



COURSE DESCRIPTION

Higher institute of finance and taxation

Sousse University

TUNISIA

February 2017

Gender Studies Curriculum: A Step For Democracy and Peace
in EU-Neighbouring Countries with Different Traditions (GeSt)

561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP

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MA Title: Gender and Social Management

Course title	Number of hours or number of credits	Study Form	Course valid from*	Course valid to	Course type (Obligatory /Optional)	Semester
Gender and Human Social Management	1.5 credits 21 hours	face-to-face	September 2017	November 2017	Optional/selective	Second

1. A brief description of the course

Gender is a transversal dimension that affects individual and organizational levels through interpersonal and social levels. Gender studies can provide a fine reading of the complexity of social problems in so far as they try to answer: "What men and women are and do" (the study of commitment), how they interact (the study of group dynamics), their way of thinking and representing change (the study of resistance to change). Therefore, introducing new approaches of gender in human and social management is of great importance to all themes that seek to open up and broaden the boundaries of the discipline. The analysis is no longer only from a traditional point of view (masculine?). It makes it possible to reintegrate the place and the point of view of the women in studies which concern them and of which they are nevertheless excluded.

2. Objective of the course

The course brings into view the concept of gender in human social management by focusing on the latest research centered around the following themes: entrepreneurship (1), organizational commitment (2), group dynamics (3) resistances to change (4). The Tunisian context will be taken into consideration in order to investigate whether there are differences between women and men in the three above-mentioned priority themes. Thus, the course tries to raise a reflection related to the incorporation of gender research questions in the Tunisian context through a rather qualitative approach.

3. Learning Outcomes

At the end of the course, students will become familiar with new approaches and methods on gender. They will be able to discuss the main theoretical currents that have defined feminist theory and which

have served as a basis for women's studies and (more recently) for gender studies. Learning to contextualize the concepts mobilized in the course taking into account the notion of gender. To sensitize students on the usefulness of qualitative approaches in gender studies and encourage them to use mapping techniques to understand the differences in representations observed between men and women. Acquire experience in critical reading of selected articles in relation to feminist theory and gender theory. Students will be able to improve their skills in critical writing and oral analysis.

4. Teaching Method

The pedagogical approach is active, based on relational methods and techniques of knowledge transmission.

- a. Reading articles, book chapters and gender reporting in Tunisia: We discuss the theoretical, methodological and empirical contributions of articles or book chapters. Also, we interpret the gender indicators in Tunisia.
- b. Oral presentation: Treat current topics related to gender and relating to the Tunisian context.
- c. Case study : Present cases of ENDA , Orange , ONU femme ...
- d. Metaphor game:The group chooses a metaphor (proverbs, tales, fables and legends that evoke gender issues) and sinks into the context to find a way to solve the problem. When the game is over, the problem is discussed to find the effective solution and apply it to the work situation.
- e. Debate with a guest: It is a question of inviting authors with publications or research on gender approaches in Tunisia. The aim is to exchange information or views on the themes or concepts of entrepreneurship, commitment, representations and resistance of Tunisian women.

5. Distribution of workload for students (i.e. lectures, seminars, individual work in hours, and total)

Work load for studies:

Workload in hours: Lectures: 12H, Seminars: 6H, Assignments: 3H , Total: 21H

Workload in percentages: lectures : 60%, Seminars: 30%, Assignments: 10%, Total: 100%

6. Assessment

Attendance

Students must attend all course sessions with a prerequisite prior concepts and reading links of each session and are already advanced in planning.

Participation

Students are invited to participate in discussions of articles and books already selected in class. They are also required to comment and interpret statistics and gender indicators in Tunisia. This will allow them to develop critical thinking in students and lead them to deeply explore gender issues.

Presentation

Students are invited to choose a current topic on gender. They are required to submit a paper of about ten pages and to present their work in PPT format. The presentation must be maintained at 10

minutes (maximum). The aim is to stimulate interest in gender studies among our students. The best paper can be rendered as a complement of course. Entering competing with colleagues helps the increase of the student motivation.

Exam

In the end students will have to pass two exams. The first takes place after the fourth week and the second at the end of the course it will cover the 5th, 6th and 7th sessions.

