitive about the different forms of (gender)discrimination, the participation had a positive impact and hopefully positive influence on their prospective attitudes and behaviours.

Furthermore, ongoing references of scientific work to daily life are important to emphasize the relevance of gender and diversity in relation to the discipline students study, as was experienced for example by the course coordinator of the 'Sexuality and Gender in Life Cycle' course at the University of Vechta. Also at Sciences Po courses draw upon current issues to trigger debates, which makes class more interesting for students and makes students aware of the relevance of gender.

Offering an interdisciplinary or even interuniversity course has great added value for improving the accessibility and visibility of the course. For example, the 'Gender and development' Masters course at the University of Antwerp is offered simultaneously to students from an interuniversity Master Programmes. This gives the students the opportunity to interact with international students from African, Latin American and Asian countries. As a second example, a course coordinator at METU noticed that having students from diverse disciplines in the course not only aims at developing a gender perspective in research, discussing gender issues from different perspectives but that it also promotes students' academic gender-specific works.

Finally, Sciences Po emphasized that the gender component can be introduced not only to bring an added value, but to help rethinking the scope, methods and concepts of the discipline. This subversive and transformative dimension makes the inclusion of gender in curricula interesting and instructive.

Conclusions

To conclude, the good practices provided by the EGERA partners and described in this report, show the wide range of possibilities of including gender in academic curricula. The variety of good practices emphasizes the importance of tailor-made curricula that fits with the institutional context of the university and the needs, culture and experience of their student population. By showing this large variety in good practices we hope to inspire a large range of institutions and universities who want to include gender in their curricula.

The lack of gender analysis was mostly discipline-wise in the collaborating institutions; in STEM disciplines no good practices were provided, although we specifically encouraged to identify good practices in this field. Thus, there seems to be a lack of gender-sensitive teaching in STEM disciplines in all collaborating institutions. This could be attributed to the fact that the relevance of gender subjects in STEM fields is poorly explored and therefore not sufficiently acknowledged. In any way, it is a real challenge to identify gender-sensitive courses in STEM disciplines because the gender theme is likely to be well hidden in the content and structure of related course. Therefore, we cannot conclude that there are no STEM courses with a gender dimension at the EGERA partner universities but rather that they could not be identified.

Another common trend is that the described courses are, in most cases, elective and not compulsory. One possible conclusion may be that knowledge on gender is still perceived more as complementary knowledge, and not as mainstream learning (Grünberg, 2011). Furthermore, probably most students who attend these courses will be the students that are already aware of the issue of gender (inequality). To reach more students and especially students in male dominated sectors, which is essential to strengthen gender equality in science, we need to integrate a gender dimension in general

courses and make sure everyone is aware of the basic principles and effects of gender inequality. However, it is possible that gender is included in compulsory courses, but not in an obvious way, and therefore those courses were not mentioned by the EGERA partners.

A combination of instructive lectures with working groups and group assignments as well as individual literature assignments was regarded as successful and appealing by teachers and in some cases also to students. Some courses included additional teaching attributes such as master classes, practical sessions or guest lectures. In addition, it is important to consider language use and to make sure that the course makes use of no-sexist language and images and encourages questioning of stereotypes and traditional gender roles.

Success was mainly attributed to having a gender-expert within the particular field on the teaching team, integrating the course in the main curriculum, using a combination of teaching approaches and making references to daily life cases to emphasize the relevance of the subject.

Future opportunities lie mostly in development of gender-sensitive courses in STEM disciplines. Although we cannot conclude that courses at STEM faculties of the EGERA partners are not gender-sensitive, none of the EGERA partners succeeded in identifying a STEM course with a gender dimension, indicating the lack of particular courses in the current curricula.

Furthermore, no clear recommendations are available at university level, because awareness of the importance of developing gender-sensitive courses is not generally present at this level. Therefore, the decision makers involved in the development of curricula must be reached and stimulated to see the importance of having gender-sensitive teaching at their university. In addition, clear recommendations should be provided. Finally, gender should be implemented not only as core theme, but even more as intertwined within other themes, to create awareness that gender is not a separate issue, but a complex issue interwoven across all disciplines and all themes. This will really contribute to gender mainstreaming.

References

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- Gerzema, J., & D'Antonio, M. (2013). The Athena doctrine: How women (and the men who think like them) will rule the future. San Francisco: Jossey-Bass.
- Grünberg, L. (2011). From Gender Studies to Gender IN Studies. Case Studies on Gender-Inclusive Curriculum in Higher Education. *UNESCO-CEPES Studies on Higher Education.*
- Van Arensbergen, P. Lansu, M., & Bleijenbergh, I. (2014). Report on Mapping of available Gender Training instruments and agreed Gender Training quality standards. *Deliverable 4.1. EGERA project*
- Van Arensbergen, P. Lansu, M., & Bleijenbergh, I. (2015). Business case of Gender in curricula. Gender in curricula 1st workshop report. *Deliverable 4.3. EGERA project*

Appendix 1. Templates provided by all EGERA partners

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET

1	TITLE OF THE COURSE	'Gender en Diversiteit in EU en Internationale Politiek' (Gender and Diversity in EU and International Politics)																																								
2	TYPE	<table border="1"> <tr><td></td><td>Bachelor course</td></tr> <tr><td>x</td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table> <p>University of Antwerp: Master in de Politieke Wetenschappen (in Political Sciences) Master in de internationale betrekkingen en de diplomatie (in International Relations and Diplomacy) Interuniversity: Master in Gender en Diversiteit (in Gender and Diversity)</p>		Bachelor course	x	Masters course		PhD course		Thesis		Internship		Other																												
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x	Masters course																																									
	PhD course																																									
	Thesis																																									
	Internship																																									
	Other																																									
3	RESPONSIBLE INSTITUTION	University of Antwerp																																								
4	CONTACT	Prof. dr. Petra Meier (petra.meier@uantwerpen.be)																																								
5	WEBSITE	www.uantwerpen.be/en/education/education-and-training/master-gender-diversity/inter-university-pro/study-programme																																								
6	COURSE DESCRIPTION	This course introduces students to the concepts of gender and diversity in supranational and international politics. The classes focus on the (construction and reproduction of) mechanisms and processes of discrimination and inequality in these fields and to the policy actors, institutions, and processes involved. The following topics are addressed: EU gender equality and diversity policies, especially gender mainstreaming and antidiscrimination politics; international equality policies, but also issues typical to international politics such as security, war, peace, the global diffusion of norms, networks and social movements.																																								
7	GENDER COMPONENT	Gender is the core concept and topic of the course. The course was newly established. It is a separate course, the gender component was not organized and integrated in an existing course.																																								
8	PARTICIPANTS	The course is followed by between 30 and 50 students each year since it was first organized in the academic year 2014-2015.																																								
9	DISCIPLINE	<table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td></td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td>x</td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> </table>		Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography		History		Juridical Sciences and Law		Linguistics		Pedagogy	x	Political Science		Psychology
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		Please select where the course fits to?	<table border="1"> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>	<input type="checkbox"/>	Science of Arts and Letters	<input type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy	the discipline course fits in				
<input type="checkbox"/>	Science of Arts and Letters															
<input type="checkbox"/>	Sociology															
<input type="checkbox"/>	Ethics															
<input type="checkbox"/>	Philosophy															
10	PLACE IN CURRICULUM	Elective course in all three master programmes.														
11	TEACHING METHODS	What teaching methods are used? <table border="1"> <tr><td><input checked="" type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input type="checkbox"/></td><td>Master class</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Literature study: self-study with response colleges</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>(Group) assignments: permanent evaluation</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>			<input checked="" type="checkbox"/>	Lectures	<input type="checkbox"/>	Working groups	<input type="checkbox"/>	Master class	<input checked="" type="checkbox"/>	Literature study: self-study with response colleges	<input checked="" type="checkbox"/>	(Group) assignments: permanent evaluation	<input type="checkbox"/>	Other
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<input checked="" type="checkbox"/>	Literature study: self-study with response colleges															
<input checked="" type="checkbox"/>	(Group) assignments: permanent evaluation															
<input type="checkbox"/>	Other															
12	LANGUAGE	Dutch														
13	TEACHING TEAM	Coordinator Name: Petra Meier Position: Full Professor	Number of female teaching staff members 2	Number of male teaching staff members 0												
14	START DATE AND REPETITIONS	The course was first organized in the academic year 2014-2015 and is taught on an annual basis.														
15	SUCCESS FACTORS	<p>The course fills in a missing gap in the existing curricula of political science. At the University, and not only within the existing programmes, no introductory courses on gender are taught. The course helps students to acquire some basic knowledge on gender issues in political science. It is especially important for students wanting to write their master thesis on a gender subject in political science, which is the case for about 10 students on average every year. The course guides these students to some basic concepts, topics and the subsequent literature when designing the research related to their master thesis, they do not have to acquire this knowledge all on their own.</p> <p>The tutor of the course is a well-established scholar in gender and politics. She disposes of a national and international network in the field of gender studies, especially when it comes to political science, but also beyond. She is also well connected to the practice of politics, through advising politicians and stakeholders on gender equality policy measures.</p>														

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Gender and Development												
2	TYPE	<table border="1"> <tr><td><input type="checkbox"/></td><td>Bachelor course</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Masters course</td></tr> <tr><td><input type="checkbox"/></td><td>PhD course</td></tr> <tr><td><input type="checkbox"/></td><td>Thesis</td></tr> <tr><td><input type="checkbox"/></td><td>Internship</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table> <p>Interuniversity Master in gender en diversiteit (gender and diversity)</p>	<input type="checkbox"/>	Bachelor course	<input checked="" type="checkbox"/>	Masters course	<input type="checkbox"/>	PhD course	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other
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<input checked="" type="checkbox"/>	Masters course													
<input type="checkbox"/>	PhD course													
<input type="checkbox"/>	Thesis													
<input type="checkbox"/>	Internship													
<input type="checkbox"/>	Other													
3	RESPONSIBLE INSTITUTION	University of Antwerp												
4	CONTACT	Prof. dr. Nathalie Holvoet (nathalie.holvoet@uantwerpen.be)												
5	WEBSITE	https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/master-gender-diversiteit/interuniversitair/studieprogramma/												

