Tuning

Tuning Educational Structures in Europe

Reference Points for the Design and Delivery of Degree Programmes in **Gender Studies**

Education and Culture DG

Life Long Learning

Athena
Advanced Thematic Network
in European Women's Studies

Reference Points for the Design and Delivery of Degree Programmes in Gender Studies

Reference Points for the Design and Delivery of Degree Programmes in Gender Studies

Tuning Educational Structures in Europe

The name *Tuning* was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Content

Foreword

Dear Reader,

This *Gender Studies Tuning Brochure* is the result of over a decade of intensive cooperation and exchange in Gender Studies in Europe. United by a shared interest in the interdisciplinary field of Gender Studies, educators, researchers, students, activists and professionals involved in gender equality established Athena, a network in advanced Women's Studies, in 1998. This network has been supported by the Erasmus/Socrates financing of Thematic Networks ever since. Scholars from almost every European country within and outside the European Union have taken up the challenge to explore, define and improve Gender Studies in higher education. The network has produced expertise in Gender Studies at a truly transnational level by bridging the gap between universities and civil society, involving students and researching education, as well as teaching research. At the same time the results are deeply rooted and embedded in different locations: interdisciplinary classrooms, international educational exchange, NGOs and governmental policy making as well as political activism directed at strengthening women's position. Now is the time to take stock and describe the significant expertise collected in recent years.

The Tuning format enables us to participate in a European project that invites professionals in education throughout Europe and beyond to think across national boundaries, to reflect on the global location of their programmes and to formulate their learning goals in a language that will allow potential students to understand what is on offer, thus allowing for educational mobility.

The text of the *Gender Studies Tuning Brochure* has been produced by the ATHENA-network. The ATHENA3 Taskforce has appointed an editorial committee (Tuning Subject Area Group) assisted by the executive editor Dr. Edyta Just. The text prepared by this committee has been presented to all ATHENA3 partners. Academics who teach Gender Studies, students and graduates who have taken courses, and activists (women who are active in governmental & non-governmental organisation aimed at improving women's position) have critically assessed the text. Their feedback has been integrated in the brochure on offer here.

The *Gender Studies Tuning Brochure* contains **the reference points for the design and delivery of degree programmes** in Gender Studies. Undergraduate first cycle courses, MA- or second cycle programmes preparing students for a professional life and the third or doctoral cycle for students who train for scholarly research.

The *Gender Studies Tuning Brochure* is based on the work on education done in the ATHENA network. It is to a large extent composed of the results and reports of a decade of cooperation within the Athena network (for a full list of sources see Part 5: Bibliography) and individual contributions provided by the Gender Studies SAG members. Furthermore, two questionnaires were sent to stakeholders in Gender Studies, academics teaching Gender Studies, students in Gender Studies, Gender Studies graduates, women and men active in organizations and institutions dedicated to gender equality, women's emancipation and equal opportunities (the latter group is called activists in this brochure). The questionnaires were also sent to people who might be considered employers in Gender Studies. The questionnaires asked respondents to rate the importance of different competences in Gender Studies Programmes and to assess the degree to which they were implemented. One questionnaire was dedicated to generic competences, the other to specific Gender Studies competences. The second list was based on a careful scrutiny of the ATHENA reports on education that describe learning outcomes for Gender Studies courses. The respondents not only rated competences but also ranked them.

Despite the use of different terms such as Gender Studies, Women's Studies, Feminist Studies and the politics of naming in different contexts, consensus exists as to what these programmes have in common. The SIGMA-Report of 1995 describes this field of study as follows: "(…) a process of making explicit the lives of women and the gendering of social relations in the widest sense among individuals and collectives" (SIGMA, 1995, 169, Volume 0). This consensus has been confirmed by the fruitful cooperation within Athena, the Advanced Thematic Network in European Women's Studies. Therefore, for the sake of clarity and brevity this *Gender Studies Tuning Brochure* adopts the term Gender Studies. The headings that refer to Gender Studies also refer to Women's and Feminist Studies.

We hope that professionals in education will be able to draw upon our conclusions. The **Reference Points** that are offered here are intended to help those involved in the design and delivery of degree programmes

in Gender Studies to reflect on their own quality requirements, their choices and decisions and their students' needs – wherever they are and whatever their background.

The Athena3 network accepts full responsibility for this exercise.

We are extremely happy that the final phase of this project has been sponsored by the new association for gender, **AT**GENDER, the European Association for Gender Research, Education and Documentation.

List of Gender Studies SAG (Subject Area Group)

Chair of the Subject Area Group
Chair of the Editorial Committee

Prof. Berteke Waaldijk
Utrecht University
m.l.waaldijk@uu.nl
The Netherlands

Subject Area Group
Editorial Committee

Prof. Andrea Pető
Central European University
petoand@t-online.hu
Hungary

Prof. Elzbieta H Oleksy
Lodz University
eloleksy@uni.lodz.pl
Poland

Dr. Sara Goodman
Lund University
sara.goodman@genus.lu.se
Sweden

Aino-Maija Hiltunen
University of Helsinki
Aino-Maija.Hiltunen@helsinki.fi
Finland

Anna Cabo i Cardona
Francesca Bonnemaison Centre
caboca@diba.cat
Spain

Dr. Daniela Gronold
University of Klagenfurt
Daniela.gronold@gmail.com
Austria

Linda Lund Pedersen
University of Copenhagen
sursol@gmail.com
Denmark

Prof. Nina Lykke
Linköping University
ninly@fastmail.fm
Sweden

Dr. Anastasia Sasa Lada
Thessaloniki University
meionena@otenet.gr
Greece

Prof. Barbara Bagilhole
Loughborough University
B.M.Bagilhole@lboro.ac.uk
United Kingdom

Executive Editor

Dr. Edyta Just
Utrecht University
The Netherlands

Statement of Validation

Validation of the Gender Studies Tuning Brochure
Brussels, 18th February 2010

Chair of the Validation Conference: **Kirsi Saarikangas**
Researcher and Lecturer, Christina Institute for Women's Studies, University of Helsinki, Finland

Validation Panel

Chair of the Validation Panel: **Malin Gustavsson**
MA (Women Studies), B. Soc. Sc., Diversity Consultant for Ekvalita and Queerfeminist Activist, Finland

Zita Gurmai
Member of the European Parliament, Brussels, Belgium

Sarah Bracke
Researcher and Lecturer, Centre for Sociological Research, Leuven University, Belgium

Frances Gouda
Professor of History and Gender Studies, University of Amsterdam, The Netherlands

Geraldine Reymenants
Institute for the Equality of Women and Men, Brussels, Belgium

Lee Hyekyung
Professor in Gender Studies and Social Sciences, Seoul, South Korea

Carla Salvaterra
Specialist in International Affairs, Tuning and Bologna Process and Lecturer at Bologna University, Italy

Jennifer Musto
PhD Student in Gender Studies, UCLA-USA

Subject Area Group

Chair of the Subject Area Group: **Berteke Waaldijk**
Professor of Language, Culture Studies with focus on History of Gender, Culture and Citizenship, Utrecht University, The Netherlands

Aino-Maija Hiltunen
Co-ordinator, Network of Gender Studies at University of Helsinki, Finland

Anna Cabo I Cardona
Director of the Francesca Bonnemaison Centre, Barcelona, Spain

Linda Lund Pederson
PhD Student, Gender Institute, London School of Economics, United Kingdom

Sara Goodman
Researcher and Lecturer, Gender Studies, Lund University, Sweden

Andrea Pető
Associate Professor at the Department of Gender Studies at the Central European University, Budapest, Hungary

Daniela Gronold
Researcher, University of Klagenfurt, Austria

Executive Editor: **Edyta Just**
Affiliated Researcher and Project Leader, Utrecht University, The Netherlands

Notes: **Quirijn Backx**
Project Manager, EU Liaison Office, Utrecht University, The Netherlands

The Validation Panel Members congratulated and complemented the Subject Area Group in Gender Studies on the preparation of the Gender Studies Tuning Brochure. The brochure was judged to be an innovative, important and valuable tool for students, postgraduates and academics in the field of Gender Studies, but also in other fields, together with activists and stakeholders engaged in and concerned with gender issues. The hard work behind the creation of the document was appreciated and evaluated as a great achievement. The process leading to the pro-

duction of the Brochure was assessed as deliberate and transparent. The content of the document was said to be important, balanced and well prepared. The Validation Panel stressed that the Gender Studies Tuning Brochure in a new, interesting and comprehensive manner highlights the fact that Gender Studies is a complex discipline marked by dilemmas, debates and questions regarding its aims and scopes. The introductory part, which presents the general description of the subject area, theoretical foundations of Gender Studies and development in this field, was assessed as well written, clear and informative in satisfactory ways. The third part that addresses degree profiles and occupations, generic and subject specific competences, and cycle level descriptors was considered very significant. More specifically, the section highlighting the workload and ECTS, was sees as an important tool for designing the Gender Studies teaching programmes. Overall, the document was judged to be relevant and crucial in the academic field of Gender Studies, but also of decisive importance in other academic fields planning to employ gender sensitive perspectives. Furthermore, the Brochure was assessed as functional and valuable for agents for change (policy makers and activists) and stakeholders active in and concerned with gender equality.

The comments, remarks and suggestions presented by the Validation Panel intended to serve the enhancement of the already well-assessed and evaluated document.

For the detailed Report please consult **Annex 2 Report of the Validation Panel**.

1. Introduction to the Tuning Project

Tuning Educational Structures in Europe is a university driven project which aims to offer higher education institutions and subject areas a concrete approach to implementing the **Bologna Process.**

The Tuning approach, explained in more detail in the accompanying booklet, consists of a methodology to (re-) design, develop, implement and evaluate study programmes for each of the three Bologna cycles. It has been tested in several continents and found fruitful and can be considered valid worldwide. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant for making programmes of studies comparable, compatible and transparent. The reference points are expressed in terms of intended learning outcomes and competences.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to Tuning, learning outcomes are expressed in terms of the *level of competence* to be obtained by the learner.

Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes which build on the patrimony *of knowledge and understanding* developed over a period of many centuries. Competences are developed in all course units and assessed at different stages of a programme. Some competences are generic (common to any degree course); others are subject-area related (specific to a field of study). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

To make levels of learning comparable the subject area groups/Thematic Networks have developed cycle (level) descriptors, which are also expressed in terms of competences.

According to Tuning, the introduction of a three-cycle system has brought about a change from a staff centred approach to a student-oriented approach. It is the student who has to be prepared as well as possible for their future roles in society. Therefore, Tuning has organized a Europe-wide consultation process including employers, graduates and academic staff to identify the most important competences that should be formed

or developed in a degree programme. The outcome of this consultation process is reflected in the set of reference points – generic and subject specific competences – identified by each subject area.

Besides addressing the implementation of a three-cycle system, Tuning has given attention to the Europe wide use of the student workload based European Credit Transfer and Accumulation System (ECTS). According to Tuning, ECTS is not only a system for facilitating the mobility of students across Europe through credit accumulation and transfer; ECTS can also facilitate programme design and development, particularly with respect to coordinating and rationalising the demands made on students by concurrent course units. In other words, ECTS permits us to plan how best to use students' time to achieve the aims of the educational process, rather than considering teachers' time as a constraint and students' time as basically limitless. According to the Tuning approach credits can only be awarded when the learning outcomes have been met.

The use of the learning outcomes and competences approach might also imply changes regarding teaching, learning and assessment methods which are used in a programme. Tuning has identified approaches and best practices to form specific generic and subject specific competences.

Finally, Tuning has drawn attention to the role of quality in the process of designing or redesigning, developing and implementing study programmes. It has developed an approach for quality enhancement, which involves all elements of the learning chain. It has also developed a number of tools and has identified examples of good practice, which can help institutions to boost the quality of their study programmes. Launched in 2000 and strongly supported, financially and morally, by the European Commission, the Tuning Project now includes the vast majority of the Bologna signatory countries. The work of Tuning is fully recognized by all the countries and major players involved in the Bologna Process.

At the Berlin Bologna follow-up conference which took place in September 2003, degree programmes were identified as having a central role in the process. The conceptual framework on which the Berlin Communiqué is based is completely coherent with the Tuning approach. This is made evident by the language used, where the Ministers indicate that degrees should be described in terms of workload, level, learning outcomes, competences and profile. As a sequel to the Berlin conference, the Bologna follow-up group has taken the initiative of developing an overarching *Framework for Qualifications of the European Higher Edu-*

cation Area (EQF for HE) which in both concept and language is in full agreement with the Tuning approach. This framework has been adopted at the Bergen Bologna follow-up conference of May 2005.

The EQF for HE has made use of the outcomes both of the Joint Quality Initiative (JQI) and of Tuning. The JQI, an informal group of higher education experts, produced a set of criteria to distinguish between the different cycles in a broad and general manner. These criteria are commonly known as the "*Dublin descriptors*". From the beginning, the JQI and the Tuning Project have been considered complementary. The JQI focuses on the comparability of cycles in general terms, whereas Tuning seeks to describe cycle degree programmes at the level of subject areas.

An important aim of all three initiatives (EQF, JQI and Tuning) is to make European higher education more transparent. In this respect, the EQF is a major step forward because it gives guidance for the construction of national qualification frameworks based on learning outcomes and competences as well as on credits. We may also observe that there is a parallel between the EQF and Tuning with regard to the importance of initiating and maintaining a dialogue between higher education and society and the value of consultation -- in the case of the EQF with respect to higher education in general; in that of Tuning with respect to degree profiles.

In the summer of 2006 the European Commission launched a European Qualification Framework for Life Long Learning (LLL). Its objective is to encompass all types of learning in one overall framework. Although the concepts on which the EQF for HE and the EQF for LLL are based differ, both are fully coherent with the Tuning approach. Like the other two, the LLL variant is based on the development of levels of competences. From the Tuning perspective both initiatives have their value and their roles to play in the further development of a consistent European Education Area.

This brochure reflects the outcomes of the work done so far by the **Gender Studies** Subject Area Group (SAG), encompassing both Teacher Education and Education Sciences. The outcomes are presented in a format that was developed to facilitate readability and rapid comparison across the subject areas. The summary aims to provide, in a very succinct manner, the basic elements for a quick introduction into the subject area. It shows in synthesis the consensus reached by a subject area group after intense, prolonged and lively discussions in the group.

The Tuning Management Committee

2. Introduction to Gender Studies

2.1. General Description of Gender Studies and Its Key Characteristics

"The main objective of multi- and interdisciplinary Gender Studies is the transformation of university education, curricula and research to reflect and stimulate further changes in the position of women." (SIGMA, European Subject Area Evaluation of Women's Studies. A Synthesis Report 2000, 168) It is a field of study that concentrates on "(…) challenging the premises and epistemological foundations of the disciplines." (Braidotti 2003, 29) It is "(…) a critical project in so far as it examines how science perpetuates forms of discrimination and even of exclusion, but it is also a creative field in that it opens up alternative spaces to women's self-representation and intellectual self-determination." (Braidotti 2003, 33)

Gender Studies has developed mainly in the Humanities and Social Sciences. Intersectionality, interdisciplinarity and/or multidisciplinarity and transdisciplinarity are the most important concepts integral to this field of study. Those concepts, however, do evoke debates regarding their meaning, utility for research and teaching, and for Gender Studies' objectives, aims and goals. These concepts require more in-depth description and analysis. The brief sketch offered here is intended as a general overview that can be supplemented by the Gender Studies' publications (please consult Part 6). The concept of intersectionality has been applied by Gender Studies in order to "(…) refer to aspects of identity [gender, race/ethnicity, sexual orientation, age, disability, religion] and how they interact and affect equality." (Franken, Woodward, Cabo and Bagilhole 2009, 9) "The concept of intersectionality focuses attention on the locations at which (Crenshaw 1991; Brah and Phoenix 2004) or processes by which (Marx Ferree 2008; Prins 2006) marginalized groups experience not only multiple but also particular forms of inequalities." (Franken, Woodward, Cabo and Bagilhole 2009, 53) The concept of interdisciplinarity indicates "(…) working at the interstices of disciplines, in order to challenge those boundaries as part of extending possible meanings and practices." (Vasterling 2006, 63) Interdisciplinarity appears to be more challenging to disciplinary boundaries than multidisciplinarity and this is because multidisciplinarity is suggested to be "(…) bringing dif-

ferent perspectives, but not in a way that constitutes a spatio-ethical challenge to disciplinary boundaries." (Vasterling 2006, 63) According to Nina Lykke (2004), a feminist scholar from Linkoping University, Sweden, interdisciplinarity transgresses "'borders between disciplinary canons and approaches in a theoretical and methodological bricolage that allows for new synergies to emerge' and is thus, juxtaposed to the 'additive' approach of 'multidisciplinarity' and to 'transdisciplinarity' which goes 'beyond disciplines and beyond existing canons."

Scholars in the field of Gender Studies "(…) provide methodological and theoretical tools to study the visible and invisible power mechanisms that influence women's access to posts of responsibility in social, economic, political, religious, intellectual and cultural life." Scholars emphasize issues such as ethnic diversity and "culture, sexuality, family, gender-identity and the power of representation and language. They give high priority to women's health issues, and to reproductive rights. They contribute to an understanding of the conflicts between paid and unpaid labour, segregation in the labour market, poverty and unemployment, and the participation of women in the decision-making process (…) They aim at revealing the full extent of women's lives, which has been hidden because men were the predominant subjects and objects of knowledge, and most important, they aim at improving the status of women in society." (SIGMA, European Subject Area Evaluation of Women's Studies. A Synthesis Report 2000, 169) "(…) Women's Studies teaching provides a vital first step in broadening horizons and enabling social change to become even 'thinkable'. It serves to 'deconstruct' the most engrained beliefs about the differences between men and women and therefore opens up new possibilities for the future." (Le Feuvre and Andriocci 2005, 58)

2.2. Theoretical Foundations of Gender Studies/ Terminology and Language

Discussions about gender are dominated by scholarship which originated in English-speaking countries and cultures. There are solid historical reasons for this phenomenon. Women's Studies as an intellectual and scholarly field is profoundly linked with the history of the women's movement. The first wave of the women's movement - the suffragette movement – which paved the way for the emancipation of women in the nineteenth century was an essentially international phenomenon

with strong roots in the British suffragette and the American abolition-ist movements. In many ways, the expansion of feminist principles of equality, justice and respect for the dignity of women evolved with the expansion of British imperialism and American rise to global power. But they were not the only ones, women in other cultures and countries did their share of the fight to achieve the same worthy ideals: equality, jus-tice and respect for the dignity of women. Within the European context, the issue of cultural differences plays an enormous role in determining the shape and the course of the history of both the political campaigns and the discourses around gender equality. The issue of the education of women and of women's access to the making of science, scholarship, the production of culture and artistic capital has been central to these debates. The transnational dialogue on all these topics has been intense; it is also increasingly conducted in English.

Women's Studies as a term was in fact a North American invention; it was quickly and easily adopted by the Anglo-Saxon world because of the strong cultural ties existing between the two geo-political areas; the North of Europe also followed. Whether this concept can be ap-plied systematically right across Southern, Central and Eastern Europe is, however, a very serious question. This is because one must be alert to the differences in culture, religion, political and educational practices, which could well make the American-based model of Women's Studies not a universally applicable one. Since the late 1980's the European co-operative projects, joint activities, exchanges and networks in academic Women's Studies have aimed to make the concept of Women's Studies respectful of cultural diversity, sensitive to the problems of women in less advantaged or developing countries, and to the variety of cultures, even of feminist cultures, within Europe today. Furthermore, it has been crucial to determine the values women intellectuals intend to market and transmit in current educational systems, but also forms of media-tion about the views of culture, of knowledge, of excellence upheld in Gender Studies.

The history of women's ideas, of the discursivity and the intellectual creativity of women, is marked by international connections and dis-connections (Stanton, 1980). The very conceptual and political structure of the women's movement is the result of intense international network-ing. The most important twentieth-century feminist book - Simone de Beauvoir's Le Deuxième Sexe (*The Second Sex)* - was published in 1949 yet it was due to the second feminist wave that the book was recognized as an earth-shaking event in the mid-60's. The transatlantic connection

turned a French book into an American political event and, through that, into an international phenomenon. This sort of nomadism is implicit in the course of modernity, of the intellectual and political movements that make our era. However, from a Women's Studies perspective international dispersion and dissemination are forms of resistance, a way of preserving ideas which may otherwise have been forgotten or destroyed, condemned to amnesia or to wilful obliteration, in their original contexts.

The whole field of Gender Studies has been marked by a series of debates and questions about the aims and scopes of its very enterprise. This has given rise to areas of divergence and dilemmas.

The first dilemma concerns terminology. The apparently straightforward "Women's Studies" did not strike a note of adequate simplicity. Some groups prefer the more explicitly political: "feminist studies"; others go for "sex-role studies", "Gender Studies", which aim at greater objectivity by suggesting a higher level of scientific precision. The slightly older "female studies" or "feminine studies" have never been applied. "Feminology" was suggested, as was the term "clitoral hermeneutics" (Schor, 1987). More than anything else, this semantic euphoria stresses that the term "Women's Studies" was never more than a compromise solution, revealing the depths of hesitation surrounding the very signifier "woman". The point about the instability of the category "woman" has been emphasized over the last two decades by the so-called post-structuralist and performative waves of feminist theory. This complexity indicates the challenge to define the referent "woman" and the epistemological value attributed to it in developing a field of study called "Women's Studies." The polyvalence surrounding the terminology reflects a much larger variety of views concerning the very nature of the women's movements. It is just as difficult today to analyze and map out the locations of the movements, as it is to codify the practices of Women's Studies. This is due partly to the relative invisibility of the movement in the social sphere and partly to the proliferation of groups and sub-groups, which actually defies classification. A special issue of *Women's Studies International Forum* devoted to the assessment of the second wave of feminism identified three main criteria of definition of the women's movement: firstly, it covers the general evolution of the lives and ways of thinking of women in general, even and especially those who do not claim to be feminists. Secondly, it refers to the impact that feminist values have had on the cultural and social representation of women in all societies but especially in those white industrialized countries where the "problem

without a name" (Friedan, 1963) became a key political factor. Thirdly, it refers specifically to the multitude of groups in feminist networks. Out of this complex, polyvalent web of meaning-making groups it is possible to detect common areas of concern or coalitions of interest that make the movement into a political machine governed by the common will to improve the status of women. Today Women's Studies, Gender Studies, Feminist Studies, queer studies and sexuality studies are being used. The variety reflects the diversity of the women's movements. In this brochure we will use Gender Studies as we already explained in our Foreword.

The second dilemma regards the agenda and content of the field. Gender and Women's Studies is a field aimed at challenging the premises and epistemological foundations of the disciplines. Feminism is a form of critical theory. The actual topics covered by the feminist agenda encompass everything from the organization of the brain to socialization and motherhood, the feminization of poverty, feminist theology or women's role in musicology. Compromise can be reached especially by stressing common forms of approach and methods. This point highlights another important aspect, however, of the cultural roots of the term "Women's Studies": Kate Stimpson argues that what makes "Womens's Studies" so very American is the pragmatism of the practice, which is firmly implanted in the belief in the unity of thought and action. The origins of Women's Studies are in empirical, action-oriented eclecticism, in healthy dis-respect for the power of the disciplines. In her analysis of the state of contemporary feminist theory, Stimpson draws the following lines of development of this field: the first phase is that of the deconstruction of sexism as a source of biases in the production of knowledge; the second phase is the reconstruction of knowledge starting from a woman-centered perspective. The last is the redefinition of the universal from the perspective of gender. These phases are obviously not chronological but rather discursive and they come to bear significantly on the scientific claims of Women's Studies as a new area of thought. The debate over the foundations of the discipline was translated into a political issue: should Women's Studies or Gender Studies be an autonomous area of its own, or should it aim at the integration into the disciplines? The integrationists aim at including Women's Studies into existing curricula and thus force the disciplines to evolve; the autonomists, on the other hand, believe in radical disruption and in the specificity of women-based knowledge. In the early stages of gender studies, such a debate acquired heated political connotations. In Europe these discussions were assessed and in some way resolved within the European networks for Women's Studies. The issues that emerged as points of difference from the Americans are: the

structure and importance of the disciplines and of disciplinarity in the university today. The European network of Gender Studies agreed to disagree – both autonomous and integrated programmes work together and different names and terms for the field are accepted.

Another political issue concerns the process of institutionalization of Women's Studies and its possible impact on alliances between women of different classes, races and sexual preferences. In this respect one of the points of consensus among Gender Studies scholars cooperating in the European networks is the creation of a class of trans-disciplinary translators, who can transpose the assumptions and methodologies of one discipline into those of another. This task force of conceptual translators could well become the core of what could be rightly called a feminist intellectual class. It is crucial that the cultural differences among women are not omitted. Therefore, the cross-disciplinary or cross-cultural comparison is absolutely essential.