Final grade will be calculated as follows:

Attendance&Participation: 20%

Presentation: 20%

Exam: 60 %

7. Course Schedule

Week 1: Introduction to gender in Human Social Management
<p>In this session, after introducing ourselves , the instructor will introduce the course and go over the course description content .Then the whole class discuss what gender and Human Social Management is and why they think it is important to take this course.</p> <p>You come to class with your own written answers to these questions:</p> <ol style="list-style-type: none"> 1) How to differentiate “sex” from “gender”? 2) How to approach gender studies in social and human management? 3) Has the gender situation in Tunisia changed after the revolution (2011)? <p>Required Reading:</p> <p>http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/L1final_01.pdf CEU, Course «Feminism and Masculinity» https://gender.ceu.edu/courses/feminism-and-masculinity Manuals or synthetic references on gender: https://www.ritimo.org/IMG/pdf/EuroMed-Rapport_Tunisie.pdf docplayer.fr/13527794-Une-analyse-genre-de-la-situation-en-tunsie.html</p>
Week 2 : Gender and Organizational commitment
<p>In this session, the traditional role of male breadwinners will be discussed to explain the high level of organizational commitment of men to women.</p> <p>You come to class with your own written answers to this question: How do we assess engagement? What are the methodological approaches used to assess commitment? Can we distinguish between women's commitment and men's commitment? Is that women are more engaged than men? Is there a difference between the commitment of a woman entrepreneur living in the rural environment and the woman living in the urban environment?</p> <p>Required Reading:</p> <p>CEDREF:http://www.cedref.univ-paris7.fr/Le-tournant-spatial-dans-les études de genre Dodd-McCue, D. and Wright, G.B. (1996) Men, Women & Attitudinal Commitment: The Effects of Workplace Experiences and Socialization. Human Relations, 49, 1065-1089. http://dx.doi.org/10.1177/001872679604900803 file:///C:/Users/user/Desktop/gender/Rapport%20des%20associations%20dorra%20mahfoudh.pdf</p>

<http://onlinelibrary.wiley.com/doi/10.1111/gwao.2002.9.issue-1/issuetoc>

CAWTAR/INSTRAW/AECID, « Renforcement du leadership féminin et consolidation de la participation des femmes à la vie politique et au processus de prise de décision en Algérie, au Maroc et en Tunisie » (2009-2011) par CAWTAR/INSTRAW/AECID (www.womenpoliticalparticipation.org).

SAINT-MICHEL, S and WIELHORSKI, N (2011), « Style de leadership, LMX et engagement organisationnel des salariés : le genre du leader a-t-il un impact ? », @GRH 2011/1 (n°1), p. 13-38.

Week 3 Activities: Discuss the gender indicators in Tunisia and Cases Study

In this session, the gender indicators in Tunisia will be discussed and debated in class. Through the examination of case studies, students will be made aware of how gender indicators in Tunisia are constructed. Different research findings addressing this issue will also be presented to the students in order to reflect on and debate them in the light of these Cases studies.

Required Readings:

<http://www.endatamweel.tn>

<https://www.orange.tn/.../cid4994-orange-tunisie-1er-op-rateur-signer-les-women-s-e>.

<http://unictunis.org.tn/category/onu-femmes/>

Reports of gender indicators in Tunisia:

https://eeas.europa.eu/sites/eeas/files/rapport_national_genre_tunisie_2015_fr.pdf

<file:///C:/Users/user/Desktop/gender/Femmes-et-Genre-regards-crois%C3%A9s-de-jeunes-chercheures-d%C3%A9cembre-20131.pdf>

<file:///C:/Users/user/Desktop/gender/Rapport%20participatrion%20Femmes%20Vie%20Publique.pdf>

Week 4 Gender and group dynamics

In this session, gender relations which are increasingly unequal in the world of work will be discussed. In our views, these unequal dynamics must have an impact on the experience of women.

In addition to the assigned readings, you come to class with your own answers to the following question: To what extent does the dynamics of gender affect the experience of Tunisian women?

Required readings:

Revillard Anne, de Verdalle Laure, « Dynamiques du genre. (introduction) », *Terrains & travaux*, 1/2006 (n° 10), p. 3-17. URL : <http://www.cairn.info/revue-terrains-et-travaux-2006-1-page-3.htm>

FIGIES, 2005. *Journées d'étude « Le genre au croisement d'autres rapports de pouvoir »*, les 12 et 13 mai 2005, Paris.

Week 5 Activities : Metaphor game and discussion of articles or book chapters

During this session we will use the case method based on the use of metaphors or metaphorical diagrams or pictures. Students will have the opportunity to develop their creativity and critical thinking.

Students are led to address gender inequalities according to metaphors or stereotyped images. Before coming to the class, student must collect articles or cases to illustrate the chosen metaphor.

Required Readings :

Roncolato, L.; Reksten, N. and Grown, C. (2017), "Engendering Growth Diagnostics: Examining Constraints to Private Investment and Entrepreneurship", *Development Policy Review*, 2017, 35 (2): 263—287

Billing, Y. D., Alvesson, M. (2001). Questioning the notion of feminine leadership: A critical perspective on the gender labelling of leadership. *Gender, Work and Organization*, 7, 144-157.