6	COURSE DESCRIPTION	This interactive course introduces students to the mutually influencing relationship between 'gender relations' and 'development' and how gendered and/or gender-blind assumptions impact policies. The classes are organized around two parts: micro and macro perspectives. Concepts and topics include intra-household allocation, collective action, microfinance, access and control over resources, property rights, institutional change, engendering national institutions, poverty reduction strategies and changing aid modalities, gender-sensitive policies and processes, gender budgeting, and indicators. Students also learn to apply gender analysis frameworks, to formulate policy-advising proposals, and to participate in well-informed debates.																																																
7	GENDER COMPONENT	Gender is a core topic of the course. The course is a combination of two sub-units from existing courses organised at the Institute of Development Policy and Management: the sub-unit 'gender & development: a local institutional perspective' in the course 'Local Institutions and Poverty Reduction' + the subunit 'Engendering development' in the course 'National Institutions, Poverty Reduction Strategies & Aid.																																																
8	PARTICIPANTS	So far 6 students participated in the course.																																																
9	DISCIPLINE	<p>Please select the discipline where the course fits in to?</p> <table border="1" data-bbox="756 875 1262 1608"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>	<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input checked="" type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Political Science	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input checked="" type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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10	PLACE IN CURRICULUM	Elective course																																																
11	TEACHING METHODS	<p>What teaching methods are used?</p> <table border="1" data-bbox="692 1720 1198 1955"> <tr><td><input checked="" type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input type="checkbox"/></td><td>Master class</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Literature study: directed self-study</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Group and individual assignments</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Other: presentations, practice sessions</td></tr> </table>	<input checked="" type="checkbox"/>	Lectures	<input type="checkbox"/>	Working groups	<input type="checkbox"/>	Master class	<input checked="" type="checkbox"/>	Literature study: directed self-study	<input checked="" type="checkbox"/>	Group and individual assignments	<input checked="" type="checkbox"/>	Other: presentations, practice sessions																																				
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12	LANGUAGE	English																																																

13	TEACHING TEAM	Coordinator Name: Nathalie Holvoet	Number of female teaching staff members	Number of male teaching staff members
		Position: Professor (hoogleraar)	1	
14	START DATE AND REPETITIONS	The course has been offered since academic year 2014-2015.		
15	SUCCESS FACTORS	The fact that the course is offered simultaneously to students from the IOB Advanced Master Programmes is a value added. It gives the students from the Interuniversity Master Gender & Diversity the opportunity to interact with international students from African, Latin American and Asian countries.		

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET														
1	TITLE OF THE COURSE	History of the Body, Gender and Sexuality												
2	TYPE	<table border="1"> <tr><td></td><td>Bachelor course</td></tr> <tr><td>x</td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>		Bachelor course	x	Masters course		PhD course		Thesis		Internship		Other
	Bachelor course													
x	Masters course													
	PhD course													
	Thesis													
	Internship													
	Other													
3	RESPONSIBLE INSTITUTION	University of Antwerp												
4	CONTACT	Prof. dr. Henk de Smaele (henk.desmaele@uantwerpen.be)												
5	WEBSITE	www.uantwerpen.be/en/staff/henk-desmaele/education												
6	COURSE DESCRIPTION	'Sex' and 'sexuality' have acquired a specific, biological significance within the 'modern West'. This history is the central topic of the course. However, it also challenges this narrative of 'Western modernisation'. The course pays attention to theoretical insights, historiographical developments, as well as specific historical case studies. Films are used as additional material, as they make the historical construction of 'gender' and 'sexuality' more tangible. Central to the course are the work of scholars like Thomas Laqueur, Dror Wahrman, Nelly Oudshoorn, Michel Foucault, George L. Mosse, George Chauncey, Joseph Massad, Afsaneh Najmabadi and many others. Concrete topics include the discussion on the rise of a two-sex model in the 18th century; the invention of heterosexuality in the 19th century; the 'long' sexual revolution; Orientalism, (post)colonialism and sexuality.												
7	GENDER COMPONENT	Gender is a core topic of the course. The course was separately organized and not integrated in an existing course.												
8	PARTICIPANTS	-												

9	DISCIPLINE	Please select the discipline where the course fits in to? <table border="1" data-bbox="758 264 1264 1070"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td>x</td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td></td><td>Science of Arts and Letters</td></tr> <tr><td></td><td>Sociology</td></tr> <tr><td></td><td>Ethics</td></tr> <tr><td></td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography	x	History		Juridical Sciences and Law		Linguistics		Pedagogy		Political Science		Psychology		Science of Arts and Letters		Sociology		Ethics		Philosophy
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10	PLACE IN CURRICULUM	UAntwerp Master in de geschiedenis (History): elective course Interuniversity Master in gender en diversiteit (gender and diversity): elective course																																																		
11	TEACHING METHODS	What teaching methods are used? <table border="1" data-bbox="694 1216 1206 1422"> <tr><td>x</td><td>Lectures, incl. international guest speakers</td></tr> <tr><td></td><td>Working groups</td></tr> <tr><td></td><td>Master class</td></tr> <tr><td></td><td>Literature study</td></tr> <tr><td></td><td>Group assignments</td></tr> <tr><td>x</td><td>Other: film screenings</td></tr> </table> <p data-bbox="587 1473 1437 1534">Does the course include teaching methods where for example collaboration is encouraged or ones where for example competition is encouraged?</p> <p data-bbox="587 1554 1437 1615">The lecturer actively uses the presence of international students to create an international classroom.</p>			x	Lectures, incl. international guest speakers		Working groups		Master class		Literature study		Group assignments	x	Other: film screenings																																				
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x	Other: film screenings																																																			
12	LANGUAGE	English																																																		
13	TEACHING TEAM	Coordinator Name: Henk de Smaele Position: associate professor	Number of female teaching staff members	Number of male teaching staff members 1																																																
14	START DATE AND REPETITIONS	Bi-annually in even academic years (e.g. 2016-2017)																																																		

15	SUCCESS FACTORS	-
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DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET																		
1	TITLE OF THE COURSE	The Woman Question in Turkey: Interdisciplinary Conceptualizations																
2	TYPE	<table border="1"> <tr><td><input type="checkbox"/></td><td>Bachelor course</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Masters course</td></tr> <tr><td><input type="checkbox"/></td><td>PhD course</td></tr> <tr><td><input type="checkbox"/></td><td>Thesis</td></tr> <tr><td><input type="checkbox"/></td><td>Internship</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>	<input type="checkbox"/>	Bachelor course	<input checked="" type="checkbox"/>	Masters course	<input type="checkbox"/>	PhD course	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other				
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<input type="checkbox"/>	Other																	
3	RESPONSIBLE INSTITUTION	Middle East Technical University-Department of Gender and Women's Studies																
4	CONTACT	Dr. Gülbanu Altunok gulbanu@metu.edu.tr (current Lecturer of the course) Prof. Dr. Yıldız Ecevit ecevity@metu.edu.tr (Chair of the Department) Prof. Dr. Feride Acar acar@metu.edu.tr (former Lecturer of the course)																
5	WEBSITE	http://www.gws.metu.edu.tr/eng/gws_hkn_static_page_detail_ylp.php?page_id=10																
6	COURSE DESCRIPTION	<p>This course is offered at the interdisciplinary graduate program of Department of Gender and Women's Studies. The Program accepts students from different disciplines who would like to work on issues of gender within the framework of their individual backgrounds and personal interests. The course was offered yearly in the Fall Semester. This is an introductory course/seminar which aims to familiarize students with some of the basic issues and arguments of the broad interdisciplinary field of women's and gender studies in the Turkish context.</p> <p>The course provides a historical (transformation of gender perspective in academia) and issue based discussion (ranging from women's movement to employment and gender based violence) and aims at an analytical discussion of different perspectives (liberal, socialist etc).</p>																
7	GENDER COMPONENT	Gender is the core topic of the course. The course was separately organized and not integrated in an existing course.																
8	PARTICIPANTS	Generally the number of students enrolled in the course was around 10 or 12. This semester, 18 students were enrolled in the class.																
9	DISCIPLINE	<table border="1"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> </table>	<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences
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12	LANGUAGE	English (some of the readings are in Turkish)																																
13	TEACHING TEAM	<table border="1"> <tr> <td>Coordinator Prof. Dr. Yıldız Ecevit</td> <td>Number of female teaching staff members</td> <td>Number of male teaching staff members</td> </tr> <tr> <td>Lecturer Name: Dr. Gülbanu Altunok</td> <td>1</td> <td></td> </tr> </table>	Coordinator Prof. Dr. Yıldız Ecevit	Number of female teaching staff members	Number of male teaching staff members	Lecturer Name: Dr. Gülbanu Altunok	1																											
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		Position: Researcher+Part-time Lecturer		
14	START DATE AND REPETITIONS	The course has been offered by Prof. Dr. Feride Acar between 1994 and 2009; Prof. Dr. Canan Arslan offered this course for three years. In the Fall 2016-2017 term the course has been re-offered by Dr. Gülbanu Altunok.		
15	SUCCESS FACTORS	This course is integrated in the main curriculum of the masters program of the Department of Gender and Women's Studies. The course has been offered by Prof. Feride Acar, who is an expert in women's studies, women's human rights and part of a national and an international academic network, bringing her experience and expertise into her teaching. The course curricula she formulated was adopted and updated by Gülbanu Altunok, who worked with Prof. Acar over the last 9 years. The opening of the course this year is an example of mentoring (provided by Prof. Acar to Dr. Altunok), accumulated knowledge and integration of EGERA with the agenda of Department of Gender and Women's studies at METU. Having students from diverse disciplines the course not only aims at developing a gender perspective in research, discussing gender issues from different perspectives but also promote students' (who are mostly female) academic gender-specific works. Finally by helping students to formulate their own work, the course aims to provide scholarly counselling and support.		

