

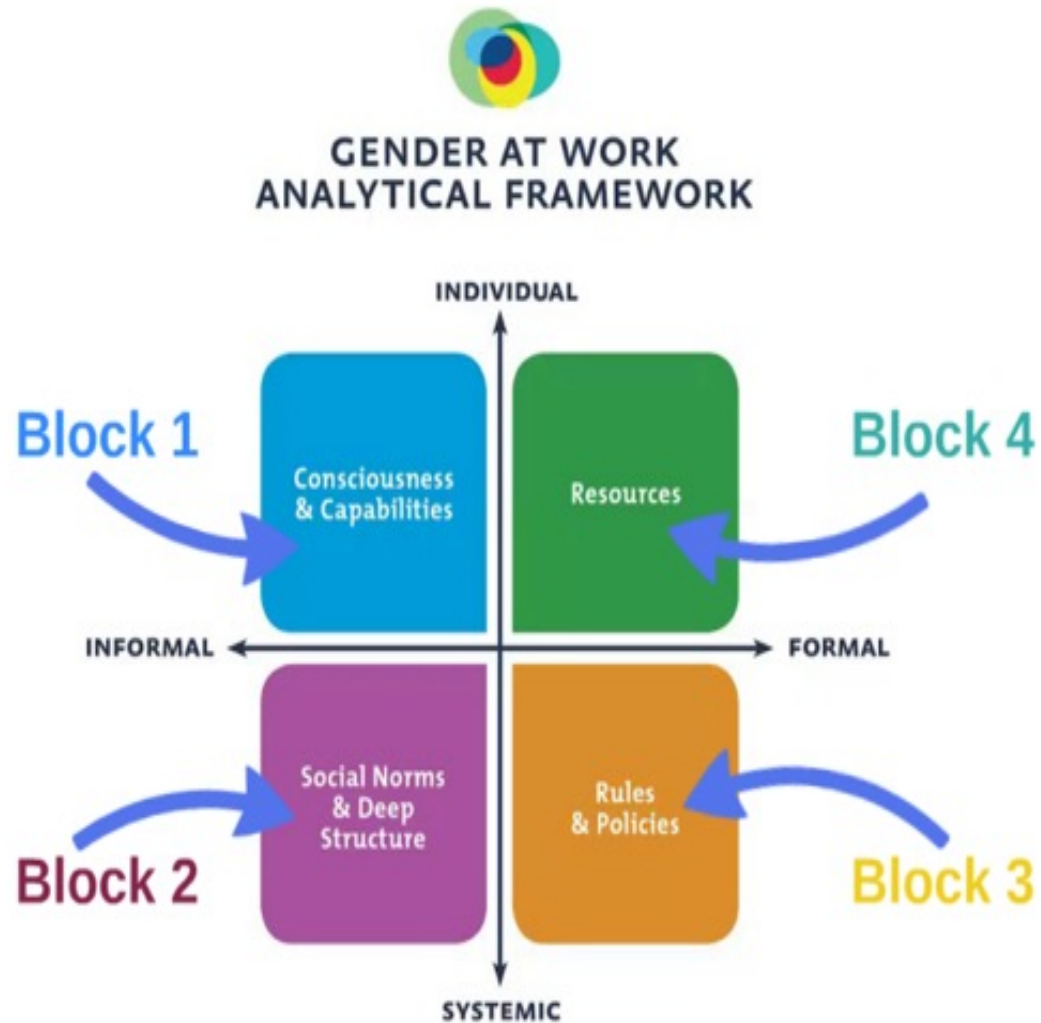
Doing Gender in Theory and Practise

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An Overview of Doing Gender

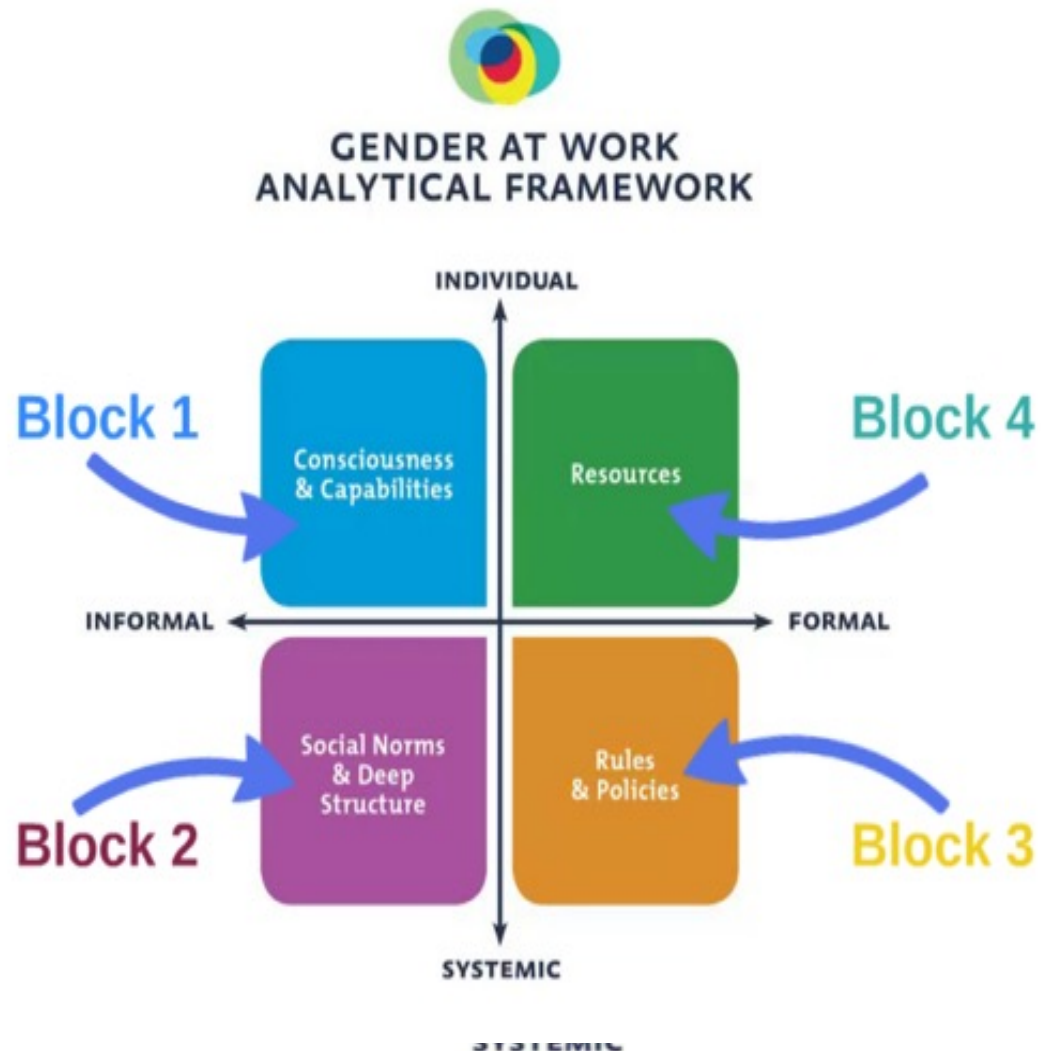


“Doing Gender in Theory and Practice” is geared toward students who will soon be taking up jobs working on gender, sexuality and development issues in a wide variety of organizations across the world.

We will work interactively and collaboratively. Working with the principles of decolonial pedagogy, each person will bring their own life learning into the module, and this will enrich our collective learning about race, gender, sexuality, age, ethnicity and disability.

This module is a journey we take together, moving out from our own understanding of our gender journeys, to an application of our critical and intersectional thinking to understand informal norms, formal rules and policies and resources.