Cornet A., Constantinidis C. (2007), chapitre 6 : entreprendre au féminin : une réalité multiple et des attentes différenciées, in *entreprenariat théories, acteurs, pratiques*. Editeur d'écriture Riadh zghal, Edition et distribution Sanabil Med SA.

CREDIF avec l'appui du PNUD et SERST (2001), *Les femmes entrepreneurs en Tunisie paroles et portraits*,

<https://www.cairn.info/revue-tiers-monde-2009-3-page-501.htm>

<http://www.pdfdrive.com/search?q=gender+inequality&pagecount=&sortby=&searchin=&r=1>

Week 6 Gender and resistances to change

In this session, the issue of resistance to change will be addressed. We will present the management of change as well as the methodological tools related to the study of feminine representations.

Your preparation for this class: In addition to the assigned readings, you come to class with your own written answers to these questions: 1) Is there really a relationship between gender and resistance to change, 2) Are women more resistant than men?

Required Reading:

Rose C. (2007), Does female board representation influence firm performance? The Danish evidence, *Blackwell Publishing*, 15 (2), 404-413.

HAL: <https://halshs.archives-ouvertes.fr/halshs-00142771>

IRMC, <https://irmc.hypotheses.org/tag/genre>

CEU, Course «Gender in and through Popular Culture and Media»

<https://courses.ceu.edu/courses/feminist-research-popular-culture-and-media>

M-J. TUBIANA M-J., « Hommes, femmes : méthodes d'enquête », pp. 13-27, in R. CARRE, M-C. DUPRE, D. JONCKERS, *Femmes plurielles*, Editions de la MSH, Paris, 1999

Week 7 Activities: Debate with a guest

In this session, guests, who are authors of articles or books on gender, are invited to debate issues on Gender and Social Management. Dorra Mahfoudh, a Sociologist and Professor Emeritus, Tunis University of Human and Social Sciences, and she author of numerous research, articles and books on women in Tunisia. One of her interesting and relevant book to our interest in this course is: *A gender analysis of the situation in Tunisia before and after January 2011*

Your preparation for this class: You come to class with a question or issue that the reading of an assigned chapter from *A gender analysis of the situation in Tunisia before and after January 2011* brought up for you.

8. Recommended readings

The mandatory list:

Billing, Y. D., Alvesson, M. (2001). Questioning the notion of feminine leadership: A critical perspective on the gender labelling of leadership. *Gender, Work and Organization*, 7, 144-157.

CAWTAR/INSTRAW/AECID, « Renforcement du leadership féminin et consolidation de la

participation des femmes à la vie politique et au processus de prise de décision en Algérie, au Maroc et en Tunisie » (2009-2011) par CAWTAR/INSTRAW/AECID (www.womenpoliticalparticipation.org).

Dodd-McCue, D. and Wright, G.B. (1996). Men, Women & Attitudinal Commitment: The Effects of Workplace Experiences and Socialization. *Human Relations*, 49, 1065-1089.

<http://dx.doi.org/10.1177/001872679604900803>

Efigies, 2005. Journées d'étude « Le genre au croisement d'autres rapports de pouvoir », les 12 et 13 mai 2005, Paris.

Korabik, K., & Ayman, R. (1989). Should women managers have to act like men? *Journal of Management Development*, 8, 23-32.

Lagrave, R.-M. (1990). « Recherches féministes ou recherches sur les femmes ? », *Actes de la recherche en sciences sociales*, n° 83, pp. 27-39.

SAINT-MICHEL, S and WIELHORSKI, N (2011), « Style de leadership, LMX et engagement organisationnel des salariés : le genre du leader a-t-il un impact ? », @GRH 2011/1 (n°1), p. 13-38.

Tubiana M-J. (1999). « Hommes, femmes : méthodes d'enquête », pp. 13-27, in R. CARRE, M-C.DUPRE, D.JONCKERS, *Femmes plurielles*, Editions de la MSH, Paris, 1999

Rose C. (2007), *Does female board representation influence firm performance? The Danish evidence*, Blackwell Publishing, 15 (2), 404-413.

Roncolato, L ; Reksten, N and Grown, C (2017), "Engendering Growth Diagnostics: Examining Constraints to Private Investment and Entrepreneurship", *Development Policy Review*, 2017, 35 (2): 263--287

Recommended readings::

https://eeas.europa.eu/sites/eeas/files/rapport_national_genre_tunisie_2015_fr.pdf

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/L1final_01.pdf

<http://www.pdfdrive.com/search?q=gender+inequality&pagecount=&sortby=&searchin=&r=1>

<https://courses.ceu.edu/courses/feminist-research-popular-culture-and-media>

<https://irmc.hypotheses.org/tag/genre>