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Gender and Technology												
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3	RESPONSIBLE INSTITUTION	Middle East Technical University; SCIENCE AND TECHNOLOGY POLICY STUDIES												
4	CONTACT	Ezgi P. Kadayifci ezgip@metu.edu.tr												
5	WEBSITE	-												
6	COURSE DESCRIPTION	The course aims to provide students with a critical perspective towards the relationship between gender and technology. By focusing on issues like "Social Construction of Technology", gendered aspects of science and technology, and Feminist Science and Technology Studies at theoretical and practical level the course would like to question the male-norms of science and technology. The course was offered at the interdisciplinary program of "Science and Technology Studies" and was open to both MS and PhD students.												
7	GENDER COMPONENT	The course aims to challenge the association of science and technology with masculinity/manhood and interrogates the historical, social and political construction of this association. A feminist reading and challenge of this association is also integrated into the course syllabus; hence gender is an essential component of this class.												
8	PARTICIPANTS	This course was firstly opened in Spring 2016 and the number of students who took the course was 6. Although this number does not meet the minimum												

		<p>requirement of this template we wanted to include this class as a good-practice for its content and for the fact that it was offered in a science and technology program. Furthermore we would like to also promote this course at METU and EGERA level and would like to look for possibilities of making it permanent and of an undergraduate course.</p>																																																		
9	DISCIPLINE	<p>Please select the discipline where the course fits in to?</p> <table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td>x</td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td></td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td></td><td>Science of Arts and Letters</td></tr> <tr><td></td><td>Sociology</td></tr> <tr><td></td><td>Ethics</td></tr> <tr><td></td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences	x	Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography		History		Juridical Sciences and Law		Linguistics		Pedagogy		Political Science		Psychology		Science of Arts and Letters		Sociology		Ethics		Philosophy
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12	LANGUAGE	In what language is the course offered? English																																																		
13	TEACHING TEAM	Coordinator Name: Prof. Dr. Erkan Erdil Position: Director	Number of female teaching staff members 1	Number of male teaching staff members -																																																
14	START DATE AND REPETITIONS	The course was offered first time in Spring 2016. The instructor, Ezgi Kadayifci had plans to go abroad for Postdoctoral research in September 2016, for that reason it was not possible for her to offer the course again. We would like to promote this class and support its re-integration into curricula.																																																		

15	SUCCESS FACTORS	The course is an interactive seminar held with MA and PhD level students. The success factors of this course does not fit the parameters of a science and technology program, which is mainstream male-centered and masculine in terms of its theory and practice. The success factor of this course lies in its capacity to challenge the mainstream ideas and assumptions and in its search for a feminist critique/alternative way of conceptualization.
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DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET		
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1	TITLE OF THE COURSE	Sociology of Family																		
2	TYPE	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">x</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>	x	Bachelor course		Masters course		PhD course		Thesis		Internship		Other						
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	Other																			
3	RESPONSIBLE INSTITUTION	Middle East Technical University, Department of Sociology																		
4	CONTACT	Assoc. Prof. Dr. Umut Bespinar bespinar@metu.edu.tr																		
5	WEBSITE	http://soc.metu.edu.tr/programs/courses/?code=2320305																		
6	COURSE DESCRIPTION	This is an undergraduate level course interrogating family as a historically, politically and economically constructed and gendered institution by studying its structures, functions and transformation.																		
7	GENDER COMPONENT	Gender constitutes a subject which is intertwined in the topic of family. The course is focusing on issues like sexual division of labor within family, domestic labor, reproduction, patriarchy and child labor hence a gender perspective is integrated into the syllabus and teaching of the course.																		
8	PARTICIPANTS	The number of students who are required to take this course is between 100 and 110 per semester. Since this is a compulsory course every student of the department of sociology has to take it.																		
9	DISCIPLINE	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Logic</td></tr> <tr><td>Mathematics</td></tr> <tr><td>Astronomy and astrophysics</td></tr> <tr><td>Physics</td></tr> <tr><td>Chemistry</td></tr> <tr><td>Life Sciences</td></tr> <tr><td>Earth and Space Sciences</td></tr> <tr><td>Agricultural Sciences</td></tr> <tr><td>Medical Sciences</td></tr> <tr><td>Technological Sciences</td></tr> <tr><td>Anthropology</td></tr> <tr><td>Demographics</td></tr> <tr><td>Economic Sciences</td></tr> <tr><td>Geography</td></tr> <tr><td>History</td></tr> <tr><td>Juridical Sciences and Law</td></tr> <tr><td>Linguistics</td></tr> <tr><td>Pedagogy</td></tr> </table>	Logic	Mathematics	Astronomy and astrophysics	Physics	Chemistry	Life Sciences	Earth and Space Sciences	Agricultural Sciences	Medical Sciences	Technological Sciences	Anthropology	Demographics	Economic Sciences	Geography	History	Juridical Sciences and Law	Linguistics	Pedagogy
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10	PLACE IN CURRICULUM	This is a compulsory course														
11	TEACHING METHODS	<p>What teaching methods are used?</p> <table border="1"> <tr><td>x</td><td>Lectures</td></tr> <tr><td></td><td>Working groups</td></tr> <tr><td></td><td>Master class</td></tr> <tr><td></td><td>Literature study</td></tr> <tr><td>x</td><td>Group assignments</td></tr> <tr><td></td><td>Other</td></tr> </table> <p>Does the course include teaching methods where for example collaboration is encouraged or ones where for example competition is encouraged?</p> <p>The class encourages collaboration since it requires assignments to be formulated and submitted by groups.</p>			x	Lectures		Working groups		Master class		Literature study	x	Group assignments		Other
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12	LANGUAGE	English														
13	TEACHING TEAM	Coordinator Name: Mehmet Cihan Ecevit Position: former instructor of the course	Number of female teaching staff members 1	Number of male teaching staff members 1 (former instructor)												
14	START DATE AND REPETITIONS	The course has been offered in the department of Sociology for more than 30 years. It is being offered in every fall semester-so around 30 times it was opened. The class was formerly taught by Mehmet Cihan Ecevit and then was undertook by Umut Bespinar.														
15	SUCCESS FACTORS	Readings of the materials, participating into the class and discussions and preparation of in-class group assignments are the requirements of the class. Since the course is an undergraduate level must course, students of sociology are expected to develop a critical skill in their analyses of the family. The incorporation of gender as an essential aspect of the course also engenders the students to equip themselves with a gender lens.														

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	"La science politique au défi du genre" / Challenging political sciences from a gender perspective												
2	TYPE	<table border="1"> <tr><td>X</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>	X	Bachelor course		Masters course		PhD course		Thesis		Internship		Other
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3	RESPONSIBLE INSTITUTION	Sciences Po Paris												
4	CONTACT	Réjane Sénac – rejane.senac@sciencespo.fr												
5	WEBSITE	http://formation.sciences-po.fr/enseignement/2014/bspo/1575												

6	COURSE DESCRIPTION	Defined as socialization to the sex differentiation and to a hierarchical normative system, gender <i>is</i> political. It challenges social sciences in general and more specifically political science through three analytical and chronological stages: unveiling the gender blindness of these academic disciplines leading both to think of sex and gender as objects for social sciences and to re-thinking the gendered order institutionalized through political science as a discipline. The course focuses on these two latter stages, articulating theoretical and disciplinary self-reflexivity. It firstly addresses the contentious usages of gender in political sciences as a process of normalization. Secondly, it questions how these usages sheds a different light on canonical subjects meant to be legitimate (as parliamentary democracy) but also on the public-private divide and the tryptic policy/politics/polity or the interrelation of sex, gender and race.																																																
7	GENDER COMPONENT	The gender component is core to the course, which intends to challenge the way political science are taught in political science institutes.																																																
8	PARTICIPANTS	The course is attended by 55 students on average.																																																
9	DISCIPLINE	<p>Please select the discipline where the course fits in to?</p> <table border="1" data-bbox="756 826 1264 1559"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>	<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Political Science	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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<input type="checkbox"/>	Geography																																																	
<input type="checkbox"/>	History																																																	
<input type="checkbox"/>	Juridical Sciences and Law																																																	
<input type="checkbox"/>	Linguistics																																																	
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10	PLACE IN CURRICULUM	Course-seminar (these courses are to be elected among a limited number of available in-depth courses, bringing twice as much credits as a standard elective course)																																																
11	TEACHING METHODS	<p>What teaching methods are used?</p> <table border="1" data-bbox="692 1688 1200 1890"> <tr><td><input checked="" type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input type="checkbox"/></td><td>Master class</td></tr> <tr><td><input type="checkbox"/></td><td>Literature study</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Group assignments</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>	<input checked="" type="checkbox"/>	Lectures	<input type="checkbox"/>	Working groups	<input type="checkbox"/>	Master class	<input type="checkbox"/>	Literature study	<input checked="" type="checkbox"/>	Group assignments	<input type="checkbox"/>	Other																																				
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12	LANGUAGE	French																																																

13	TEACHING TEAM	Coordinator Name: Réjane Sénac Position: Senior Researcher and Lecturer Assistant Name: Laura Carpentier- Goffre Position : PhD student under contract	Number of female teaching staff members 2	Number of male teaching staff members
14	START DATE AND REPETITIONS	2011-2012 / 2012-2013 / 2014-2015 / 2015-2016		
15	SUCCESS FACTORS	This course has repeatedly received outstanding evaluation from students (90% of satisfaction). Along with the renowned expertise of the teacher and her personal capacity to trigger reflexivity and engagement, reflected in the annual evaluations, the main success factor is the following: this course engages with issues core to political sciences in a way that challenges the very way how the discipline was built and is being currently taught in France (and other EU countries). The gender component is thus meant not only to bring an added value, but to help rethinking the scope, methods and concepts of the discipline. This subversive and transformative dimension largely accounts for the success of this course.		