As recent reports sponsored by the European Commission of the EU have shown, Women's Studies is stronger in Northern European countries and it therefore tends to follow a North-American model both in structure and in the selection of teaching and reading material. The discussion as to what a distinctly European perspective on Women's Studies could be, has been at the centre of many debates, which have tended to be rather polarized along a North-South divide. Countries in the South of Europe have been both culturally and intellectually more resistant to assimilating North-American methods and teaching material. The experience of setting up Women's Studies and Gender Studies in a European perspective has proved to be a delicate exercise in cross-cultural analysis and comparison. One thing that is clear to all concerned is that the idea of European Gender Studies is critical of ethnocentrism and nationalism. Thus, the objective is to contribute actively to the construction of a genuine European community spirit, where sexism, racism and other forms of exclusion will be targeted for elimination. In other words, Gender Studies is not only education for women, it is the re-education of a whole culture, to help it move away from discriminatory practices, so that it can give the best of itself to the development of a renewed sense of a common Europe.

In order to construct effective inter-European perspectives in Women's Studies, due attention must be paid to cultural differences and to the specificity of national contexts. Noting in fact that both the terminology and most of the existing teaching material in this field is of North-Amer-

ican origin and consequently was available only in English, European Gender Studies scholars have been faced with a double task. On the one hand, they have had to struggle to get this new field of study accepted in their respective countries and institutions; on the other hand, they have had to develop their own instruments for teaching and research. In this regard, the support that Gender Studies academics have been able to gather from the Commission of the European Community has been and remains crucial in many different ways. Countries where this field is under-developed have benefited from both the financial and the moral support of the EU, well-endowed programmes in other countries have experienced the EU support as a form of international recognition and therefore of scientific legitimation. In both cases, the impact of the EC 'stamp of approval' has been enormous.

The feeling is strong among European Gender Studies academics that this field can only be European, if it rigorously addresses issues of ethnic identity, multi-diversity, culturalism and anti-racism. The issues of cultural and of gender identity are intimately connected and cannot be easily separated. No perspective in Gender Studies can be considered truly 'European' unless it addresses the need to produce non-exclusionary and non-ethnocentric models of knowledge and education. The fostering of a European consciousness can only profit from the enlarged definition of knowledge, which Gender Studies imply and enact. In this respect, many Gender Studies scholars feel very strongly that they need to strengthen and broaden the anti-racist European dimension of their work. International exchanges develop an in-depth understanding of the cultural diversity of Gender Studies traditions and practices in Europe today. Moreover, for this work towards a common and yet diversified definition to succeed, discussions are needed in a comparative framework among women from all parts of Europe, with women from other parts of the world. Furthermore, though the creation of shared cultural spaces in Europe is crucial to lessen intra-European in-fighting and economic competition, a unified Europe has its limitations and possible dangers. In this respect, a multi-cultural anti-racist approach to the making of European Women's Studies seems essential at this particular historical moment. In this respect also, "gender" cannot function alone, but acts rather as a bridge between different levels and layers of social inclusion and exclusion.

(Based on: Braidotti, Rosi. "Key Terms and Issues in the Making of European Women's Studies." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Is-*

sues in Gender Education and Research, Volume I, edited by Rosi Braidotti and Esther Vonk. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2003. 23-36)

2.3. Developments in Gender Studies

In the 1980's Women's Studies programmes entered the university system in Europe. Those programmes have become "(…) the academic extension of the political, cultural, economic and intellectual concerns of the women's movement, which is a social organization aimed at the advancement of women." (SIGMA, European Subject Area Evaluation of Women's Studies. A Synthesis Report 2000, 168)

In 1995 the SIGMA inter-university network commissioned the evaluation of Women's Studies in Europe to the Women's Studies Department of Utrecht University. This evaluation process was followed by a conference in Coimbra on 16-17 June, 1995, and a final report of the SIGMA Network and Directorate General DG XXII (Education, Training and Youth) of the Commission of the European Union. The report indicated the development, the increasing presence within university programmes and the main objectives of this new academic field. The authors of the report defined two major needs of Women's Studies. The first was to secure more resources. The second concerned the development of "(…) multicultural curricula and perspectives for research, while doing justice to local, regional and national specificity." (SIGMA, European Subject Area Evaluation of Women's Studies. A Synthesis Report 2000, 170)

At the same time, the report contained recommendations about the institutionalization of the field of Women's Studies. It was stressed that Women's Studies programmes should be both autonomous and integrated within other departments; professorships within Women's Studies should be established; funding for research within this field of study should be increased; the teaching and research of Women's Studies scholars should be evaluated by people with expertise in this field; efforts should be undertaken to establish and fund courses at postgraduate level within this field of study (SIGMA, European Subject Area Evaluation of Women's Studies. A Synthesis Report 2000, 172). Both the national and European support was defined as vital and important for the further development of Women's Studies.

Despite the recommendations "(…) the institutionalization of Women's Studies across the various European countries remains uneven and frequently underdeveloped." (Griffin 2005, 95) Furthermore, different levels of institutionalization can also occur within the same national context, "(…) national trends of institutionalization are not necessarily indicative of what is happening at all local sites or at different levels of education within the same national context." (Maria do Mar Pereira 2008, 150) A research project on 'Employment and Women's Studies: The Impact of Women's Studies Training on Women's Employment in Europe' (EWSI) which was conducted in 2001-2003 and funded by the European Union, distinguished six phases of institutionalization: "the activist phase: individual optional modules begin to appear within traditional disciplines though most Women's Studies-related work is carried outside the academy; the establishment phase: generic and thematic Women's Studies modules are introduced; interdisciplinary co-teaching units are established; the integration phase: Women's Studies modules become part of the core compulsory provision of traditional disciplines; the professionalization phase: Women's Studies degree programmes are introduced and Women's Studies staff including professors are appointed; the disciplinization phase: department like centres for teaching, research and documentation are established; the autonomy phase: Women's Studies functions like any other discipline with the same accreditation, funding, and degree-awarding rights." (Griffin 2005, 90) Furthermore, "the existence and range of degree-awarding under and postgraduate programmes" also indicates the degree of institutionalization in the field. (Griffin 2005, 90) The level of institutionalization is conditioned by several intersecting factors, among others, high or little university autonomy in developing curricula; flexible or rigid disciplinary structures; attitude of the women's movement; state support or the lack of this support. (Griffin 2005, 92)

The level of institutionalization varies between European countries. Furthermore, European programmes in Gender Studies have also faced threats of cutbacks or even termination. Next to that, as mentioned in Part 2.2 the existence of Women's and Gender Studies has been accompanied by dilemmas, debates and enquires concerning among others the adopted terminology (gender/women/feminist/queer/sexuality) and the preferred structure of the field (integration versus autonomy). (Braidotti 2003, 28) and relations (academia versus feminist activities outside the academy). (Griffin 2002, 18) However, the institutional development and the growth of the European dimension of Gender Studies is a continuous process. Since gender is a crucial element in the reflection about European citizenship, it has been a core element in EU policies. The po-

sition of Gender Studies in Europe has been changing due to social, political and institutional transformations. It is important then to point out important issues that will have a lasting impact on Gender Studies' practice. Those are: the Bologna process; the development of international training programmes; the changes in the funding structure; the access of new EU members from former soviet sphere countries, and the tightening connections between Gender Studies and equal opportunities specialists in governmental, non-governmental and private institutions.

2.3.1. Gender Networks and Associations

Athena – the Advanced Thematic Network in European Women's Studies sponsored by the European Union – is exemplary of the resilience of Gender Studies. The first three-year cycle of Athena (1998-2001) was followed by a dissemination year (2002-2003), Athena 2 (2003-2006), and Athena 3 (2006-2009). Athena has brought together many institutes in the field of Women's and Gender Studies. More than 100 partners cooperate in Athena 3. The main objective of this Network is to establish links and partnership between scholars, teachers, and stakeholders from civil society and public institutions in the field of gender and diversity. For over a decade Athena has contributed to the development of programmes in Gender Studies, Women's Studies and Feminist Studies. Members of Athena have designed courses, modules, and teaching materials, set up master programmes, and established doctorate training. Athena has also developed evaluation tools, descriptors of competencies, collections of best practices for ICT, and databases for teaching material in gender education. The activities of the Network and information concerning the field have been disseminated through the annual publications *The Making of European Women's Studies* (the ninth volume was published in June 2009) and various other reports and volumes. Of special relevance is the publication of the book series *Teaching with Gender. European Women's Studies in International and Interdisciplinary Classrooms.* In this sense the Athena Network is not only exemplary of, but also stimulates further growth and institutional development in the field of Gender Studies. (Waaldijk, Peters, van der Tuin 2008, 9) The growth and expansion of the field have been further reinforced by two other European organizations: AOIFE (the Association of Institutions for Feminist Education and Research in Europe) and WISE (Women's International Studies Europe).

Since December 1996 AOIFE has brought together institutions interested in initiating and supporting feminist education and research in Europe. The association has 81 member institutions and approximately 150 contact persons in 28 European countries and is funded by its members. AOIFE has been able to address and act on issues concerning Women's Studies due to mutual co-operation and networking. It has also submitted funding applications to the EU and international organizations. The activities of AOIFE have been disseminated through newsletters and annual reports. (http://www.let.uu.nl/aoife/)

WISE was established in 1990; it is a feminist studies association grounded in European Women's Studies organizations. WISE has contacts in 31 countries and, like AOIFE, its funding comes from membership fees. This association promotes the feminist critique of knowledge, Women's Studies research, teaching and publications. It also wants to defend Women's Studies on the European and international level. WISE has its own electronic discussion list: WISE-L, issues a regular newsletter "WISE Women's News", the *European Journal of Women's Studies* (EJWS) and special publications (e.g. 2004: *Wise Yearbook: State of the Art in European Women's Studies: Same Bad News but More Good*. Ed. by Tobe Levin, Barbara Bagilhole and Akke Visser; 1999: *A WISE Guide to Fundraising: Private Organisations and Women's Studies Research* by Margreet van Muijlwijk; 1998: *Brochure: Women in Science and Humanities - The Difference that Makes the Difference*. Ed. by Isabel Hoving). (http://www.wise.medinstgenderstudies.org/index.html) The development of Women's and Gender Studies, Feminist Education and Research is ATGENDER, the European Association for Gender Research, Education and Documentation.

Athena, AOIFE and WISE signed the declaration of intent for ATGENDER in Budapest in June 2007. The Association was launched on September 30, 2009 when Prof. dr. Berteke Waaldijk and dr. Iris van der Tuin signed the statuses. ATGENDER welcomes both individual and institutional members and will be funded from annual membership fees. The new Association is a platform for discussion, exchange and cooperation for academics, activists and institutions in the field of Women's and Gender Studies, Feminist Research, and Equal Opportunities and Diversity Policies. The main aim of ATGENDER is to strengthen the field of Gender Studies and to defend its interests. (Waaldijk, Saarikangas, Bagilhole 2008, 14) The objectives and activities of the association defined by the founding Board of ATGENDER are as follows: Objectives: 1) To provide a professional association for

academics in the interdisciplinary field of Women's and Gender Studies, Feminist Research and professionals that promote women's rights, gender equality and diversity in Europe; 2) To advance and disseminate the knowledge and experience from the field of Women's and Gender Studies, Feminist Research, women's rights, gender equality and diversity in Europe and beyond; 3) To develop and support international cooperation in Women's and Gender Studies and Feminist Research in Europe and beyond; 4) To support and sustain the institutionalisation of Women's and Gender Studies and Feminist Research; 5) To support the development of education and training programmes in Women's and Gender Studies, Feminist Research, women's rights, gender equality, and diversity; 6) To strengthen the visibility of the field of Women's and Gender Studies and Feminist Research vis-à-vis national, regional, and European funding agencies for research and education; 7) To foster exchange and cooperation between the academic community and women's organisations, women's documentation centres and libraries, policymakers and NGOs in the field of women's rights, gender equality and diversity, and ambassadors for diversity in profit and non-profit organisations; 8) To support students and young researchers with an interest in Women's and Gender Studies and Feminist Research. The activities of the association are: 1) Organising an international academic conference on Women's and Gender Studies and Feminist Research every three years; 2) Distributing a regular electronic or paper newsletter to its members; 3) Giving access to an electronic mailing list and a website, which might, among other things, provide a database of members and their expertise; 4) Promoting academic journals in the field of Women's and Gender Studies and Feminist Research; 5) Delivering policy recommendations in the field of education, research, and gender issues; 6) Providing a platform for students and young researchers with an interest in the field of Women's and Gender Studies and Feminist Research.

2.3.2. Intergenerational Gender Studies

Gender Studies as a field has been mainly developed by scholars from the baby boom generation, although students have been important in its work force from the very beginning. As a field that has grown out of the women's movements in Anglo-Saxon and most European countries, the request for feminist or gendered academic knowledge was voiced from the 1970's onwards by young academics and students active in the movement. Nowadays the baby boom generation is transferring its

knowledge of feminist theories and methodologies as well as academic politics and best management practices to a younger generation that is currently appointed. Most junior teachers and assistant professorships (lecturers) as well as some associate professorships (senior lecturers) and full professorships are given to students of the first generation of gender studies practitioners. These second generation scholars were born in the 1970's. As such, an intergenerational feminist space is created at European universities, and it is increasingly important to address the intergenerational politics of the field. Concepts such as disidentification (Henry 2004) and third-wave feminist epistemology (Van der Tuin 2009) are coined to address this new situation. Key is that the generations stand in a relation of mutual affirmation, to speak with Braidotti (2005). An example of gender studies knowledge that has grown out of this politics of affirmation is Iris van der Tuin's PhD thesis on new feminist epistemologies and practices of European Gender Studies. In her PhD van der Tuin observes that contemporary feminist knowledge production no longer adheres to the traditional classification of strands within feminist epistomologies developed by the American feminist philosopher of science Sandra Harding in 1986. Harding distinguished three feminist-epistemic categories: feminist empiricism; feminist standpoint theory and feminist postmodernism. In her PhD Van der Tuin adds the new feminist materialism or third wave materialism to these categories. The advantage of third wave materialism is that it allows for the analysis of the traditional classification strategy and its limitations. Harding based her classification on the model of sequential negations, while contemporary intergenerational Gender Studies benefits from an affirmative strategy. The latter does not reject the preceding classification but is more precise in terms of location (the production of feminist knowledge takes largely place outside the USA) and time (a new generation of Gender Studies practicioners uses an affirmative model for the consolidation, re-evaluation and renewal of contemporary feminist knowledge). The Utrecht handbook *Doing Gender in Media, Art and Culture* (Routledge 2009; eds. Rosemarie Buikema and Iris van der Tuin) uses this affirmative model. The following statement by Sara Ahmed is exemplary of this new development (2003:236): 'Perhaps when we think about the question of feminist futures, we need to attend to the legacies of feminist pasts, in order to think through the very question of what it would mean to have a world where feminism, as a politics of transformation, is no longer necessary.'

(Based on: Tuin van der, Iris. *Intergenerational Gender Studies.*)

2.3.3. Gender Studies in Transnational Teaching

The Bologna Process has dramatically increased possibilities for educational exchange, building on staff and student mobility in Erasmus. The expansion of international training programmes has enabled Gender Studies to equally benefit from this development. Gemma is the first Erasmus Mundus Joint European Master Degree in Women's and Gender Studies supported by the European Commission. Eight universities participate in Gemma: Granada University (Spain, coordinator); Bologna University (Italy); Central European University (Hungary); Hull University (United Kingdom); Institutum Studiorum Humanitatis (Slovenia); Lodz University (Poland); Oviedo University (Spain) and Utrecht University (Netherlands). Gemma is an interdisciplinary programme that provides high quality academic education and professional competences for personnel working or intending to work in the areas of Women's Studies, Gender Studies and Equal Opportunities across Europe. It collects best offers from the humanities and social sciences, which makes the training programme very attractive to students. Courses are taught by distinguished and recognized professors in the fields of research at each of the departments involved. Gemma also increases mobility as students are expected to study at different European universities. This inter-university and interdisciplinary programme enables students to obtain a double diploma from the home and mobility university acknowledged by all Gemma Consortium members. (http://www.ugr.es/~gemma/)

2.3.4. Changes in the Funding Structures for Research

The change in the funding structure of European higher education did not leave Gender Studies untouched. The reduction of nationally available research funding inspires academics to meet the European criteria of research funding and to make their research international. Gender Studies has pioneered in this field from the fifth Framework programme. European Gender Studies scholars have been successful in the highly competitive European research arena. In those projects scholars from different Gender Studies programs have collaborated in research and also in training young scholars, often doctorate students.

Some of the selected projects with this profile in the past years have been: FP5: Mageeq, EQUAPOL, CROMENET, EWSI, GRINE, FP6: Research Integration, Gender Basic, Femcit, Quing which explicitly focused on Gen-

der Studies related research. (http://ec.europa.eu/research/research-eu/women/article_women42_en.html)

These research projects have not only contributed to the production of Gender Studies research in the European context but have also offered employment to Gender Studies graduates. The EU research projects which are not specifically focused on Gender Studies knowledge production should also take into consideration gender issues.

2.3.5. Gender Studies in Central and Eastern Europe

After 1989 the higher education system in former communist countries has changed profoundly. The state opened up to other academic approaches and the logic of selectivity changed from political meritocracy to financial elitism. In this respect Gender Studies benefited from openness but sometimes lost in institutional competition for more financial support.

A special characteristic of the Sovietized East European academic infrastructure was the existence of research institutes affiliated with the Academy of Sciences, which collected those academics whom the communist regime forbade to teach at a higher educational institution. In spite of the fact that this relatively flexible structure was there in 1989, "Gender Studies" developed outside of this framework, mostly in the non-governmental organization (NGO) sphere. At the same time, sometimes independently from each other, lectures and courses in Gender Studies appeared in various disciplinary departments. Recently it has become easier for Gender Studies to re-enter the research institutes of the different academies of science.

Academics from various fields and from different universities are working to make Gender Studies an accepted discipline. This type of feminist genealogy is vital because it is the only way the scholars involved can proceed towards a wider acceptance of this new sensibility and towards the democratization of higher education.

Gender Studies in this part of the world is also a generational issue. These dedicated and accomplished academics are in their mid 50s (with the exception of Yugoslavia). Thus, this part of the world does not have a second wave of feminist academics. Professors are appointed in their own disciplines, not in Gender Studies. There are no chairs and profes-

sorships at universities. In North America and Western Europe, this process happened because of significant debates and political pressure from the women's movements. None of these political factors are present in Eastern Europe. The establishment, existence and evolution of the contemporary Gender Studies field are reliant on four factors.

The first is research on social inequalities and the characteristics of women's employment. This was the first area in which researchers could cooperate with colleagues beyond the Iron Curtain, as early as the beginning of the 1980's. (This beginning has proved to be a fatal embrace, however, as the research on general issues such as social policies, poverty and inequality currently glosses over gender differences.) The present economic crisis might renew these contacts.

The second factor has been the inclusion of Gender Studies approaches in traditional disciplines such as history, literary studies or linguistics. As is the case in other post-socialist countries, most feminists are academics, highly trained and multilingual woman intellectuals who have engaged in dialogues with scholarship in countries beyond the Iron Curtain. This is how they began to integrate Gender Studies into the institutions of higher education. Feminist literary studies and linguistics as well as English and American Studies departments played key roles in this development, because it was relatively easy for them to build gender-related approaches and works into their curricula and even their degree modules.

The third factor was women's NGOs in close connection with societal stakeholders. Gender Studies has always developed in close connection with the society it is part of, responding and shaping its intellectual climate. In places like Italy, women's NGOs could establish women's centers which not only worked on documentation and research, but also provided university-level education in Gender Studies outside the institutional structure of universities. (Griffin 2005) In countries where higher education was controlled not only by a patriarchal system but also by a strict antidemocratic state, e.g. Croatia and Serbia in 1990s or Belarus, this was the only chance for university students to learn about alternative, gender-sensitive knowledge models and be in contact with relevant international academic networks. The training offered by NGOs has focused on domestic violence, female entrepreneurs and LGBT tolerance, and while relying primarily on external resources, they push for changes in norms and attitudes.

The fourth factor is related to pressing economic factors which are worsened by the present economic crisis. In 1989, when "state feminism"

collapsed in the former communist block, one third of employed women were ousted from the labour market, and women's participation in decision-making processes declined and ranked among the lowest in Europe. Thus, the institutionalization of Gender Studies became (or should have become) a question of strategic importance, especially as it closely connects to people's active participation in democratic and political processes. "New Europe" to use the terminology which has been employed to indicate the end of the Cold War rhetoric, is the part of Europe where the Romani population shows up in the public discourse as a "problem" in high numbers. Gender Studies scholars have been the first to respond to this challenge by applying intersectionality as a method of analysis.

The position of Gender Studies in the higher education system is very different in the various European countries. In the Bologna Process educational institutions and curricula are changing simultaneously, and this process encourages Gender Studies scholars to reexamine the place of Gender Studies in academia. In countries that belonged to the Soviet Block but now are members of the EU, the introduction of the Bologna process ended a relatively peaceful period of institutionalization and started the fight for students. The representatives of the profession do as much as they can to institutionalize "academic feminism," and to insure its place in transforming public thinking into a democratic direction. They have been trying to influence the mainstream through translations, book reviews, conferences and the publication of proceedings as well as monographs. The aim is to create a "native" academic language, the first phase of which concerns itself with the most obvious problem of translating the term "gender" itself.

As for *peregrination,* or the migration of students, "New Europe" has been a place of dispatch rather than a host country. Students – who use the Bologna Process and apply for increasingly more attractive scholarships – are heading to places where they receive a high standard, interesting and relevant education which has serious political and strategic consequences. (Borbála, Pető, Sanden van der, Waaldijk 2005) The few Gender Studies centers are a part of the international exchange processes: they send their students abroad and also host Gender Studies students from abroad. In this context Gender Studies is a pioneering field in the field of student mobility and internationalization.

The availability of original textbooks in national languages is low, because of a tiny market. Instead textbooks produced somewhere else are translated or used. Therefore, the language proficiency of Gender Stud-

ies students is usually high and the divide between the educational material and cutting-edge and fresh scholarship is narrow. Nearly every East European country has produced a first collection of books in the national language used in Gender Studies education as a first step for accreditation of national programmes.

The EU accession changes the possibilities of the Gender Studies educational programmes in the field of research. From 2000 the EU Framework and other research programs have prioritized programmes in the evaluation if there is a consortium member from the "New Europe". This top down policy which made big research grants available helped not only to create critical socially relevant knowledge about these countries but also set up links between the different research centers.

Specialists graduating from Gender Studies programmes in the "New Europe", find two types of employment in the profession outside academia. Either they join the governmental apparatus of the newly build equal opportunity machinery which after the EU accession needs new cadres or they stay in the local and international NGOs working in the field of equal opportunities.

In the future "New Europe" will remain a special geopolitical area because of the new iron curtain which is falling down at the border of the "Old" and "New" Europe as far as economic potential and possibilities are concerned. Gender Studies can be one of the critical fields exploring, reflecting and fighting this "new-old difference" through its student and faculty exchange and common research projects.

(Based on: Pető, Andrea. *Institutionalising Gender Studies in "New Europe".*)

2.3.6. Gender Studies and Equal Opportunities Policies

Gender Studies, equal opportunities, gender policies or gender equality policies have grown together. The connection between education and social and political participation by policy makers, activists and organizations devoted to gender equality is of the highest magnitude. From the beginning this connection was demanded and further reinforced by the feminist movement. Academia, politics and civil society have formed a so-called 'velvet triangle.' This concept was coined by Woodward (2000, 2004) and it refers to the interaction between feminists, academics, for-

mally organized voices in the women's movement and politicians. Gender Studies, institutional feminism and gender policies have grown stronger and their further close cooperation is of the highest importance.

From Theory to Practice

It can be claimed that European society is familiar with gender issues. Yet, the present state of affairs is still far from ideal. Therefore, there is a need for highly specialized professionals with grounding in the humanities and/or social sciences who are able to increase gender awareness. Those who will have to face and deal with gendered realities need a well-prepared and well-conducted training. Gender Studies has established its own programmes and almost all important European universities offer courses related to gender. However, there is a tension between theory and practice, sometimes the theories are not easily translatable into the practice, and sometimes they refer to phenomena that cannot be directly used by policy makers, activists and organizations devoted to gender issues. Therefore, the university training must be structured in such a way as to allow future professionals (whose profiles must also be defined) to properly respond to the needs of a changing society. The most important task then is to define the most suitable training.

