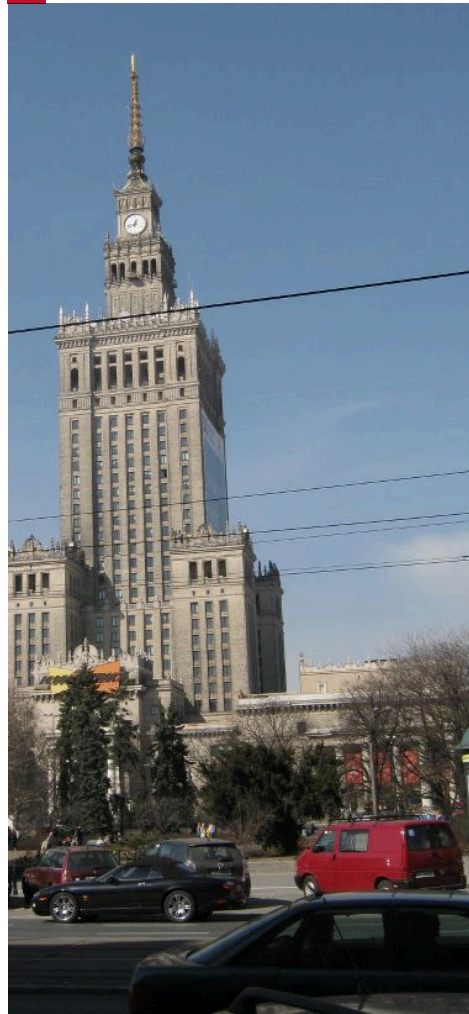



Gender and Diversity

Spring School-Bericht
Polen 2012

Albert-Ludwigs-Universität Freiburg

UNI
FREIBURG





Melanie Ebenfeld, Nina Ewers
zum Rode, Marion Mangelsdorf
(Eds.)

**Gender and Diversity
Spring School Report
Poland 2012**

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Studies
at the Centre for Anthropology
and Gender Studies
(ZAG), Albert Ludwig University
Freiburg in Breisgau

For further information about
the projects described see:
<http://www.zag.uni-freiburg.de>

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Marion Mangelsdorf
Cover photo: Warsaw

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I. Gender and Diversity

Marion Mangelsdorf

In the winter term 2011/12 the Master programme in Gender Studies at the University of Freiburg was inaugurated and with it, the opportunity to develop new teaching modules and forms of cooperation.

In this brochure we report on our experience of such educational and exchange processes at the Spring School GenCom2: *Developing gender competence in higher education programmes on natural resources management*.

Students and teaching staff from four partner universities came together at the GenCom2:

- Albert-Ludwigs-Universität (ALU) Freiburg
- Universität für Bodenkultur (BOKU) Vienna
- Swedish University of Agricultural Sciences (SLU) Umeå
- Warsaw University of Life Sciences (SGGW) Warsaw

In the second year financed by DAAD, the Spring School took place at the Forstwissenschaftlichen Bildungszentrum in Rogów.

The Centre for Anthropology and Gender Studies (ZAG) at the University of Freiburg took part for the first time in 2012. The Spring School is organised by the forestry scientist Prof. Dr. Siegfried Lewark. Lewark had made contact with the subject specialist and lecturer at ZAG, Dr. Marion Mangelsdorf and proposed a form of collaboration. Mangelsdorf went on to develop an appropriate concept.

The idea was to interconnect two courses with each other that are part of the curriculum of the Master programme in Gender Studies. One course counts as 'Gender Training' and the other as 'Teaching Practice' or 'Study Project'.

Gender Training as part of the Spring School

This meant that students in Gender Studies could attend the Spring School as both teachers and students. For the former, they were prepared through a gender-didactic-training. They were trained both didactically and methodologically, with the help of Gender Trainer and Dipl. teacher Melanie Ebenfeld and Mangelsdorf both before and after.

Photo: Students and teachers at the Spring School



In this brochure the participants are able to express their views in order to exemplify the kind of competence demanded in 'Gender and Diversity' and how awareness of changes in social practice can be encouraged.

The aim is to encourage social cooperation, fulfil individual needs and exchange knowledge in the field of 'Gender and Diversity' internationally – for through such reflective processes diversity can emerge in concrete form.