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Is a gender-equal society possible?												
2	TYPE	<table border="1"> <tr> <td></td> <td>Bachelor course</td> </tr> <tr> <td>x</td> <td>Masters course</td> </tr> <tr> <td></td> <td>PhD course</td> </tr> <tr> <td></td> <td>Thesis</td> </tr> <tr> <td></td> <td>Internship</td> </tr> <tr> <td></td> <td>Other</td> </tr> </table>		Bachelor course	x	Masters course		PhD course		Thesis		Internship		Other
	Bachelor course													
x	Masters course													
	PhD course													
	Thesis													
	Internship													
	Other													
3	RESPONSIBLE INSTITUTION	Sciences Po												
4	CONTACT	Hélène Périvier helene.perivier@sciencespo.fr												
5	WEBSITE	http://formation.sciences-po.fr/enseignement/2015/IFCO/2340												
6	COURSE DESCRIPTION	Economic and social organizations rely on a sexual division of labor based on social norms which assign different roles to men and women. Despite the “universality” of gender inequalities, some countries perform better than others in tackling them. This course focuses on analyzing the reconfiguration and the persistence of sex inequalities. Bringing to light the interactions between Welfare state, market and family is the common thread of this course. International, historical, and socio-economic perspectives provide a framework for disentangle the specific concerns raised by gender. The ultimate goal is to identify major challenges faced by societies. A specific attention is paid in linking academic knowledge to policy making process, based on cases study and practical dilemma. For each session, 30-45 minutes are dedicated to “Challenging societies” by opening up a debate in the class on topics that reveal the relevance of a gender perspective.												
7	GENDER COMPONENT	The gender component is core to the course.												
8	PARTICIPANTS	The course is attended by 90 students on average.												

9	DISCIPLINE	Please select the discipline where the course fits in to? <table border="1" data-bbox="751 264 1249 987"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>			<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input checked="" type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Political Science	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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10	PLACE IN CURRICULUM	Master course																																																		
11	TEACHING METHODS	What teaching methods are used? <table border="1" data-bbox="687 1106 1189 1305"> <tr><td><input type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Master class</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Literature study</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Group assignments</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>			<input type="checkbox"/>	Lectures	<input type="checkbox"/>	Working groups	<input checked="" type="checkbox"/>	Master class	<input checked="" type="checkbox"/>	Literature study	<input checked="" type="checkbox"/>	Group assignments	<input type="checkbox"/>	Other																																				
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<input type="checkbox"/>	Other																																																			
12	LANGUAGE	English																																																		
13	TEACHING TEAM	Coordinator Name: Hélène Périvier Position: Senior Researcher and Lecturer Assistant Name: Anne van der Graaf Position: PhD student under contract	Number of female teaching staff members 2	Number of male teaching staff members																																																
14	START DATE AND REPETITIONS	2015-2016 / 2016-2017																																																		
15	SUCCESS FACTORS	This course stimulates interest in gender issues from the perspective of economics. It addresses complex gender contents, getting across the different dimensions of topics, and discusses different arguments. Not too much theoretical while bringing key references, this course also draws upon current issues to trigger debates, which makes the class more interesting.																																																		

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET																											
TITLE OF THE COURSE	Sex, Gender and War																										
TYPE	<table border="1"> <tr><td>x</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>	x	Bachelor course		Masters course		PhD course		Thesis		Internship		Other														
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	Thesis																										
	Internship																										
	Other																										
RESPONSIBLE INSTITUTION	Sciences Po																										
CONTACT	Elissa Mailänder elissa.mailander@sciencespo.fr																										
WEBSITE	http://formation.sciences-po.fr/en/enseignement/2016/bhis/1690a																										
COURSE DESCRIPTION	<p>Often called the “century of sex”, the twentieth century is frequently understood as a period when “gender troubles” emerged in Europe and beyond. Gender and sexuality profoundly shaped the century, from the question of equality between the sexes to the increasing liberalization of sexual mores and rights including female suffrage, birth control, the legalization of divorce, women's rights and gay marriage. But to relate a narrative of merely gradual progress would misrepresent the complicated nature of gender and sexual politics during the twentieth century in Europe. This was a violent and bloody time on the continent, branded in particular by two world wars and totalitarian states that massively infiltrated the private lives of individual citizens. Focusing in particular on Fascism and Germany, we will also consider racial discrimination, violence and genocide, all of which complicate the question of gender relations. In this class we will pay special attention to new historiographies and scholarly debates that have emerged in recent decades.</p> <p>We'll consider initial efforts in the early-1970s to animate women's history by writing a more universal study of gender and then pull these disciplinary threads forward to current scholarship that focuses on the study of plurality, including the social construction of masculinities/maleness and femininities/femaleness. We will thus also consider recent developments in the field of male studies, the history of sexuality, and queer studies. Last but not least, we'll examine the ways in which gender can be a useful tool to understand recent social and political events in this beginning of 21st century</p>																										
GENDER COMPONENT	This course is designed to introduce students to the major issues surrounding gender and sexuality over the course of the twentieth century.																										
PARTICIPANTS	The course is attended by 63 students on average.																										
DISCIPLINE	<table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> </table>		Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences
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	Please select the course fits in	<table border="1"> <tr><td></td><td>Geography</td></tr> <tr><td>x</td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td></td><td>Science of Arts and Letters</td></tr> <tr><td></td><td>Sociology</td></tr> <tr><td></td><td>Ethics</td></tr> <tr><td></td><td>Philosophy</td></tr> </table>		Geography	x	History		Juridical Sciences and Law		Linguistics		Pedagogy		Political Science		Psychology		Science of Arts and Letters		Sociology		Ethics		Philosophy	discipline where to?
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TEACHING METHODS	What teaching methods are used? <table border="1"> <tr><td>x</td><td>Lectures</td></tr> <tr><td>x</td><td>Working groups</td></tr> <tr><td></td><td>Master class</td></tr> <tr><td>x</td><td>Literature study</td></tr> <tr><td></td><td>Group assignments</td></tr> <tr><td></td><td>Other</td></tr> </table>			x	Lectures	x	Working groups		Master class	x	Literature study		Group assignments		Other										
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	Group assignments																								
	Other																								
LANGUAGE	English																								
TEACHING TEAM	Coordinator Name: Elissa Mailänder Position: Senior Researcher and Lecturer Assistant Name: Christina Wu Position : PhD student under contract	Number of female teaching staff members 2	Number of male teaching staff members																						
START DATE AND REPETITIONS	2013-14 / 2014-15/ 2015-2016 / 2016-2017																								
SUCCESS FACTORS	The class deal with very important contemporary issues, keeping in mind topics that are relevant today.																								

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Sociology in the prism of gender												
2	TYPE	<table border="1"> <tr><td>x</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>	x	Bachelor course		Masters course		PhD course		Thesis		Internship		Other
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	PhD course													
	Thesis													
	Internship													
	Other													
3	RESPONSIBLE INSTITUTION	Sciences Po												
4	CONTACT	Marta Dominguez marta.dominguezfolgueras@sciencespo.fr												
5	WEBSITE	http://www.programme-presage.com/details-du-cours/cours/approches-sociologiques-du-genre.html												

6	COURSE DESCRIPTION	Gender is a social structure that has a strong influence on social relations and social life. The aim of this course is to show students that taking gender into account is relevant for all fields of research in sociology: the family, the labour market, education, or health. This is not a course on gender, but a course in general sociology, which revisits some fundamental topics in sociology in order to integrate gender as a relevant category. The objective of this course is to show students that putting on our “gender glasses” can change our perspective on society, and therefore on sociology.																																																		
7	GENDER COMPONENT	The gender component is core to the course, this course shows how gender is an essential part of all the fields of Sociology																																																		
8	PARTICIPANTS	The course is attended by 25 students on average.																																																		
9	DISCIPLINE	<p>Please select the discipline where the course fits in to?</p> <table border="1" data-bbox="746 698 1248 1429"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>			<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Political Science	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input checked="" type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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12	LANGUAGE	English																																																		
13	TEACHING TEAM	Coordinator Name: Marta Dominguez Position: Senior Researcher and Lecturer Assistant	Number of female teaching staff members 2	Number of male teaching staff members																																																

		Name: Emmanuelle Beaubatie Position : PhD student		
14	START DATE AND REPETITIONS	2012-13/2013-14//2014-15/2015-2016 / 2016-2017		
15	SUCCESS FACTORS	This course provides a first approach to the sociology of gender, makes discover the theories of many fundamental authors. This course builds a good theoretical base, as well as a good knowledge of existing research on gender.		

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1	TITLE OF THE COURSE	Philosophy and Gender																				
2	TYPE	<table border="1"> <tr><td>x</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>	x	Bachelor course		Masters course		PhD course		Thesis		Internship		Other								
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	Other																					
3	RESPONSIBLE INSTITUTION	Department of Philosophy. Faculty of Philosophy and Arts. Universitat Autònoma de Barcelona																				
4	CONTACT	Begonya Saez Tajafuerce (begonya.saez@uab.cat)																				
5	WEBSITE	http://www.uab.cat/guiesdocents/2016-17/g100288a2016-17iCAT.pdf																				
6	COURSE DESCRIPTION	This course introduces last year students of Philosophy to the role of the Body, conceived in ontological terms, both from a systematic and from a historical perspective, within contemporary thought and, specifically, the way in which the Body has recently been determined and has determined feminist and queer thought. The notion of gender will significantly contribute to theoretical articulation and to the identification of its political limitations.																				
7	GENDER COMPONENT	The notion of gender is critically considered as a theoretical tool when dealing with the Body, which exceeds the symbolic realm to which the category of gender is bound.																				
8	PARTICIPANTS	Participants are students in their third or fourth year, not only from Philosophy or the Faculty of Philosophy and Arts, but also other specialisations, because the course is integrated in a gender- specific programme: "Minor in Gender Studies", which is open to all university students, also those coming from scientific degrees.																				
9	DISCIPLINE	<table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> </table>		Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences
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12	LANGUAGE	Catalan and Spanish																														
13	TEACHING TEAM	Coordinator Name: Begonya Saez Tajafuerce Position: Tenured Lecturer	Number of female teaching staff members 1	Number of male teaching staff members 1																												
14	FREQUENCY	One semester every year.																														
15	SUCCESS FACTORS	This course is integrated in the main curriculum of the Bachelor of Arts in Philosophy, and also in an interfaculty programme: "Minor in Gender Studies". We have students coming from other degrees in the Faculty of Philosophy and Arts, such as Anthropology or Geography, but also from other faculties, such as Sciences (Biology), Law, and Sociology. The course is complemented by other academic activities, often with guest colleagues from Spain and abroad, specialised in other disciplines and methodologies (such as cultural studies and psychoanalysis), which allows the students realize the theoretical complexity of the topic and also its applied approach.																														