The Structure of Doing Gender

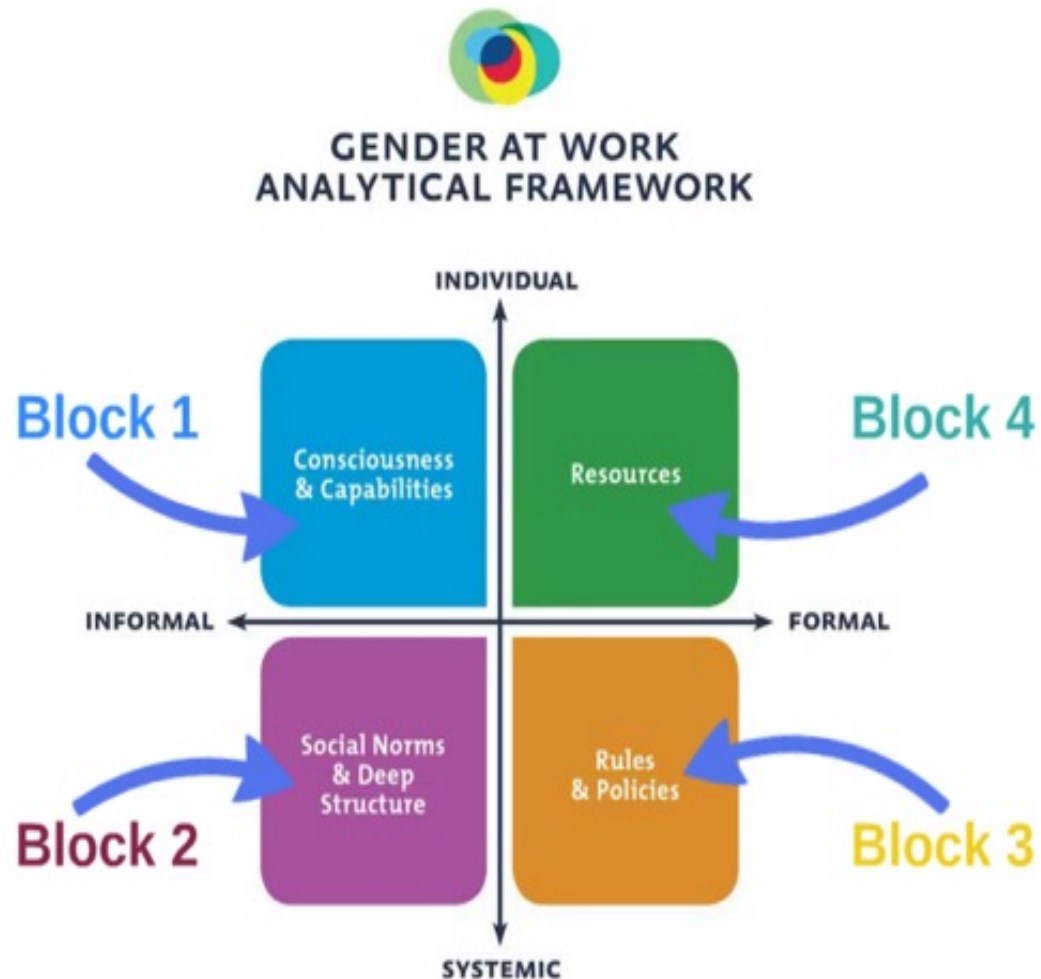


The module is structured to explore the four main components of the Gender at Work Framework (GWF). Each component is explored in a two-week Block, comprising **one interactive lecture** and **one workshop**.

For example: In week 2 and 3 we will explore **Block 1: individual consciousness and capabilities**.

This quadrant lies at the intersection of the individual and the informal. In week 2 and 3 we will explore our own histories in encountering intersectional gender discrimination. We will also reflect on our personal theories of change based on these histories and our experiences as activists and practitioners.

Module Structure



This diagram provides an overview of the GWF. Each component is explored in a two-week Block, comprising one interactive lecture and one workshop.

In **Block 1** we will explore our **own histories** in encountering intersectional gender discrimination.

In **Block 2** we will focus on discriminatory **social norms and deep structures** and how they act as barriers to gender equality in organizations.

In **Block 3**, students will become familiar with the literature on **feminist institutionalism, the gendered nature of organizations, feminist leadership and power analysis**.

In **Block 4**, students will engage with, and critique, **practical tools** for gender equality.