From the Periphery to the Core of Gender Policies

Gender policies were characterized by their fragility - on occasion due to their welfare nature, and at times due to their lack of recognition. They were seen as policies aimed at one specific group – women – and justified by their special needs. This lack of authority also spread to the theoretical corpus and to the professional women embarking on careers in the field. Sexual equality has gradually been transformed into a political principle which has become part of the "mainstream" of public action and management. This implies the acknowledgement of the theoretical contribution of feminism in general and of institutional feminism in particular, and requires specific training for those individuals who set the task of implementing them.

Recognition and Consolidation of the Professional Figure

To recognize the figure of gender equality expert (no consensus regarding the naming exists) is to recognize the strategic value of gender policies and vice versa. To give value to the content of political actions is to first evaluate the theoretical framework constructed by the feminist

movement, Gender Studies, and contributions of institutional feminism. A specific type of knowledge and an epistemological basis are required for the consolidation and development of the profession of a gender equality expert. This is a *sine qua non* for ensuring good practice and for preventing the intrusion of those who currently subscribed to the market's marked interest in the subject matter, but who fail to incorporate the perspective of gender into their analytical or instrumental proposals.

Lifelong Learning

There is a demand for highly specialised professionals who are able to deal with gendered realities. Therefore, lifelong learning should be a focal point for public, private institutions and universities. The joint organisation of courses and programmes could be an answer to this increasing need.

(Based on: Cabo, Anna. *How Equal Opportunities/Gender Equality Professionals Contribute to and Profit from Gender Studies Programmes.*)

The tightening of the connections between Gender Studies and gender-equality specialists in governmental, non-governmental and private institutions is undoubtedly essential. This has two effects. The knowledge base of equal opportunity policies is deepened and broadened, not in the last because Gender Studies has developed expertise on intersectionality: the interaction between gender and other axes of social exclusion. On the other hand, such occurrence may positively influence Gender Studies curricula; provide well-trained professionals; increase students' future employment opportunities; increase the transfer of knowledge; facilitate interconnections between theory and practice; facilitate and strengthen efforts to increase gender awareness and stimulate behavioral changes in society (by i.e. joint publications); result in establishing and conducting common projects; increase investment in Gender Studies in order to create data, develop methodologies, instruments and indicators (Franken 2002).

3. Summary of the Gender Studies Tuning Process

The EU-policy regarding national educational policies has two aims: the first is transparency in qualifications that will make it possible to compare degrees across national differences and the second involves reflections on standards and guidelines for internal and external quality assurance. "The instruments the EU has developed, follow two tracks: one is general and contains broad and general descriptions of programmes (e.g. the three cycles: bachelor-master-doctorate), competencies (Dublin-descriptors-explaining what general competencies students should acquire in e.g. bachelor programmes), forms of quality assurance (Standards and Guidelines for Quality Assurance in European Higher Education) and transferability of credits (the ECTS-system that allow you to define programmes via the student work-load). (…) The second track is more specific. It is directed at subject-areas, fields, disciplines, programmes and degrees." The Tuning Project serves, among other things, the development of specific, subject-area-directed reference points and instruments that will allow scholars, teachers and administrators to design, describe and deliver their programmes in such a way that they meet the standards for transparency of quality assurance set by the EU-ministers of education. (Waaldijk 2008 based on *Tuning. An Introduction*, 2008)

The standards of transparency and quality assurance as defined by EU educational policies constitute one of the main objectives for those involved in 'the making European Women Studies.' The presence of Women's Studies in academe and activities of Networks such as Athena - the Advanced Thematic Network in European Women's Studies - resulted in various investigations concerning the content of courses, discussions regarding ECTS and acquired competences, but also in the establishment of master and doctorate training, developed practices of democratic learning and teaching within and outside universities, designed courses, proposed teaching modules and methods resulting in students' abilities to think, analyze and apply their knowledge critically and independently; student-centred approach to education; application of quality assurance as defined by national and international frameworks when applying for national accreditation and certification of teaching practices. In this sense, it has been claimed that "(…) the Gender Studies community already speaks the Tuning language."

(Waaldijk 2008, 127) As such one may say that Gender Studies' schol-
ars have already been involved in a Tuning exercise for a relatively long
period.

Reports and Projects such as GRACE (1988), SIGMA (Evaluation Study
on European Women's Studies for the European Commission, DG XXII,
SIGMA commission, 1995), EWSI (Research of the European Union on
Employment and Women's Studies: The Impact of Women's Studies
Training on Women's Employment in Europe, DG, 2001-2003) together
with Athena Network publications (1998-2009) and numerous other
publications within the field of Women's Studies reflect the position,
situation and achievements of this field. They also aim at the further
improvement, excellence and ability of the field to meet the standards
set by the EU-ministers.

In Budapest in 2007 during the second plenary meeting of Athena 3
Berteke Waaldijk, Athena coordinator, and Clare Hemmings, Athena
member, co-organised a Tuning workshop. "The workshop was (…)
structured around two concerns, the first being a clarification of what
'Tuning' might entail, and why it might matter; the second being a
broader discussion of the pitfalls and opportunities for feminist academ-
ics and practitioners in relationship to Tuning. (…) the organisers hoped
to situate the discussion within debates about institutionalization of the
field, and strategies for thinking creatively about the present and future
of Women's and Gender Studies." (Waaldijk, Hemmings 2008, 122) Af-
ter the meeting in Budapest, the Athena central coordination office at
Utrecht University (NL) started to prepare the Tuning Template in Gender
Studies. The special questionnaire on skills and competences central to
the education within Gender/Women's/Feminist Studies in Europe in the
first, second and third cycle was developed with an input from the ex-
perts in Athena Network and made available on line to academics; the
experts that are responsible for designing and delivering Gender Studies
programmes; women active (sometimes referred to as activists) in wom-
en's organizations and institutions devoted to gender equality; gradu-
ates who have finished programmes in Gender Studies; and students
taking courses in Gender Studies.

The first part of the questionnaire was a list of thirty-one Generic Com-
petences defined by the EU-Tuning Project. The list included the compe-
tence number 31: Ability to show awareness of equal opportunities and
gender issues, for inclusion of which Athena 3 had argued. The second
part of the questionnaire listed sixteen Subject Specific Competences

prepared by the specialists in the Athena Network. The respondents were asked to indicate importance (rate) and relative importance (rank) of the competencies, and to indicate the 'achieved implementation' of the competencies in existing programmes. The questionnaires were accessible on line and could have been answered from February 2009 till the end of June 2009.

The results of this unprecedented enquiry among the whole field of Gender Studies in Europe were satisfactory. 402 questionnaires were received in total (270 for generic competences and 132 for subject specific competences). They were answered by 144 academics, 5 employers, 147 students, 81 graduates and 25 by those active in a women's centres/group/organization. The number of answers received was satisfactory, with the exception of the group of employers. They were similar to the performance of the different subject areas such as: Business Administration, Chemistry, Earth Sciences (Geology), Education Sciences, European Studies, History, Mathematics, Nursing, Physics, and Occupational Therapy that used the Tuning methodology. The statistical analysis of the results was conducted by the University of Deusto, Spain. It is important to mention that the diversity of the fifth group (women active in women's organizations and institutions devoted to gender equality) indicates a crucial aspect of academic Gender Studies, namely the strong connection with different forms of civic involvement. Many of these people hire or employ employees who have received gender training, but since they are active in non-profit organizations, they do not consider themselves employers in Gender Studies. This may explain why few questionnaires were sent in under the heading 'employers'. One of the conclusions may be that the field of Gender Studies does not relate exclusively or predominately to employment, but more to usefulness in civil society in general. What Gender Studies has in common with the humanities, i.e. history, and many social sciences is that even its specific competences are extremely useful in a wide range of expert jobs on an academic level. Just as historians may end up in a wide range of jobs, those trained in Gender Studies often find employment in different parts of the labour market.

Before this brochure discusses, in Part 3.5 and 3.6, the results of this consultation of the field, the degree profiles and occupations of Gender Studies graduates will be presented. Part 3.1 provides an overview of available degree profiles and Part 3.2 addresses the role of Gender Studies in other degree programmes. Part 3.3 discusses workload and ECTS and Part 3.4 provides an overview of employment opportunities

for Gender Studies graduates. Parts 3.5 and 3.6 present the outcomes of the online survey and Generic Competences (3.5) and Subject Specific Competences (3.6). Part 3.7 demonstrates the depiction of Cycle Level Descriptors.

3.1. Degree Profiles

The diversified degree of institutionalization of Gender Studies in Europe and on the national levels (discussed in Part 2.3) explains the differential availability and possibilities of earning bachelor, master and doctorate degrees in this field. In many universities there is not a separate department or center for Gender Studies. Courses, modules and degree profiles are offered by different academic actors.

If we distinguish by first, second and third cycle, it is clear that first cycle minors in Gender Studies are often but not always offered by Gender Studies Departments. These may also award master and doctorate degrees in Gender Studies yet often Gender programmes are run by other departments (i.e. Greece, Aristotle University of Thessaloniki, Aegean University at Lesvos, National and Kapodistrian University of Athens, Aegean University at Rhodes). This often results in a doctorate awarded in another discipline than the Gender Studies. (Pavlidou 2006)

The information about the frequency of the first, second and third cycles in Gender Studies in Europe has been provided on the basis of information accessible in the winter of 2009 and the spring of 2010. At that point in time, 10 minors for the first cycle could be counted. A total of 41 first cycle programmes in various European countries were identified. In 23 European countries, a total of 126 MA programmes, has been established. Finally, 51 doctorate programmes in Gender Studies are offered. For the overview of the degrees offered in Gender Studies please consult **Annex 1 Overview of the Degrees Offered in Gender Studies**.

To earn bachelor and master degrees students are expected to combine course work with a completion of a bachelor/master thesis. The first cycle lasts three years. The second cycle takes one to two years. To be awarded a doctorate degree, students must conduct research that results in a doctoral thesis. Sometimes, however, the research and thesis must be accompanied by course work and teaching (this is the

case in Denmark). (Lykke, Lundberg 2005) The completion of a thesis is followed by the examination and/or defense of the thesis. The doctoral research takes three to four years on average.

The content of Gender Studies courses offered in the first, second and third cycles, varies among universities on both the European and national level. Despite those variations programmes generally address the following: feminist history; feminist theory and methodology; feminist literature and philosophy; gender and representation; sexuality and body; race and ethnicity; development of new technologies and their impact on women; women's health; gender, welfare state and globalization. (Griffin 2002, 22) (http://www.iso.uni.lodz.pl), (http://www.ugr.es/~gemma/)

Gender Studies training is unique when compared to other kinds of academic training. This is because of "(…) the close connection between the content training and the students' own (earlier) experiences; innovative teaching methods focusing on team-work, learning by doing together – i.e. the collective group experience – and a women-friendly atmosphere; openness towards new modes of thinking, and an unorthodox relation to mainstream education." (Silius 2005, 117)

3.2. Role of Gender Studies in Other Degree Programmes

Single and separate Gender Studies courses/modules are offered by a large number of universities, Gender research centres and/or forums and may be chosen by students following other degree programmes (i.e. Portugal, Latvia, Estonia, Lithuania, Denmark, Finland, Spain, France). (Coimbra Vieira 2009) (Novikova 2005) (Kurvet-Kaosaar 2005) (Marcinkeviciene 2005) (Gomard 2005) (Saarikangas 2005) (Casado Aparicio 2002) (LeFeuvre, 2000) Such training need not be followed by a degree in Gender Studies *per se*, but they contribute to the expertise in Gender Studies in those degrees.

Gender Studies courses have also been explicitly integrated into the curricula of other degree programmes. As mentioned before (Part 2.2) the autonomy of Gender Studies versus its integration into other disciplines is a dilemma. (Braidotti 2003, 28) Integration may eventually

undermine the status of the field and cause its invisibility. "This has been a case when issues of gender are integrated in existing curricula but described, explicitly or implicitly, as secondary and less credible or prestigious than other fields, thereby presenting WGFS to students as a lesser area of study. (Maria do Mar Pereira 2008, 150) On the other hand, the presence of Gender courses within other educational programmes can significantly increase the importance of Gender Studies. Moreover, the integration of Gender courses into other degree programmes may also help to actualize the main objectives of the field (Part 2.1).

3.3. Workload and ECTS

In the first cycle the most common number of ECTS is 180

In the second cycle the most common number of ECTS is 120

To give two examples:

2-year Joint European Master Degree in Women's and Gender Studies, Gemma inter-university and interdisciplinary Programme: 120 ECTS, 90 ECTS for the course work and 30 ECTS for the master thesis.

2-year research MA, Gender and Ethnicity, Graduate Gender Programme, Utrecht University, The Netherlands: 120 ECTS, 15 ECTS for Interdisciplinary training and Introduction to the field of research, 75 ECTS for Academic specialisation and 30 ECTS for master thesis.

In the third cycle, the use of ECTS credits is optional.

Gender Studies is often known as a difficult and demanding subject, and the workload of learning modules is often criticized for being heavier than is the case in other subjects. This might be true for both students and teachers. However, many teachers and students agree, that the workload serves its goal. Teachers are ambitious with the amount of texts they want students to read, and they demand a lot, both from themselves and from the students. Reading materials and textbooks are often in a language other than the students' native language. It is time-consuming for the teacher to develop high quality written assessments to a large number of students. The Bologna process and tuning

both have been helpful in defining clear limits and frames to the size of study modules. Regular assessments of the content, careful planning and co-ordination of the study-modules have also helped. Students' regular feedback and the intensive co-operation between teachers (in the units, on national and international level) also keep the workload at a reasonable level.

3.4. Occupations for Gender Studies Graduates

This part discusses the employment opportunities for Gender graduates. It is based, among other sources, on the findings of the FP5 research project (2001-2003) on 'Employment and Women's Studies: The Impact of Women's Studies Training on Women's Employment in Europe' (EWSI). It refers extensively to the volume Gabrielle Griffin, ed., *Doing Women's Studies. Employment Opportunities, Personal Impacts and Social Consequences* (2005) based on the research project.

In general, "Women's Studies graduates predominately end up in five employment sectors: research and education, equal opportunities, civil society, journalism and information, and the social and health sector." (Silius 2005, 118) The jobs they have are: "(…) equality adviser, representative for an association, secretary, project manager, editor, office manager, researcher, social worker, journalist, archivist, policewoman, museum guide, librarian, planning officer of a programme at university, lecturer, midwife, teacher, childcare worker, coordinator, architect, psychologist. In some countries, graduates also had jobs in NGOs." However, some students "(…) continued their studies, working on their master's degree or doctorate. Some recent graduates were looking for work, participating in voluntary work, or creating a family." (Silius 2005, 117)

Gender Studies shares with many of the humanities and with studies in law that graduates find jobs in a wide range of occupations. For Gender Studies this broad range is complicated by the fact that there is not one 'core occupation' such as lawyer for those who study law, or teacher for those who study a language or history. For many outsiders equal opportunities policies are the core business of Gender Studies, but for stakeholders in the field this is incorrect. The broad and diversified field of knowledge production on gender in art, in society, in economics, in culture, in politics, in health, in international relations,

in sexuality, to mention only a few of the fields that have felt the impact of gender, precludes a narrow description of the core-occupations for Gender Studies graduates. This is perceived by academics, students, graduates and potential employers in women's and equal opportunity organizations as both a weakness and strength of the field.

The results of the questionnaire about specific competencies (discussed in Part 3.6) show that the ability to contribute to the formulation and management of gender equality activism and policy making, and gender mainstreaming (number 16 in second questionnaire) is rated as important, but by no means as the most important competency. It is clear that awareness of unequal gender relations is deemed important by all stakeholders, but it is also clear that many different occupations are envisioned by them. This is related to the general and wide ranging ambitions and goals of Gender Studies. These go beyond equal civil, political and social rights for women and men. Gender Studies scholars are interested in contributing to citizenship in the broadest sense of the word. They see how gender justice also has to do with women's representation in culture and history, with the recognition of women's contribution to society, economics, culture and health, and with the interaction of gender with other categories of hierarchy and exclusion, such as religion, sexuality, ethnicity and 'race'. The importance assigned by the respondents to the ability to demonstrate knowledge of the historical and contemporary social and economic status of women (competency 2) and understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (competency 7) indicate that Gender Studies is perceived as a wide field that is connected to all forms of knowledge production. This means that many of the academics and the students, as well as the graduates, rank capacity for research as crucial; it indicates that Gender Studies experts aim for an independent, critical professional identity.

It is exactly this ambition that makes Gender Studies graduates so employable in a wide range of occupations, where not a specialized knowledge on certain topics or procedures is required, but all those jobs at the academic level that demand professional independence, ability to be (self-) critical and reflective of professional practices, and the ability to demonstrate this in a wide variety of contexts. Research has shown that Gender graduates find jobs in all corners of the labour market, both in public and private domains. The transfer of knowledge about gender therefore takes place in many different situations, official equal opportunities being only one of them.

Due to its unique characteristics, training in Gender Studies has a profound impact on students' personal and professional lives. It "(…) stimulates and challenges them, answering their interests and needs" (Griffin 2005, Griffin 102). It also helps them to become self-confident and thus to increase their chances on the job market. (Silius 2005, 127) It encourages students to look for a job, but also to continue their education. "Women's Studies ability to inspire its students to pro-long their education is thus one of the most important contributions the discipline makes to facilitating women's participation in the labour market." (Griffin 2005, 103)

Gender training allows students to "(…) identify the more subtle, structural and cultural mechanisms that produce inequality (…); to realize that "(…) specific measures to combat gender inequalities are vital to the future of the EU"; to have "a 'gender sensitive' worldview that enables them to understand the complexity of the factors that contribute to maintaining or reducing, and sometimes even reinforcing, gender inequalities"; to be "(…) committed to enhancing women's rights and promoting equality." (Le Feuvre, Andriocci 2005, 62) "(…) Women's Studies provides specific gender expertise and analytical tools to work with diversity, power and differences" together with the abilities of critical thinking. (Silius 2005, 127)

"Gender expertise is valuable in many traditional Humanities and Social Sciences disciplines because the topics dealt with in Women's Studies are of interest to many women and men. Hence, many jobs advertised in those subjects [in UK] ask for gender expertise as one of their preferred areas of specialism." (Griffin 2005, 101) Moreover, "gender expertise opens the fields of equal opportunities as well as voluntary organizations, NGOs and trade unions for Women's Studies graduates." (Silius 2005, 126) In addition, where Gender Studies are about a specialist education, the graduates may make a career "(…) in the field of equal opportunities and Gender Studies." (Silius 2005, 113) The more specialist the training is, the more specific profession student may eventually have. (Silius 2005, 125)

Therefore, Gender training allows students to function well in various types of professions, those that require gender expertise and those that do not. This is because, as has already been pointed out, gender training increases students' awareness and understanding of the existing gendered social roles and stereotypes. Even if not required in the job profile, the knowledge and skills of students can be applied indi-

rectly, positively influencing the environment they find themselves in. (Griffin 2005, 103, 104). This positive influence regards, among others, the promotion of gender sensitivity and gender equality in the graduates' employment.

Postgraduates "want to work predominately in three areas: feminist research/academe; women's NGOs/the voluntary sector; and equal opportunities." This is because "these are the arenas where they think they can most meaningfully apply the knowledge they acquired on their degree course." (Griffin 2005, 103). However, Gender Studies' postgraduates also apply for jobs, for which students from other disciplines will also apply. (Silius 2005, 115)

The field of equal opportunities is traditionally a field that attracts many Gender Studies graduates, but it should be pointed out that the presence of such jobs in Europe differs from country to country and is undergoing other changes as well. In some countries, "there is a positive relation between a high degree of institutionalization of Women's Studies training and of equal opportunities policies in a country, and the impact of Women's Studies training on women's employment." (Silius 2005, 111) In other places, separate gender equality jobs have disappeared and Gender graduates will compete with experts in combating discrimination based on e.g. 'race', age or physical health. In this context it seems an advantage that Gender Studies is directed at a wide range of competencies, and have never restricted their expertise to narrow definitions of gender equality, but are trained in envisioning a broader form of inclusive citizenship.

3.5. Generic Competences

The generic competences have been defined by the EU-Tuning project. From February 2009 till the end of June 2009 those involved in Gender Studies indicated importance (rate), relative importance (rank) of these competences, but also indicated their 'achieved implementation' in existing programmes. This part presents the results of this consultation in the field of Gender Studies.

List of 31 generic competencies defined by the EU-Tuning project

1	Ability for abstract thinking, analysis and synthesis
2	Ability to apply knowledge in practical situations
3	Ability to plan and manage time
4	Knowledge and understanding of the subject area and understanding of the profession
5	Ability to communicate both orally and through the written word in native language
6	Ability to communicate in a second language
7	Skills in the use of information and communications technologies
8	Ability to undertake research at an appropriate level
9	Capacity to learn and stay up-to-date with learning
10	Ability to search for, process and analyse information from a variety of sources
11	Ability to be critical and self-critical
12	Ability to adapt to and act in new situations
13	Capacity to generate new ideas (creativity)
14	Ability to identify, pose and resolve problems
15	Ability to make reasoned decisions
16	Ability to work in a team
17	Interpersonal and interaction skills
18	Ability to motivate people and move toward common goals
19	Ability to communicate with non-experts of one's field
20	Appreciation of and respect for diversity and multiculturality
21	Ability to work in an international context
22	Ability to work autonomously
23	Ability to design and manage projects
24	Commitment to safety
25	Spirit of enterprise, ability to take initiative
26	Ability to act on the basis of ethical reasoning
27	Ability to evaluate and maintain the quality of work produced
28	Determination and perseverance in the tasks given and responsibilities taken
29	Commitment to the conservation of the environment
30	Ability to act with social responsibility and civic awareness
31	Ability to show awareness of equal opportunities and gender issues

3.5.1. Generic Competences. Rating

Rating Competences: the respondents rated the importance and achievement for each competence on a scale from 1 to 4.

Graph 1a presents the importance of the generic competences and the level to which they are developed by the university degree according to the **academics' rating.**

According to academics, the most important competences are:

— ability for abstract thinking, analysis and synthesis (1);

— ability to search for, process and analyse information from a variety of sources (10);

— ability to communicate both orally and through the written word in native language (5);

The least important competences according to academics are:

— spirit of enterprise, ability to take initiative (25);

—commitment to the conservation of the environment (29);

— commitment to safety (24).

According to the academics, the level to which the generic competences have been developed by the university degree is relatively high. However, improvement is still necessary. According to the academics, among the most important competences the discrepancy between the competence importance and the level to which it is achieved is the smallest for the ability for abstract thinking, analysis and synthesis (1); ability to communicate both orally and through the written word in native language (5); ability to work autonomously (22); and the biggest for the capacity to generate new ideas (creativity) (13).

Graph 2a presents the importance of the generic competences and the level to which they are developed by the university degree, according to the **activists' rating.**

The most important competences, according to activists, are:

— ability for abstract thinking, analysis and synthesis (1);

— appreciation of and respect for diversity and multiculturality (20);

— ability to communicate both orally and through the written word in native language (5);

The least important competences, according to activists, are:

— ability to communicate in a second language (6);

— commitment to the conservation of the environment (29);

— commitment to safety (24).

The level to which the generic competences have been developed by the university degree, though high, still demands significant improvement. The biggest discrepancy between the competence importance and the level to which it is achieved concerns the ability to apply knowledge in practical situations (2), the smallest concerns the ability for abstract thinking, analysis and synthesis (1). The activists rate the present achievement of the expected learning outcomes lower than the academics.

Graph 3a presents the importance of the generic competences and the level to which they are developed by the university degree, according to the **graduates' rating.**

The most important competences, according to graduates, are:

— appreciation of and respect for diversity and multiculturality (20);

— ability to be critical and self-critical (11);

— ability to communicate both orally and through the written word in native language (5);

The least important competences, according to graduates, are:

— spirit of enterprise, ability to take initiative (25);

— commitment to the conservation of the environment (29);

— commitment to safety (24).

According to the graduates, the level to which the competences have been developed by the university degree is high, though it still needs

improvement. The smallest discrepancy between the competence importance and the level to which it is developed regards the ability to show awareness of equal opportunities and gender issues (31) whereas the biggest discrepancy concerns the capacity to generate new ideas (creativity) (13).

Graph 4a presents the importance of the generic competences and level to which they are developed by the university degree, according to the **students' rating.**

The most important competences, according to students, are:

— ability to be critical and self-critical (11);
— ability to show awareness of equal opportunities and gender issues (31);
— ability for abstract thinking, analysis and synthesis (1).