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET																
1	TITLE OF THE COURSE	Communication and Gender Studies														
2	TYPE	<table border="1"> <tr><td>X</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>			X	Bachelor course		Masters course		PhD course		Thesis		Internship		Other
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	PhD course															
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	Internship															
	Other															
3	RESPONSIBLE INSTITUTION	Mass Media, Communication and Culture. Universitat Autònoma de Barcelona														

4	CONTACT	Juana Gallego Ayala (Joana.Gallego@uab.cat)																																																		
5	WEBSITE	http://www.uab.cat/guiesdocents/2016-17/g103101a2016-17iCAT.pdf																																																		
6	COURSE DESCRIPTION	This course is completely targeted to study the relationship between communications and gender in all formats and communication methods. It focuses on the representation of gender conveyed in the news (newspapers, radio, and television), in advertisement, entertainment, cinema and in the new digital formats (video clips, social networks, etc.). The subject criticises the gender stereotypes reproduced in the media and pays particular attention to the changes that should be implemented to promote gender equality and a social change.																																																		
7	GENDER COMPONENT	Gender is the core topic of the course. The course is organised separately and not integrated in any existing course.																																																		
8	PARTICIPANTS	Students from the degree in Journalism, the Minor of Gender Studies and, Erasmus who choose it as an elective course.																																																		
9	DISCIPLINE	<p>Since the main notion taken into account is the communication in relation to gender studies, the course fits into various disciplines.</p> <table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td>X</td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td>X</td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td>X</td><td>Science of Arts and Letters</td></tr> <tr><td>X</td><td>Sociology</td></tr> <tr><td>X</td><td>Ethics</td></tr> <tr><td>x</td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography	X	History		Juridical Sciences and Law		Linguistics		Pedagogy	X	Political Science		Psychology	X	Science of Arts and Letters	X	Sociology	X	Ethics	x	Philosophy
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12	LANGUAGE	Spanish																																																		
13	TEACHING TEAM	Coordinator Name: Ph. Juana Gallego Ayala Position: Profesora titular	Number of female teaching staff members 1	Number of male teaching staff members																																																

14	FREQUENCY	Second semester of every year since 2012
15	SUCCESS FACTORS	This course welcomes 100 students, divided into two groups of 50 each, one in the mornings and the other in the afternoons. It also belongs to the Minor in Gender Studies that the UAB offers. Besides, numerous Erasmus students in our university choose it to complement their training.

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET														
1	TITLE OF THE COURSE	PERSPECTIVE GENDER ANALYSYS IN SOCIAL HISTORY AND CONTEMPORARY POLITICS OF THE LABOUR RELATIONS DEGREE IN UAB (INTRODUCCIÓN DE LA PERSPECTIVA DE GÉNERO EN LA ASIGNATURA DE HISTORIA SOCIAL Y POLÍTICA CONTEMPORÁNEA EN LA DIPLOMATURA DE RELACIONES LABORALES)												
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	PhD course													
	Thesis													
	Internship													
	Other													
3	RESPONSIBLE INSTITUTION	Faculty of Law, Universitat Autònoma Barcelona												
4	CONTACT	Maríajesus.espuny@uab.cat , Olga.paz@uab.cat												
5	WEBSITE													
6	COURSE DESCRIPTION	<p>The subject entitled Social History and Contemporary Politics, which is taught as a core subject in the Degree in Labour Relations, has its focus in the historic perspective of social legislation. In this sense, one of the main references is the well-known “half workforce”, this is, working girls and boys and women, and the corresponding regulatory provisions that seek to ensure both physical and moral health for women. Equal treatment in the context of labour goes together with the legislation passed during the Second Republic, which suffered a major recession during Franco’s dictatorship.</p> <p>Knowledge and analysis of the evolution of the legislation regulating the working conditions of women allow us to assess the current rules, established in the Act ‘Reconciling family and working life in the Equality Act’ (2007).</p>												
7	GENDER COMPONENT	<p>Training for gender equality is a transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviours. It is a continuous and long-term process that requires political will and commitment of all parties in order to create inclusive societies that recognise the need to promote gender equality.</p> <p>One of the most vexed questions in gender history is the relationship between social gender and biological sex, to visibilise the profound uncertainties about markers of sexual difference and the performative nature of gender, its adaptability and impermanence of meanings for men and women.</p> <p>The gender component aims to highlight the importance of incorporating the gender perspective when teaching ‘Social History and Contemporary Politics’, of the Labour Relations Degree, which can be adapted easily. The analysis introduced in the subject makes a journey through the development of social legislation since its actual appearance with the Law of 13 March 1900, which regulates the working conditions of women during the republican legislature, and therefore these the analysis of these topics allows tackling gender to a greater or lesser degree. Women receive an special treatment by laws, as children do, because they are both considered to be the febler groups of society. Therefore, it is a first approach to the</p>												

		<p>objectives described below: 1. Consider women as independent subjects from the historical point of view and observe their crucial contribution to the industrialisation process, despite the absence of political rights; 2. Analyse pathways involving women who remain historically relegated outside the regulatory process.</p> <p>The work to be undertaken in the context of this subject involves two approaches to the gender perspective:</p> <ul style="list-style-type: none"> - Firstly, in a material sense, i.e., emphasising on the legislation dedicated to women which regulate their working conditions and those of children in the initial phase of liberalism and industrialisation, - And, secondly, in a more formal sense, the introduction of literature on women and by women. <p>More specifically, the context begins with the laws that protect women and the Act of 1900. This is a key provision because it is not only limited to differentiate the work of men and women but also sets specific protection for women in their biological motherhood and care of the child.</p> <p>The quality of the standard leaves a void in its scope by excluding work in family-owned workshops and in agricultural work, a lack that is present throughout the entire first labour law. Although they are considered workers within the law of contract work of November 21, 1931.</p> <p>On a side note, the development of institutional measures allowed reservations of jobs, later complemented by measures of social insurance and breastfeeding. Only at a later time protecting women be extended to issues not directly related to the biological condition as night work (Law of July 11, 1912): a provision aimed at the textile workers who will not be well accepted either by themselves or by the employer.</p>																																																
8	PARTICIPANTS	130 Bachelor students since 2005.																																																
9	DISCIPLINE	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>	<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input checked="" type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Political Science	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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12	LANGUAGE	Spanish /Catalan										
13	TEACHING TEAM	<table border="1"> <tr> <td>Coordinator Name: Dra. Maria Jesús Espuny / Dra. Olga Paz Position: Agregate Professor</td> <td>Number of female teaching staff members 2</td> <td>Number of male teaching staff members 0</td> </tr> </table>	Coordinator Name: Dra. Maria Jesús Espuny / Dra. Olga Paz Position: Agregate Professor	Number of female teaching staff members 2	Number of male teaching staff members 0							
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14	START DATE AND REPETITIONS	Every academic year from 2005 to 2016.										
15	SUCCESS FACTORS	-										

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3	RESPONSIBLE INSTITUTION	Minor Coordinator. Faculty of Philosophy and Arts. Universitat Autònoma de Barcelona												
4	CONTACT	Maria Prats Ferret (maria.prats@uab.cat)												
5	WEBSITE	http://www.uab.cat/web/study-abroad/undergraduate/undergraduate-offer/minors/general-information-1345692436704.html?param1=1345692376302												
6	MINOR DESCRIPTION	<p>The objective of the Minor in Gender Studies is to provide basic, cross-curricular and versatile training in specialised subjects of Social Studies and Humanities, whose contents focus on the gender perspective, with special emphasis in the analysis and impact of gender hierarchy and the social and cultural constructions in which they are based.</p> <p>The students of the Minor in Gender Studies are students enrolled in a UAB degree, who are interested in completing their university training with specific studies focused on gender-related issues. No previous knowledge on the subjects of the Minor is required. The study plan comprises 21 courses offered in 7 different</p>												

		<p>faculties.</p> <p><u>Social Sciences Itinerary:</u> Anthropology of Sex/Gender Systems Communication and Gender Studies Economy and Society Gender and Ethnicity Gender and Criminology Gender and Law Gender and Society in East Asia Person, Body, Health and Gender Sociology of Gender Housework and Everyday Life</p> <p><u>Humanities Itinerary:</u> Archaeology of Women English Gender Studies Philosophy and gender Gender, Literature and Society in East Asia Geography and Gender History of Women in the Middle Ages History and Gender in the Ancient World History and Gender in the Modern Era History and Gender in Contemporary Centuries Literature, Genders and Sexuality Feminist literary theory and Gender Studies</p>																																																
7	GENDER COMPONENT	Gender focus and gender issues are present in all the courses integrated in this Minor Programme of Studies.																																																
8	PARTICIPANTS	Participants are students in their third or fourth year, registered in the Minor in Gender Studies, which is open to all university students, even those coming from scientific degrees.																																																
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X	Ethics																																																	
x	Philosophy																																																	
10	PLACE IN CURRICULUM	Optative courses.																																																
11	TEACHING METHODS	A great variety due to the large number of courses in different disciplines.																																																

12	LANGUAGE	Catalan and Spanish		
13	TEACHING TEAM	The same as for the different courses offered. There are not specific but part of different UAB degrees.	Number of female teaching members	Number of male teaching staff members
			Majority	Minority
14	FREQUENCY	Every year. Different courses are offered in both semesters.		
15	SUCCESS FACTORS	The number of students enrolled in this Minor has increased over the last years. At the beginning there were 10 seats reserved for students of Minor in Gender Studies in each course. Truth is that there are more than 10 new students each year, because not all of them register for the same courses. In the academic year 2016-17 67 students enrolled in this Minor programme. Dissemination of information and advertising have been crucial for this success.		

