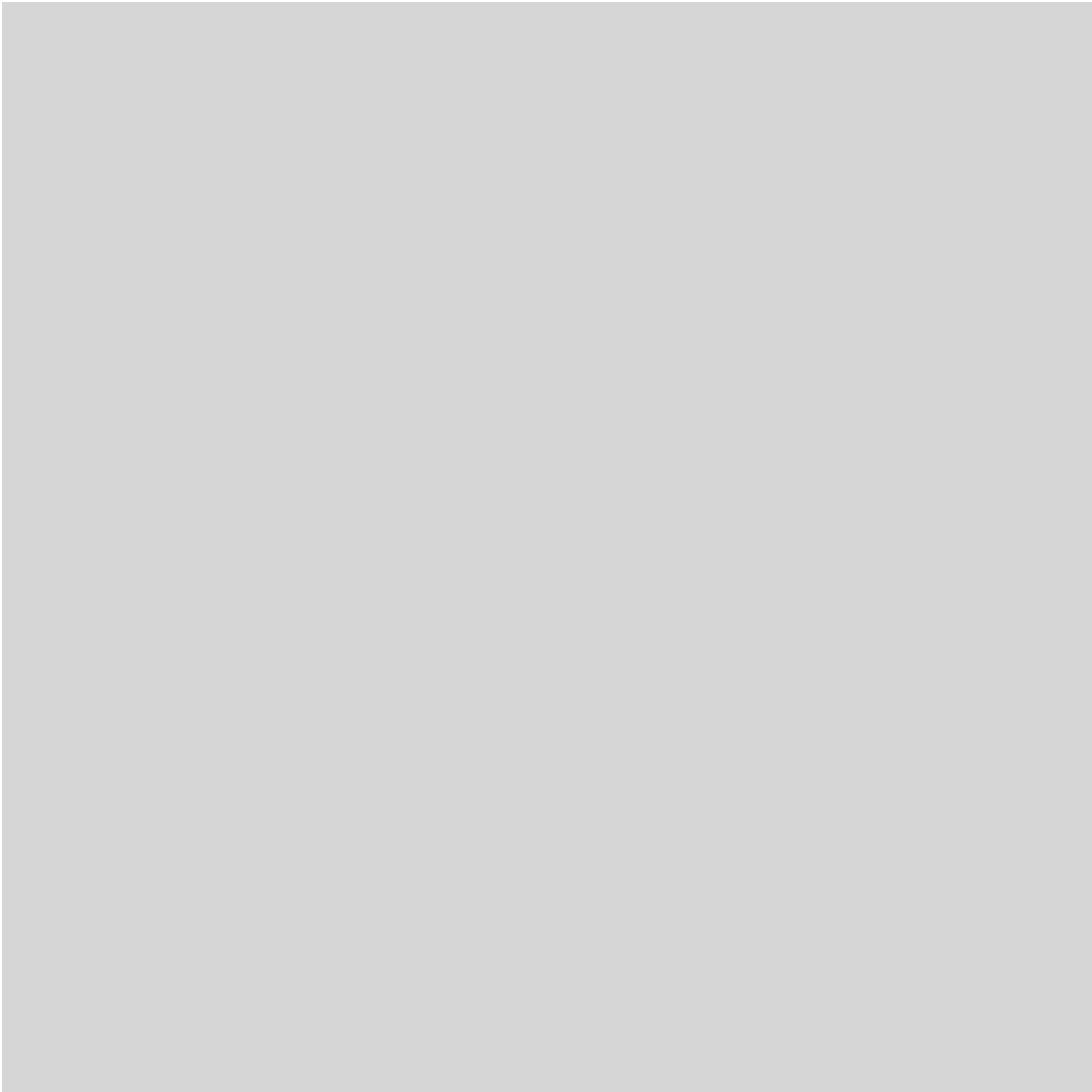


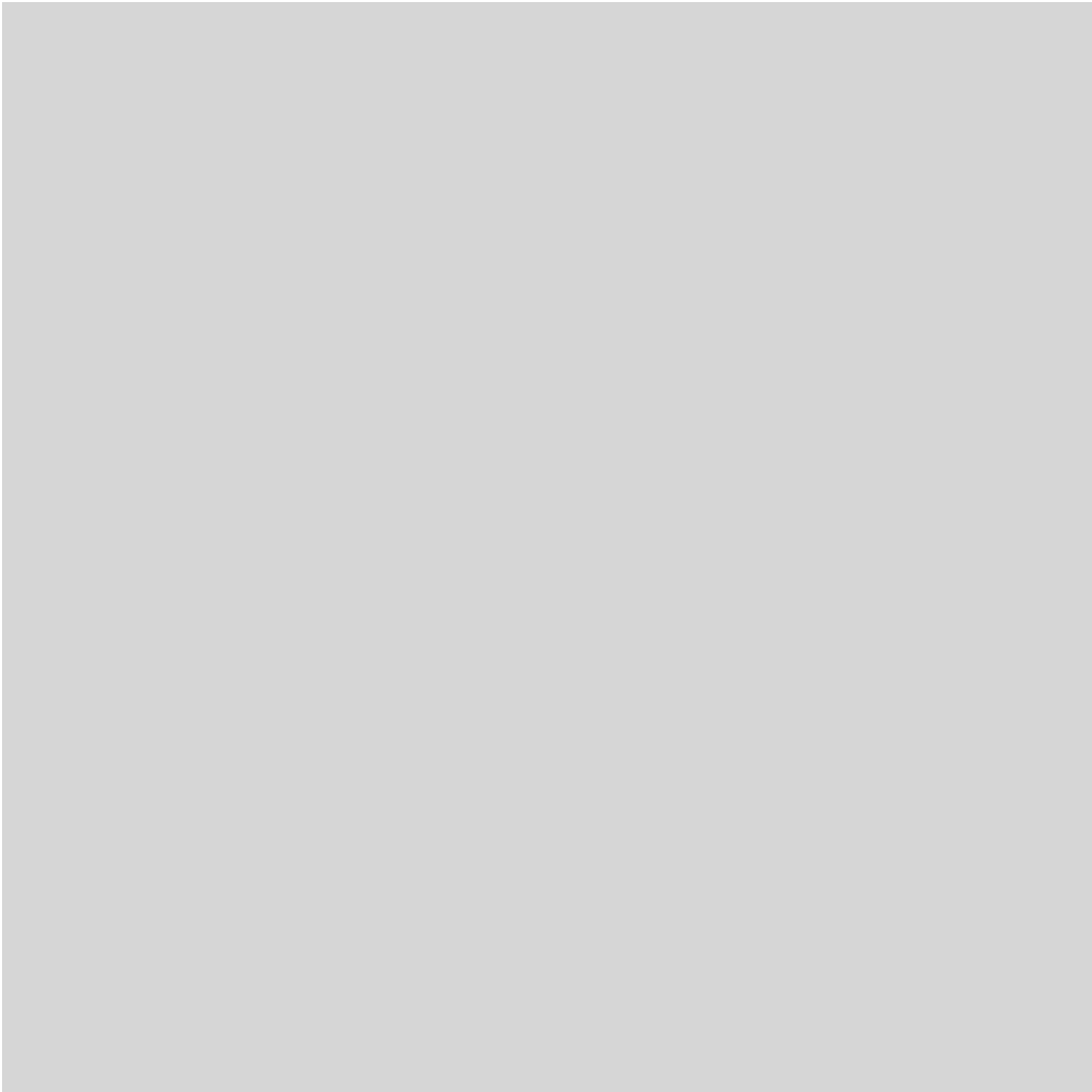
**Center for  
Transdisciplinary Gender Studies**

Gender Studies at  
Humboldt-Universität zu Berlin



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# What is Gender Studies?

The category *gender* is one of the central categories of perception and identification in today's societies.

**Gender Studies** investigates the significance, production, constitution, negotiation and relevance of *gender* and gender relations, the ways in which they work and their transformation. This comprehensive and complex claim can only be put into practice by means of an interplay between the most various disciplines and points of access. Only in this way can the relevance and variability of *gender* be encompassed in terms of substance, epistemology and methodology. This double movement – the linking of various access points and at the same time their critical reflection – is realized at Humboldt-Universität zu Berlin (HU) using a transdisciplinary approach. Transdisciplinarity means critical, theoretical reflection in the disciplines combined with an interest in *gender* that cuts across the disciplines. The category *gender* is thus always investigated in its complex interplay with other categories such as sexuality, »race«, class, age, citizenship, disability and faith and beliefs, thus continuously opening further perspectives, questions and fields of knowledge.

Gender Studies thematize the significance of gender in various contexts: culture (i. e. in the media, in art and literature), the state, the economy and society, in religion and law, in medicine, technology and the sciences. Moreover, the field of Gender Studies at HU also includes Queer Studies, critical racism research, Post-Colonial Studies, and other critical approaches in different disciplines. This research touches on issues of political debate as well as on the foundations of our culture, religious interpretations as well as contemporary cultural phenomena, legal decisions as well as global social trends.