The least important competences, according to students, are:

— skills in the use of information and communications technologies (7);
— commitment to the conservation of the environment (29);
— commitment to safety (24).

According to the students, among the most important competences improvement is especially crucial when it comes to the ability to apply knowledge in practical situations (2). The smallest discrepancy between the competence importance and the level to which it is achieved concerns the ability to show awareness of equal opportunities and gender issues (31).

Ordered by competence number

Graph 1a
Generic. Academics' Rating
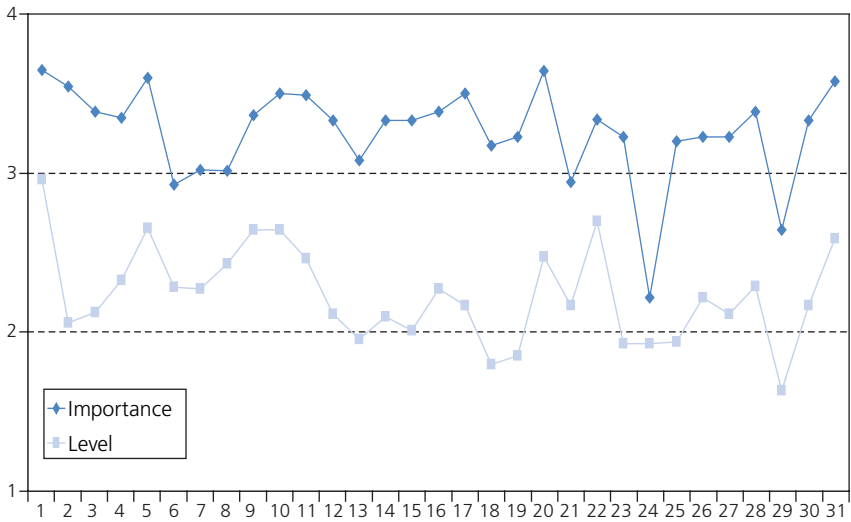
Graph 2a
Generic. Activists' Rating
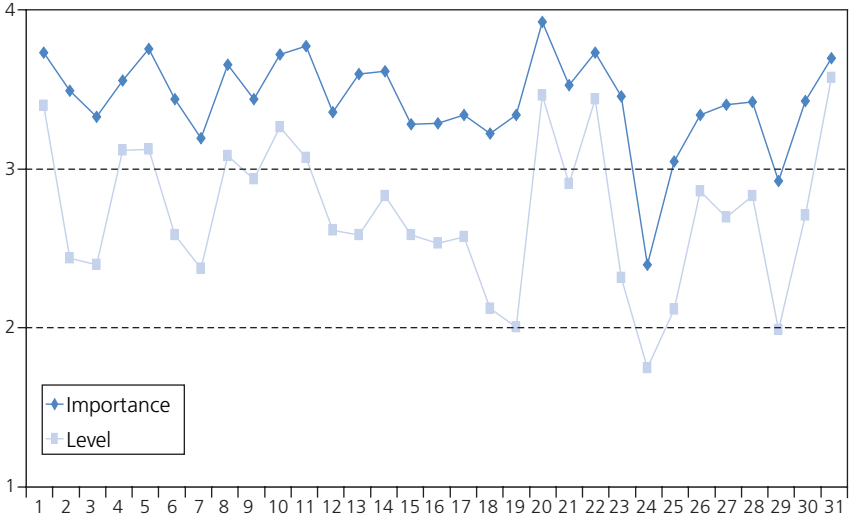
Graph 3a
Generic. Graduates' Rating
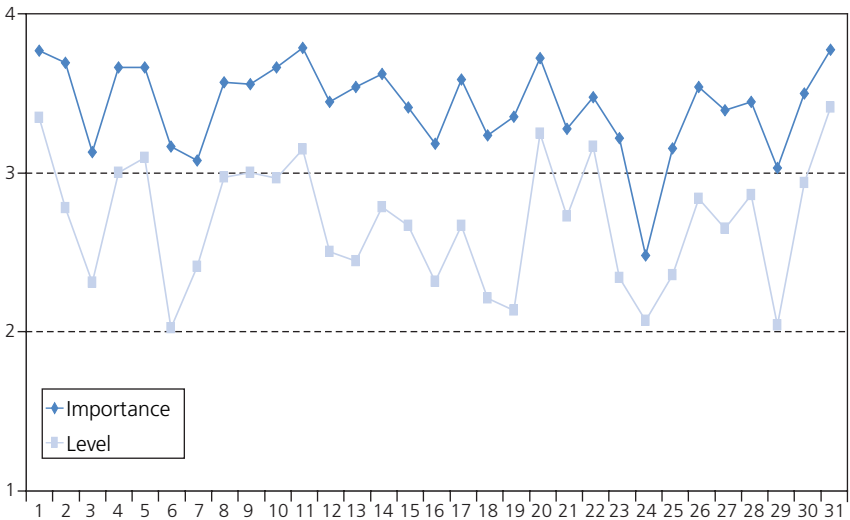
Graph 4a
Generic. Students' Rating

3.5.2. Generic Competences. Ranking

Ranking Competences: the respondents chose the five top competences and listed them in order of importance.

Graph 1b demonstrates the importance of the generic competences, according to the **academics' ranking.**

The most important competences, according to academics, are:

— ability for abstract thinking, analysis and synthesis (1);

— ability to be critical and self-critical (11);

— ability to show awareness of equal opportunities and gender issues (31).

The least important competences, according to academics, are:

— commitment to the conservation of the environment (29);

— commitment to safety (24);

— ability to design and manage projects (23).

Graph 2b demonstrates the importance of the generic competences, according to the **activists' ranking.**

The most important competences, according to activists, are:

— ability to show awareness of equal opportunities and gender issues (31);

— ability to be critical and self-critical (11);

— ability to plan and manage time (3).

The least important competences, according to activists, are:

— ability to undertake research at an appropriate level (8);

— ability to evaluate and maintain the quality of work produced (27);

— skills in the use of information and communications technologies (7).

Graph 3b demonstrates the importance of the generic competences, according to the **graduates' ranking.**

The most important competences, according to graduates, are:

— ability for abstract thinking, analysis and synthesis (1);
— ability to show awareness of equal opportunities and gender issues (31);
— ability to be critical and self-critical (11).

The least important competences, according to graduates, are:

— ability to make reasoned decisions (15);
— ability to evaluate and maintain the quality of work produced (27);
— commitment to the conservation of the environment (29).

Graph 4b demonstrates the importance of the generic competences, according to the **students' ranking.**

The most important competences, according to students, are:

— ability for abstract thinking, analysis and synthesis (1);
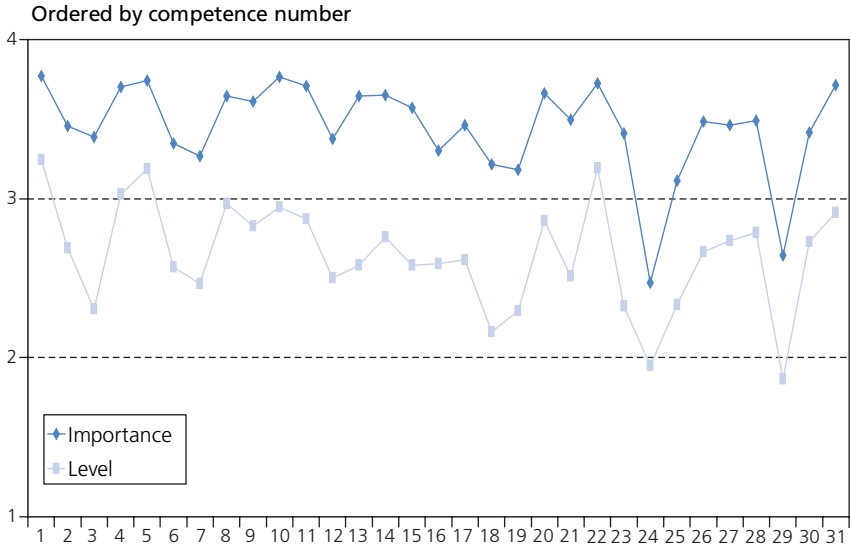— ability to be critical and self-critical (11);
— ability to show awareness of equal opportunities and gender issues (31).

The least important competences, according to students, are:

— ability to evaluate and maintain the quality of work produced (27);
— skills in the use of information and communications technologies (7);
— commitment to safety (24).
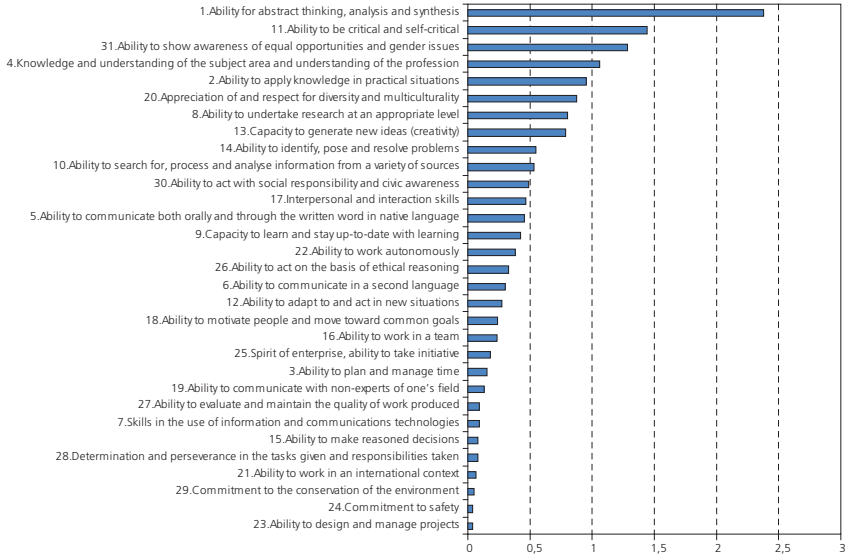
Graph 1b
Generic. Academics' Ranking
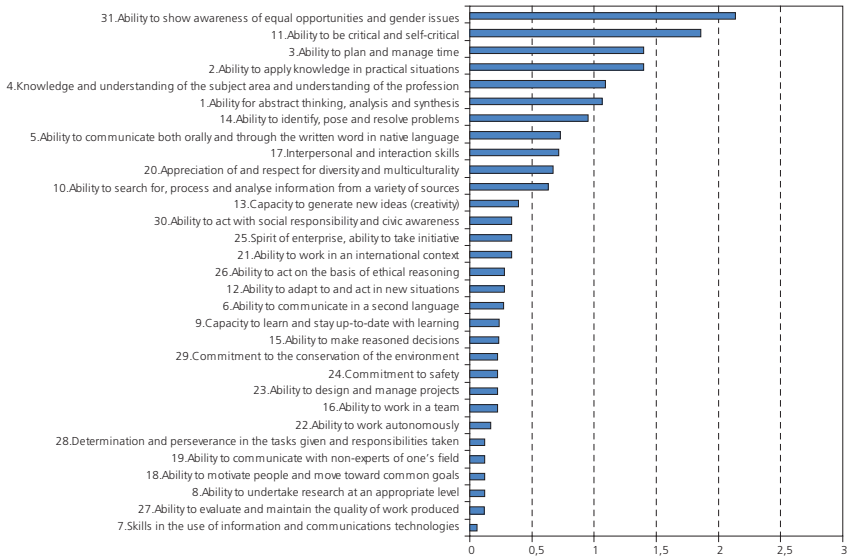
Graph 2b
Generic. Activists' Ranking
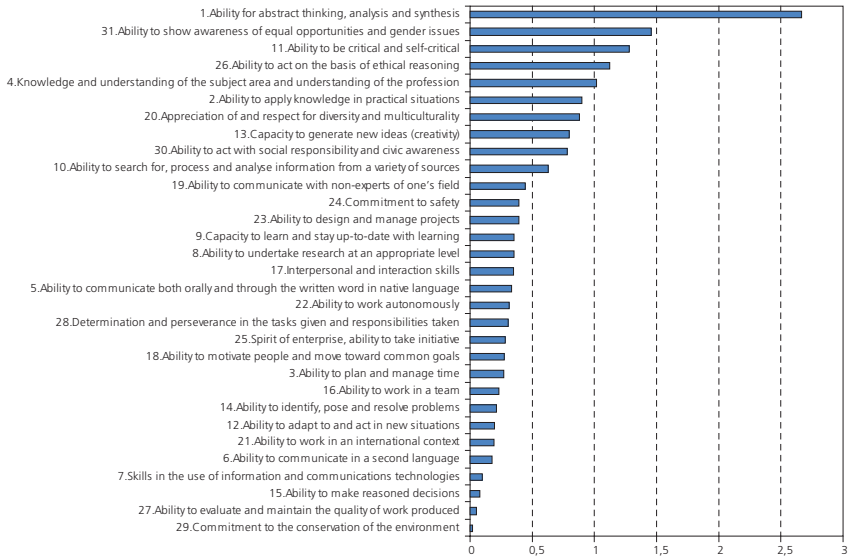
Graph 3b
Generic. Graduates' Ranking
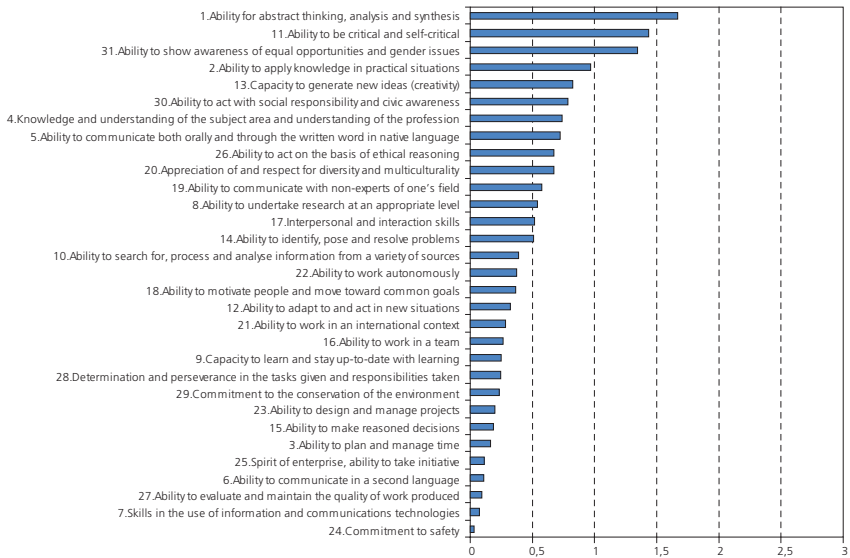
Graph 4b
Generic. Students' Ranking

3.5.3. Generic Competences. Correlation

Table 1 presents the order of the generic competences according to the **ranking**. The most important six generic competences for the academics are coloured blue. The least important generic competences for the academics are coloured light blue.

The most important competences for all the four groups are:

— ability for abstract thinking, analysis and synthesis (1);

— ability to be critical and self critical (11);

— ability to show awareness of equal opportunities and gender issues (31);

— knowledge and understanding of the subject area and understanding of the profession (4);

—ability to apply knowledge in practical situations (2).

Table 1

LIST OF GENERIC COMPETENCES	IMPORTANCE OF GENERIC COMPETENCES			
	Academics	Students	Graduates	Activists
1. Ability for abstract thinking, analysis and synthesis	1	1	1	31
2. Ability to apply knowledge in practical situations	11	11	31	11
3. Ability to plan and manage time	31	31	11	3
4. Knowledge and understanding of the subject area and understanding of the profession	4	2	26	2
5. Ability to communicate both orally and through the written word in native language	2	13	4	4
6. Ability to communicate in a second language	20	30	2	1
7. Skills in the use of information and communications technologies	8	4	20	14
8. Ability to undertake research at an appropriate level	13	5	13	5
9. Capacity to learn and stay up-to-date with learning	14	26	30	17
10. Ability to search for, process and analyse information from a variety of sources	10	20	10	20
11. Ability to be critical and self-critical	30	19	19	10
12. Ability to adapt to and act in new situations	17	8	24	13
13. Capacity to generate new ideas (creativity)	5	17	23	30
14. Ability to identify, pose and resolve problems	9	14	9	25
15. Ability to make reasoned decisions	22	10	8	21

16.	Ability to work in a team	26	22	17	26
17.	Interpersonal and interaction skills	6	18	5	12
18.	Ability to motivate people and move toward common goals	12	12	22	6
19.	Ability to communicate with non-experts of one's field	18	21	28	9
20.	Appreciation of and respect for diversity and multiculturality	16	16	25	15
21.	Ability to work in an international context	25	9	18	29
22.	Ability to work autonomously	3	28	3	24
23.	Ability to design and manage projects	19	29	16	23
24.	Commitment to safety	27	23	14	16
25.	Spirit of enterprise, ability to take initiative	7	15	12	22
26.	Ability to act on the basis of ethical reasoning	15	3	21	28
27.	Ability to evaluate and maintain the quality of work produced	28	25	6	19
28.	Determination and perseverance in the tasks given and responsibilities taken	21	6	7	18
29.	Commitment to the conservation of the environment	29	27	15	8
30.	Ability to act with social responsibility and civic awareness	24	7	27	27
31.	Ability to show awareness of equal opportunities and gender issues	23	24	29	7

Table 2 presents the correlations between the academics, activists, graduates and students' **rankings** of the generic competences. As the table shows, all correlations are positive which indicates that the given groups have similar views concerning the importance of the competences. The most related rankings are between the students and academics and between the graduates and students. In general, correlations tend to be higher among the academics, graduates and students and weaker when they refer to the relationship of any of the former groups with the activists.

Table 2

	Academics	Students	Graduates	Activists
Academics	1,0000			
Students	0,8339	1,0000		
Graduates	0,6847	0,7774	1,0000	
Activists	0,6552	0,6024	0,5335	1,0000

Table 3 shows the correlations between the academics, activists, graduates and students' **ratings** of the generic competences. Competences are ranked most significantly between the academics and graduates. Rankings of level are related most significantly between graduates and students. The table also presents the correlations between the importance of the competences and the level to which they are developed: most significantly related according to the academics and least significantly related according to the activists.

Table 3
Correlation Matrix for Generic Competences

	Acad_imp	Stud_imp	Grad_imp	Act_imp	Acad_level	Stud_level	Grad_level	Act_level
Acad_imp	1,0000							
Stud_imp	0,8783	1,0000						
Grad_imp	0,9271	0,8761	1,0000					
Act_imp	0,7882	0,831	0,7617	1,0000				
Acad_level	0,8838	0,8077	0,8224	0,6939	1,0000			
Stud_level	0,7944	0,8225	0,7515	0,6761	0,8813	1,0000		
Grad_level	0,8579	0,7874	0,8499	0,6393	0,9067	0,9165	1,0000	
Act_level	0,7085	0,5918	0,6642	0,5810	0,8759	0,8068	0,8852	1,0000

'_imp' denotes importance
'_level' denotes level
i.e. Stud_imp denotes importance of a competence in the Students group

There is a profound and overwhelming agreement on the importance of the generic competences among the four groups in the field. The academics, activists, graduates and students evaluate all generic competences expect 24 and 29 (safety and environment) above 3. In other words, not one group deems unimportant what another group finds important.

3.6. Subject Specific Competences in Different Cycles

The subject specific competences have been defined by the specialists in the Athena Network. From February 2009 till the end of June 2009 those involved in Gender Studies indicated importance (rate), relative importance (rank) of these competences, but also indicated their 'achieved implementation' in existing programmes. This part presents the results of this consultation in the field of Gender Studies.

List of 16 subject specific competencies defined
by the specialists in the Athena Network

1	Demonstrate knowledge of the uses of the concept of gender in research
2	Demonstrate knowledge of the historical and contemporary social and economic status of women
3	Demonstrate knowledge of historical and contemporary cultural representations by and of women
4	Demonstrate knowledge of the history of national and international women's movements and their connections to other movements
5	Demonstrate knowledge of the development of Gender Studies as an interdisciplinary field
6	Demonstrate knowledge of and ability to create dialogues between different branches of feminist theorizing (queer feminist theories, sexual difference feminist theories, feminist Marxism, cyberfeminism, cyborg feminism etc.)

7	Demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age
8	Demonstrate understanding of other scholarship that addresses the status of historically disadvantaged groups and power differentials between these and dominant groups (intersectional, postcolonial, queer, men's studies and theories)
9	Demonstrate understanding of the transnational and cross-cultural dimensions of gender relations
10	Demonstrate understanding of the role gender plays in power and politics
11	Demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies
12	Demonstrate the ability for independent interdisciplinary research on gender both in academic and non-academic contexts (feminist organizations, gender equality activism, equal opportunities policy-making etc.)
13	Demonstrate the ability for the application of quantitative research methods in research on women and gender
14	Demonstrate the ability for the application of qualitative research methods in research on women and gender
15	Demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts
16	Demonstrate the ability to contribute to the formulation and management of gender equality activism and policy making, and gender mainstreaming

3.6.1. Subject Specific Competences. Rating

Rating Competences: the respondents rated the importance and achievement for each competence on a scale from 1 to 4.

Graph 1c presents the importance of the specific competences in the first, second and third cycles and the level to which they are developed by the university degree, according to the **academics' rating.**

The most important competences, according to academics, are:

— first cycle:
- ability to demonstrate knowledge of the uses of the concept of gender in research (1);
- ability to demonstrate knowledge of the historical and contemporary social and economic status of women (2);

— second cycle:
- ability to demonstrate understanding of the role gender plays in power and politics (10);
- ability to demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies (11);

— third cycle:
- ability to demonstrate knowledge of the uses of the concept of gender in research (1);
- ability to demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies (11);
- capacity to demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (15).

The least important competence for all the three cycles, according to academics, is:
- ability for the application of quantitative research methods in research on women and gender (13).

The achievement of the expected learning outcomes in the second and third cycles is assessed as relatively high, though still in need of improvement. The achievement of the learning outcomes in the first cycle is evaluated very positively. In the case of seven competences (6, 8, 11, 12, 13, 14, and 16) the level to which they are developed during the first cycle is seen as higher than the importance of the competence.

Graph 2c presents the importance of the specific competences in the first, second and third cycles and the level to which they are developed by the university degree, according to the **activists' rating.**

The most important competences according to activists are:

— first cycle:

- demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7)

— second cycle:

- demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);

- demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (15);

— third cycle:

- demonstrate understanding of the role gender plays in power and politics (10);

- demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (15).

The least important competences, according to activists, are:

— first cycle:

- demonstrate the ability for the application of qualitative research methods in research on women and gender (14);

— second cycle:

- demonstrate the ability for independent interdisciplinary research on gender both in academic and non-academic contexts (feminist organizations, gender equality activism, equal opportunities policy-making etc.) (12);

— third cycle:

- demonstrate knowledge of the history of national and international women's movements and their connections to other movements; demonstrate knowledge of the development of Gender Studies as an interdisciplinary field (5);
- ability for independent interdisciplinary research on gender both in academic and non-academic contexts (feminist organizations, gender equality activism, equal opportunities policy-making etc.) (12);
- ability for the application of quantitative research methods in research on women and gender (13).

According to the activists, the level to which the competences are developed in all the three cycles still needs to be improved. Yet, the level to which 6 competences (6, 11, 12, 13, 14, and 16) are developed in the first cycle is assessed as satisfactory.

Graph 3c presents the importance of the specific competences in the first, second and third cycles and the level to which they are developed by the university degree, according to the **graduates' rating.**

The most important competences according to graduates are:

— first cycle:

- demonstrate knowledge of historical and contemporary cultural representations by and of women (3);

— second cycle:

- demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);

— third cycle:

- knowledge of the uses of the concept of gender in research (1).

The least important competence for all the three cycles, according to graduates, is:

- ability for the application of quantitative research methods in research on women and gender (13).

According to the graduates, the level to which competences in the second and third cycles are developed is high, though still requires improvement. The achievement of the learning outcomes in the first cycle is evaluated very positively. In the case of most of the competences (exception competence 13, 15, 16) the level to which they are developed during the first cycle is seen as equal as or higher than the importance of the competence.

Graph 4c presents the importance of the specific competences in the first, second and third cycles and the level to which they are developed by the university degree, according to the **students' rating.**

The most important competences according to students are:

— first cycle:

- demonstrate knowledge of the historical and contemporary social and economic status of women (2);

— second cycle:

- demonstrate knowledge of the uses of the concept of gender in research (1);

- demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);

— third cycle:

- demonstrate knowledge of the uses of the concept of gender in research (1).