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Communication and Gender (Master's Degree)												
2	TYPE	<table border="1"> <tr> <td></td> <td>Bachelor course</td> </tr> <tr> <td>X</td> <td>Masters course</td> </tr> <tr> <td></td> <td>PhD course</td> </tr> <tr> <td></td> <td>Thesis</td> </tr> <tr> <td></td> <td>Internship</td> </tr> <tr> <td></td> <td>Other</td> </tr> </table>		Bachelor course	X	Masters course		PhD course		Thesis		Internship		Other
	Bachelor course													
X	Masters course													
	PhD course													
	Thesis													
	Internship													
	Other													
3	RESPONSIBLE INSTITUTION	Mass Media, Communication and Culture. Universitat Autònoma de Barcelona												
4	CONTACT	Juana Gallego Ayala (Joana.Gallego@uab.cat) and Isabel Muntané (Isabel.Muntané@uab.cat)												
5	WEBSITE	http://www.uab.cat/web/postgraduate/master-in-gender-and-communication/general-information-1217916968009.html/param1-3339_en/param2-2001/ http://www.mastergenerecomunicacio.org												
6	COURSE DESCRIPTION	<p>This master offers its own designed training, aimed to study the relationship between communications and gender in all formats and communication methods. It is structured in 8 different modules, each of them focusing in specific topics of communications and gender. It focuses on the representation of gender conveyed in the news (newspapers, radio, and televisión), in advertisement, entertainment, cinema and in the new digital formats (video clips, social networks, etc.), and on the different social problems, namely gender based violence, prostitution, and immigration. It aims to analyse social contexts and their relation with the flow of information and the system of communications: culture, education and health.</p> <p>The master is designed to detect and change the gender stereotypes in order to improve gender equality and foster social changes.</p>												
7	GENDER COMPONENT	Gender is the core topic of the course. The course is organised separately and not integrated in an existing course.												
8	PARTICIPANTS	Postgraduate students from different disciplines: Journalism, Audiovisual Communication, Politics, Sciences, Arts, Humanities, Sociology, etc.												

9	DISCIPLINE	<p>Since the main notion taken into account is the communication in relation to gender studies, the course fits into various disciplines.</p> <table border="1" data-bbox="756 264 1262 992"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td>X</td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td>X</td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td>X</td><td>Science of Arts and Letters</td></tr> <tr><td>X</td><td>Sociology</td></tr> <tr><td>X</td><td>Ethics</td></tr> <tr><td>x</td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography	X	History		Juridical Sciences and Law		Linguistics		Pedagogy	X	Political Science		Psychology	X	Science of Arts and Letters	X	Sociology	X	Ethics	x	Philosophy
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11	TEACHING METHODS	<p>What teaching methods are used?</p> <table border="1" data-bbox="692 1106 1198 1308"> <tr><td>x</td><td>Lectures</td></tr> <tr><td>x</td><td>Individual assignments</td></tr> <tr><td>x</td><td>Master class</td></tr> <tr><td>x</td><td>Literature study</td></tr> <tr><td>X</td><td>Mass Media Analysis</td></tr> <tr><td>X</td><td>Final Bachelor Thesis</td></tr> </table>			x	Lectures	x	Individual assignments	x	Master class	x	Literature study	X	Mass Media Analysis	X	Final Bachelor Thesis																																				
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X	Final Bachelor Thesis																																																			
12	LANGUAGE	Spanish and Catalan																																																		
13	TEACHING TEAM	Coordinator Name: Ph. Juana Gallego Ayala Position: Profesora titular	Number of female teaching staff members 2	Number of male teaching staff members																																																
14	FREQUENCY	Every year since 2015																																																		
15	SUCCESS FACTORS	<p>This master is the only one in Spain specifically focused on the study of the relation between gender and communications. Although it has only been taught two years, it has already become essential training for those interested in the field.</p>																																																		

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET			
1	TITLE OF THE COURSE 'Música, identitat i gènere" (Music, Identity & Gender)		
2	TYPE <table border="1" data-bbox="756 1966 1262 2009"> <tr> <td>x</td> <td>Bachelor course</td> </tr> </table>	x	Bachelor course
x	Bachelor course		

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3	RESPONSIBLE INSTITUTION	Universitat Autònoma de Barcelona / Autonomous University of Barcelona																																				
4	CONTACT	Sílvia Martínez, PhD: silvia.martinez.garcia@uab.cat																																				
5	WEBSITE	http://aules.uab.cat/2016-17/course/view.php?id=1537																																				
6	COURSE DESCRIPTION	This course offers a critical gender perspective on musical practices, both historical and from the present, with special emphasis on contemporary popular music. The main objectives are: a) to identify the underlying relations between socio-cultural categories of gender and musical dynamics in the contemporary Western context; b) to know and discuss the main recent feminist and gender theories; c) develop basic theoretical and analytical feminist thinking tools related to audiovisual pop culture products; d) to share critical thinking about musicology and gender studies applied to music that contribute, in the long term, to improve the field of study.																																				
7	GENDER COMPONENT	Gender is the central theme of the course, with special emphasis on gender images and roles represented in the practices of mainstream popular culture and music. The course was separately organised and not integrated in an existing course.																																				
8	PARTICIPANTS	40-50 students/ course (average)																																				
9	DISCIPLINE	<table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td>X</td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td>X</td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> </table>		Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences	X	Anthropology		Demographics		Economic Sciences		Geography	X	History		Juridical Sciences and Law		Linguistics		Pedagogy
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10	PLACE IN CURRICULUM	Elective course														
11	TEACHING METHODS	What teaching methods are used? <table border="1"> <tr><td>X</td><td>Lectures</td></tr> <tr><td>X</td><td>Working groups</td></tr> <tr><td>X</td><td>Master class</td></tr> <tr><td></td><td>Literature study</td></tr> <tr><td>X</td><td>Group assignments</td></tr> <tr><td></td><td>Other</td></tr> </table>			X	Lectures	X	Working groups	X	Master class		Literature study	X	Group assignments		Other
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X	Group assignments															
	Other															
12	LANGUAGE	Spanish and Catalan														
13	TEACHING TEAM	Coordinator Name: Sílvia Martínez Position: Adjunct Lecturer	Number of female teaching staff members 1	Number of male teaching staff members												
14	FREQUENCY/ START DATE AND REPETITIONS	Start course: 2014/2015- Frequency: Yearly														
15	SUCCESS FACTORS	This course is one of the most successful elective courses in Musicology. Students highly value a gender perspective that is hardly present in any other Musicology subject.														

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET																
1	TITLE OF THE COURSE	'Gendergeschiedenis. Mannelijkheid en vrouwelijkheid in cultuur en maatschappij'. 'Genderhistory. Masculinity and femininity in culture and society'.														
2	TYPE	<table border="1"> <tr><td>x</td><td>Bachelor course</td></tr> <tr><td></td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>			x	Bachelor course		Masters course		PhD course		Thesis		Internship		Other
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	Masters course															
	PhD course															
	Thesis															
	Internship															
	Other															
3	RESPONSIBLE INSTITUTION	Radboud University														

4	CONTACT	Mevr. dr. G.A. Mak (g.mak@let.ru.nl)																																																		
5	WEBSITE	http://www.studiegids.science.ru.nl/2014/arts/prospectus/acw/course/33110/																																																		
6	COURSE DESCRIPTION	This course introduces students to some key concepts and debates in gender history. Attention is given to kinship, marriage and sexuality, the demarcation between public sphere and private sphere, conceptions of the body, citizenship and nation-building, breadwinner, colonialism and migration in relation to gender. In addition, the course provides an introduction to the self-analysis of historical sources from a gender historical perspective.																																																		
7	GENDER COMPONENT	Gender is the core topic of the course. The course was separately organized and not integrated in an existing course.																																																		
8	PARTICIPANTS	Information follows																																																		
9	DISCIPLINE	Please select the discipline where the course fits in to? <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td>x</td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td></td><td>Science of Arts and Letters</td></tr> <tr><td></td><td>Sociology</td></tr> <tr><td></td><td>Ethics</td></tr> <tr><td></td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography	x	History		Juridical Sciences and Law		Linguistics		Pedagogy		Political Science		Psychology		Science of Arts and Letters		Sociology		Ethics		Philosophy
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10	PLACE IN CURRICULUM	Compulsory course																																																		
11	TEACHING METHODS	What teaching methods are used? <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>x</td><td>Lectures</td></tr> <tr><td>x</td><td>Working groups</td></tr> <tr><td>x</td><td>Master class</td></tr> <tr><td></td><td>Literature study</td></tr> <tr><td></td><td>Group assignments</td></tr> <tr><td></td><td>Other</td></tr> </table>			x	Lectures	x	Working groups	x	Master class		Literature study		Group assignments		Other																																				
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12	LANGUAGE	Dutch																																																		
13	TEACHING TEAM	Coordinator Name: Geertje Mak Position: Assistant professor	Number of female teaching staff members 1	Number of male teaching staff members 0																																																

14	FREQUENCY	Yearly
15	SUCCESS FACTORS	This course is integrated in the main curriculum of the Bachelor in History. The course coordinator is an authority in the field of gender in history and is part of an international academic network, integrating state of the art knowledge in teaching. In the course a diversity of teaching approaches, both interactive and instructive.

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET														
1	TITLE OF THE COURSE	'Sekse, seksualiteit en multiculturaliteit' 'Gender, sexuality and multiculturalism'												
2	TYPE	<table border="1"> <tr> <td>x</td> <td>Bachelor course</td> </tr> <tr> <td></td> <td>Masters course</td> </tr> <tr> <td></td> <td>PhD course</td> </tr> <tr> <td></td> <td>Thesis</td> </tr> <tr> <td></td> <td>Internship</td> </tr> <tr> <td></td> <td>Other</td> </tr> </table>	x	Bachelor course		Masters course		PhD course		Thesis		Internship		Other
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	PhD course													
	Thesis													
	Internship													
	Other													
3	RESPONSIBLE INSTITUTION	Radboud University												
4	CONTACT	Mw. Dr. Doreth Teunissen E-mail: Doreth.Teunissen@radboudumc.nl Telephone: (024-36) 13110												
5	WEBSITE	http://www.studiegids.science.ru.nl/2016/fmw/prospectus/Geneeskunde/course/38912/												
6	COURSE DESCRIPTION	<p>The program will concentrate on the influence and relevance of gender in health, disease and healthcare. Four themes are central. The first week focuses on the role that gender and culture play in medical care. Students will learn how a good question clarification takes the gender of patients into account, how the own socialization affects culture and gender issues and how these communication problems are preventable.</p> <p>The second theme focuses on the acquisition of knowledge and skills on gender and cultural differences in sexual functioning, followed by anatomical and biological aspects and treatment of sexual problems in men and women. The student can indicate how even in diseases such as SOA, incontinence and alcohol and benzodiazepine addiction, sex and culture are important.</p> <p>Then, the student gets acquainted with the most important physical and psychological symptoms after sexual abuse. Students learn to recognize signs of abuse in the history and learn what is important to know and do in case of rape.</p> <p>Eventually, specific problems of migrant women and about the reproduction covered and introduces students with health and medical care for legitimate refugees and illegal residents in the Netherlands</p>												
7	GENDER COMPONENT	Gender is the core topic of the course. The course was separately organized and not integrated in an existing course.												
8	PARTICIPANTS	Both the Dutch and the English version of the course have 20-30 participants every year.												