II. Spring School GenCom2: Context and Educational Concept

Spring School Participants

Sixteen people from various fields took part in the Spring School, including students of the Master of Environmental Governance (MEG), of the Masters of Forest Ecology and Management (FEM) and Masters in Sociology. Some graduate students were also present. Thirteen different countries were represented and all continents. Students could apply from all the participating universities in Germany, Poland, Sweden and Austria and become part of this heterogeneous team.



*Photo: Forstwissenschaftliches
Bildungszentrum in
Rogów, Poland*

The Spring School Gender Trainers

The Gender Trainers of the Spring School were:

Nina Ewers zu Rode

Bachelor of Arts, University of Freiburg: FrancoMedia/German Language Studies. Bachelor thesis about the deconstruction of prevailing gender discourses in recent French films. Currently enrolled in the Master programme in Gender Studies at the Centre for Anthropology and Gender Studies (ZAG).



*Photo: Nina Ewers
zu Rode*

Magdalena Jaglo

Bachelor of Arts in Sociology and Medieval Studies at the University of Freiburg. Currently enrolled in the Master programme in Sociology and Gender Studies in Freiburg.



*Photo: Magdalena
Jaglo*

Marion Mangelsdorf

Dr. phil., sociologist and philosopher with special focus on Gender Studies in teaching and research, feminist natural science and technology research (Science and Technology Studies, STS) and Human Animal Studies (HAS).

Lecturer and special advisor in the Department of Gender Studies of the Centre for Anthropology and Gender Studies (ZAG).



*Photo: Marion
Mangelsdorf*

Timetable

October 2011–January 2012

Development of the overall concept

(Mangelsdorf in consultation with Lewark)

1.2 March 2012

Gender-Didactic-Training

(Ebenfeld, Ewers zum Rode, Jaglo, Mangelsdorf. One morning training for seven students to be introduced to the didactic units)

5-9 March 2012

Detailed planning for the Spring School

(Ewers zum Rode, Jaglo, Mangelsdorf)

12-23 March 2012

Spring School, Rogów/Poland

(Ewers zum Rode, Jaglo, Mangelsdorf and sixteen students)

15 June 2012

Evaluation of the Gender Didactic Training and the Gender Training at the Spring School

(Ebenfeld, Ewers zum Rose, Jaglo, Mangelsdorf)

July–September 2012

Compilation of reports for study credits

(Ewers zum Rode, Jaglo)

Compilation of the brochure

(Ebenfeld, Ewers zum Rode, Mangelsdorf)

Vorbereitungsphase

Spring School

Nachbereitungsphase

Subject matter of the teaching concept 'Gender and Diversity'

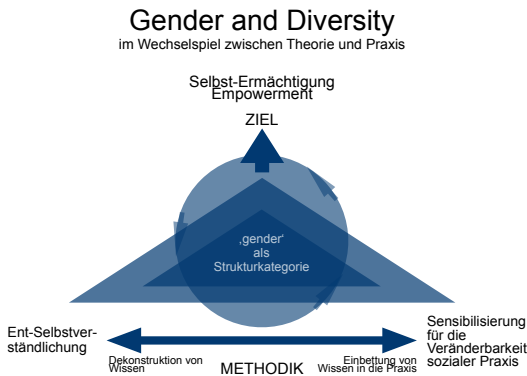
The linking of two courses will be presented here in detail under the rubric 'Gender and Diversity' as an educational concept. It enabled the Gender students not only to take part in Gender Didactic Training but also to apply directly the knowledge they had gained. From the start, it was clear that they could approach the Gender Didactic Training with definite goals, and focus on questions appropriate to their specific field. The scope of the Spring School was pre-set as described above. Unlike the other lecturers at the Spring School, the Team could not draw on expertise in Forestry and Environmental Science but saw its competence in the communication of the fundamentals of Gender Studies. For this reason, the courses by Ewers zum Rode, Jaglo and Mangelsdorf provided the framework of the Spring School. They were conducted during the first two days and the last day of the second week.

Questioning the self-evidence of our gender-understanding

The title of the three-day unit was: "Questioning the self-evidence of our gender-understanding". The aim as formulated in the curriculum was:

- Showing the relevance of gender as a structural category
- Studying the inequality and heterogeneity of different genders
- Raising awareness of the possibilities for social changes

The following diagram shows the methods and the aims of the teaching unity:



The units were subdivided into different sequences:

- theoretical input
- exercises
- group work
- films

Theoretical Input

The theoretical input covered the following themes:

• Input 1: General Overview

In this general overview, Gender Studies was presented as an interdisciplinary and transcultural educational and research field, closely connected to the international women's movement. To date, three successive historical waves have been identified.

