

Program	Leaders at Work
Course title	Working 9 to 5: Gender and Intersectional analysis to work.
Number of ESTC	4
Language of Teaching	English
Year and semester	2022-2023 Spring/Fall semester
Lecturer name	Dr Gal Harmat
Lecturer contact number	+972535318626
Lecturer email	gal.harmat@gmail.com
Office hours	After the session, by appointment

Course Details:

Course description	<p>Working 9 to 5 - Gender and Intersectional analysis to work.</p> <p>The course is an intersectional gender analytical framework of the work world in its broader context.</p> <p>Gender intersectional analyses are used for various practices, mainly for analyzing texts and textbooks and linking their content to their socio-political and identity contexts. We will look at working spaces, public spaces, streets to and from work, sculptures, and architecture as text. The course offers 3 walking tours, experiential learning workshops and lectures that aim to raise questions regarding identity construction, political and social norms, and worker rights.</p> <p>This course is based on the Neocolonialist/ post-structural theory, which posits that discourse runs across local institutional sites, and texts construct human identities and actions. In addition, this framework draws from Bourdieu's sociology. Bourdieu believed texts symbolize power, carrying "cultural capital" when viewed as a more significant structural network of knowledge. Questioning a location's "cultural capital" and given ability challenges the status quo (Bourdieu,1992). Thus, the course intersectional gender framework uses tools to</p>
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	<p>answer ongoing questions about systemic relations of class (social and economic), race, religion, ethnicity, sexual orientation, ability, gender, age, culture, and workers' rights in various workplaces.</p>
<p>Learning Outcomes</p>	<p>Students will understand the concepts of intersectionality, identities and gender and will be able to analyze diverse situations and scenarios in work spheres.</p>
<p>Teaching Methods</p>	<p>Intersectional gender tours, experiential learning, workshop, mini-lectures, discussions The class will be based on active participation, encouraging cognitive and emotional learning. There will be lectures, experiential in-class exercises, outside-class assignments, group presentations, small group discussions and plenary presentations. The students and Lacterer share responsibility for making the class lively, stimulating, respectful of differences and challenging.</p>
<p>Assignments and Requirements</p>	<p>Intersectional gender analysis of a workspace 3-5 pages of individual work Active participation Group presentation on one article 20 minutes class presentation.</p> <p>The group presentation aims to raise questions and doubts about the materials. What is your task, and how do you prepare for the discussions?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the author's main point(s)? <input type="checkbox"/> Why do you think the author wrote the article? <input type="checkbox"/> What is her/his perspective? <input type="checkbox"/> What is that s/he is seeking to counter? <input type="checkbox"/> What evidence is s/he giving to support their arguments? <input type="checkbox"/> Are the arguments convincing? Explain your answer – why?

	<input type="checkbox"/> To what extent do the readings relate to the objectives of the course? <input type="checkbox"/> What aspects of the article are new to you? Be specific. <input type="checkbox"/> Have the readings contributed to the understanding of the subject matter? How? Be specific. <input type="checkbox"/> What has been left unanswered, if anything? What future questions does the article raise?			
Grade composition	Intersectional gender analysis of a workspace 3-5 pages individual work 60% Active participation 10% Group presentation on one article 20 minutes 30%			
Work Parameters (Per week-13 weeks)	Contact hours in lecture form	Assignments (hours)	Reading (hours)	Self-Study (hours)
	2	2	2	2
Attendance	Students must attend 80% of the sessions. Unexcused absences exceeding 20% (more than 3 during the semester) will result in an "incomplete" grade in the course.			