We will draw the key learnings from the module together in **Block 5**, through a module synthesis and vision mapping

Example of Module Structure

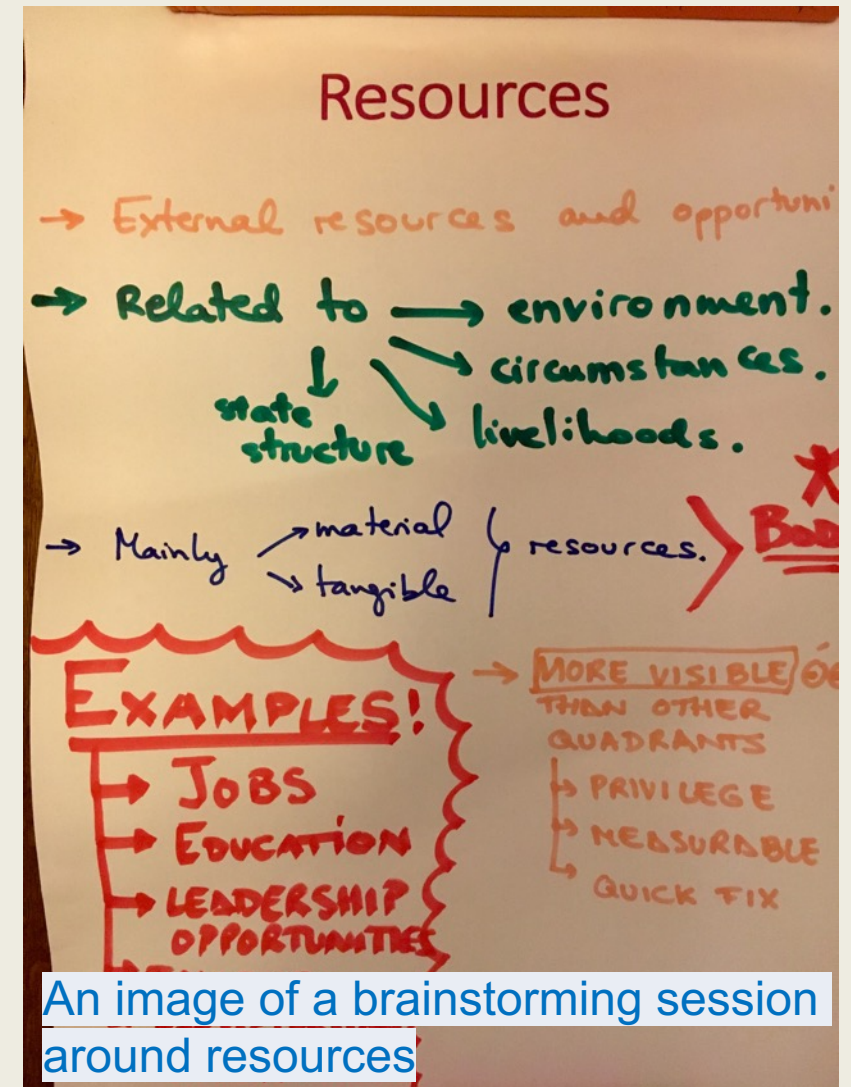
Term Week	Dates (Thursdays 13.00 – 16.00)	Theme/Activity	Group Work
The Gender at Work Framework (GWF)			
Week 1	28 January	Introduction to Doing Gender and the GWF	Everyone
Block 1: Individual Consciousness and Capabilities			
Week 2	4 February	Feminist life and agencies for change	Group 1
Week 3	11 February	Process and Methods	Group 1
Block 2: Social Norms and Deep Structures			
Week 4	18 February	Social Norms and Deep Structures	Group 2
Week 5	25 February	Process and Methods	Group 2
Week 6	4 March	Reading Week	N/A
Block 3: Laws, Policies and Politics			
Week 7	11 March	Laws, Policies and Politics	Group 3
Week 8	18 March	Process and Methods	Group 3
Block 4: Resources			
Week 9	25 March	Resources	Group 4
Week 10	22 April	Process and methods	Group 4
Block 5: Assessment and Synthesis			
Week 11	29 April	Vision mapping, module synthesis, assessment guidance and module evaluation	Everyone

Logistics – The Technical Info

- The module runs in the Spring term
- It is 30 credits
- We meet for a 3 hour workshop each week
- Each workshop will vary, but most will include the following elements: lectures; small reading group discussions; short presentations by students to share expertise; drawing/free-writing; guest speakers.