• Input 2: Deconstructivism and Intersectionality

Theories of that play a role in current debates in Gender Studies were examined in more depth. Theories of deconstruction further an awareness of the self-critical differentiation of the field that integrates groups previously marginalized (eg. 'black feminism' or homo-, inter- and transsexual persons) and extends the scope of Gender Studies.

Studies of intersectionality are of especial interest in the context of transcultural exchange as attention is drawn to the interdependence of categories of oppression such as 'gender', 'class', 'disability' or 'race'.

• Input 3, part 1: Philosophical remarks; part 2: History and Theory of 'sex, gender, and desire'

This input began with an exploration of the philosophical foundation of theories of deconstruction with the help of prominent representatives of this philosophical direction – Jacques Derrida and Judith Butler. A considerable need for discussion with the students became apparent here.

Furthermore, within this theoretical field we took a closer look at the category 'desire'. Thus, the two-gendered ordering of today's society is placed historically in a socio-culturally created model.

Through the discourses about homo-, inter- and transsexual persons, hetero-normative social structures can be critically analysed and the diversity of possible identities and lifestyles be demonstrated.

Literature

Hae Yeon Choo and Myra

Marx Ferree (2010): Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities, *Sociological Theory* 28(2): 129–149.

Patricia Hill Collins: *Intersecting Oppressions*, free download: http://13299_Chapter_16_Web_Byte_Patricia_Hill_Collins.pdf.

Ange-Marie Hancock (2007): Intersectionality as a Normative and Empirical Paradigm, *Politics & Gender* 3(2): 248–254.

Marion Mangelndorf (2012): A Canon of Many Voices. Gender Studies in the German-Speaking World, *Göthe-Institut e. V.*, Online-Redaktion February 2012.

Candace West and Don H. Zimmerman (1987): Doing Gender, *Gender and Society* 1(2): 125–151.

Joan W. Scott (1986): Gender: A Useful Category of Historical Analysis, *The American Historical Review*, 91(5): 1053–1607.

Yoko Tawada (2006): *From Mother Tongue to Linguistic Mother*, University of Hawai'i Press.

Exercises

This was the part of the Spring School that received most attention during the Gender Didactic Training. Here we could benefit from the wide-ranging repertoire and experience of the Gender Trainer Ebenfeld. Taking into account our internationally very heterogeneous group, our themes and the theoretical subject matter, she suggested exercises to us that we could try out ourselves beforehand. From these we learnt how we could set group-dynamic processes in motion, which we could promote with what means, and how we could react flexibly to situations that arose as the courses progressed. These exercises and the ensuing discussions knitted our team together. They made us aware of how we could allocate our work tasks better as each person could try out and develop her favoured didactic-methodological approach. We made use of the following elements:

- **Warm-Ups**

At the beginning of each unit in the morning and after the lunch break these helped us to warm up, enabling the participants to feel at home in the space and get actively involved in the learning processes.

- **Discussion exercises**

Here we used two variants:

Speed Dating

Two chairs are places opposite one another. Participants discuss about a set theme in pairs for short periods.

We instructed the participants to talk about 'Gender is'; 'Deconstructivism is'; 'Intersectionality is'.

Positioning exercises

Here, the participants can position themselves in the room in relation to a specific theme. Different corners are designated with diverse, often contradictory opinions. Intermediate positions are allowed.

We debated about:

If women got more power, the world would be a better place.

Positions: 1. I agree, 2. I disagree, 3. I'm uncertain

Gender is ...

Positions: 1. a lifestyle, 2. a political and social shift, 3. an epistemological/philosophical problem

The opinions provoked by this exercise were discussed further in a plenary session leading to very lively exchanges. The controversies provoked by this quite playful approach could be impulsive, but were conducted with respect.

Group work

In order to deepen and go over the units we invited the students to take part in the following:

- **Clustering**
Important keywords, additions and thematic areas were collected from all participants on coloured cards for 'Gender is' and 'Intersectionality', and combined to structure an overview (cf. reflection on a didactic unit, P. 16).
- **Gender Utopia**
Students prepared presentations in groups of 3-7, in which they showed their gender utopias. Lectures and small theatrical performances were presented every 7 minutes.