Gender Studies is today a **differentiated field of research** not only generating new knowledge, but also feeding back into the disciplines and traditional subjects of study. *Gender* is understood to be not just a category of identity, but primarily a category of analysis in dealing with various forms of knowledge production. **Knowledge** is inseparably linked with **gender**. Our psyches and our bodies, religion and politics, technology and the environment, states and corporations are all heavily influenced by *gender* – and themselves create notions of *gender*.

The production of knowledge has long been regarded as gender neutral. Research presenting itself as »general«, »objective« and »genderless« has been, in its various dimensions

Gender as a Category

Transdisciplinarity

Heterogeneity of Gender

Critical Research





of *gender*, an important subject of study in Gender Studies. As a result, many disciplines now integrate this knowledge into their research and teaching.

Gender Studies teach the **competence** or skill to **critically reflect** on knowledge formation, to ask new questions and open up complex contexts. Students of Gender Studies, just like the researchers teaching this subject, are therefore not confined to theory, but also present their questions and their knowledge in practice. This extends, for example, from conceptualizing an exhibition to analyzing the hiring practices in a corporation to political consultancy.

Practice



# What constitutes Gender Studies at Humboldt-Universität zu Berlin?

Gender Studies at Humboldt-Universität zu Berlin means teaching and research on the category *gender* in a transdisciplinary context. We work in, between and with different disciplines and theoretical approaches. Our perspectives are aimed at a critical reflection of research results as well as at the constructions, manifestations and transformations of *gender*. In this, Gender Studies focus on several cross-sectional topics: *knowledge, interdependencies, transformations, presentations, normativities* and *interventions*.

The following selection of specific questions, projects and forms are examples of how members of the Center for Transdisciplinary Gender Studies (CTG) work with these topics in their research and teaching.

## Knowledge

What relationship exists between the science of knowledge and *gender* – with regard to the production of knowledge, but also with regard to methods, theories and contexts of application? What role does *gender* play in the history of the disciplines? How does a discipline change when *gender* is systematically incorporated into its framework? What, then, is the position of knowledge and what is the position of the science of knowledge when critical questions are asked from the perspective of Gender Studies?

Since 1993, CHRISTINA VON BRAUN has been researching the close historical and substantial connection between the transformation in the order of knowledge and the transformation in the symbolic gender order within the context of a professorship in »Gender and History« in the Department of Cultural Studies. Focusing on various phenomena and processes, she highlights the paradoxes inherent in the exclusion of *gender* and the embedding of gender codes. Another area of her research is the history of religion, including the close connection between gender images, anti-semitism and xenophobia.

Research into »Gender as a Category of Knowledge« is at the heart of the Research Training Group (Graduiertenkolleg) at the CTG, which is funded by the German Research Foundation (DFG). Here, doctoral candidates and postgraduates work on the question of the implicit and explicit functions of the category *gender* in the structuring of scholarly and

Cross-Sectional Topics –  
Transdisciplinary Gender Studies

Transformation in the Order  
of Knowledge and the Symbolic  
Gender Order

»Gender as a Category of  
Knowledge« in the Postgraduate  
Course of Lectures

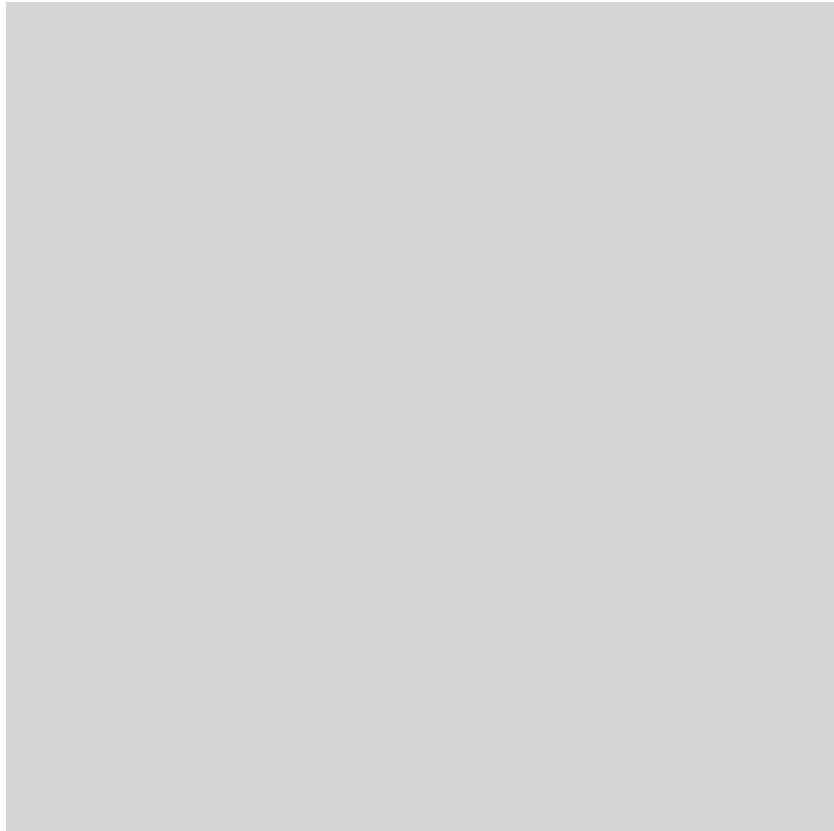
professional knowledge. BETTINA BOCK VON WÜLFINGEN, for example, examines how reproductive genetics is created in the area of overlap between various individual disciplines with their specific cultures of knowledge production. Barriers to thinking erected against other disciplines are transcended and created anew in respect of bodily »functions« and gender.