Course Plan - Weekly Topics

Session No.	Date	Topic	Reading / Assignments
1	27 October	An intersectional analysis of names, weaving content, and process. Mapping expectations and needs	Harmat, G., (2019) 'Intersectional Pedagogy and Creative Education Practices for Gender and Peace Work', Routledge Taylor & Francis Books.Chapter 1
2	November 3	Gender analysis	Niemann, Y.F. (2012). Lessons from the experiences of women of color working in academia. Kabeer, N. (2021). Gender Equality, Inclusive Growth, and Labour Markets. In <i>Women's Economic Empowerment</i> (pp. 13-48). Routledge.
3	November 17	Gender analysis and work	Ferrant, G., Pesando, L. M., & Nowacka, K. (2014). Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes. <i>Boulogne Billancourt: OECD Development Center</i> .
4	November 24	Neocolonialist/post-structural theory,	https://www.ilo.org/infostories/en-GB/Stories/Employment/barriers-women#gender-gap-matters
5 and 6	December 1	Intersectional and gender tour of the city	Tour framework
7	December 8	Intersectional and gender tour of the city debrief and websites analysis	Harris, A., & Leonardo, Z. (2018). Intersectionality, Race-Gender Subordination, and Education. <i>Review of Research in Education</i> , 42(1), 1–27. https://doi.org/10.3102/0091732X18759071
8	December 15	Human, women and other identities and work	Yılmaz, Sündüz. (2021). Gender Inequality At Work: An Analysis of Selected Periodical Publications Between 2007-2017. 118-126. 10.15405/epsbs.2021.02.11.
9	December 22	Gender-based stereotypes and image analysis	Harmat, G., (2019) 'Intersectional Pedagogy and Creative Education Practices for Gender and Peace Work',

			Routledge Taylor & Francis Books. Chapter 4
10	December 29	Diversity, multiculturalism, and intersectional identities at work	Niemann, Y.F.. (2012). Lessons from the experiences of women of color working in academia.
11	January 5	Remote Working with Work-life Balance	Songsangyos, Pradit & Iamamporn, Supakorn. (2022). Remote Working with Work-life Balance. 9. 85-88.
12	January 12	Gender and identities tour	Crenshaw, Kimberle. " Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policies ." University of Chicago Legal Forum 1989, no. 1 (1989): 139-167.
13	January 19	Farewells and how to part ways at work	Simon J. A. Mason's Gender in Mediation - An Exercise Handbook for Trainers, Center for Security Studies, ETH Zurich and Swisspeace

Required Reading List and Additional Sources:

Crenshaw, Kimberle. "[Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policies](#)." University of Chicago Legal Forum 1989, no. 1 (1989): 139-167.

Ferrant, G., Pesando, L. M., & Nowacka, K. (2014). Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes. *Boulogne Billancourt: OECD Development Center*.

Harris, A., & Leonardo, Z. (2018). Intersectionality, Race-Gender Subordination, and Education. *Review of Research in Education*, 42(1), 1–27.
<https://doi.org/10.3102/0091732X18759071>

Harmat, G., (2019) 'Intersectional Pedagogy and Creative Education Practices for Gender and Peace Work', Routledge Taylor & Francis Books.

Kabeer, N. (2021). Gender Equality, Inclusive Growth, and Labour Markets. In *Women's Economic Empowerment* (pp. 13-48). Routledge.

Mason. (2018). Gender in Mediation - An Exercise Handbook for Trainers, Center for Security Studies, ETH Zurich and Swisspeace

Niemann, Y.F.. (2012). Lessons from the experiences of women of color working in academia.

Songsangyos, Pradit & Iamamporn, Supakorn. (2022). Remote Working with Work-life Balance. 9. 85-88.

Yılmaz, Sündüz. (2021). Gender Inequality At Work: An Analysis of Selected Periodical Publications Between 2007-2017. 118-126. 10.15405/epsbs.2021.02.11.

Optional Reading List and Additional Sources:

Lake, Robert. 1990. "An Indian Father's Plea." Education Digest 56, no. 3: 20-23. Education Research Complete, EBSCOhost (accessed January 10, 2011).

Puechguirbal, N. 2015, 'I Speak Fluent Patriarchy, But It's Not My Mother Tongue: Perspectives of a Feminist Insider within International Institutions'.
<https://books.openedition.org/iheid/7320?lang=en>