Films

In the context of the theoretical input lectures we used video-clips to help people of different ethnicities and sexual orientations to become articulate.

Input 1

Judith Butler: Your Behavior Creates Your Gender,
<http://bigthink.com/ideas/30766>

Photo: Judith
Butler; BigThink



Input 2

IGIV (Implementation Guideline for an Intersectional Peer Violence Preventive Work): Intersectionality: Two blue crocodiles and the gap in the system,
<http://youtu.be/byRjVKsM14Q>

Oxfam, Great Britain: Sisters on the Planet – Sahena (Bangladesh),
<http://youtu.be/WqYgDGy8Z4M>



Photo: Filmstill
from Sisters on
the Planet –
Sahena

Input 3

Judith Butler: How Discourse Creates Homosexuality,
<http://bigthink.com/ideas/30767>

Kirby Dick/Amy Ziering Kofman: Jacques Derrida, USA
2002 (Ausschnitte)

Films that we watched and discussed at the Spring School:

Yasmine Kasari: L'enfant endormi, Marocco
2005

Lucía Puenzo: xxy, Argentinien
2007

Jocelyne Sabab: Dunia. Don't kiss me on the eyes, Egypt
2006



Photo: Filmstill
aus xxy

III. Gender Training

Melanie Ebenfeld

I) General: Quality Criteria

Gender Trainers communicate Gender competencies in various target groups. Preconditions are:

- Gender Competencies
- Didactic and methodological knowledge
- Information about target groups
- Information about the training context

Gender Training is not a patented term and no standard training applies. Standardization would run contrary to many gender concepts in terms of the critique of definitions and power relationships.

The Gender Trainer Network aims to enable colleagues to get to know each other and further exchange of specialized knowledge and to share aims and quality criteria for Gender Training. This is important due to the differentiation of the market.

The Network refers to Gerrit Kaschuba's quality criteria for Gender Training (Kaschuba 2004: 117-136).

She formulated the following quality criteria for running gender trainings:

As regards the division of labour in the team:

- Consider the gender composition of the team (and ethnicity etc.)
- Be aware of one's own role in setting a good example
- Preparation and reflection during and after the training as regards methods, contents, participants, own leadership behaviour, division of tasks, language

As regards the gender-competencies in the team

- Self-reflectivity on gender, transparency, position in women-/gender politics
- Basic tenets from women-, men- and gender research and the historical developments in women's politics/ education and Gender Mainstreaming
- Thematic, specialist knowledge/competence in the field
- Gender appropriate methods and didactic approach
- Group dynamics experience (conflict resolution etc.)
- Awareness of gender issues in organisational structures and cultures.

As regards collegial networks:

- Regular exchange with other trainers and review of quality
- Self-confidence and behaviour as a political actress.

<http://www.gender-kompetenz.info/genderkompetenz-2003-2010/gender/genderkompetenz>

Aims of Gender Trainings

The aim of a Gender Training is usually to acquire and extend gender competencies.

Gender competencies have three levels; a training can focus to different degrees on any or all of these:

KNOWLEDGE:

about gender relationships, the political conditions affecting equality of opportunity, theories of (de-) construction of gender, and knowledge about interdependence with other categories of differences.

MOTIVATION:

Sensitivity to one's own stereotypes and social role, ability to critically assess one's own stereotypes, motivation, thought processes and behaviour and being ready to change accordingly.

ABILITY:

varies according to field of application and speciality, for example the use of political instruments to further equality; use of gender-sensitive communication; realisation of programmes, theories, concepts etc.

Who learns from whom and how?

Aspects of a constructivist didactic

There are several different didactic approaches with which Gender Trainers can work.

Constructivist didactic works with constructivist assumptions that can be identified in many Gender Studies approaches. The basic principle of constructivism is that there is no ultimate truth. Just as there is no 'true' and clearly identifiable gender, so there are no absolute truths that can be imparted to students. In consequence, learning is open-ended. Teachers are also students and students can see themselves as possessing didactic value.

Through the work with practical experiences and the development of visions, room for manoeuvre can be created and perspectives extended. Here, the variety of creative and participatory methods is important in order to reach various students at different levels.