The least important competence for all the three cycles, according to students, is:

- ability for the application of quantitative research methods in research on women and gender (13)

According to the students, the level to which competences in the second and third cycles are developed is high, though still requires improvement. The achievement of the learning outcomes in the first cycle is evaluated positively. In the case of the competences 6, 9, 11, 12, 14 the level to which they are developed during the first cycle is seen as higher than the importance of the competence.
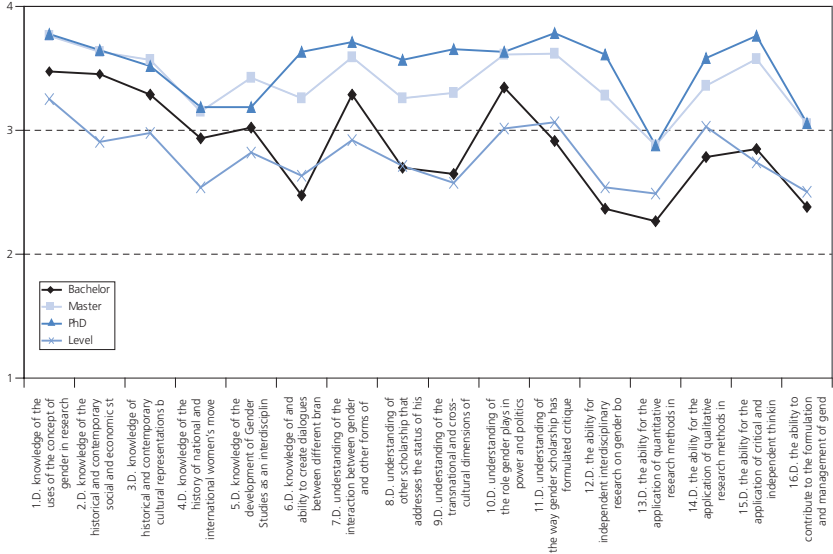
Graph 1c
Specific. Academics' Rating
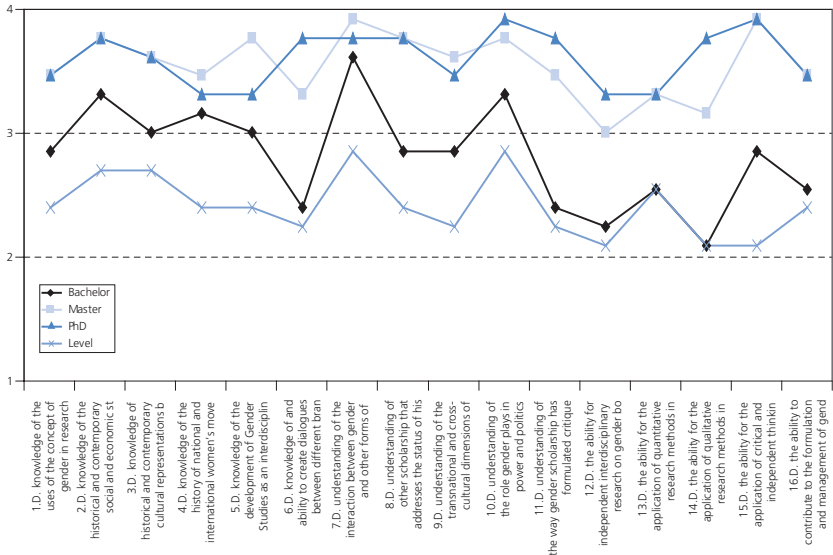
Graph 2c
Specific. Activists' Rating
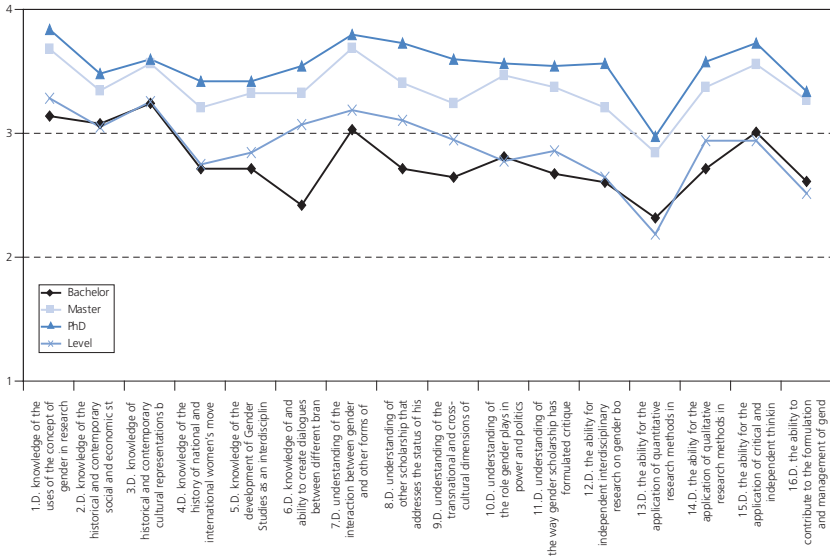
Graph 3c
Specific. Graduates' Rating

The x-axis labels (shared by both graphs):

1.D. knowledge of the uses of the concept of gender in research
2.D. knowledge of the historical and contemporary social and economic st
3.D. knowledge of historical and contemporary cultural representations b
4.D. knowledge of the history of national and international women's move
5.D. knowledge of the development of Gender Studies as an interdisciplin
6.D. knowledge of and ability to create dialogues between different bran
7.D. understanding of the interaction between gender and other forms of
8.D. understanding of other scholarship that addresses the status of his
9.D. understanding of the transnational and cross-cultural dimensions of
10.D. understanding of the role gender plays in power and politics
11.D. understanding of the way gender scholarship has formulated critique
12.D. the ability for independent interdisciplinary research on gender bo
13.D. the ability for the application of quantitative research methods in
14.D. the ability for the application of qualitative research methods in
15.D. the ability for the application of critical and independent thinkin
16.D. the ability to contribute to the formulation and management of gend

Legend: Bachelor, Master, PhD, Level

Graph 4c
Specific. Students' Rating

Legend: Bachelor, Master, PhD, Level

3.6.2. Subject Specific Competences. Ranking

Ranking Competences: the respondents chose the five top competences and listed them in order of importance.

Graph 1d demonstrates the importance of the specific competences, according to the **academics' ranking.**

The most important competences, according to academics, are:

— demonstrate knowledge of the uses of the concept of gender in research (1);

— demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);

— demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies (11);

The least important competences, according to academics, are:

— demonstrate knowledge of and ability to create dialogues between different branches of feminist theorizing (queer feminist therories, sexual difference feminist theories, feminist Marxism, cyberfeminism, cyborg feminism etc.) (6);

— demonstrate the ability to contribute to the formulation and management of gender equality activism and policy making, and gender mainstreaming (16);

— demonstrate knowledge of the history of national and international women's movements and their connections to other movements (4).

Graph 2d demonstrates the importance of the specific competences, according to the **activists' ranking.**

The most important competences, according to activists, are:

— demonstrate understanding of other scholarship that addresses the status of historically disadvantaged groups and power differentials between these and dominant groups (intersectional, postcolonial, queer, men's studies and theories) (8);

— demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);

— demonstrate knowledge of the historical and contemporary social and economic status of women (2);

The least important competences, according to activists, are:

— demonstrate knowledge of the history of national and international women's movements and their connections to other movements (4);

— demonstrate the ability for the application of quantitative research methods in research on women and gender (13);

— demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies (11).

Graph 3d demonstrates the importance of the specific competences, according to the **graduates' ranking.**

The most important competences, according to graduates, are:

— demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);

— demonstrate knowledge of the uses of the concept of gender in research (1)

— demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (15);

The least important competences, according to graduates, are:

— demonstrate the ability to contribute to the formulation and management of gender equality activism and policy making, and gender mainstreaming (16);

— demonstrate knowledge of the history of national and international women's movements and their connections to other movements (4);

— demonstrate the ability for the application of quantitative research methods in research on women and gender (13).

Graph 4d demonstrates the importance of the specific competences, according to the **students' ranking.**

The most important competences, according to students, are:

— demonstrate understanding of the role gender plays in power and politics (10);
— demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7);
— demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (15);

The least important competences, according to students, are:

— demonstrate understanding of other scholarship that addresses the status of historically disadvantaged groups and power differentials between these and dominant groups (intersectional, postcolonial, queer, men's studies and theories) (8);
— demonstrate the ability for the application of quantitative research methods in research on women and gender (13);
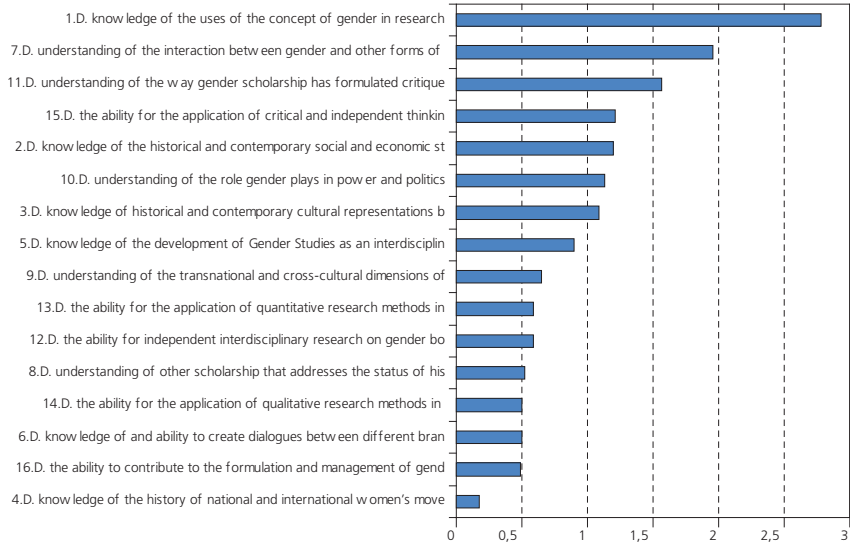— demonstrate the ability for the application of qualitative research methods in research on women and gender (14).

Graph 1d
Specific. Academics' Ranking

Graph 2d
Specific. Activists' Ranking

Graph 3d
Specific. Graduates' Ranking

7.D. understanding of the interaction between gender and other forms of
1.D. knowledge of the uses of the concept of gender in research
15.D. the ability for the application of critical and independent thinkin
3.D. knowledge of historical and contemporary cultural representations b
8.D. understanding of other scholarship that addresses the status of his
6.D. knowledge of and ability to create dialogues between different bran
11.D. understanding of the way gender scholarship has formulated critique
10.D. understanding of the role gender plays in power and politics
5.D. knowledge of the development of Gender Studies as an interdisciplin
9.D. understanding of the transnational and cross-cultural dimensions of
14.D. the ability for the application of qualitative research methods in
12.D. the ability for independent interdisciplinary research on gender bo
2.D. knowledge of the historical and contemporary social and economic st
16.D. the ability to contribute to the formulation and management of gend
4.D. knowledge of the history of national and international women's move
13.D. the ability for the application of quantitative research methods in

Graph 4d
Specific. Students' Ranking

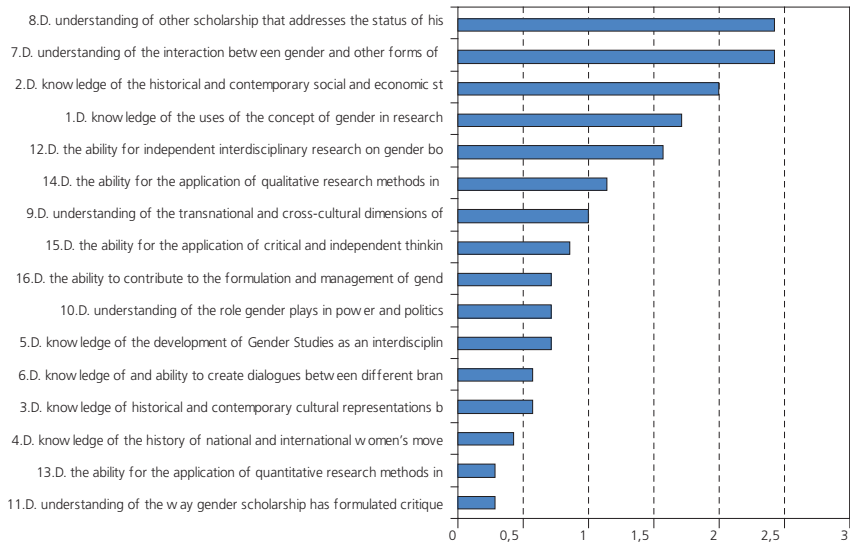10.D. understanding of the role gender plays in power and politics
7.D. understanding of the interaction between gender and other forms of
15.D. the ability for the application of critical and independent thinkin
2.D. knowledge of the historical and contemporary social and economic st
1.D. knowledge of the uses of the concept of gender in research
11.D. understanding of the way gender scholarship has formulated critique
16.D. the ability to contribute to the formulation and management of gend
3.D. knowledge of historical and contemporary cultural representations b
6.D. knowledge of and ability to create dialogues between different bran
12.D. the ability for independent interdisciplinary research on gender bo
4.D. knowledge of the history of national and international women's move
9.D. understanding of the transnational and cross-cultural dimensions of
5.D. knowledge of the development of Gender Studies as an interdisciplin
8.D. understanding of other scholarship that addresses the status of his
13.D. the ability for the application of quantitative research methods in
14.D. the ability for the application of qualitative research methods in

3.6.3. Subject Specific Competences. Correlation

Table 4 presents the order of the specific competences, according to the **ranking.** The most important three specific competences for the academics are coloured in dark blue. The least important three specific competences for the academics are coloured in light blue.

The most important competence for all the four groups is:

— ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (7).

A striking and even surprising result of the questionnaire is that the appreciation of the ability for the application of quantitative research methods in research on women and gender (13) has been considered as almost the least important competence by all groups of respondents. However it should be noted that this is a relative degree. Almost all respondents rate the level of importance above 2 at a scale of 1-4; and for PhD's the rating is over 3. There is no doubt that graduates, activists and academics are aware of the importance of quantitative methods in several forms of research. Students, graduates and those active in women's centres however rank this competence in the lowest, academics rank it in the middle range. This may be explained by looking at the role of quantitative methods in different fields of research. In many social sciences they are absolutely crucial, but within the humanities and more interpretative social studies quantitative methods are less important. Gender Studies have developed in both contexts, and often a critical approach to statistical data about gender roles has inspired the field. For Gender Studies, numbers in themselves are not convincing, and Gender Studies scholars have shown that a mere numerical approach to reality does not explain the complicated multilayeredness of gender as a social category, as an aspect of psychology and a way of representing power relations and hierarchies. Gender Studies have been connected to strong traditions of qualitative corrections of quantitative research results. Located at the crossroads of the humanities and social sciences and sciences, Gender Studies have contributed to the critical evaluation of the boundaries dividing the three cultures of research and the hierarchies that are implied by the suggestion that numbers provide better knowledge than interpretations. This critical tradition may explain the low estimation of the respondents, and it will be important for the field to reflect on the meaning of this estimation.

In this respect it may be helpful to ask whether this low estimation of quantitative research may reflect the absence of huge investments required for quantitative social analysis. Social scientists increasingly work with data sets collected by national and transnational agencies, and part of their research costs consist of keeping and expanded such data bases. Although research questions concerning gender are increasingly incorporated in such research projects, Gender Studies as a field have not succeeded in organizing their own data collections. Few scholars in Gender Studies, and even fewer students, have access to such resources and the often rich possibilities a critical study of them will bring. Hence, this preference for qualitative methods of the respondents in this questionnaire can be seen as a sign of the financially marginal position Gender Studies often occupy in universities and research institutes.

Table 4

LIST OF SPECIFIC COMPETENCES	IMPORTANCE OF SPECIFIC COMPETENCES			
	Academics	Students	Graduates	Activists
1. D. knowledge of the uses of the concept of gender in research	1	10	7	8
2. D. knowledge of the historical and contemporary social and economic status of women	7	7	1	7
3. D. knowledge of historical and contemporary cultural representations by and of women	11	15	15	2
4. D. knowledge of the history of national and international women's movements and their connections to other movements	15	2	3	1
5. D. knowledge of the development of Gender Studies as an interdisciplinary field	2	1	8	12
6. D. knowledge of and ability to create dialogues between different branches of feminist theorizing (queer feminist theories, sexual difference feminist theories, feminist Marxism, cyberfeminism, cyborg feminism etc.)	10	11	6	14
7. D. understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age	3	16	11	9

#	Description				
8.	D. understanding of other scholarship that addresses the status of historically disadvantaged groups and power differentials between these and dominant groups (intersectional, postcolonial, queer, men's studies and theories)	15	10	3	5
9.	D. understanding of the transnational and cross-cultural dimensions of gender relations	16	5	6	9
10.	D. understanding of the role gender plays in power and politics	10	9	12	13
11.	D. understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies	5	14	4	12
12.	D. the ability for independent interdisciplinary research on gender both in academic and non-academic contexts (feminist organizations, gender equality activism, equal opportunities policy-making etc.)	6	12	9	8
13.	D. the ability for the application of quantitative research methods in research on women and gender	3	2	5	14
14.	D. the ability for the application of qualitative research methods in research on women and gender	4	16	8	6
15.	D. the ability for the application of critical and independent thinking on gender in different professional and political contexts	13	4	13	16
16.	D. the ability to contribute to the formulation and management of gender equality activism and policy making, and gender mainstreaming	11	13	14	4

Table 5 presents the correlation between academics, activists, graduates and students' **rankings** of the specific competences. As the table shows the most related rankings are between the academics, graduates and students. The correlation is especially weak between the activists and academics and the activists and students.

Table 5

	Academics	Students	Graduates	Activists
Academics	1,0000			
Students	0,6471	1,0000		
Graduates	0,6265	0,4676	1,0000	
Activists	0,2088	0,1500	0,3206	1,0000

Respondents agree about the importance of the specific competences as they should be taught in programmes in the three cycles. All four groups agree that all sixteen suggested competences have an importance of more than 2. More specifically, all agree that there is a difference between programmes in the first cycle and in the second/third cycles. Given this agreement on the importance of the sixteen competencies, it is interesting that the relative priorities given to different specific competences vary. Apart from the striking diversity in the ranking of 8 (knowledge of theories) and 11 (gender critique of knowledge), all four groups agree on the importance of 1 (knowledge of the uses of the concept of gender in research) and 7 (interaction between gender and other forms of inequality). All groups have put 1 and 7 in their top 5. The competence 15 (thinking critically about gender in connections with one's own position) is also evaluated by all as belonging in the upper half.

Given the basic agreement on the importance of all competences, it is useful to look at the differences that appear when the different groups were asked to rank the most important and the least important competences. Agreement on the importance of 7 (interaction between gender and other forms of inequality) and 1 (knowledge of the uses of the concept of gender in research) goes hand in hand with relatively little importance attached to 4 (knowledge of the history of women's movements), 6 (ability to create dialogues) and 16 (formulation and management of gender equality activism and policy making, and gender mainstreaming). The competences 4 and 6 are put at the bottom of the list by the academics, graduates, students and activists alike. It is important to mention that all of this concerns relative importance, not an absolute rejection of the importance of these competences. The most striking result is that

between 8 (knowledge of theories) and 11 (gender critique of knowl-
edge). Activists have put 8 at the top of their list, while it is at the bottom
of the academics' list. For 11 the reverse effect is striking: activists find
understanding of the way gender scholarship has formulated critiques of
traditions of knowledge production and epistemologies least important,
while the academics count this competence among their top three.

3.7. Cycle Level Descriptors

The Gender Studies experts that have met and discussed criteria for
course development and curriculum development in the context of the
Athena Thematic Network have always argued that Gender Studies do
not always fit the educational pattern of traditional disciplines in the
first, second and third cycles. For many students in Europe, Gender pro-
grammes and courses are not available in the first cycle. Others can only
spend part of their learning topics related to Gender Studies in their
second cycle, and many Gender Studies dissertations are produced in
the context of other programmes, in particular humanities and social
sciences. Gender Studies is both an independent autonomous discipline
with three cycles of learning and also a multidisciplinary research field
where scholars from different backgrounds work together. The results
of the questionnaire confirm this image of Gender Studies providing
a critical perspective that is useful and important in all cycles, without
proscribing the way this perspective should be achieved. Many Gender
Studies students come from different disciplinary backgrounds and en-
ter and leave the educational cycles at different moments. Some will be
Gender specialists by combining a Gender Studies bachelor programme
with an MA degree in another field, or the other way around.

All four groups consistently differentiate between first cycle and sec-
ond/third cycle programmes. All specific competences are assessed as
important (more than 2) for all programmes. However, the importance
of all competences in the first cycle is about 0.25-0.75 lower than the
importance attached to the same competences in the second and third
cycles.

This suggests that topics determine the difference between cycles (more
than level). Students in Gender Studies programmes in all cycles are ex-
pected to acquire all competencies at a certain level, but the require-
ments per competency will differ per level. It is striking that the differ-

ences between second and third level are almost non-existent in the eyes of the academics and activists and very small but consistent for the graduates and students. This shows how strong the agreement is about what constitutes a good Gender Studies programme. That is why all people involved point systematically to the same competences to be learned in all three cycles. It would not make sense when a competence (e.g. # 7: knowing about interaction between gender and other forms of inequality) was taught only in the first cycle in Gender Studies because the second cycle students without first cycle training would not acquire this competency.

Gender Studies courses are often attended by students enrolled in other programmes. Therefore, when designing Gender Studies programmes it is crucial to define exactly what Gender Studies will add to disciplinary backgrounds. The agreement on the importance of all specific competences will provide an important reference point in the development of such programmes, whether they consist of three consecutive complementing cycles, or only one or two cycles offering Gender Studies at an appropriate level.

4. Teaching, Learning and Assessment

The specialists in the Athena Network have been involved in the design and the implementation of innovative courses and modules. Parts 4.1 and 4.2 refer to the existing publications regarding those issues, but also to the contributions of the Tuning Project Group Members. Part 4.1 presents the description of content, teaching methods, learning activities and assessment tools practiced and applied in the field of Gender Studies. Part 4.2 presents the examples of the good practices taught at Humanities, Social Science and Medicine Faculties. The good practices have been proposed and selected by measuring them against the defined generic and specific competences. Thus, their ability to meet the standards of transparency and quality assurance set by the EU-ministers of education. The number of the presented examples has been determined by the defined format of the Tuning Brochure. Descriptions of the selected practices do not contain the depiction of the assessment tools. The assessment tools are comprehensively described in Part 4.1.4. Those tools are interchangeably applied by scholars who design and teach the particular examples of the good practices.

4.1. Content/Teaching Methods/Learning Activities/Assessment Tools

4.1.1. Content

Gender Studies is a multi – and interdisciplinary field of research. It investigates the historical, cultural and social status of gender and sexuality providing students with many valuable competencies and skills. It aims to produce new information on gendered relations, women's lives and their status in society. In most European countries, it also includes men's studies and queer studies as well as studies concerning equality. Gender Studies is mostly located in the humanities and social sciences, but also in medicine.

Multidisciplinarity adds special meaning and value to both teaching and content. From the very beginning students learn to communicate their views and standpoints to various audiences and contextualize their own knowledge. These are very valuable skills for instance on the labour market. Gender Studies' students achieve relevant and applicable skills but

employers, who insufficiently know this new field, do not necessarily recognize them as such. Therefore, it is crucial to think about possible employment opportunities for Gender Studies' graduates when developing the curricula.

Feminist pedagogy is a part of critical pedagogies as established by Paolo Freire and many others. It is inherited by universities from women's and feminist movements, and nowadays it is linked to general university pedagogy. During the last decade there has been a pedagogical turn in European universities. Teaching for quality learning and the whole development of pedagogy in Higher Education have both become very important. To implement constructive alignment (Biggs) at all levels of university teaching is a big and demanding task.

Feminist pedagogy aims to offer high-quality, student friendly, interactive research-based university teaching, which in its practice focuses on issues such as: differences, power-relations, knowledge production, ethics, embodiment and emotions. It acknowledges as well, that not only gender, but also other intersectional differences such as race, ethnicity, age, nationality, class, religion, sexual orientation, disabilities etc. should be focused upon in learning situations.

4.1.2. Teaching Methods

Gender Studies is known as a creative, critical, research oriented and pedagogically innovative area in academic study programmes. As knowledge is situated, teaching and learning are also contextual and partial always. Teaching and studying Gender Studies might be demanding for both teachers and students, as it is highly theoretical as well as empirically based. In feminist pedagogy, content and applied teaching methods often intersect with each other and are inseparable.