9	DISCIPLINE	Please select the discipline where the course fits in to? <table border="1" data-bbox="758 264 1262 992"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td>x</td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td></td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Political Science</td></tr> <tr><td></td><td>Psychology</td></tr> <tr><td></td><td>Science of Arts and Letters</td></tr> <tr><td></td><td>Sociology</td></tr> <tr><td></td><td>Ethics</td></tr> <tr><td></td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences	x	Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography		History		Juridical Sciences and Law		Linguistics		Pedagogy		Political Science		Psychology		Science of Arts and Letters		Sociology		Ethics		Philosophy
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	Other: internship, presentations																																																			
12	LANGUAGE	Two courses are offered: one in English and one in Dutch																																																		
13	TEACHING TEAM	Coordinator Name: Dr. TAM Teunissen, huisarts Other teachers: Drs. M. Vergeer, Prof.dr. D. Braat, Dr. M. v/d Muijsenbergh, Prof.dr. Toine Lagro-Janssen, Dr. K. D'Hauwers, Dr. A. Schepens-Franke, Prof. Dr. R.J. van der Gaag	Number of female teaching staff members 6	Number of male teaching staff members 1																																																
14	FREQUENCY	Yearly																																																		
15	SUCCESS FACTORS	Gender-specific care is an issue all doctors, regardless of their specialization, have to deal with. An integration of gender, ethnicity and culture is taking place as an expression of the concept of diversity in medicine. This means that one in medicine assumes a uniformity of the human body as an object of medicine, while increasingly clear that gender (and less known ethnicity) make significant differences at the level of biology, pathophysiology and psychosocial context. The topics that are discussed in the course call on the opinions and attitudes of the student as a future doctor. Exploring attitude aspects of the student and teaching skills towards a professional attitude is an explicit objective of this course, making it very clinically relevant and challenging.																																																		

		This course is very diverse and includes internships, papers, simulation patients and presentations. Students indicate that the course is great and instructive. They were especially positive about the diverse teaching methods. The practical sessions such as simulation patients, police for sexual abuse and the internship are very informative and make the gender problems in healthcare more visible and easier to put the theory into practice, which is crucial for medical students.
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DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET																		
1	TITLE OF THE COURSE	Dealing with Diversities in Care																
2	TYPE	<table border="1"> <tr><td></td><td>Bachelor course</td></tr> <tr><td>x</td><td>Masters course</td></tr> <tr><td></td><td>PhD course</td></tr> <tr><td></td><td>Thesis</td></tr> <tr><td></td><td>Internship</td></tr> <tr><td></td><td>Other</td></tr> </table>		Bachelor course	x	Masters course		PhD course		Thesis		Internship		Other				
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x	Masters course																	
	PhD course																	
	Thesis																	
	Internship																	
	Other																	
3	RESPONSIBLE INSTITUTION	Radboud University																
4	CONTACT	Mw. E.W.M. Rommes E-mail: e.rommes@maw.ru.nl Telephone: 024-3612806																
5	WEBSITE	http://www.studiegids.science.ru.nl/2016/en/socsci/prospectus/pwo_ma/course/41712/																
6	COURSE DESCRIPTION	<p>The course teaches about the different target groups, learns students to reflect on their own prejudices and ethics, and brings theory into practice with case studies on how to be sensitive to backgrounds and context of these groups.</p> <p>In this course, you will get lectures and assignments in which you will learn how diversities matter in (psychological) health care. You will get a general introduction in how various diversities matter in a clinical (e.g., disabilities, behavioral problems and/ or learning problems), educational and policy context. In addition, you will reflect on how your personal context influences your professional values and you will learn to analyze and deal with situations in which personal, professional, cultural and universal values differ. You will make assignments and an open-book exam based on realistic case studies. In most cases, you may choose an assignment based on your own clinical, educational or policy interest and you may focus on specific target groups of your interest.</p>																
7	GENDER COMPONENT	The gender perspective on youth care is introduced, but it is not the core theme.																
8	PARTICIPANTS																	
9	DISCIPLINE	<table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> </table>		Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences
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10	PLACE IN CURRICULUM	The course is obligatory for students following the Masters' specialisation Diversities in Youth Care. Other courses in this specialisation also include a gender aspect.																																		
11	TEACHING METHODS	What teaching methods are used? <table border="1"> <tr><td><input checked="" type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input type="checkbox"/></td><td>Master class</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Literature study</td></tr> <tr><td><input type="checkbox"/></td><td>Group assignments</td></tr> <tr><td><input type="checkbox"/></td><td>Practical sessions</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>			<input checked="" type="checkbox"/>	Lectures	<input checked="" type="checkbox"/>	Working groups	<input type="checkbox"/>	Master class	<input checked="" type="checkbox"/>	Literature study	<input type="checkbox"/>	Group assignments	<input type="checkbox"/>	Practical sessions	<input type="checkbox"/>	Other																		
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<input type="checkbox"/>	Practical sessions																																			
<input type="checkbox"/>	Other																																			
12	LANGUAGE	English																																		
13	TEACHING TEAM	Lecturers: Name: E.W.M. Rommes Position: Full professor Name: N.C. Peters-Scheffer Position: Assistant professor	Number of female teaching staff members 2	Number of male teaching staff members 0																																
14	FREQUENCY	Yearly.																																		
15	SUCCESS FACTORS	This programme will continually challenge you to adjust students' point of view, to look beyond your own values.																																		

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Social groups in context of renditions of services (orig. Soziale Gruppen im Kontext sozialer Dienstleistungen)												
2	TYPE	<table border="1"> <tr><td><input checked="" type="checkbox"/></td><td>Bachelor course</td></tr> <tr><td><input type="checkbox"/></td><td>Masters course</td></tr> <tr><td><input type="checkbox"/></td><td>PhD course</td></tr> <tr><td><input type="checkbox"/></td><td>Thesis</td></tr> <tr><td><input type="checkbox"/></td><td>Internship</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>	<input checked="" type="checkbox"/>	Bachelor course	<input type="checkbox"/>	Masters course	<input type="checkbox"/>	PhD course	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other
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<input type="checkbox"/>	PhD course													
<input type="checkbox"/>	Thesis													
<input type="checkbox"/>	Internship													
<input type="checkbox"/>	Other													
3	RESPONSIBLE INSTITUTION	University of Vechta, Chair of Educational Psychology												
4	CONTACT	Prof. Dr. Martin K.W. Schweer												

		martin.schweer@uni-vechta.de																																																		
5	WEBSITE	-																																																		
6	COURSE DESCRIPTION	Within the course the students are engaged in contents of different social groups, stereotypes and discrimination. Under a social psychological perspective they deal with issues of the genesis process of social discrimination and talk about potential prevention and intervention possibilities. They also concern themselves with aspects of gender, sexism and intersectionality.																																																		
7	GENDER COMPONENT	Gender and sexism are intertwined in the topic, e.g. within the framework of GMF (Gruppenbezogene Menschenfeindlichkeit - group-focused enmity) or intersectionality. Within the course the students discuss commonalities and differences of the different forms of discrimination.																																																		
8	PARTICIPANTS	The average number of students who participated is 45.																																																		
9	DISCIPLINE	<table border="1"> <tr><td></td><td>Logic</td></tr> <tr><td></td><td>Mathematics</td></tr> <tr><td></td><td>Astronomy and astrophysics</td></tr> <tr><td></td><td>Physics</td></tr> <tr><td></td><td>Chemistry</td></tr> <tr><td></td><td>Life Sciences</td></tr> <tr><td></td><td>Earth and Space Sciences</td></tr> <tr><td></td><td>Agricultural Sciences</td></tr> <tr><td></td><td>Medical Sciences</td></tr> <tr><td></td><td>Technological Sciences</td></tr> <tr><td></td><td>Anthropology</td></tr> <tr><td></td><td>Demographics</td></tr> <tr><td></td><td>Economic Sciences</td></tr> <tr><td></td><td>Geography</td></tr> <tr><td></td><td>History</td></tr> <tr><td></td><td>Juridical Sciences and Law</td></tr> <tr><td></td><td>Linguistics</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Political Science</td></tr> <tr><td>x</td><td>Psychology</td></tr> <tr><td></td><td>Science of Arts and Letters</td></tr> <tr><td></td><td>Sociology</td></tr> <tr><td></td><td>Ethics</td></tr> <tr><td></td><td>Philosophy</td></tr> </table>				Logic		Mathematics		Astronomy and astrophysics		Physics		Chemistry		Life Sciences		Earth and Space Sciences		Agricultural Sciences		Medical Sciences		Technological Sciences		Anthropology		Demographics		Economic Sciences		Geography		History		Juridical Sciences and Law		Linguistics		Pedagogy		Political Science	x	Psychology		Science of Arts and Letters		Sociology		Ethics		Philosophy
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10	PLACE IN CURRICULUM	It is a compulsory course for the students who study Bachelor of Social Work and Bachelor of Gerontology.																																																		
11	TEACHING METHODS	<table border="1"> <tr><td></td><td>Lectures</td></tr> <tr><td>x</td><td>Working groups</td></tr> <tr><td></td><td>Master class</td></tr> <tr><td>x</td><td>Literature study</td></tr> <tr><td>x</td><td>Group assignments</td></tr> <tr><td></td><td>Other</td></tr> </table> <p>Does the teaching course include methods where for example collaboration is encouraged or ones where for example competition is encouraged?</p> <p>The teaching methods of the course focus collaborative group work.</p>				Lectures	x	Working groups		Master class	x	Literature study	x	Group assignments		Other																																				
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12	LANGUAGE	German																																																		
13	TEACHING TEAM	Coordinator Name: Prof. Dr. Martin K.W. Schweer Position: holder of the chair of educational	Number of female teaching staff members 6	Number of male teaching staff members 5																																																

		psychology (LfPP) at the University of Vechta		
14	START DATE AND REPETITIONS	Unfortunately, I don't know.		
15	SUCCESS FACTORS	If the students get more reflexive and sensitive about the different forms of discrimination, the participation had a positive impact and hopefully positive influence on their prospective attitudes and behaviours.		