The principles of constructivist didactic are (cf. Reich 2008):

<http://methodenpool.uni-koeln.de>

- The independence of the student is of prime importance
- The student is also seen as possessing didactic value
- That which is learned will be applied
- Experience and imagination will play a role
- Work is directed at resources and solutions
- Learning by doing

Qualifications of the Spring School Gender Trainers

The Gender Trainers at the Spring School are all thoroughly knowledgeable about gender theory, Mangelsdorf through her many years of work at the Centre for Anthropology and Gender Studies (ZAG), the two students in the Masters programme Jaglo and Ewers zum Rode through their degree courses and their theoretical and practical experience in Gender Studies (see The Spring School Gender Trainers p. 6)

Gender-Didactic-Training

At the beginning of March 2012 the Gender Trainer Ebenfeld conducted a Gender Didactic Training specially designed for the group. In prior consultations with the participants Ebenfeld had ascertained their previous didactic experiences and adjusted the aims accordingly.

The trainings included:

- Analysis of constructivist didactic
- Exercises to extend didactic competencies
- Analysis of the target group and adaptation of the training concept to their needs
- Running a two-hour Gender training with students from the various fields who had been previously consulted, and evaluation.

The main focus of the Gender Didactic Training was to reflect of the roles of the Gender Trainers and the creation of a Trainer Team.

The Spring School was evaluated in mid-July 2012 in a further Training day run by Ebenfeld and suggestions for improvements for Spring Schools in the future were developed.

Aims of the Spring School Gender Trainings

The aims that the training team had formulated during collective preparation were mainly directed at the first two levels of Gender Competencies: to communicate **knowledge** and to discuss **motivation**.

The approach was strongly constructivist, which meant that the trainers mostly gave food for thought and input to encourage the participants to reflect on their own and on society's stereotypes. Gender theory was also communicated and discussed.

In a Gender Training it is mostly a matter, as the term suggest, of 'practising' things ie. taking on different gender perspectives, reflecting on behaviour and opportunities for action.

Conclusions

The process described cannot be seen as a complete education for becoming a gender Trainer since the Trainers were already well qualified to run a Gender Training at the Spring School as a result of their theoretical studies, Gender Didactic Training and the intensive, self-critical preparatory process. They fulfil the most significant quality criteria for Gender Trainers and are involved in further training through exchange with colleagues and sharing of specialist knowledge. Mangelsdorf, Ewers zum Rode and Jaglo were able, as a result of their intensive preparation of subject matter, their critical stance and their creative methods, to communicate knowledge to the participants, to encourage them to think deeply and be involved in discussion and to open up new perspectives for them. These are the most important aims of Gender Training (cf. Feedbacks p. 19)

Literature

Gerrit Kaschuba (2004): Von der Wundertüte zum kontrollierten Einsatz? Anregungen zur prozessorientierten Entwicklung von Qualitätskriterien für Gender Trainings. In: Netzwerk Gender Training (Hg.): Geschlechterverhältnisse bewegen. Erfahrungen mit Gender Training. Ulrike Helmer Verlag, S. 117-135.

Kersten Reich (2008): Konstruktivistische Didaktik. Lehr- und Studienbuch mit Methodenpool. Beltz.



GENDER AND EDUCATION
Geschlechterperspektiven entwickeln



*Photo:
Gender Trainer
Melanie Ebenfeld*

IV. Reflections on Didactic Units

Clustering on the theme of Intersectionality

Nina Ewers zum Rode

Aims

The aims of this unit were to go over, visualise and reflect on the material of my previous lecture on the theme of intersectionality. One aim was to check the level of knowledge attained: had the participants understood the contents? Another was to identify growth points of relevance to the participants, which could be developed further: could the participants respond to this new knowledge and integrate it into their studies or even their lives? Of particular interest was whether it was possible to create a bridge between Forest/Environment and Gender Studies on the basis of this knowledge. Furthermore, the critical questioning of categories aimed at promoting discussion and reflection among the participants.