Courses that aim to provide an overview of the field or a specific part of the field attended by students new to the field require a strong effort by the lecturer when introducing important thinkers, theories, research methods and methodology or historical relations. This requirement is met by applying the lecture format or team-teaching (intergenerational aspect). Team teaching with two generations is very important for increasing students' understanding and to make it valuable for their lives. The lectures are given by one lecturer and guest lecturers who are experts on a particular issue, or university lecturers from different disci-

plines. Thus, students are not immediately expected to be able to work with the content introduced in the lecture, but to learn to understand it. Usually lectures are provided for students at the beginning of their studies (in the first and second cycle) and they are open to more advanced students (in the third cycle) as guest lecturers or co-teachers.

Tutorials accompany a lecture; they are conducted by student assistants or doctorate students. The lecture's content or compulsory literature are reflected upon and discussed within small groups of students (8-12) and therefore support a more profound understanding of the lecture. Such settings provide time and space for individual problems and interests. Moreover, a tutorial is designed as a reading or discussion group of students with a special interest in a specific thinker, theory, methodology or issue. Furthermore, tutorials enable students to reflect upon their own research projects, master or doctorate projects. Tutorials take place in actual classes at the university, but can also be organized in online platforms such as moodle. Unlike study groups or seminars, the groups can be very small and focus intensively on methodological approaches, research questions, certain texts or reading material under supervision of a university teacher. The study groups, on the other hand, are offered additionally to compulsory courses and are led by students without the teacher's supervision and evaluation.

Seminars are attended by 25 to 30 students and incorporate elements of a lecture and a tutorial. Seminars usually deal with specialisation in a field (such as empirically-based or theory-based seminars) and require basic knowledge of the subject area from the attendants. Students' participation (e.g. in discussions, assignments and presentations) is a part of the final evaluation of the student's performance in the course. Workshops are useful teaching formats where students are able to achieve practical competences such as presentation skills or academic writing skills.

Depending on the objectives of the study, cooperation between the university and (private/public) companies or NGOs is highly desirable. It allows students to get access to internships and traineeships, acquire practical skills related to university education, and participate in research projects initiated by a (public/private) company. Such cooperation also enables the formation of common master-doctorate-(public/private) company projects that link students to potential employers.

The more common teaching formats (as listed above) are complimented by summer schools (NOISE Summer School, national ones in many coun-

tries), intensive seminars (Nordic Research School, Linkoping at Tema Genus), special programmes in the second and third cycles, project research groups (also across borders and institutes), teaching cooperation, and compulsory exchange programmes.

4.1.3. Learning Activities

In Gender Studies the critical approaches to theory and practice are reflected in the manners of teaching and the relationship between teachers and students (intergenerational aspect), and even in the location where the teaching takes place. The pedagogical practice in Gender Studies, referred to as feminist pedagogy, affects, as it has been already mentioned, both content and methods. The strong affiliation between structure and content inspires students to influence the learning situation.

The core element in the learning activities is discussion and active participation. For this reason students are engaged in teaching at a very early stage, when they participate in the learning processes and progress. Learning activities are also based on principles such as: positive group reliance, open and diverse communication, and conscious development of cooperation. The activity of learning is not limited to the conventional academic settings but also covers creative and experimental approaches to scientific texts and the collection of empirical data. Students' creative activities and engagement are also reinforced by introducing elements of artistic production such as creative writing or various forms of performances. The cooperation with the community or grass-roots groups is another very successful learning activity introduced in Gender Studies. The application of such learning activities facilitates among other things better explanation and understanding of the discussed phenomena, production of new knowledge, creativity, and development of students' cognitive and meta-cognitive skills.

In many countries Gender Studies is also known for its progressiveness in e-learning. Web-courses and various ways of learning (using wikis, blogs and forms of social media) have become common practice in the field. When a course is well organized and taught, student's feedback is very good. Teacher-student-ratio must not be too high and assignments have to be well constructed. As e-learning is often uncritically promoted, Gender Studies' scholars have been scrutinizing and improving web-pedagogy for its efficiency and effectiveness.

4.1.4. Assessment Tools

In general, assessment and feedback at universities can mean various things such as: student-teacher-feedback, national auditing processes, international rankings, feedback from labour-market, alumni, interest groups and internal feedback by the academic community etc. To see assessment as a developing tool linked to universities strategies of teaching is important in all courses.

Different universities in various countries have developed their own methods of assessment. Assessment is not only contextual but also depends on the level of studies, subject area, teaching methods and learning outcomes. Methods of assessment practiced in Gender Studies do not necessarily differ from those applied in other subject areas. Assessment is important yet at times a very challenging exercise as students' starting points and level of knowledge may differ significantly. This challenge is especially tangible, for example, in the case of the web-courses, where students come from different universities and different countries.

For some teachers students' abilities are best evaluated during the learning process. On the basis of such evaluations, the learning outcomes can be predicted and special exams or assignments are unnecessary. This form of assessment is applied only when teachers deal with a relatively small group of students or in e-learning situations. Traditional exams with well formulated questions and home exams are also appropriate assessment methods. Similarly, short commentaries are good assignments for assessment, as students get immediate feedback and teachers control how the learning outcomes are achieved. Learning diaries are used widely yet also criticised as it is difficult to direct them properly and so they may become reflection papers or summaries. Marks as a form of assessment are not always defined as necessary contrary to oral evaluations. At times formulations such as "accepted/failed/to be completed" are considered insufficient.

Peer-evaluation and peer-feedback are also often used in Gender Studies. It is important to learn how to give and receive constructive feedback, not only from teachers and tutors, but from fellow students as well. Methods such as self-assessment are also practiced. Students formulate their own assessment which is subsequently followed by the teacher's. Students' self-evaluations appear to be realistic which also implies that the teacher trusts them and gives them an active role and responsibility in the learning process. Whenever assessment involves grading it is

advisable to explain the criteria beforehand and make the process as transparent as possible.

To measure the "know-how" is a challenge in a multidisciplinary and critical field such as Gender Studies. The assessment should address not only the knowledge acquired in the course, but also the learning process itself. It should also include students' progress during their learning process. The assessment must address commentary, argumentative, oral and writing skills together with the ability to work in groups. As Gender Studies is seen as a political field of research and many students (and teachers) are personally and emotionally involved with feminism, assessment should not neglect this fact. The positive effect is firstly, a commitment to learning and, secondly, a passionate interest in the topics. However, it is crucial that teachers' opinions or their own theoretical or intersectional preferences do not have an impact on the assessment.

Gender Studies and individual teachers in some countries have also taken a critical approach towards quality assurance, assessments and evaluations as such, which is a pity. These auditing processes in universities are there to stay, and also funding in the future is more and more based on indicators and rankings. University auditing and quality assurance can be seen as great opportunities to promote good multidisciplinary teaching and an innovative pedagogical development, which has increased the success of Gender Studies in many countries. The field of multidisciplinary Gender Studies has a lot to offer to assessment processes practiced on the university level. Comparing good practices on the European (Athena) and national level and working together towards dynamic and contextual approaches to quality will be even more important in the future.

(Based on: Gronold, Daniela and Linda Lund Pedersen. *Teaching Methods and Learning Activities in Gender Studies*. Hiltunen, Aino-Maija. *Teaching Methods, Learning Activities and Assessment Methods in Gender Studies.*)

4.2. Examples of Good Practices

Course: Textual Outlaws, Feminist Historical Crime Fiction
Cycle: Third
Place: Gender Studies Department, Central European University, Hungary
Lecturer: Prof. Andrea Pető

Teaching Methods

— lectures: introduction to feminist theories and analysis of the meeting point between literary theory, violence, historiography and popular culture;

— seminars: discussions and debates of various texts;

— requiring students to engage in creative writing and in particular to prepare a short crime story.

Learning Activities

— lectures introduce students to the historical, contemporary and critical development of crime fiction and feminist crime fiction; wide range of approaches to detective narratives, gender and genre studies; complex theoretical and methodological issues involved in the study of crime fiction;

— seminar discussions allow students to analyse and compare individual texts from the perspective of gender and ideology; take part in an informed discussion on the relationship of popular fiction with the canon and expressions of high culture; show a good understanding of and apply competently complex conceptual frameworks; construct coherent arguments which demonstrate an awareness of the problems posed by the texts; have a critically sophisticated engagement with the key areas of critical debate pertaining to questions of reading practices, subjectivity, language and authorship;

— close reading of detective narratives allows students to elaborate upon cultural and critical practices; explore the ways in which specific texts engage with notions of modernity and postmodernity; get acquainted with texts reflecting upon cultural specificity, race and gender;

— creative writing allows students to reflect on the literature, but also to bring in their own experience in a reflexive way; develop abilities of critical analysis; develop writing skills; demonstrate the ability to select, digest and organize material to produce, to a deadline, a coherent and critically informed written argument;

— written and oral presentation both allow forming high level of expression among students;

— personal research under the guidance of the instructor increases students' research initiatives and research skills.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to be critical and self-critical (generic 11);
Ability to undertake research at an appropriate level (generic 8);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1).

(Based on: Pető, Andrea. *Teaching Methods: Creative Writing and Feminist Theory.*)

Course: Visual Culture/Feminist Theory
Cycle: Second and Third
Place: Lodz University, Poland
Lecturer: Various Lecturers

Teaching Methods

— lectures: focus on visualization and epistemology; theories of the gaze; the politics and regimes of representation; the society of the spectacle; ideology, social critique, the affective turn;

— lectures: introduction to a coherent and broad knowledge on vision and visuality from a diversified feminist perspective; dimension of gender in its intersections with other forms of social/subjective differentiation in visual cultural production and consumption;

— seminars and workshops: active students' participation;

— requiring students to engage in independent/group work on individual projects which are subsequently evaluated by their supervisors;

— use of analytical material: art & design; popular culture (film, television, popular music); commercial media (advertising, fashion).

Learning Activities

— lectures provide students with theoretical and practical knowledge on issues such as: blurring of the boundaries between different media; elite and commercial forms of visual culture; the issue of intersecting and co-constituting differences (gender, race, class, age, ethnicity, religion, etcetera) and their relation to power; the diverse practices of consumption; commodity selves; strategies of re-signification and re-appropration; and liberating or reactionary politics); the knowledge of the feminist critique of the regime of representation, intersection of visualization technologies, science, and cinema techniques, but also novel renditions of visual culture (for instance, the affective turn);

— lectures enhance students' visual literacy and understanding of the concept of gender as related to representation and power regimes; develop students' critical awareness of the multilevel interrelations between visual culture and everyday practice; develop capacities to critically analyze visual culture along the complex intersecting lines of gender, sexuality, race, class, nationality, ethnicity, religion, and age; undertake an interdisciplinary research project within the field of Gender Studies;

— written assignments allow students to undertake interdisciplinary analyses.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to be critical and self-critical (generic 11);
Ability to apply knowledge in practical situations (generic 2);
Ability to identify, pose and resolve problems (generic 14);
Ability to undertake research at an appropriate level (generic 8);
Appreciation of and respect for diversity and multiculturality (generic 20);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1).

(Based on: Golanska, Dorota, "Teaching Feminist Visual Culture". In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 23-27)

Course: Teaching Transnational Citizenship and Empires
Cycle: Second and Third
Place: Gender Studies Department, Central European University, Hungary
Lecturer: Prof. Andrea Pető and Guest Speakers

Teaching Methods

— lectures: focus on the narration of empire through text, image, textiles, dress, and artifact; the manners and mechanisms of imperial power and kinds of resonances and legacies empires still have in certain national and cultural contexts; the way in which empire constructs and is constructed by gendered cultural and political practices;

— lectures: provide suggestions as to how questions about women can change ways of thinking about imperial ideologies, structures, oppressions, failures and legacies by analyzing methodologies, vocabularies and historical relationships among economic, historical and cultural production to advance the understanding of European and imperial histories;

— seminars: discussions and debates concerning various texts;

— use of films, electronic versions of the readings and useful links placed on the course module;

— requiring students to prepare a final paper of 10 to 15 pages with a critical reference to at least one of the films in the series.

Learning Activities

— lectures and discussions about sources and resources in a European or international framework offer enticing intellectual scope and freedom of shaping the ideas of participants; enable students

to demonstrate their abilities to analyse and compare course readings; improve recognition and analysis of the ways in which notions of gender, race, region and sexuality are implicated in the practices and discourses of empires; stimulate an awareness of student's own position in relationship to race and gender and the ability to integrate this awareness into the learning experience; allow students to deal with the different concepts of private and public histories and their consequences for the construction of gender; allow for an understanding of the construction of transnational citizenship and how diverging cultures have been constructed by imperial forces; allow students to position themselves as researchers who are not independent from power structures; help students to avoid the usage of imperial as well as national frameworks of analysis and to be conscious of the implications of both; enable students to critically investigate power relations and local cultures;

— lectures and close reading allow students to exercise a critical assessment according to theoretical arguments put forward and the methods used to support these arguments.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to search for, process and analyse information from a variety of sources (generic 10);
Ability to undertake research at an appropriate level (generic 8);
Appreciation of and respect for diversity and multiculturality (generic 20);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1).

(Based on: Pető, Andrea. "Tuning Empires. Teaching Transnational Citizenship and Empires." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 28-30)

Course: History of Ideas and Development of Professional Social Work from Gender Perspectives
Cycle: Second and Third

Teaching Methods

— lectures: focus on historical and contemporary issues; gender as a set of social relations and a system of social inequality; women's lives with an emphasis on the intersections of gender and race, class, sexuality and ethnicity; critical reading and thinking about gender, the ways in which the interlocking systems of colonialism, racism, sexism, ethnocentrism, ageism and heterosexism shape women's and men's lives and the ways in which women have resisted inequalities and have worked towards change;

— lectures: introduction to the influence of the international women's movement on social work; influence of the international women's movement on the development of care activities; Slovenian women and the international women's movement; development of social work education and the pioneers in this field; case studies: Jane Addams, Alice Salomon, Helena Radlinska; Ilse Artl; development of social services and the role of women; history of ideas: social justice, social inequalities, solidarity, the significance of women's paid work and gender equality; development and characteristics of welfare systems; globalisation and changes of social policies; change of paradigms in social policy; connection between social policy and social work; gender in social policy; gender in social policy research; women's reproductive rights; women's unpaid work and care responsibilities; patriarchal structure in the interpretation of needs; ethics of care; debates on gendered violence; debates on culture, ethnicity, religion and sexuality;

— seminars: discussions and debates on introduced topics and issues;

— requiring students to engage in written assignments.

Learning Activities

— lectures provide students with the knowledge and understanding of the significance of historical and gender perspectives in social sciences research; understanding of the development of ideas on so-

cial work and their influence on the nature of contemporary social work; ability to understand the historical roots of core ideas and developments in social work; the ability to use gender analysis within historical perspectives in social work; the ability to understand the interdependencies, specificities and commonalities within the historical development of social work from gender perspectives;

— lectures provide students with the knowledge of women's contribution to social work as a scientific discipline, profession and practice; increase understanding of the construction of gender through history and the main agents of this construction; increase awareness of the multiplicity of feminist issues; provide understanding of the impact of gender construction on women's every day lives, their private and public positions and status; increase understanding of the position of women inside different welfare regimes, of the ways in which welfare policies were created and transformed into services that framed women's choices and possibilities; teach the tools to deconstruct gender differences; help to understand socio-political issues currently affecting women around the world; help to contextualise different developments of the professionalisation of social work and contradictions in the role of women in social work as challengers and reinforcers of social norms and morals;

— seminars and assignments stimulate the use of written and oral communication as a means of expressing ideas in an academic discussion; develop the skills of critical reflective practice; develop research skills and epistemological sophistication.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to undertake research at an appropriate level (generic 8);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Ability to demonstrate knowledge of the history of national and international women's movements and their connections to other movements (specific 4);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1).

(Based on: Leskosek, Vesna. "Teaching Module on Feminism and the History of Social Work." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 31-34)

Course: Practising Interdisciplinarity in Gender Studies (Intensive Programme)
Cycle: Second
Place: Radboud University Nijmegen, The Netherlands
Lecturer(s): Eniko Demeny, Clare Hemmings, Paivi Korvajarvi, Theodossia-Soula Pavlidou, Veronica Vasterling, Sabine Grenz, Angeliki Alvanoudi, Mia Liinason, Maria do Mar Pereira, Dasa Duhacek

Teaching Methods

— lectures and panels: introduction to major theoretical concepts and their further development through consideration of regional, ethnic and national differences within Europe;

— lectures and panels: focus on interdisciplinarity, sex/gender and other binaries, material and symbolic systems and the construction of gender, knowledge, experience, power and difference and the institutionalization of Women's and Gender Studies;

— optional evening workshops: students facilitating a discussion and/or giving presentations; focus on publication possibilities, feminist activism and screening of documentaries;

— requiring students to engage in individual and group work;

— use of Blackboard - the virtual teaching platform - to upload course information and all optional readings;

— requiring students to write daily journal extracts, parts of which (500-1000 words) are loaded onto the web platform (Blackboard) after the course;

— requiring students to hand in an essay of 2000-3000 words drawing on the class discussions/readings six weeks after the course.

Learning Activities

— lectures provide students with knowledge of interdisciplinary work in Gender Studies on a European level;

— the group work provided students with an excellent platform for interaction;

— the writing assignments allow students to demonstrate their ability to critically analyse course contents and assess and compare different articles of the reader with additional material.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to be critical and self-critical (generic 11);
Ability to work in a team (generic 16);
Ability to undertake research at an appropriate level (generic 8);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1).

(Based on: Grenz, Sabine, and Maria do Mar Pereira. "Tuning and Interdisciplinary Introductory Gender Studies Course." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 41-44)

Course: Studies of Gender and Interculturality
Cycle: Second
Place: Centre for Interdisciplinary Gender Studies at Trento University, Italy
Lecturer: Giovanna Covi and lecturers from the Research Group Travelling Concepts (Advanced Thematic Network of Women's Studies in Europe, Athena 3)

Teaching Methods

— multilingual lectures: interrogate how gender theories are transmitted in order to develop a critical understanding of the concept 'interculturality'; promote an intersectional definition of gender to nourish cultural representations of lived complexity in the effort to overcome interdependent forms of social discrimination –related to gender, sex, race, ethnicity, religion, class, ideology, language, etc;

— multilingual workshops and conversations across disciplines, cultures, philosophies, and languages: offer an introduction to the main critical issues that define Gender Studies as interdisciplinary knowledge and intercultural practice; foster a collaborative learning environment;

— multilingual final seminar: each lecturer presents questions and themes that condense their earlier lecture for the course;

— requiring students to illuminate the academic texts with examples from their own lives and work (issues of interculturality and gender).

Learning Activities

— multilingual lectures, workshops, and discussions enable participants to experience the meaning of a genuine intercultural exchange and thus gain understanding and respect for diversity and multiculturality; to explore and extend issues on interculturality and gender in relation to central fields in Gender Studies such as post-colonial studies, studies of black literature, studies of citizenship and studies of globalisation; to analyse post-coloniality, racism and interculturality; to explore methods of teaching interculturality using research and theories developed in Gender Studies;

— multilingual final seminar provides participants with a forum of genuine and fruitful exchange.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to be critical and self-critical (generic 11);
Ability to undertake research at an appropriate level (generic 8);
Ability to show awareness of gender issues (generic 31);

Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1).

(Based on: Covi, Giovanna, and Sara Goodman. "Teaching Practice and Interculturality: the Case of 'Studi di Genere e Intercultura." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 13-22)

Course: Historiography of Feminist Ideas
Cycle: First
Place: Gender Studies Department, Utrecht University, The Netherlands
Lecturer: taught at Utrecht University 1990-2006 by Rosi Braidotti, 2006-present Iris van der Tuin, 2008-present Eva Middel

Teaching Methods

— co-taught lectures and seminars by members of two generations of Gender Studies practitioners. The lectures and seminars are interactive, which means that student participation is required and that student evaluation of feminist classics forms the key to the course. The students are asked to read feminist classics from Virginia Woolf and Simone de Beauvoir to Rebecca Walker (i.e. third-wave feminism) in order to make an assessment of the historiography of feminist ideas. A cartographical (Braidotti) or genealogical (De Lauretis) format is used, which means that we do not work with well-known classifications of feminist thought (i.e. thinking equality, thinking difference, thinking diversity; liberal feminism, socialist/Marxist feminism, radical feminism, black feminism, lesbian feminism; feminist empiricism, feminist standpoint theory, feminist postmodernism) but ask for more situated perspectives. Astrid Henry's *Not My Mother's Sister* (2004) is used as the course textbook. It provides essential methodological tools for such a situated, dis-identificatory assessment of two generations of feminism (second- and third-wave);

— interactive interviews with members of the first generation of Gender Studies practitioners (the founders of Gender Studies at Utrecht University) about their activist lives are a key element of the course. While the students, for instance, expect a lecture by Braidotti about Simone de Beauvoir, the former is interviewed by a younger teacher in order to narrate what it was like to organize De Beauvoir's funeral with the other members of the 1980s Parisian women's movement; and while the students expect a lecture by Professor Gloria Wekker about black feminism, they listen to an interview with Wekker about her black lesbian feminist activism in Amsterdam in the 1980s. That is how Audre Lorde's book *Sister Outsider* becomes not a reference tool, but a book that transformed lives in the 1980s and continues to do so. Documentary viewing of the second-wave feminist movement in the U.S. and Europe.

Learning Activities

— intergenerational feminist transfer via co-taught lectures, staged interviews and documentary viewing.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Knowledge and understanding of the subject area and understanding of the profession (generic 4);
Ability to communicate both orally and through the written word in native language (generic 5);
Ability to communicate in a second language (generic 6);
Ability to be critical and self-critical (generic 11);
Capacity to generate new ideas (creativity) (generic 13);
Interpersonal and interaction skills (generic 17);
Demonstrate knowledge of the historical and contemporary social and economic status of women (specific 2);
Demonstrate knowledge of historical and contemporary cultural representations by and of women (specific 3);
Demonstrate knowledge of the development of Gender Studies as an interdisciplinary field (specific 5);
Demonstrate knowledge of and ability to create dialogues between different branches of feminist theorizing (queer feminist theories, sexual difference feminist theories, feminist Marxism, cyberfeminism, cyborg feminism etc.) (specific 6);

Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Demonstrate understanding of other scholarship that addresses the status of historically disadvantaged groups and power differentials between these and dominant groups (intersectional, postcolonial, queer, men's studies and theories) (specific 8)
Demonstrate understanding of the transnational and cross-cultural dimensions of gender relations (specific 9);
Demonstrate understanding of the role gender plays in power and politics (specific 10);
Demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies (specific 11).

(Based on: Braidotti, Rosi and Van der Tuin, Iris. Course descriptions 1990-2009, Utrecht University.)

Course: Gender, Ethnicity and Cultural Critique
Cycle: First
Place: Gender Studies Department, Utrecht University, the Netherlands
Lecturer: Dr. Iris van der Tuin and Guest Lecturers

Teaching Methods

— lectures: given by host teachers from different disciplines, literary sciences, ethnic studies, media studies, theology, history, and philosophy. The goal is to show students how gender and ethnicity influence the production, consumption and the scientific interpretations of cultural expressions;

— lectures: ascertain from gender and ethnicity students learn how critical, theoretical, textual, and cultural analytical social scientific approaches are interconnected and how they can apply them to a range of subjects; literature, media, movies etc;

— lectures: the connecting theme through the lectures are 'woman warriors' from holy Mary to Lara Croft, from Sarah Baartman to Phoolan Devi;

— requiring students to take a final exam in the form of an essay. Active participation during classes and a midterm paper of 2 pages.

