

The Hebrew University of Jerusalem

Syllabus

Gender and Community Leadership in Jerusalem - 59503

Last update 28-03-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Glocal International Development

Academic year: 0

Semester: 2nd Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: MR. Liel Maghen

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Coordinator Office Hours:

Teaching Staff:

Mr. Liel Maghen

Course/Module description:

Jerusalem, as a multicultural city with diverse communities, provides a unique perspective on global development issues. It also sits at the intersections of various kinds of conflicts, shedding light on their implications on the local communities, and specifically on their gender roles.

This 2-credit course examines the various tensions within and between these communities, focusing on the interplay of gender, nationality, religion, and development. By studying Jerusalem's experiences through a gendered lens, students gain insights into the city's complex political and social challenges while being exposed to various routes take for tackling the difficulties in this reality. As women sits at the intersections of various forms of discrimination, the course pays extra attention to women's roles in their societies, discussing how they can shape female leadership locally and globally. It also delves into how gender intersects with various forms of conflicts in Jerusalem. Discussions include how these conflicts shape gender roles in general, influence the concept of masculinity, and impact other genders in the city.

The course format includes both classroom lessons and a field tour of Jerusalem. Students will have the opportunity to meet local women who are leaders in their communities, bridging the gap between field experiences and academic theory. Focusing on feminism, leadership, and empowerment, the course highlights differences in perspectives among the communities encountered. Key questions addressed include: What distinguishes female leaders from underprivileged communities? Are there connections between national, religious, and gender struggles, and how do they manifest in Jerusalem? Do women play a role in fostering inter-community relationships, and if so, how does this impact local and global development processes?

Course/Module aims:

To learn about the interplay between ethno political conflict, gender and development.

Learning outcomes - On successful completion of this module, students should be able to:

- Learn about the interplay between ethno political conflict, gender, and development.
- Distinguish between different approaches to feminist thought.
- Connect between field experiences, and theoretical approaches and writing.
- Understand better how conflicts influence on gender roles

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Open discussions, reflections on reading assignments and case study analyses will be practiced throughout this short course. The in-class component includes five sessions, which will provide relevant background for our discussions, and will allow students to better understand the case studies that will be learned during their short field experience, and assist them in writing their final assignments.

Course/Module Content:

1) Why Jerusalem: Jerusalem in the Intersections

This class will map the communities that comprise the city of Jerusalem, and makes it diverse and an interesting case study for learning about intersectionality with an emphasis on gender. Are there any relations between these communities? Are there any tensions between them? Can we discuss Jerusalem as a community? Are there any things that connect between women from different backgrounds in Jerusalem?

2) Gender Roles in Areas of Conflict

In this session, we will examine how gender roles are defined and shaped through social tensions and intergroups conflicts. Within conflictual contexts, this class will examine how the different communities of Jerusalem define the local gender roles and how related expectations are generated to confront the conflictual context.

3) Between Gender, Conflict and Development:

Presentation by Gal Kramarski

This class will touch upon the interplay between religion, nationality, ethnicity and gender. We will present theories focused on marginality, double marginality, and multiple marginality, and the price that women often pay as minorities of different kinds. We shall examine theories of marginality through discussing historical landmarks in different struggles, within their origin communities, or in a wider perspective. Here we shall also discuss women's bodies as a site for political struggles, and as a base for collaborations.

4) Female Leadership – Is There Only One Model?

This class will discuss different approaches towards gender and leadership and women's empowerment, including critical perspective of women's leadership. We

will address the concept of "feminisms" which allows us to think of the different kinds of leadership approaches in various contexts. Furthermore, we will discuss women's freedoms in conservative environments, and different perceptions on gender-related freedoms. This class will address tensions between Eastern and Western perceptions, conservative and liberal, religious and secular and more. This class will look at the presentation of Pnina Pfeiffer and Namal Saadawi in regards to feminism.