Order of events

Following my lecture on the theme of intersectionality and the screening of a short, user-friendly video (see p. 11 film from IGIV, *Two blue crocodiles and the gap in the system*) I created a clustering using the cards mentioned above in order

to clarify the most important aspects of intersectionality. On the bigger circles I had written the most important intersectional categories with a thick felt tip pen:

- ETHNICITY
- CLASS
- GENDER

Auf einem anderen großen Kreis folgten weitere Kategorien:

- (dis-)ability
- sexuality
- religion
- age
- nationality

The following norms were identified through intersectional analysis:

- heterosexuality
- whiteness
- masculinity
- middle-class

On smaller circles some paradigms of intersectionality rounded up the clustering such as:

- social construction of categories
- inclusion of marginalized

- groups
- multivocality
- diversity

After sticking up all the cards I had prepared, I asked the participants to propose more categories of difference. In the discussion that followed several suggestions were made, for example:

- Lifestyle
- Health
- Education

We agreed in the course of our discussions to use the terms 'ethnicity' or 'culture' instead of 'race' as the latter term has unacceptable connotations. The suggestions participants made concerning individual intersectional categories were warmly received and discussed by the others. If all were agreed, I wrote the term on a new card and added it to the cluster.

Key questions of the discussion


- In addition to the inclusion of marginalized groups, multivocality and diversity, what further aims are implied by intersectionality?
- Is it better to refer to 'ethnicity' or 'culture' rather than 'race' when referring to a person's background?
- Are 'lifestyle' and 'health' categories that should be taken up into the catalogue of intersectional categories?



Photo:
Cluster of the
blackboard

Reflection

The lively discussion promoted by the Clustering exercise reassured me that the participants had indeed understood my lecture and found the theme of intersectionality exciting. This was an indication that this didactic unit had worked well. At the same time, the aims of the unit had become extended through the active participation in the course of the Clusterings: moving on from going over, visualising and reflecting on the material to extending and even creating knowledge. The participants could offer their own suggestions and exploit their own experiences, making alterations to the picture depicted above. The categories they proposed, namely 'lifestyle', 'health' and 'education' were added to the cluster after each one had been discussed briefly as to its correctness and significance.



There were also proposals that were not accepted by the other participants.

Gender Studies has often considered taking up new categories into the category compendium, as I explained to the participants, pointing to the blind spots of feminist theory in the past. The recognition of these led each time to an extension and development of Gender Studies (black feminism, queer theory etc.). This could be the answer to the question outline above as to the aims of intersectionality beyond the inclusion of marginalized groups, multivocality and diversity: the opening of perspectives of Gender Studies to achieve a comprehensive analysis of structures of oppression.

As in all the Gender courses, we provoked and promoted the willingness of the participants to take part in discussion during this unit and thus achieved a healthy group atmosphere. In my role as moderator, I guided the group processes and made sure of the results.

Overall, the theme of intersectionality provoked a most lively and interested response from the participants – for here, they could find points of relevance to their own disciplines. In any future participation in the Spring School I would therefore place more weight on the theme of intersectionality and explore it more deeply.

V. Feedback from the participants

In the following, the participants in the Gender Training speak for themselves. Each feedback is preceded by a self-presentation by the participants in order to demonstrate the wide range of backgrounds of those who came to Poland.

(The texts have been retained as they were given to us. Grammatical and other mistakes in the language have not been corrected).

Sadhbh Juárez Bourke

Self-presentation:

"I'm a student Masters in Environmental Governance. I'm Spanish-Irish, and have a background in Environmental Science. Nonetheless I have always been very interested in the social sciences—one of the reasons for doing this Masters! I am also very interested in gender issues, although have never really had the opportunity to pursue this interest. While I was studying my Bachelor in Barcelona I did a course on anthropology and gender (Power Culture and Conflict) which I found fascinating. I also engaged in the activities organised by feminist groups working on legalising abortion rights in Spain, but only in a marginal way."



Photo: Sadhbh Juárez Bourke

Feedback:

From my point of view these were the most valuable days of the Spring School. The sessions had a nice balance of theoretical content and dynamic activities, and had –for me– the most interesting content.

The dynamic exercises were a great way of breaking the ice and getting the most out of our diverse group. I also enjoyed a lot the use of creative materials used such as discussing literary texts and viewing of films.

I would say the strongest point was the ability of the three lecturers to facilitate the discussions amongst a group of very diverse people from different disciplinary and cultural backgrounds, in a way that made everyone feel comfortable to voice their opinion, and maintaining a positive environment even as the debate got heated."