You will complete two assessments:

1. One 2000 word Learning Journal (40%)
2. One 3000 word Essay (60%)



An image of a brainstorming session around resources

Some background on me

- **My fields of research:** HIV, gender, sexuality, development, health, rights.
- **Questions I ask:** who is included, and who might be marginalised in development practice. How do we address this?
- **Research interests:** the relationship between applied development work and theoretical perspectives on health, gender and sexuality
- **Methods:** ethnography, visual methods like bodymapping, journal mapping, photography.
- **Policy engagement:** sexual violence and conflict, HIV and gender, sexuality and poverty in South Africa, Sierra Leone, United Kingdom.



Student Feedback

“Beth [has] a good approach to teaching and really walks the talk when it comes to being inclusive and listening. In all classes you really feel listened to and learn from each other. The classes were amazing and so was the content.

“Was great, infused with reflexivity, academic critical analysis and use of tools familiar to us. I loved the journal writing, as it gave me time to engage with literature and my everyday lived experiences.

Thank you for being with us always. It was the best module I took in my life.

I am so incredibly grateful to have been introduced to such a compassionate way of learning. I wish I'd been having classes like this since primary school, they truly are amazing like you.

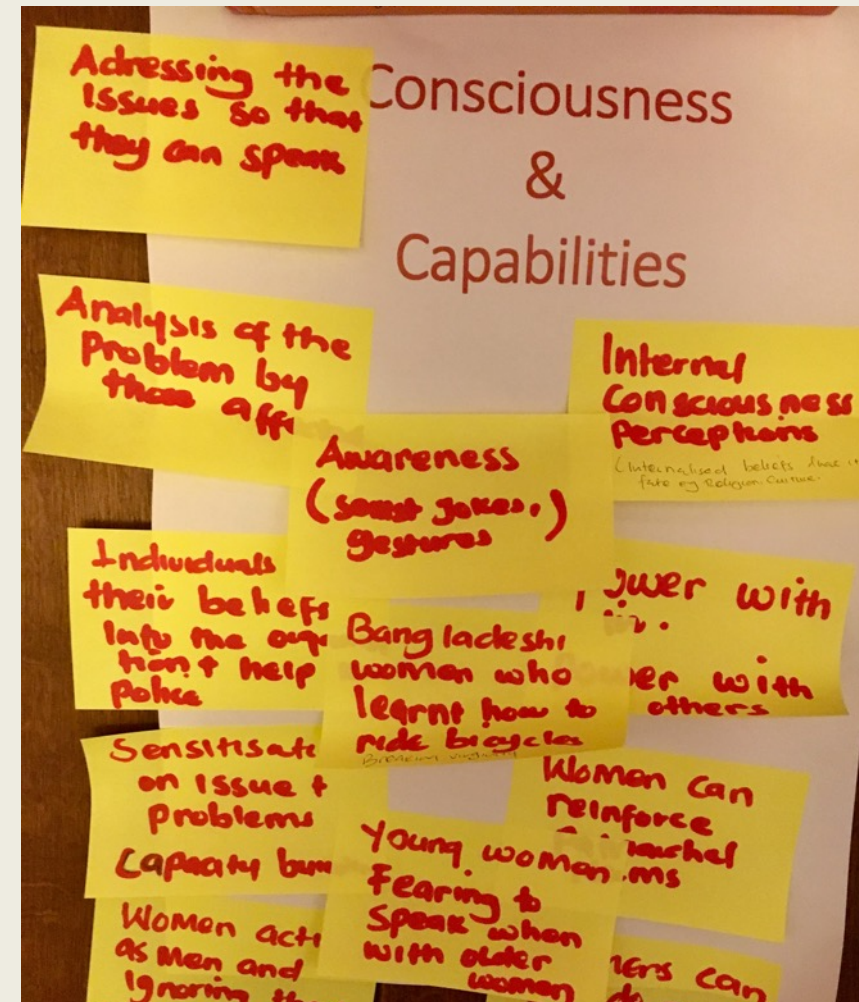
Never stop teaching this module!



A bring-and-share lunch during one of our workshops

Get in touch!

For more information,
feel free to contact me
at
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An image of a brainstorming session around consciousness and capabilities.