5) Jerusalem, Masculinity, and other Genders

5) Masculinity in contested spaces, such as Jerusalem, is often deeply intertwined with the political, social, and cultural dynamics of the region. In these contexts, traditional notions of masculinity can be amplified or challenged, impacting how individuals and groups perceive themselves and others. Understanding these dynamics is crucial for addressing complex issues such as identity, conflict, and peacebuilding in contested spaces like Jerusalem. Under this theme we will examine concepts relating to other genders from toxic masculinity to queer politics.

6) On intersectionality in contested spaces – 24.6

Intersectionality is the assertion that social identity categories such as race, gender, class, sexuality, and ability are interconnected and operate simultaneously to produce experiences of both privilege and marginalization. It has transformed old conversations while inspiring new debates across the academy. As intersectionality encourages recognition of the differences that exist among groups, it moves dialogue beyond considering only the differences between groups. As such, this session will focus on the potential of intersectionality in a city like Jerusalem. This class will look at intersectional work in Jerusalem.

Required Reading:

- * *Why Jerusalem?: City of Jerusalem as a center for different tensions*
- * *Malka Greenberg and Nufar Avni, "(Ad)ressing belonging in a contested space: Embodied spatial practices of Palestinian and Israeli women in Jerusalem" , Political Geography Volume 76, January 2020, 102090*
- * *Armstrong, K. Jerusalem One City Three Faiths. Ch. 19 "Zion?" pp. 298-430*
- * *Between Gender, Conflict and Development*
- * *Hammami, Rema, (1990). Women, the Hijab and the Intifada, in: Middle East*

Reports (no. 164-165, Intifada Year Three, May-August, 1990).

* Yuval-Davis, Nira. (1997). *Gender and Nation*. London: Sage Publications.

* World Bank, *Gender, Conflict and development*, Chapter 9: Gender and community driven development. Optional: Chapter 5: Gender and informal peace processes and re-building civil society.

* *Female Leadership – Is There Only One Model?*

* Abu-Loghud, Lila *Do Muslim Women Need Saving?*, (Cambridge Massachusetts: Harvard University Press, 2015) pp. 18-19.

* Deborah L. Rhode and Barbara Kellerman, *Women and leadership: The State of Play and Strategies for Change*, (2007) Chapter 1.

* Mahmood, Saba "Feminist Theory, Agency, and the Liberatory Subject", in: ed. Freshteh Nouraie-Simone, *On Shifting Ground*, (New York: The Feminist Press, 2014), pp. 190-235;

* *Gender Roles in areas of conflict*

* McEwan, Cheryl (2001), "Postcolonialism, feminism and development: intersections and dilemmas", in *Progress in Development Studies* 1, 2 pp. 93-111

*Greenberg, Ela. 2009. "'The King of the Streets:' Hip Hop and the Reclaiming of Masculinity in Jerusalem's Shu'afat Refugee Camp." *Middle East Journal of Culture and Communication* 2 (2): 231-50.

* *Final class: The Personal Is Political*

* Hanisch, Carol, 1969. *The personal is political*.
<http://www.carolhanisch.org/CHwritings/PIP.html>

Additional Reading Material:

* *Syria: Rojava, The Revolution by Women* (ARTE Documentary)

can be found in:

<https://www.youtube.com/watch?v=eq;oqo2MX3vf6M&feature=eq;youtu.be&fbclid=eq;lwAR38-BkWfMOS2tn46qKjvpvC19nVCdRjSBI4N2eUZa3d9sCbvzY9Pt5IDGc>

**Sa'ar, Amalia and Taghreed Yahia-Younis (2008), "Masculinity in Crisis: The Case of Palestinians in Israel", in British Journal of Middle Eastern Studies Vol. 35, No. 3, Gender and Diversity in the Middle East and North Africa (Dec., 2008), pp. 305-323.*

Grading Scheme:

*Essay / Project / Final Assignment / Home Exam / Referat 50 %
Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 10 %
Active Participation / Team Assignment 10 %
Presentation / Poster Presentation / Lecture 20 %
Attendance / Participation in Field Excursion 10 %*

Additional information:

It is required to participate in all classes and the tour.