Sunhye Shin

Self-presentation:

"I am from South Korea. I just finished the third semester in Forest Ecology Management in Freiburg University. I studied Horticultural Science and Advertising and Public Relation in my bachelor. I have participated in several associations in my previous education."



Photo: Sunhye Shin

Specially I worked as a female student representative. Therefore I had a lot of time need to make the sounds from the females and I am more concerning the gender problem."

Feedback:

"It was a very interesting course because there was no hierarchy in our discussions and the games made us wake up and exited. Therefore I could actively contribute to the class. The course was very useful to understand the definition of gender. Furthermore I could develop my own opinion about 'gender'."



Photo: Arturo Feuchter

Arturo Feuchter

Self-presentation:

"I am from Mexico. I studied law and I have a specialization in Administrative and Municipal Law. Right now I am finishing my third semester of the Master in Environmental Governance. (...) In my last two jobs I got more in contact with gender issues. These jobs were in the Municipal government of the city of Guadalajara (the second biggest in Mexico) and in the local Congress of the State of Jalisco as adviser of one of the Congressmen.

In the municipal government of Guadalajara I was chief of one department of the Labor Relations Office. In this place I had to deal and intervene in many labor conflicts related with gender. I experienced many of the difficulties and problems of a woman in a public office full of men, as boss of men and as subordinate. In the Local Congress of my Federal State I was working researching for make new laws or reform the actual laws and the gender topic was one of the hot issues in the Congress."

Feedback:

"I chose this day because I think is one of the high lights of the course. This was a day that all of us will remember, because the hot discussion about de-constructivism. (...) I couldn't be out of the discussion and I gave an example of how a biological difference are not constructed. I said that is biological fact that men can't conceived, we can't have children. Even with the advances of technology and medicine is impossible for a man to get pregnant and give birth. I said this because the discussion was going in the direction of the transgender and homosexual, that is true that our perception of gender is a social construction but the biological fact that we have a body that can't give birth is something that is not going to change and out of any discussion."

Lemlem Aregu Behailu

Self-presentation:

"I am from Ethiopia, a first year PhD student at the University of Natural Resources and Life Science, (BOKU). My academic background is a mixture of both Natural and Social Science in Agriculture (BSc in Plant Science and Msc in Rural Sociology). I was working also for Improving Productivity and Market Success of Ethiopian farmers (IPMS) project in International Livestock Research Institutions (ILRI) in Addis Ababa as gender specialist. My responsibility was to make sure that women are included and benefited from all the project activities and programs. Currently I am doing my PhD research on Adaptive management of communal grazing land in the highlands of Amhara region, Ethiopia with special emphasis on gender. Which means one of my objectives is: to understand the implication of



Photo: Lemlem Aregu Behailu

gender for the resilience based management of grazing land management. Questioning gender."

Feedback:

"Through the self-positioning individual exercise where participants supposed to position themselves on the triangle of gender that questioning the biological facts of sex considering that gender is a matter of 1. Lifestyle, 2. Political and social shift and 3. epistemological/philosophical problem (see fig 1.)

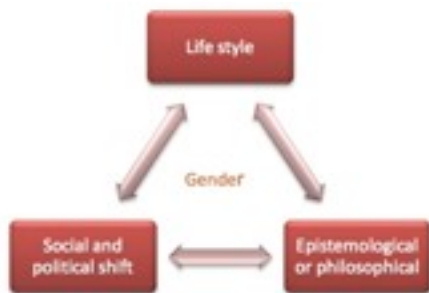


Figure 1: questioning the biological fact of gender

I have learned that the logical relationship of all the three corners of the triangle. Which means gender is the social construct that determines the relationship of men and women in the everyday life and shapes also the lifestyle of the individuals and societies as a woman and man. There is a diversity of gender relations across culture, ethnicity, age, sexuality, race, class, and the likes. Questioning the gender inequalities exists in a given society and the marginalization of marginal group of society such as wo-

men is a question of political and social shifts. The gender relations manifested and expressed by lifestyle is a question of philosophical or epistemology. This is said because the political and social shifts are a means to strengthen the already socially constructed gender relation or deconstruct the existing gender disparities. Therefore the biological fact of gender is articulated by lifestyle, political and social shift and epistemological and philosophical."

Pete Sheldon

Self-presentation:

"I am an Australian studying MSc (Forest Ecology and Management) at the University of Freiburg.