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET																																		
1	TITLE OF THE COURSE	Selected aspects of an gendersensitive educational and developmental psychology (orig. Ausgewählte Aspekte gendersensibler lern- und entwicklungspsychologischer Forschung)																																
2	TYPE	<table border="1"> <tr><td><input checked="" type="checkbox"/></td><td>Bachelor course</td></tr> <tr><td><input type="checkbox"/></td><td>Masters course</td></tr> <tr><td><input type="checkbox"/></td><td>PhD course</td></tr> <tr><td><input type="checkbox"/></td><td>Thesis</td></tr> <tr><td><input type="checkbox"/></td><td>Internship</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>			<input checked="" type="checkbox"/>	Bachelor course	<input type="checkbox"/>	Masters course	<input type="checkbox"/>	PhD course	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other																		
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3	RESPONSIBLE INSTITUTION	University of Vechta, Chair of Educational Psychology																																
4	CONTACT	Prof. Dr. Martin K.W. Schweer martin.schweer@uni-vechta.de																																
5	WEBSITE	-																																
6	COURSE DESCRIPTION	The course gives an overview of different gendersensitive approaches within aspects of an educational and developmental psychology. The selected aspect focus the whole lifespan. Topics reach from the development of stereotypes in childhood to critical life events from a gendersensitive point of view.																																
7	GENDER COMPONENT	-																																
8	PARTICIPANTS	80																																
9	DISCIPLINE	<table border="1"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> </table>			<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input checked="" type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History
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10	PLACE IN CURRICULUM	-																				
11	TEACHING METHODS	<table border="1"> <tr><td><input type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input type="checkbox"/></td><td>Master class</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Literature study</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Group assignments</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table> <p>Does the course include teaching methods where for example collaboration is encouraged or ones where for example competition is encouraged?</p>			<input type="checkbox"/>	Lectures	<input checked="" type="checkbox"/>	Working groups	<input type="checkbox"/>	Master class	<input checked="" type="checkbox"/>	Literature study	<input checked="" type="checkbox"/>	Group assignments	<input type="checkbox"/>	Other						
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12	LANGUAGE	German																				
13	TEACHING TEAM	Coordinator Name: Prof. Dr. Martin K.W. Schweer Position: holder of the chair of educational psychology (LfPP) at the University of Vechta	Number of female teaching staff members 6	Number of male teaching staff members 5																		
14	START DATE AND REPETITIONS	The course has been offered 2 times.																				
15	SUCCESS FACTORS	In my opinion, the goal of the course is to reach a gender awareness within essential questions of educational and developmental psychology.																				

DESCRIPTION OF GENDER IN CURRICULA - INFORMATION SHEET														
1	TITLE OF THE COURSE	Gendertheoretische Diskurse Sozialer Arbeit. Social Work Discourses reflecting Gender Theories.												
2	TYPE	<table border="1"> <tr><td><input type="checkbox"/></td><td>Bachelor course</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Masters course</td></tr> <tr><td><input type="checkbox"/></td><td>PhD course</td></tr> <tr><td><input type="checkbox"/></td><td>Thesis</td></tr> <tr><td><input type="checkbox"/></td><td>Internship</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>	<input type="checkbox"/>	Bachelor course	<input checked="" type="checkbox"/>	Masters course	<input type="checkbox"/>	PhD course	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other
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<input type="checkbox"/>	Internship													
<input type="checkbox"/>	Other													
3	RESPONSIBLE INSTITUTION	University of Vechta: Department I - Social work												
4	CONTACT	Prof. Dr. Kim-Patrick Sabla, kim-patrick.sabla@uni-vechta.de												
5	WEBSITE	https://www.uni-vechta.de/fileadmin/user_upload/Studiengangskoordination/Soziale_Arbeit/MA/WS_2013_14_bis_2014_15/Modulbeschreibungen-Master-Soziale-Arbeit-Fassung_22.10.13_final_fuer_Homepage.pdf												

6	COURSE DESCRIPTION	Discussion of social inequality, poverty and gender: Science of Social Work																																																		
7	GENDER COMPONENT	Gender theories are the core component of this course reflecting fields and addressees of Social work.																																																		
8	PARTICIPANTS	about 10-15 each year																																																		
9	DISCIPLINE	Please select the discipline where the course fits in to? <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>			<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input checked="" type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Political Science	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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10	PLACE IN CURRICULUM	Elective																																																		
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12	LANGUAGE	German																																																		
13	TEACHING TEAM	Coordinator Name: Christine Meyer Position: Professor	Number of female teaching staff members 1	Number of male teaching staff members 1																																																
14	START DATE AND REPETITIONS	Since 2010, 5 times.																																																		
15	SUCCESS FACTORS	-																																																		

DESCRIPTION OF GENDER IN CURRICULA – INFORMATION SHEET

1	TITLE OF THE COURSE	Sexuality and Gender in Life Cycle (orig. "Sexualität und Gender im Lebenslauf")																																																
2	TYPE	<table border="1"> <tr><td><input checked="" type="checkbox"/></td><td>Bachelor course</td></tr> <tr><td><input type="checkbox"/></td><td>Masters course</td></tr> <tr><td><input type="checkbox"/></td><td>PhD course</td></tr> <tr><td><input type="checkbox"/></td><td>Thesis</td></tr> <tr><td><input type="checkbox"/></td><td>Internship</td></tr> <tr><td><input type="checkbox"/></td><td>Other</td></tr> </table>	<input checked="" type="checkbox"/>	Bachelor course	<input type="checkbox"/>	Masters course	<input type="checkbox"/>	PhD course	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other																																				
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<input type="checkbox"/>	Other																																																	
3	RESPONSIBLE INSTITUTION	University of Vechta, Chair of Educational Psychology																																																
4	CONTACT	Prof. Dr. Martin K.W. Schweer martin.schweer@uni-vechta.de																																																
5	WEBSITE	https://www.uni-vechta.de/paedagogische-psychologie/home/																																																
6	COURSE DESCRIPTION	The Course is primarily based on a developmental psychological access. The Goal to reach is to build a fundamental overview for the participants about processes of sexual maturation and acting in different phases of development. As the title implies the nature-nurture-controversy is a persistent topic, which is complemented with other relevant aspects of sexuality respectively acting sexual.																																																
7	GENDER COMPONENT	The Gender Component has been a core topic of this course for at least two years. Recently the Gender-Component (WS 16/17) took it's place in the title, according to the meaning for the course.																																																
8	PARTICIPANTS	Average participation is about 35 Students per course, respectively about 70 overall per term.																																																
9	DISCIPLINE	<table border="1"> <tr><td><input type="checkbox"/></td><td>Logic</td></tr> <tr><td><input type="checkbox"/></td><td>Mathematics</td></tr> <tr><td><input type="checkbox"/></td><td>Astronomy and astrophysics</td></tr> <tr><td><input type="checkbox"/></td><td>Physics</td></tr> <tr><td><input type="checkbox"/></td><td>Chemistry</td></tr> <tr><td><input type="checkbox"/></td><td>Life Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Earth and Space Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Agricultural Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Medical Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Technological Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Anthropology</td></tr> <tr><td><input type="checkbox"/></td><td>Demographics</td></tr> <tr><td><input type="checkbox"/></td><td>Economic Sciences</td></tr> <tr><td><input type="checkbox"/></td><td>Geography</td></tr> <tr><td><input type="checkbox"/></td><td>History</td></tr> <tr><td><input type="checkbox"/></td><td>Juridical Sciences and Law</td></tr> <tr><td><input type="checkbox"/></td><td>Linguistics</td></tr> <tr><td><input type="checkbox"/></td><td>Pedagogy</td></tr> <tr><td><input type="checkbox"/></td><td>Political Science</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Psychology</td></tr> <tr><td><input type="checkbox"/></td><td>Science of Arts and Letters</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Sociology</td></tr> <tr><td><input type="checkbox"/></td><td>Ethics</td></tr> <tr><td><input type="checkbox"/></td><td>Philosophy</td></tr> </table>	<input type="checkbox"/>	Logic	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Astronomy and astrophysics	<input type="checkbox"/>	Physics	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Life Sciences	<input type="checkbox"/>	Earth and Space Sciences	<input type="checkbox"/>	Agricultural Sciences	<input type="checkbox"/>	Medical Sciences	<input type="checkbox"/>	Technological Sciences	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Economic Sciences	<input type="checkbox"/>	Geography	<input type="checkbox"/>	History	<input type="checkbox"/>	Juridical Sciences and Law	<input type="checkbox"/>	Linguistics	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Political Science	<input checked="" type="checkbox"/>	Psychology	<input type="checkbox"/>	Science of Arts and Letters	<input checked="" type="checkbox"/>	Sociology	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Philosophy
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10	PLACE IN CURRICULUM	It is an elective course in an compulsory study module																																																
11	TEACHING METHODS	<p>What teaching methods are used?</p> <table border="1"> <tr><td><input type="checkbox"/></td><td>Lectures</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Working groups</td></tr> <tr><td><input type="checkbox"/></td><td>Master class</td></tr> </table>	<input type="checkbox"/>	Lectures	<input checked="" type="checkbox"/>	Working groups	<input type="checkbox"/>	Master class																																										
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	Group assignments								
	Other								
		Does the course include teaching methods where for example collaboration is encouraged or ones where for example competition is encouraged?							
12	LANGUAGE	The course is offered in german language.							
13	TEACHING TEAM	Coordinator Name: Prof. Dr. Martin K.W. Schweer Position: holder of the chair of educational psychology (LfPP) at the University of Vechta	Number of female teaching staff members 6	Number of male teaching staff members 5					
14	START DATE AND REPETITIONS	The course is offered for the first time. It has been offered with a different title several times before.							
15	SUCCESS FACTORS	The success factor lies in ongoing references of scientific work to the daily life which is affecting all participants. This also applies to the gender components. One major Goal of the course is to raise sensitivity in gender related contexts of all participants.							