

<b>Study program:</b> Gender studies
<b>Name of the subject:</b> Gender and higher education
<b>Teacher(s):</b> Karolina Lendák-Kabók, Zilka Spahić Šiljak
<b>Status of the subject:</b> elective
<b>Number of ECTS credits:</b> 5
<b>Conditions:</b> none
<p><b>Subject goal</b></p> <p>This course examines the ways in which higher education structures, environments, and policies relate to gender and student and faculty access, experiences, and outcomes. Topics include access and policies; identity and ethnicity; fields of study; feminist scholarship and pedagogy; careers and opportunities; and faculty and leadership. Attention is paid to how these issues are experienced have evolved in the Central and Eastern Europe Students can expect to gain an understanding of theories and perspectives from the social sciences relevant to gender and higher education in relation to structures of gender differentiation and hierarchy. Students use those perspectives to further develop their social science-based research skills by either designing research proposals or developing action plans on topics of their choosing related to gender and higher education from national or international perspectives.</p>
<p><b>Outcome of the subject</b></p> <p>The capability of students to notice, define, understand and analytically and contextually consider the concept of gender and higher education; to critically read texts in their academic disciplines, i.e. areas in which their professional activity takes place, and to find new interpretations of phenomena and problems in the thematic context of gender and higher education.</p>
<p><b>Subject content</b></p> <p>Introduction: Trends and Policies  Theories and Perspectives  Experiences: Role of Parents  Experiences: Fields of Study  Experiences: Gender Studies, Feminist Pedagogy, Women’s Spaces  Experiences: Identities and Ethnicity  Experiences: Work-life balance in academia  Outcomes and Opportunities  Opportunities: Faculty Careers and Leadership  What Works in Gender and Higher Education?  Presentations and Debrief</p>
<p><b>Literature</b></p> <p>Blagojević, M. (2009). Knowledge production at the semiperiphery: A gender perspective. Belgrade: Institut za kriminološka i sociološka istraživanja.</p> <p>Renn, Kristen A. (2012). Roles of Women’s Higher Education Institutions in International Contexts. <i>Higher Education</i> 64, 2: 177-191.</p> <p>Francis, Becky, Penny Burke, and Barbara Read. 2014. “The Submergence and Reemergence of Gender in Undergraduate Accounts of University Experience.” <i>Gender and Education</i> 26, 1: 1-17.</p> <p>Aiston, S. J, and Jung.,J. (2015). Women Academics and Research Productivity: An International Comparison. <i>Gender and Education</i> 27, 3: 205-220.</p> <p>Popović, D., &amp; Duhaček, D. (2009). Od Ciriškog kruga do studija roda: rodna ravnopravnost i visoko obrazovanje u Srbiji. Godišnjak Fakulteta političkih nauka, 3, 681-693.</p> <p>Lendák-Kabók, K. (2021), Does ethnicity count when contextualizing the low proportion of women in STEM</p>

in Serbia?, Equality, Diversity and Inclusion: An International Journal, 40 (5): 525-541

Lendák-Kabók, K. (2021), A Gender Perspective on Language, Ethnicity, and Otherness in the Serbian Higher Education System, Journal of Language, Identity and Education

Lendák-Kabók, K. (2021), Ethnic minority women in the Serbian academic community, European Journal of Women's Studies, 28(4): 502–517

Lendák-Kabók, K. (2020) Стратегије балансирања жена између каријере и породице у академској заједници у Србији: разлике у етничком и социјалном пореклу. Гласник Етнографског института САНУ, 68(2): 295–317

Vujadinović, Dragica, Zorana Antonijević, eds. (2019). *Rodna ravnopravnost u visokom obrazovanju: Koncepti, prakse i izazovi*. Akademska knjiga.

<b>Number of active teaching classes</b>	<b>Theoretical teaching:2</b>	<b>Practical teaching:1</b>
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**Method of carrying out the teaching**  
lectures, discussions, students' presentations

**Evaluation of knowledge (maximum number of points 100)**

<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
<i>Students activity</i>	<b>10</b>	Oral exam	50
Seminar	<b>40</b>		
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Начин провере знања могу бити различити наведено у табели су само неке опције: (писмени испити, усмени испт, презентација пројекта, семинари итд.....

\*максимална дужна 2 странице А4 формата