I studied my Bachelor in environmental science in Canberra and then worked in Forestry Research in Tasmania for some time before coming to Europe. Although I have no formal experience whatsoever in Gender-related issues I have had a variety of work, travel, volunteer and community experiences that I would be interested to share and gain a new perspective upon."

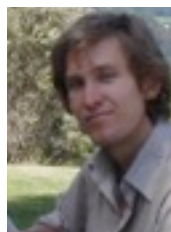


Photo: Pete Sheldon

Feedback:

(Zunächst reflektiert Sheldon unseren Input zum Begriff 'Performativität', um dann auf die sich daran anschließende Diskussion einzugehen.)

"The term performative comes from Judith Butler, who uses it to reject the notion that individuals act a certain way because of their gender, or that gender is performed. Butler instead argues that all these notions of how the sexes act differently are purely the result of a myth which is constantly reinforced by both formal and informal social tools. With the clear goal of breaking down this rigid concept of gender, Butler

seems to suggest that the logical approach is to disregard gender in favour of a move toward non-gendered, individualistic behaviours. (...) During the course of the discussion some controversy arose over the degree to which this line of thinking can be applied. One extreme was that all the extant gender equality issues stem from the fact that men and women are built differently and therefore possess different abilities. The other end of the spectrum was that even what we regard as 'biological facts' are open to interpretation depending on perspective and time. From my perspective such extremes are not particularly informative or useful. While discussion was heated at times, and strayed very close to pure philosophy, I think that all participants were able to learn something and were stimulated by the subject matter – evidenced by the fact that the discussion continued outside of class to the Pizzeria."



Photo: Jenny Sjöstedt

Jenny Sjöstedt

Self-presentation:

"I'm a MSc in Forestry student at the Swedish University of Agricultural Sciences (SLU). I studied my first years of forestry in the north (Umeå) and one semester at AgroParisTech. Gender knowledge has been part of my university studies ever since I started at Lunds University in 2005. I also participated in the development of the Swedish forestry sectors' equality strategy. I'm currently finishing my master within the Euroforester program at the south Swedish forestry department."

Feedback:

"One quite new input to the gender discussions for me was Intersectionality. Even if I have heard the term before I have not participated in deep discussions about it. The double blindness of race and gender is eye-opening and I link it to "the bible" from Bell Hooks by stating that Feminism is for Everybody. For me this is true, but I cannot expect all people to share the same opinion. The fact that gender studies is critical and interdisciplinary and deals with hierarchies makes it even more interesting for me. I absolutely loved the fact that we all came from different backgrounds, countries and educations because that is how I learn and get new experiences and question my own understanding of gender issues. I could also consider myself as one of the stereotypes, as a heterosexual and white woman from Sweden. At the same time, I could consider myself as nothing of it!"

VI. Future Prospects

Marion Mangelsdorf

The positive feedback from the students encouraged me to continue working with the concept 'Gender and Diversity'. Further projects are planned. (For further information see <http://www.zag.uni-freiburg.de>):

5.-8.11.2012

Gender method workshop, Bogor Indonesia, Center for International Forestry Research (CIFOR)

This workshop, in which the methods of Gender Studies in the field of biodiversity will be discussed, provides a framework for me to present my concept of 'Gender and Diversity'. In this context my main focus for discussion is what influence Intersectional Studies – that involves consideration of the interdependences between gender, class and ethnicity – could have on activities in the field of biodiversity. How could Gender Trainings link together theory, practice and reflection more closely?

25.5.–1.6.2013

Cross Cultural Videos – German University Cairo (GUC)

The aim of this project, also financed by DAAD, is to increase awareness among German and Egyptian students in the field of digital media of the close connections between embodied factors and their medial representations. How do

prejudices and patterns project into the future in a medial-globalized world? How do visual media reproduce stereotypical images so that they appear self-evident?

In cooperation with Professor Daniel Fetzner at the Hochschule Furtwangen, Magdalena Kallenberg from the University of Cairo and the two professional film producers Imam Kamel and Ute Freund I propose in this context a process of 'questioning self-evident understanding' taking intersectional aspects into account. We want to encourage the students to develop their own perspectives in Cross Cultural Videos and to cultivate a respectful approach to diverse viewpoints – DIVERSITY.

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