Internet Encyclopedia  
Gender@Wiki

»The Order of Knowledge: Information – Power – Gender« is what DANILO VETTER and other students of Gender Studies and Library Science have called their self-organized course. In a tutorial course lasting two semesters, they critically investigated the structuring and organization of knowledge in the age of digital information. One of the results of this project is »Gender@Wiki«, an internet encyclopedia that is being supervised by JULIETTE EMERSON. It publishes contributions on Gender Studies topics, including those by students, on the web and can be used in teaching.

Cultural History  
of the Political

Forms of life are the subject of the *habilitation* (professorial qualification thesis) of KERSTIN PALM, who, as a biologist, draws on the methods of Cultural Studies in transdisciplinary Gender Studies to investigate the cultural history of the biological concept of life



from 1700–2000. She is concerned with concepts of life and their function in forming the modern gender order. The history of ideas, concepts and knowledge in the natural sciences are thereby embedded in a social context which is also essentially characterized by gender relations.

Perspectives on the category *gender* from the point of view of a history of scholarship are at the heart of a junior professorship in Cultural Studies. CLAUDIA BRUNS' research includes work on the cultural history of the political, on the transatlantic history of racism and on the history of sexuality and medicine.

The way the point of view of gender studies affects a traditional structure of knowledge is impressively demonstrated in the field of medicine. It is precisely there that women have been (and are) considered on the basis of male norms and standards, including, for example, in the case of the heart attack. PROFESSOR VERA REGITZ-ZAGROSEK researches the way in which heart diseases differ in gender-specific ways with regard to risk factors, clinical presentation of complaints and course of illness. Since women are generally supposed to be at less risk of heart disease, their diagnosis is less thorough and they are treated less well.

The critical perspective of Gender Studies is aimed both at traditional inventories of knowledge and, by way of critical reflection, at the formation of theory in gender research itself. This aspect is regularly thematized at conferences and colloquia. For example, the colloquium »Gender Re-considered« dealt, among other things, with the question as to what paradoxes are inherent in the development of a canon of thought in Gender Studies that gradually turns it into a discipline, even though it does not see itself as one. How can the tension between perspectives that are critical of disciplines and those that transgress them be systematically maintained in light of the differentiation of Gender Studies?

An international conference organized by ELAHE HASCHEMI YEKANI and BEATRICE MICHAELIS while they were still students dealt both with the productivity of Queer Studies for the Humanities and the problematical assumptions within Queer Studies itself. The book of the conference proceedings highlights discussions on heteronormativity as well as implicit constructions of »race« or whiteness, and »disability«.

In his doctoral thesis SVEN GLAWION deals with narratives of heterosexual masculinity in German literature around 1968. He analyzes narrative texts, sex advice books and »movement texts« from East and West Germany and investigates the religious, psychoanalytical and political movement knowledge negotiated in them.

> bitte + 1 zeile

Cultural History of  
the Biological Concept of Life

Heart Disease and Gender

Gender Re-considered

Queering the Humanities

Narrated Heterosexual  
Masculinity

## Travelling Concepts

Today, Gender Studies is an international field. There are European networks, for example, the EU ATHENA network, in which the CTG is an active participant. One group, of which SABINE GRENZ is a member, discusses the question of how the relevance, meaning and interpretation of central concepts in Gender Studies are shifting in various national and disciplinary contexts: the phenomenon of »travelling concepts«.

### Interdependencies

What is the connection between *gender* and other categorizations such as »race«, class, ethnicity, religion and belief, ability or disability and age? What makes these into categories and what constitutes categories? What do these categories have in common, and how do they differ? In how far is their interplay affected by hierarchies and which intersections occur when, and how, and which do not? Can their correlation be analyzed adequately as interdependency, intersectionality, diversity, interlocking systems or in some other way?