Learning Activities

— knowledge provided during the course: 'Gender' is the overarching concept for research which is oriented on the inventory and analysis of power relations between men and women and also *within* men or women. Gender is the social-cultural counterpart to sexual difference. Gender studies is guided by the social-constructivist insight brought home by Simone de Beauvoir (1990 [1949]) that we are not born as women (or as men) but that we are made woman in a society characterized by patriarchal gender relations. Research in gender studies is concerned with critically reviewing the rigid patterns of patriarchal relations and is not bogged down by a biological, deterministic concept of men and women. Descriptive research focused on tracking power relations at an individual, institutional, national, and geopolitical level is one aspect of gender studies, but specifying recommendations to implement change is also a concern. Gender studies is interested, for example, in the statistics and surveys that reveal in which cases women and men are either or not equal to one another, but it also studies feminist utopias and other possible world imaginings. These investigations are subsumed in the term 'gender', because it is a theoretical and multi-layered concept which demands for researchers to be competent or at ease in more than one academic discipline. As per Sandra Harding's definition (1986), the term 'gender' shows in what sense individual, social and institutional structures and symbols are male or female or have masculine or feminine connotations. In the majority of cultures it is still the case that masculinity – whether referring to concrete persons of the male sex or to symbols with masculine connotations – is valued higher than femininity. Because of the many dimensions involved in gender, researchers in gender studies require the knowledge and insights from diverse academic disciplines in order to fathom the complexity of core problematics in gender studies. Interdisciplinarity is therefore an essential constitutive requirement for gender studies;

— the application of a book "Doing Gender in Media, Art and Culture" supplies the students with the knowledge about the ways in which gender studies has evolved and offers insight into certain developments within specific humanity disciplines;

— the application of a book "Doing Gender in Media, Art and Culture" and the leading theme of 'woman warriors' show students

that selecting woman as an object for research offers the opportunity for feminist analysis, but such selection does not self evidently warrant feminist outcomes

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Knowledge and understanding of the subject area and understanding of the profession (generic 4);
Ability to search for, process and analyse information from a variety of sources (generic 10);
Demonstrate knowledge of the uses of the concept of gender in research (specific 1)
Demonstrate knowledge of historical and contemporary cultural representations by and of women (specific 3);
Demonstrate knowledge of the development of Gender Studies as an interdisciplinary field (specific 5);
Demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Demonstrate understanding of the transnational and cross-cultural dimensions of gender relations (specific 9);
Demonstrate understanding of the role gender plays in power and politics (specific 10);
Demonstrate understanding of the way gender scholarship has formulated critiques of traditions of knowledge production and epistemologies (specific 11);
Demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (specific 15).

(Based on: Rosemarie Buikema and Iris van der Tuin (eds.). *Doing Gender in Media, Art and Culture.* Routledge, London, 2009.)

Course: Ban on Discrimination from the perspective of Polish and International legal regulations
Cycle: Third
Place: Gender Studies, Institute of Applied Social Science, University of Warsaw, Poland
Lecturer: Krzysztof Smieszek

Teaching Methods

— seminars/workshops: focus on the equal treatment in the national and international legal regulations;

— seminars/workshops: address and discuss anti-discrimination law in UN and European Council's legal systems; analyze the legal system of the EU, where the equal treatment of women and men stands for the one of the most important principles;

— seminars/workshops: analyze the EU legal regulations, which ban discrimination on a basis of gender, race, ethnicity, age, disability, sexual orientation, and religion; analyze and assess important institutional solutions in a realm of equal treatment with a special focus on the role of the national institutions for an equal treatment; analyze and discuss decisive and crucial verdicts of the national and international courts regarding equal treatment and non-discrimination.

Learning Activities

— seminars/workshops allow students to discuss the most important concepts of discrimination and the realms where the ban on a non-equal treatment applies; get acquainted with the concept of equal treatment and anti-discrimination policy; get familiar with the concept of intersectionality.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to be critical and self-critical (generic 11);
Ability to apply knowledge in practical situations (generic 2);
Ability to identify, pose and resolve problems (generic 14);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate knowledge of the uses of the concept of gender in research (specific 1);
Ability to demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age (specific 7);
Demonstrate the ability for the application of critical and independent thinking on gender in different professional and political contexts (specific 15).

(Based on: http://www.isns.uw.edu.pl/pdf/gender_dzienne_lato09-10.pdf)

Course: Sex/Gender Aspects in Biomedical Research
Cycle: Third
Place: Karolinska Institutet
Department for Clinical science, Intervention and Technology (CLINTEC),
Section for Obstetrics and Gynecology, Karolinska University Hospital-
Huddinge campus, Stockholm, Sweden
Lecturer: Karolina Kublickiene MD, PhD (course leader)

Teaching Methods

— lectures/discussion forums: introduction to new scientific field:
Gender Medicine;

— lectures/discussion forums: focus on the exploitation of sex vari-
able in scientific investigations;

— lectures/discussion forums: focus on basic methodologies, theories
and cellular biology considered in the relation to clinically relevant
topics important for Gender Medicine (several diseases of public
health concern have been already identified: cardiovascular dis-
eases, lung diseases, neuropsychiatric disorders, steroid metabo-
lism disorders as well as inflammatory and autoimmune diseases);

— lectures/discussion forums: focus on pharmacological aspects
and health economical issues regarding cardiovascular diseases,
lung diseases, neuropsychiatric disorders, steroid metabolism dis-
orders as well as inflammatory and autoimmune diseases;

— lectures/discussion forums: focus on exploration of experimental
models that could help to broaden understanding of the disease
process pertinent to the defined sex needs.

Learning Activities

— lectures/discussion forums provide students with the information
on Gender Medicine, new scientific field that focuses on differ-
ence between women and men in health and disease;

— lectures/discussion forums make students aware that women
and men differ in every system of the body and experience
health and disease differently. The exploitation of sex variable
in scientific investigations helps to front questions and conse-
quences that are of fundamental importance for the prevention,
detection and/or treatment of illness;

— lectures/discussion forums allow students to 1) distinguish be-
tween the terms sex and gender 2) evaluate the suitability of
the design and analysis of preclinical and clinical research stud-
ies (e.g. their doctorate project) to identify and quantify poten-
tial of sex and gender differences 3) illustrate the scientific basis
of known sex and gender differences 4) identify known sex and
gender differences with regard to diseases, and differences in re-
sponse to or effects of drugs and other medical interventions in
the treatment and management of these conditions.

Competences

Ability for abstract thinking, analysis and synthesis (generic 1);
Ability to be critical and self-critical (generic 11);
Ability to apply knowledge in practical situations (generic 2);
Ability to identify, pose and resolve problems (generic 14);
Ability to undertake research at an appropriate level (generic 8);
Ability to show awareness of gender issues (generic 31);
Ability to demonstrate knowledge of the uses of the concept of gender
in research (specific 1);
Demonstrate understanding of the way gender scholarship has formu-
lated critiques of traditions of knowledge production and epistemolo-
gies (specific 11);
Demonstrate the ability for the application of critical and independent think-
ing on gender in different professional and political contexts (specific 15).

(Based on: http://www.gendermedicine.org/files/KarolinskaUniversityHospital
Program.pdf)

5. Bibliography

Franken, Martha, Alison Woodward, Anna Cabo, and Barbara Bagilhole (eds.). *Teaching Intersectionality. Putting Gender at the Centre.* Center for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009. 53-54

Braidotti, Rosi. "Key Terms and Issues in the Making of European Women's Studies." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume I, edited by Rosi Braidotti and Esther Vonk. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2003. 23-36

Buikema, Rosemarie and Iris van der Tuin (eds.). *Doing Gender in Media, Art and Culture.* Routledge, London, 2009.

Casado, Aparicio, Elena. "Women's Studies in Spain: An Update (2002)." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IV, edited by Rosi Braidotti, Janny Nieboer, Sanne Hirs. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2002. 230-242

Clancy, Mary. "National Report: A Commentary on the Work and Scope of Women's Studies in Ireland." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 162-168

Coimbra, Vieira, Cristina Maria. "The Integration of the Gender Dimension in Higher Education Curricula in Portugal: Facts and Reflections from an Expert Focus Group." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 144-145

Covi, Giovanna, and Sara Goodman. "Teaching Practice and Intercultur-ality: the Case of 'Studi di Genere e Intercultura." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 13-22

Franken, Martha. *Gender Research and Policy-Making in Flanders.* 2002. http://www.rosadoc.be/site/maineng/pdf/athena%20papers/franken2.pdf

Golanska, Dorota. "Teaching Feminist Visual Culture." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 23-27

Gomard, Kirsten. "SIGMA National Report: Training and Education in Europe. Women's Studies and Gender Studies in Denmark, 1995." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 166-185

Grenz, Sabine and Maria do Mar Pereira. "Tuning and Interdisciplinary Introductory Gender Studies Course." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Devel-opment and Related Issues in Gender Education and Research,* Vol-ume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 41-44

Griffin, Gabriele. "Gender Studies in Europe: Current Directions." In *Gender Studies in Europe,* edited by Luisa Passerini, Dawn Lyon and Liana Borghi. European University Institute, Robert Schuman Centre for Advanced Studies in Association with Athena, Italy, 2002. 17-30

Griffin, Gabriele. "The Institutionalization of Women's Studies in Eu-rope." In *Doing Women's Studies. Employment Opportunities, Per-sonal Impacts and Social Consequences*, edited by Gabriele Griffin. London, New York: Zed Books, 2005. 89-110

Kurvet-Kaosaar, Leena. "Gender Studies in Estonia: Institutions and Undercurrents." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 76-85

LeFeuvre, Nicky. "Women's Studies in France." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume II, edited by Rosi Braidotti, Esther Vonk and Sonja van Wichelen. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2000. 209-221

Le Feuvre, Nicky, and Muriel Andriocci. "Employment Opportunities for Women in Europe." In *Doing Women's Studies. Employment Opportunities, Personal Impacts and Social Consequences*, edited by Gabriele Griffin. London, New York: Zed Books, 2005. 13-63

Leskosek, Vesna. "Teaching Module on Feminism and the History of Social Work." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 31-34

Lykke, Nina, and Anna Lundberg. "Women's Studies in Denmark: an Update 2004. In: Women's/Gender/Feminist Studies: PhD Training in the Nordic regions of Europe 2004." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 186-193

Marcinkeviciene, Dalia. "Gender Studies as a Tool of Implementation of the Principle of Equal Opportunities in Lithuania." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 86-89

Novikova, Irina. "Women's Studies in Latvia." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 69-75

Pavlidou, Theodossia-Soula. "Women's Studies in Greece: an Update (2006)." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VII, edited by Rosi Braidotti and Berteke Waaldijk. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2006. 178-185

Pereira, Maria do Mar. "The Epistemic Status of Women's Gender, Feminist Studies: Notes for Analysis." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VIII, edited by Berteke Waaldijk, Mischa Peters and Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2008. 145-156

Pető, Andrea. "Tuning Empires. Teaching Transnational Citizenship and Empires." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 28-30

Saarikangas, Kirsi. "SIGMA National Report: Women's and Gender Studies in Finland, 1995." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 194-216

Saarikangas, Kirsi. "Women's and Gender Studies in Finland-Postscript 2005." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VI, edited by Rosi Braidotti and Annabel van Baren. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2005. 217-218

Sanden, Jeanette van der. "On the job with Women's Studies. Opportunities and obstacles." In *Bulletin-Texte / Zentrum für transdisziplinäre Geschlechterstudien / Humboldt-Universität zu Berlin, Berlin* 19, no. 34 (2008): 75-84. www.gender.hu-berlin.de/w/files/ztgbulletintexte-34/6vandersanden.pdf

"SIGMA, European Subject Area Evaluation of Women's Studies. A Synthesis Report." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues,* edited by Rosi Braidotti and Esther Vonk. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2000. 165-189

Silius, Harriet. "The Professionalization of Women's Studies Students in Europe: Expectations and Experiences." In *Doing Women's Studies. Employment Opportunities, Personal Impacts and Social Consequences*, edited by Gabriele Griffin. London, New York: Zed Books, 2005. 111-140

Waaldijk, Berteke, Mischa Peters, and Else van der Tuin. "Introduction." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VIII, edited by Berteke Waaldijk, Mischa Peters and Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2008. 9-12

Waaldijk, Berteke, Kirsi Saarikangas, and Barbara Bagilhole. "The Professional Association-ATGENDER." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VIII, edited by Berteke Waaldijk, Mischa Peters and Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2008. 13-19

Waaldijk, Berteke, and Clare Hemmings. "Gender Studies and the EU Educational Policies. Report from the ATHENA3 Workshop on 'Tuning Educational Structures in Europe.'" In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume VIII, edited by Berteke Waaldijk, Mischa Peters and Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2008. 122

Waaldijk, Berteke. "What is 'Tuning' and What is at Stake for Women's and Gender Studies." In *The Making of European Women's Stud-*

ies. *A Work in Progress Report on Curriculum Development and Re-
lated Issues in Gender Education and Research,* Volume VIII, edited
by Berteke Waaldijk, Mischa Peters and Else van der Tuin. ATHENA,
Advanced Thematic Network in Women's Studies in Europe, Utrecht
University, the Netherlands, 2008. 123-127

Vesterling, Veronica, Eniko Demeny, Clare Hemmings, Ulla Holm, Paivi
Korvajarvi, and Theodossia-Soula Pavilidou. *Practising Interdisciplinar-
ity in Gender Studies.* Raw Nerve Books, 2006. 63-64

Gonzalez, Julia and Robert Wagenaar (eds.). *Tuning Educational Struc-
tures in Europe. Universities'Contribution to the Bologna Process. An
Introduction*, English Edition, 2nd Edition, Education and Culture DG,
Lifelong Learning Programme, Publicaciones de la Universidad Deus-
to, Spain, 2008.

http://www.iso.uni.lodz.pl
http://www.let.uu.nl/aoife/
http://www.ugr.es/~gemma/
http://www.wise.medinstgenderstudies.org/index.html
http://ec.europa.eu/research/research-eu/women/article_women42_
en.html
http://www.isns.uw.edu.pl/pdf/gender_dzienne_lato09-10.pdf
http://www.gendermedicine.org/files/KarolinskaUniversityHospitalPro-
gram.pdf

Braidotti, Rosi. "Key Terms and Issues in the Making of European
Women's Studies." In *The Making of European Women's Studies. A
Work in Progress Report on Curriculum Development and Related
Issues in Gender Education and Research,* Volume I, edited by Rosi
Braidotti and Esther Vonk. ATHENA, Advanced Thematic Network
in Women's Studies in Europe, Utrecht University, the Netherlands,
2003. 23-36

Atkinson, Ti-Grace. *Amazon Odyssey.* New York, 1974.

Benjamin, Jessica. "A Desire of One's Own." In *Feminist Studies/Critical
Studies,* edited by Teresa de Lauretis. Bloomington, Indiana University
Press, 1986.

Beauvoir, de Simone. *Le deuxieme sexe.* Paris, Gallimard, 1949.

Bock, Gisela. "Racisme, stérilisation obligatoire et maternité sous le national- socialisme." In *Femmes et Fascismes*, edited by Rita Thalmann. Paris: Tierce, 1986. 99-114

Braidiotti, Rosi. "Women's Studies at the University of Utrecht." In *Women's Studies International Forum,* edited by Rosi Braidotti. vol.16, n 4, 1993.

Braidiotti, Rosi and Christien Franken. "United States of Europe or United Colors of Benetton? Feminist thoughts on the new European space." In *Differences.* Vol.II, no 4, 1991.

Cixous, Hélène. *La jeune nee*, Paris 10/18. 1975. English translation: *The Newly Born Woman*. Manchester, Manchester University Press, 1986.

Chodorow, Nancy J. *The Reproduction of Mothering.* University of California Press, 1987.

Collin, Francoise. (1971) *Maurice Blanchot et la question de l'ecriture,* Paris: Gallimard. (1973) "Le féminisme, pour quoi faire? *Les Cahiers du Grif,* no. 1. (1986) "Du privé et du public", *Les Cahiers du Grif,* no. 33, 47-68

Duelli Klein, Renate. «How To Do What We Want to Do: Thoughts about Feminist Methodology.» In *Theories of Women's Studies*, edited by Gloria Bowles and Renate Duelli Klein. London, Routledge, 1983.

Duelli Klein, Renate. "The Dynamics of the Women's Studies Classroom." In *Women's Studies International Forum*. vol. 10, no. 2, 1987, p. 187 – 206

Dworkin, Andrea. *Our Blood*. London, The Women's Press, 1982.

Firestone, Shulamith. *The Dialectic of Sex*. New York: Bantam, 1969.

Flax, Jane."Postmodernism and Gender Relations in Feminist Theory." In *Signs*, no. 4, 1987.

Fox-Keller, Evelyn. *Reflections on Gender and Science*. Yale University Press, 1985.

Friedan, Betty. *The Feminine Mystique*. London, Dell, 1963.

Hubbard, Ruth. *Woman's nature: rationalizations of inequality.* New York, Pergamon, 1984. *The politics of women's biology*. New Brunswick, Rutgers University Press, 1990.

Irigaray, Luce. *Speculum: de l'ambre femme*. Paris, Minuit, 1974. *Ce sexe qui n'en est pas un* Paris. Minuit, 1977. *Ethique de la difference sexuelle*. Paris, Minuit, 1986.

Johnston, Jill. *Lesbian Nation*. New York, Touchstone, 1973.

Koonz, Claudia Ann. *Mothers in the Fatherland.* London, Cape, 1987.

Koster-Lossack, Anqelika and Tobe Levin. "Women's Studies in Europe" In *Women's Studies Quarterly*, vol. 20, no. 3 & 4, 1992.

Lauretis, Teresa de. *Feminist Studies, Critical Studies*. Indiana: Indiana University Press, 1986

Lorde, Audre. "A Letter to Mary Daly" In *Sister Outsider: essays and speeches*. New York, Crossing, 1987.

Lyotard, Jean-Francois. *La condition post-moderne*. Paris, Minuit, 1977.

McLuhan, Marshall. *The Gutenberg Galaxy: the Making of the Typographic Man.* London, Routledge, 1971.

Melandri, Lea. *La differenza sexuelle.* Milano, Erba Voglio, 1977.

Millet, Kate. *Sexual Politics*. London, Virago, 1979.

Mohanty, Chandra. "Feminist Encounters: Locating the Politics of Experience." *Copyright* no.1, 1987.

Nagl, Herta. "Competition, a Problem for Academic Women" (Evelyn Fox Keller and Helene Moglen). In *Competition - a feminist taboo?*(Valerie Miner and Helen E. Longino eds) New York: The Feminist Press, 1987. 21 – 37

Nancy F. Cott, Juliet Mitchell, and Ann Oakley. *What is Feminism?* New York, Pantheon, 1987.

Rich, Adrienne. (1979) *On Lies, Secrets and Silence*. New York: Norton (1981). "Compulsory Heterosexuality and the Lesbian Experience" in *Signs* vol.7, no.1. 158-199

Rose, Jacqueline and Juliet Mitchell. *Feminine Sexuality.* London, Macmillan, 1982.

Spivak, Gayatri. *In Other Worlds.* New York: Methuen, 1988.

Steiner, George. *Antigones*. London, Oxford Press University, 1984.

Thalmann, Rita. *Femmes et fascismes.* Paris, Tierce, 1986.

Wittig, Monique. *Le corps lesbien.* Paris, Minuit, 1973.

Woolf, Virginia. *Three Guineas.* London, Hogarth Press, 1938.

Cabo, Anna. *How Equal Opportunities/Gender Equality Professionals Contribute to and Profit from Gender Studies Programmes.*

Franken, Martha, Alison Woodward, Anna Cabo, and Barbara Bagilhole (eds.). *Teaching Intersectionality. Putting Gender at the Centre.* Centre for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Cardenas, Jimenez, Maribel, and Anna Cabo Cardona. "The Professional Figure of the Equality Agent and the Resulting Training Requirements." In *The Making of European Women's Studies. A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research,* Volume IX, edited by Berteke Waaldijk, Mischa Peters, Else van der Tuin. ATHENA, Advanced Thematic Network in Women's Studies in Europe, Utrecht University, the Netherlands, 2009. 35-40

Woodward, Alison. "Building Velvet Triangles: Gender and Informal Governance." In *Informal Governance and the European Union*, edited by Simona Piattoni and Thomas Christiansen. London, Edward Elgar, 2004. 76-93

Gronold, Daniela and Linda Lund Pedersen. *Teaching Methods and Learning Activities in Gender Studies.*

Hiltunen, Aino-Maija. *Teaching Methods, Learning Activities and Assessment Methods in Gender Studies.*

Biggs, John and Catherine Tang. *Teaching for Quality Learning at University.* Society for Research in Higher Education and Open University Press, McGraw-Hill Education, UK, 2007.

Kirkup, Gill, Schmitz, Sigrid, Kotkamp, Erna, Rommes, Els, and Aino-Maija Hiltunen. "Towards a Feminist manifesto for E-learning. Principles to inform Practices." In *Gender issues in Learning and Working with Information Technology. Social Constructs and Cultural Contexts,* edited by Booth, Goodman and Gill Kirkup Information Science reference, Hershey, USA, 2010.

Pető, Andrea. *Institutionalising Gender Studies in "New Europe".*

Borbála, Juhász, Andrea Pető, Jeanette van der Sanden, and Berteke Waaldijk. "Educational Migration and Gender: Women's Studies Students' Educational Mobility in Europe." In *Doing Women's Studies. Employment Opportunities, Personal Impacts and Social Consequences*, edited by Gabrielle Griffin. London and New York, Zed Books, 2005. 168-195

Griffin, Gabriele. (ed.). *Doing Women's Studies. Employment Opportunities, Personal Impacts and Social Consequences*. London and New York, Zed Books, 2005.

Griffin, Gabriele. "Gender Studies in Europe: Current Directions." In *Gender Studies in Europe*, edited by Luisa Passerini, Dawn Lyon, and Liana Borghi. EUI, Robert Schuman Centre for Advanced Studies, Florence, Italy, 2002. 19

Pető, Andrea, "Introduction." In *Teaching Gender Studies in Hungary-Társadalmi nemek tanitása Magyarországon,* edited by Andrea Pető. Budapest, ISZCSEM, 2006. 7-12.

Scott, Joan. (ed.). "Feminism and History." In *Kruhi i Ruze,* 15, Budapest, Balassi Publishing House, 2001. 54-60

Stevens, Ils and Ilse van Lamoen. *Manual on Gender Mainstreaming at Universities.* 2001.

Pető, Andrea. *Teaching Methods: Creative Writing and Feminist Theory.*

Tuin van der, Iris. *Intergenerational Gender Studies.*

Ahmed, Sarah. In *A Conscise Ccompanion to Feminist Theory*, edited by Mary Eagleton. Oxford, Blackwell, 2003.

Braidotti, Rosi. "A Critical Cartography of Feminist Post-Postmodernism." In *Australian Feminist Studies*, 47(20), 2005. 169-180

Buikema, Rosemarie and Iris van der Tuin. *Doing Gender in Media, Art and Culture*. London, Routledge, 2009.

Henry, Astrid. *Not my Mother's Sister: Generational Conflict and Third-Wave Feminism.* Bloomington, Indiana University Press, 2004.

Van der Tuin, Iris. "Jumping Generations:' On Second- and Third-Wave Feminist Epistemology." In *Australian Feminist Studies,* 24.59: 17-31.

Braidotti, Rosi and Van der Tuin, Iris. Course descriptions 1990-2009, Utrecht University.

6. References on Further Information Concerning Gender Studies

Franken, Martha, Alison Woodward, Anna Cabo, and Barbara Bagilhole (eds.). *Teaching Intersectionality. Putting Gender at the Centre.* Center for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Bizzini, Caporale, Silvia, and Melita Richter Malabotta (eds.). *Teaching Subjectivity. Travelling Selvers for Feminist Pedagogy.* Center for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Gronold Daniela, Brigitte Hipfl, and Linda Lund Pedersen (eds.). *Teaching with the Third Wave. New Feminists' Explorations of Teaching and Institutional Contexts.* Center for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Hoving, Isabel (ed.). *Brochure: Women in Science and Humanities - the Difference That Makes the Difference.* 1998.

Lada, Anastasia-Sasa (ed.). *Teaching Gender, Diversity and Urban Space. An Intersectional Approach between Gender Studies and Spatial Disciplines.* Center for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Leskosek, Vesna (ed.). *Teaching Gender in Social Work.* Centre for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Levin, Tobe, Barbara Bagilhole, and Akke Visser (eds.). *Wise Yearbook: State of the Art in European Women's Studies: Same Bad News but More Good.* 2004.

Muijlwijk, Margreet van. *A WISE Guide to Fundraising: Private Organisations and Women's Studies Research.* 1999.

Oleksy, Elzbieta, H., and Dorota Golanska (ed.). *Teaching Visual Culture in an Interdisciplinary Classroom. Feminist (Re)Interpretations of the Field.* Centre for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Pető, Andrea, and Mary Clancy (eds.). *Teaching Empires. Gender and Transnational Citizenship in Europe.* Centre for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Pető, Andrea, and Berteke Waaldijk (eds.). *Teaching with Memories. European Women's Histories in International and Interdisciplinary Classrooms.* Centre for Gender Studies at Stockholm University, Graduate Gender Programme Utrecht University and ATHENA3, Advanced Thematic Network in Women's Studies in Europe, 2009.

Vesterling, Veronica, Eniko Demeny, Clare Hemmings, Ulla Holm, Paivi Korvajarvi, Theodossia-Soula Pavilidou. *Practising Interdisciplinarity in Gender Studies.* Raw Nerve Books, 2006.

The Making of European Women's Studies. *A Work in Progress Report on Curriculum Development and Related Issues in Gender Education and Research.* Volume I-IX

7. Athena Partners

2006-2009

Austria-AT
University of Graz
University of Vienna
Ariadne
FH-Campus Wien
University of Klagenfurt

Belgium – BE
University of Antwerp
University of Liege
RoSa
Amazone
Equal Opportunities Flanders
SOPHIA
Free University of Brussels

Bulgaria-BG
Southwest University Blagoevgrad

Cyprus-CY
Mediterranean Institute of Gender Studies
Czech – CZ
Charles University Prague
Masaryk University

Denmark-DK
University of Southern Denmark
The Danish University of Education
University of Copenhagen
KVINFO

Estonia-EE
University of Tartu
University of Tallinn

Finland-FI
University of Helsinki
HILMA
University of Oulu
University of Tampere
University of Jyvaskyla
Abo Akademy University

France-FR
University of Toulouse II-Le Mirail
Francois Rabelais University

Germany-DE
University of Oldenburg
Humboldt University
Alice Salomon University of Applied Sciences
JW Goethe University
University of Bielefeld
University of Siegen
Albert-Ludwigs University Freiburg

Greece-GR
National Technical University of Athens
Aristotle University of Thessaloniki
Panteion University of Political and Social Sciences
National & Kapodistrian University of Athens

Hungary-HU
ELTE
Central European University

Iceland-IS
Iceland University of Education
University of Iceland

Ireland-IE
University College Dublin National University of Ireland
National University of Ireland, Galway

Italy-IT
University of Bologna
University of Bari

Orlando Association-Italian Women's Library
University of Calabria
University of Macerata
University of Milan-Bicocca
University of Trieste
University of Pisa
University of Roma "La Sapienza"
University of "Roma Tre"
University of Trento
University of Naples "L'Orientale"
University of Florence
ASDO
University of Bergamo

Latvia-LV
University of Latvia

Lithuania-LT
Vytautas Magnus University
European Humanities University
Vilnius University

The Netherlands-NL
Utrecht University
Groningen University
Radboud University Nijmegen
Aletta (formerly the IIAV)
Maastricht University

Norway-NO
Ostfold University College
University of Oslo
KILDEN
NIKK
Stavanger University

Poland-PL
University of Lodz
Jagiellonian University

Portugal-PT
University of Minho
University Aberta

Romania-RO
Babes-Bolyai University

Slovenia-SI
Ljubljana Graduate School of Humanities
University of Ljubljana

Spain-ES
University Complutense of Madrid
University of Granada
University of Alicante
University of Oviedo
Centre Francesca Bonnemaison
University of Les Illes Balears
University of Malaga
University of Rey Juan Carlos
Instituto Universitario de Estudios de la Mujer

Sweden-SE
Stockholm University
Göteborg University
Linköping University
Lund University
Örebro University
Vaxjo University

United Kingdom-UK
London School of Economics and Political Science
University of East London
University of Hull
Loughborough University
Goldsmiths College, University of London
The Women's Library
Lancaster University
University of York
Open University, Milton Keynes
Queen's University of Belfast
University of Oxford

Turkey-TR
Middle East Technical University

Associate Partners of ATHENA

Armenia–AM
Centre for the Development of Civil Society

Bosnia and Herzegovina – BA
University of Sarajevo

Croatia – HR
Center for Women's Studies
Women's Infoteka

Georgia – GE
Tbilisi State University

Switzerland-CH
University of Bern
University of Applied Sciences St. Gallen
Fachhochschule Northwestern Schweiz

Yugoslavia–YU
Belgrade Women's Studies Center

Annex 1. Overview of the Degrees Offered in Gender Studies

The following information on the frequency of first, second and third cycle in Gender Studies in Europe has been provided on the basis on information accessible in winter 2009 and spring 2010.

Minors in First Cycle

— Ghent University, Belgium
— Danish University for Education, Denmark
— Tallinn Pedagogical University, Estonia (Kurvet-Kaosaar 2005)
— University of Iceland, Iceland
— Groningen University, The Netherlands (Van der Sanden 2008, 81)
— Maastricht University, The Netherlands (Van der Sanden 2008, 81)
— Utrecht University, The Netherlands

Gender Studies and Postcolonial Studies

— University of Amsterdam, The Netherlands

Gender and Sexuality Studies

— University of Alicante, Spain
— Linnaeus University, Sweden

First cycle

— Tallinn Pedagogical University, Estonia (Kurvet-Kaosaar 2005)
— University of Joensuu, Finland
— University of Oulu, Finland
— University of Helsinki, Finland
— Åbo Akademi University, Finland
— University of Jyväskylä, Finland
— University of Lapland, Finland
— University of Tampere, Finland
— Humboldt University of Berlin, Germany
— Oldenburg University, Germany
— Free University of Berlin, Germany

— University of Bremen, Germany
— University of Konstanz, Germany
— Aristotle University of Thessaloniki, Greece
— National & Kapodistrian University of Athens, Greece
— Panteion University of Political and Social Sciences, Greece
— University of Crete, Greece
— University of Thessaly, Greece
— Women's Studies Centre, University College Dublin, Ireland.

Undergraduate Certificate in Women's Studies.

Undergraduate Diploma in Women's Studies

— National University of Ireland – Galway, Ireland
— University of Limerick, Ireland
— University of Oslo, Norway.

BA Programme in Interdisciplinary Gender Studies (courses given on both BA and MA levels).

One year Interdisciplinary Study in Gender Studies Gender Equality in the Nordic Countries (course given on both BA and MA levels)

— University of Bergen, Norway.

Interdisciplinary BA Programme

— University of Tromso, Norway.

One year Interdisciplinary Programme in Gender Studies

— University of Alicante, Spain
— Lund University, Sweden
— Linkoping University, Sweden
— Karlstad University, Sweden
— Luleå University of Technology, Sweden
— Stockholm University, Sweden
— Umeå University, Sweden
— Mid Sweden University, Sweden
— Basel University, Switzerland
— Bern University, Switzerland
— Fribourg University, Switzerland
— University of St Gallen, Switzerland
— Lancaster University, UK
— The Queen's University Belfast, UK
— University of Sussex, UK

Second cycle

— Eight European Universities: University of Granada (Spain); University of Bologna (Italy); Central European University (Hungary); University of Hull (United Kingdom); Institutum Studiorum Humanitatis (Slovenia); University of Lodz (Poland); University of Oviedo (Spain) and Utrecht University (Netherlands).

2-year Joint European Master Degree in Women's and Gender Studies (Gemma inter-university and interdisciplinary Programme

— Karl Franzens University, Graz, Austria.

MA Interdisziplinäre Geschlechterstudien

— University of Vienna, Austria.

MA Gender Studies

— University of Vienna, Austria (coordinating university).

MATILDA joint degree European Master in Women's and Gender History)

— Ghent University, Belgium
— University of Sarajevo, Bosnia and Herzegovina.

MA. in Gender Studies

— Charles University, Prague, Czech Republic.

MA in Gender Studies;

— Masaryk University, Czech Republic.

MA in Gender Studies

— University of Southern Denmark.

Master Degree in Gender and Culture

— Danish University for Education, Denmark
— University of Helsinki, Finland
— University of Tampere, Finland
— University of Lapland, Finland
— Åbo Akademi University, Finland
— University of Jyväskylä, Finland
— University of Turku, Finland
— Toulouse le Mirail, France.

MA Genre et politiques sociale

— Paris 8, France.

MA Genre(s), penseés de la difference, rapports de sexe

— Hamburg University, Germany.

MA Gender und Arbeit

— Humboldt University of Berlin, Germany.

MA Geschlechterstudien/Gender Studies

— Bielefeld University, Germany.

MA Gender Studies - Interdisziplinäre Forschung und Anwendung)

— Ruhr University Bochum, Germany.

MA Gender Studies – Kultur, Kommunikation, Gesellschaft

— Free University of Berlin, Germany.

MA Gender- und Diversity-Kompetenz

— Oldenburg University, Germany.

MA Cultural Analysis: Representation, Performativity, Gender

— University of Konstanz, Germany
— University of Marburg, Germany
— Münster University, Germany
— Tübingen Eberhard Karls University, Germany
— Panteion University of Political and Social Sciences, Greece
— University of the Aegean, Greece
— Central European University, Budapest, Hungary.

MA in Gender Studies.

MA in Critical Gender Studies

— Eötvös Loránd Tudományegyetem (ELTE), Hungary
— University of Iceland, Iceland
— The Centre for Women's Studies, Trinity College at University of Dublin, Ireland.

M.Phil in Women's Studies

— Women's Studies Centre, University College Dublin, Ireland.

Graduate Diploma in Women's Studies.

M.Litt, Masters by Research in Women's Studies

   — University of Limerick, Ireland.

MA in Women's Studies

   — University College Cork, Ireland.

MA in Women's Studies

   — National University of Ireland – Galway, Ireland
   — Dublin City University, Ireland
   — University of Calabria, Italy
   — University of Bologna, Italy
   — Norwegian University of Science and Technology, Norway Inter-
     disciplinary M.A. Programme
   — University of Lodz, Poland
   — Adam Mickiewicz University, Poland
   — University of Coimbra, Portugal MA Feminist Studies
   — Aberta University - or Open University in English, Portugal.

MA Women's Studies

   — New University of Lisbon, Portugal

MA Women's Studies: Women in Society and Culture

   — University of Évora, Portugal

MA Ethics, Gender and Citizenship

   — Babes Bolyai' University Cluj, Romania
   — National School for Political Studies & Public Administration, Romania
   — University of Barcelona, Spain

MA in Gender, Women, and Citizenship's Studies

   — Autonomous University of Barcelona, Spain
   — Complutense University of Madrid, Spain
   — University of La Laguna, Spain
   — University of Almeria, Spain
   — University of Basque Country, Spain
   — University of Santiago Compostela, Spain
   — Autonomous University of Madrid, Spain
   — Lund University, Sweden

M.Sc. in Gender Studies

   — Uppsala University, Sweden

MA Program in Gender and Historical Change

> — Linkoping University, Sweden
> — Karlstad University, Sweden
> — Luleå University of Technology, Sweden
> — Södertörns University, Sweden
> — Mid Sweden University, Sweden
> — Basel University, Switzerland

MA Geschlechterforschung;

> — Fribourg University, Switzerland

MA Gender Studies Geschlecht, Gleichheit und Differenz im kulturellen und sozialpolitischen Kontext;

> — Hochschule für Gestaltung und Kunst Zürich/ Institut Cultural Studies in Art, Media and Design, Switzerland

MA of advanced studies in cultural/Gender Studies;

> — University of Geneva, Switzerland

MA Etudes genre

> — University of St Gallen, Switzerland

MA Gender und Diversity

> — Lausanne University, Switzerland
> — Bern University, Switzerland
> — Zurich University, Switzerland
> — Luzern University, Switzerland
> — Utrecht University, The Netherlands

1-year professional MA Comparative Women's Studies in Culture and Politics

2-year research MA Gender and Ethnicity

> — Radboud University Nijmegen, The Netherlands

MA in Gender History (Van der Sanden 2008, 81)

> — University of Amsterdam, The Netherlands

MA Gender, Sexuality, and Society

> — Erasmus University Rotterdam, The Netherlands
> — Middle East Technical University, Turkey
> — Ankara University, Turkey
> — Manchester University, UK

MA. in Gender, Sexuality and Culture
  — University of York, York, England
MA in Women's Studies
  — University of York, York, England
MA in Women's Studies by Research
  — Lancaster University, UK
MA Women's Studies programmes
  — London Metropolitan University, UK
MA in Modern British Women's History
  — London Metropolitan University, UK
MA in Woman and Child Abuse
  — London School of Economics, UK
MSc Programme in Gender Studies
MSc Programmes in Gender, Media and Culture
MSc Programme Gender and Social Policy
MSc Programme Gender, Development and Globalisation
  — Ruskin College Oxford, UK
MA in Women's Studies
  — University of East London, UK
MA in Gender, Sexualities and Ethnic Studies
  — University of Edinburgh, UK
MSc in Gender History
  — University of Kent at Canterbury, UK
MA in Women's Studies
  — University of London, UK
MA/MSc Gender in society and culture
  — University of Sussex, UK
MA in Gender Studies
  — University of Wales, UK

MA in Women's Studies

- Goldsmiths University of London, UK
- Roehampton University of London, UK
- Birkbeck University of London, UK
- King's College London, UK
- London Business School, UK
- University of Cambridge, UK
- Edge Hill University, UK
- Swansea University Wales, UK
- University of Aberdeen, UK
- University of Bath, UK
- University of Birmingham, UK
- University of Bradford, UK
- University of Dundee, UK
- University of East Anglia, UK
- University of Leeds, UK
- University of Newcastle, UK
- University of Warwick, UK
- University of Chichester, UK
- Durham University, UK
- University of Essex, UK
- University of Exeter, UK
- University of Portsmouth, UK
- Queen Margaret University, UK
- University of Salford, UK
- University of Westminster, UK
- University of Winchester, UK

Third cycle

- University of Helsinki, Finland
- University of Tampere, Finland
- University of Lapland, Finland
- Åbo Akademi University, Finland
- University of Jyväskylä, Finland
- Paris 8, France
- Bielefeld University, Germany
- Humboldt University of Berlin, Germany
- Panteion University of Political and Social Sciences, Greece
- University of the Aegean, Greece

- University of Thessaly, Greece
- Central European University, Budapest, Hungary
- University of Iceland, Iceland
- Women's Studies Centre, University College Dublin, Ireland

Ph.D. Doctorate in Women's Studies

- University of Limerick, Ireland

Ph.D. Doctorate in Women's Studies

- University College Cork, Ireland

Ph.D. Doctorate in Women's Studies

- The Centre for Women's Studies, Trinity College at University of Dublin, Ireland
- National University of Ireland – Galway, Ireland
- University of Bologna, Italy
- University of Bergen, Norway
- University of Coimbra, Portugal
- Aberta University, Portugal
- Ljubljana Graduate School in Humanities, Slovenia
- Lund University, Sweden
- Linkoping University, Sweden
- Orebro University, Sweden
- Karlstad University, Sweden
- Stockholm University, Sweden
- Umeå University, Sweden
- Bern University, Switzerland
- Fribourg University, Switzerland
- University of Geneva, Switzerland
- University of St Gallen, Switzerland
- Ankara University, Turkey
- University of York, York, UK
- Lancaster University, UK
- London School of Economics, UK
- Roehampton University of London, UK
- Birkbeck University of London, UK
- Swansea University Wales, UK
- University of Aberdeen, UK
- University of Leeds, UK
- University of Newcastle, UK
- University of Warwick, UK
- Durham University, UK

— University of Exeter, UK
— Keele University, UK
— Liverpool School of Tropical Medicine, UK
— Thames Valley University, UK
— University of Westminster, UK
— Some Spanish Universities in Granada, Madrid and Barcelona (Casado Aparicio 2002)

Annex 2. Report of the Validation Panel

Validation of the Gender Studies Tuning Brochure
Brussels, 18th February 2010

Chair of the Validation Conference: **Kirsi Saarikangas**
Researcher and Lecturer, Christina Institute for Women's Studies, University of Helsinki, Finland

Validation Panel

Chair of the Validation Panel: **Malin Gustavsson**
MA (Women Studies), B. Soc. Sc., Diversity Consultant for Ekvalita and Queerfeminist Activist, Finland
Zita Gurmai
Member of the European Parliament, Brussels, Belgium
Sarah Bracke
Researcher and Lecturer, Centre for Sociological Research, Leuven University, Belgium
Frances Gouda
Professor of History and Gender Studies, University of Amsterdam, The Netherlands
Geraldine Reymenants
Institute for the Equality of Women and Men, Brussels, Belgium
Lee Hyekyung
Professor in Gender Studies and Social Sciences, Seoul, South Korea
Carla Salvaterra
Specialist in International Affairs, Tuning and Bologna Process and Lecturer at Bologna University, Italy
Jennifer Musto
PhD Student in Gender Studies, UCLA-USA

Subject Area Group

Chair of the Subject Area Group: **Berteke Waaldijk**
Professor of Language, Culture Studies with focus on History of Gender, Culture and Citizenship, Utrecht University, The Netherlands
Aino-Maija Hiltunen
Co-ordinator, Network of Gender Studies at University of Helsinki, Finland

Anna Cabo I Cardona
Director of the Francesca Bonnemaison Centre, Barcelona, Spain
Linda Lund Pederson
PhD Student, Gender Institute, London School of Economics, United Kingdom
Sara Goodman
Researcher and Lecturer, Gender Studies, Lund University, Sweden
Andrea Pető
Associate Professor at the Department of Gender Studies at the Central European University, Budapest, Hungary
Daniela Gronold
Researcher, University of Klagenfurt, Austria

Executive Editor: **Edyta Just**
Affiliated Researcher and Project Leader, Utrecht University, The Netherlands

Notes: **Quirijn Backx**
Project Manager, EU Liaison Office, Utrecht University, The Netherlands

Introduction

Berteke Waaldijk, the chair of the Subject Area Group, presented the draft of the Gender Studies Tuning Brochure that all members of the Validation Committee had received, situating it within the European context of the Bologna Process, the rapid development and consolidation of Gender Studies in different institutional contexts, the increased interaction between stakeholders in civil society and academic teaching and research. Edyta Just, the Executive Editor, addressed the main ideas behind the Tuning process and explained that process and requirements.

General Comments

The Validation Panel Members congratulated and complemented the Subject Area Group in Gender Studies on the preparation of the Gender Studies Tuning Brochure. The brochure was judged to be an innovative, important and valuable tool for students, postgraduates and academics in the field of Gender Studies, but also in other fields, together with activists and stakeholders engaged in and concerned with gender issues. The hard work behind the creation of the document was appreciated

and evaluated as a great achievement. The process leading to the production of the Brochure was assessed as deliberate and transparent. The content of the document was said to be important, balanced and well prepared. The Validation Panel stressed that the Gender Studies Tuning Brochure in a new interesting and comprehensive manner highlights the fact that Gender Studies is a complex discipline marked by dilemmas, debates and questions regarding its aims and scopes. The introductory part, which presents the general description of the subject area, theoretical foundations of Gender Studies and development in this field, was assessed as well written, clear and informative in satisfactory ways. The third part that addresses degree profiles and occupations, generic and subject specific competences, and cycle level descriptors was considered very significant. More specifically, the section highlighting the workload and ECTs, was seen by the Validation Panel as a very important tool for designing the Gender Studies teaching programmes. Overall, the document was judged to be relevant and crucial in the academic field of Gender Studies, but also of decisive importance in other academic fields planning to employ gender sensitive perspectives. Furthermore, the Brochure was assessed as functional and valuable for agents for change (policy makers and activists) and stakeholders active in and concerned with gender equality.

The comments, remarks and suggestions presented by the Validation Panel intend to serve the enhancement of the already well-assessed and evaluated document.

General Recommendations

—The structure of the document was judged to be well designed. However, the connection between different parts of the Brochure would profit by more explicit and transparent connections (especially the connection between the introductory part and the sections which describe job opportunities and competences). The Validation Panel Members praised the systematic attention to competences and job opportunities, a perspective crucial for the quality of Gender Studies Degree programmes in the future, and suggested that the Brochure should have a paragraph devoted to this subject in Part 3.

— In the Brochure it is acknowledged that Gender Studies have developed mainly in both the Humanities and the Social Sciences.

In Part 2 this link should be phrased more explicitly and the future of Gender Studies in sciences should be mentioned.

— The Validation Panel Members noticed that in the document there is a recognition of the tension between theory and practice and of the connection between education and social and political participation by policy makers, activists and organizations devoted to gender equality. In Part 2.3.6, in which equal opportunities policies are discussed, this could be addressed more explicitly. Especially since there seems to be such a deep and fundamental agreement on the importance of this tension and of the connection between education and social participation.

— The Validation Panel Members were pleased with the clear explanation of concepts and definitions used in the Brochure. However, the clarity of the Brochure would profit from an expanded explanation of the two crucial concepts interdisciplinarity (also mulit or transdisciplinarity) and intersectionality in Part 2.1

— The Brochure addresses many important issues integral to the field of Gender Studies. The fact that generationality and ethnic diversity are addressed in the introduction and are present in the competences in the questionnaires was considered deliberate (see subject specific competence 4: Demonstrate knowledge of the history of national and international women's movements and their connections to other movements; subject specific competence 7: Demonstrate understanding of the interaction between gender and other forms of inequality, such as class, ethnicity, sexual orientation and age). Yet, the Validation Panel Members suggested addressing the generationality and ethnic diversity more comprehensively in Part 2. The fact that Gender Studies' scope of interests, its practitioners and its investigations also include men should be mentioned explicitly and clearly. The Validation Panel Members thought that this would help to prevent misunderstandings about the character of Gender Studies.

— The Validation Panel Members concluded with the Brochure that Gender Studies in Europe have gone through a successful development of expansion and consolidation. The List of successful programmes (Annex 1) testifies to this intellectual and social success of the field. Another sign of the acceptance of gender as a relevant category in social analysis is the fact that the new version of Tuning 'generic' competencies (Part 3.5 Generic Competences) now contains a question about gender which shows that 'gender'

has really entered the vocabulary of thinking about teaching and learning. However, according to the Validation Panel Members, this does not mean that the integration of knowledge about gender is uncontested. Many European programmes face threats of cutbacks or closure. The Validation Panel Members suggested that in Part 2.3 these difficulties are made visible.

Particular Recommendations

Introduction to the Gender Studies Area

The introductory part that consists of the description of the Theoretical Foundations of Gender Studies; Gender Networks and Associations; Intergenerational Gender Studies, Gender Studies in Transnational Teaching, Changes in the Funding Structure for Research; Gender Studies in Central and Eastern Europe; Gender Studies and Equal Opportunities Policies was assessed as highly informative.

— The section on the specificity of Gender Studies in Eastern Europe was seen as an indicator of important occurrences happening within the field that help to understand the present state-of-the art in European Gender Studies. However, the tensions created within Europe after 1989 might be phrased differently. Part 2.3.5 where the text speaks about "old/new Europe" should make clear where the terms come from.

— It was suggested that citizenship be addressed explicitly since it relates to conceptualizations of gender equality and gender policies in the EU. The introductory part could focus more on the relationship between women and citizenship.

Summary of the Gender Studies Tuning Process

Part three was appreciated for its solid description of profiles, occupations and cycle level descriptors, but also in-depth analysis of the survey concerning the generic and specific competences. To improve the quality of part three the following suggestions were made:

— Update the section on Degree Profiles and Occupations provided in Part 3.1 and 3.4.

— Explicitly combine degree profiles, described in Part 3.1, with occupations that are described in Part 3.4 This will help the users of the Brochure to understand how and why a degree in Gender Studies can be useful vis-à-vis the labour market.

— The results of ranking and rating of specific competencies were seen as very informative. The striking agreement between students, teachers and societal stakeholders was noted. However, the users of the Brochure would profit from an explicit description in the Part 3.4 that explains which specific competences provide the most marketable skills for Gender Studies graduates, i.e. linguistic skills ability to translate cultural assumptions from context A to B, ability to identify power differentials, ability to relate theory to practical issues and social policy.

— The Validation Panel Members were struck by the low ranking by students, teachers, graduates and employers of the competence indicating the ability for the application of quantitative research methods in research on women and gender (Part 3.6). The Validation Panel Members suggested that this be addressed explicitly, i.e. explain that quantitative research requires more financial investments, and that in a way this preference for qualitative methods can be seen as a sign of the financially marginal position Gender Studies often occupy in universities and research institutes.

— Part 3.2 should mention the role of Gender Studies in programmes devoted to other topics more explicitly. The Validation Panel Members were convinced that Gender Studies can have an important and beneficial impact on general knowledge and culture, and would appreciate it if the Brochure addressed this.

— Part 3.4 describes the transfer and best ways of "implementing" the acquired knowledge into practice. The Validation Panel Members suggested that an explanation of the challenges of knowledge transfer in the field of Gender Studies be added.

Teaching, Learning and Assessment

Part 4 was praised for its comprehensive and concrete description of best practices. To make Part 4 even more informative and complete the following remarks were made:

— Elaborate more on the content, teaching methods and feminist pedagogy in Part 4.1.

— Provide the criteria and methodology of selecting the good practices courses in Part 4.

— Address good practices in social sciences and bring in more geographically differentiated examples in 4.2.

— Highlight the tensions between the promotion of creativity by lecturers and the assessment of this creativity in Part 4.1.4.

University of Deusto

university of
groningen