## Integral Interdependence of Gender

In Gender Studies, the question of the interrelation of *gender* with other dimensions of social inequality, i. e. ethnicity, class, disability, etc., is of the utmost theoretical importance. Following the initiative of KATHARINA WALGENBACH, a colloquium raised questions concerning interdependencies: how are categories assessed, what institutional consequences has this debate for Gender Studies and how can privileges and privileged positions come under scrutiny? This resulted in a book project by HU researchers, in which the concept of the »integral interdependence of gender« is developed as an analytical tool.

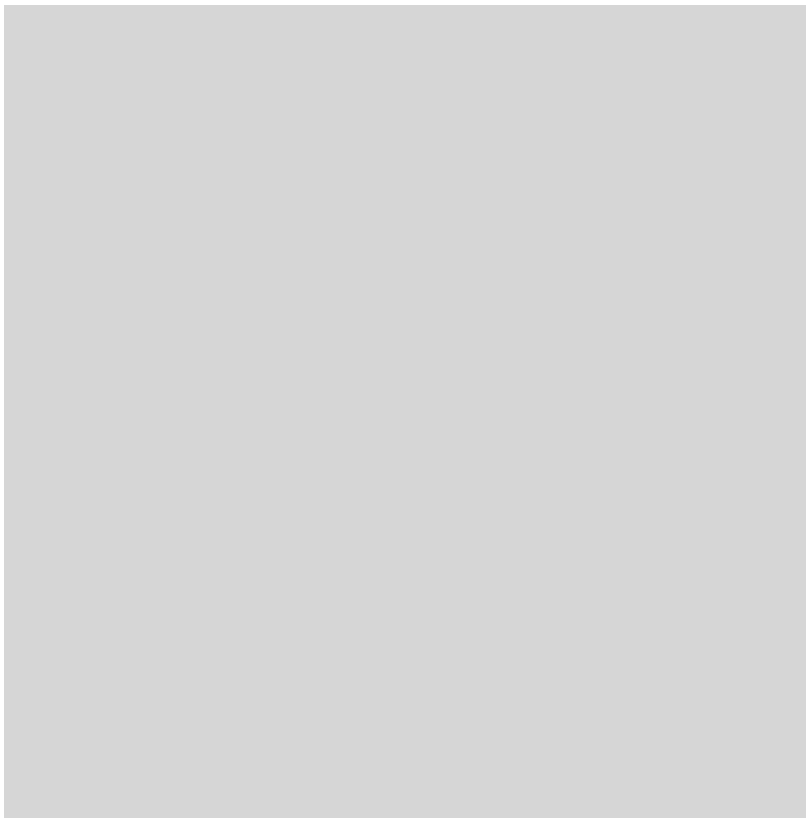
## Deconstructions of Occidentalism

An international conference organized by GABRIELE DIETZE was concerned with a gender-critical intervention in the production of the »Self« in relation to the »Other«, thematizing above all eurocentricity and ethnocentricity and the subtle forms in which the (implicit) Self is secured and constructed. The central question was why the debates about »parallel societies«, integration policies and immigrants »assimilation to democracy« are specifically carried on in the fields of gender politics and sexual politics.

## Urban Segregation Processes

Interdependencies of *gender*, class and ethnic attributions of the Self and the Other are also important in urban and regional development. CHRISTINE BAUHARDT, Professor of »Gender and Globalization«, deals with empirical field research on, among other things, the urban structure of Marseilles as an expression of social and political exclusions and inclusions. At the center of this research project are urban segregation processes in the context of immigration and post-coloniality in Europe. Regarding the connection between interdependencies and regional development, she offers courses and lectures on global migrations from country to city and across transnational spaces.

> bitte + 1 zeile



»Breaking down autobiographical boundaries« is central to the research of SUSANNE GEHRMANN as a process of »traversing of the self in African Literatures«. She investigates how the category *gender* is dealt with in its interplay of relationships with other criteria of difference in the self-reflective writing of predominantly male authors.

Criteria of Difference in  
Self-reflective Writing

In her discourse-analytical thesis, DANIELA HRZÁN uses the approaches of Post-Colonial theory and Critical Whiteness Studies to investigate debates surrounding female genital cutting as an example of how a certain archive of knowledge is produced and reproduced within »Western« Feminism and within specific disciplinary and transdisciplinary debates.

Debates Surrounding  
Female Genital Cutting

On a transdisciplinary basis, »Constructions of social inequalities – *gender*, class and ethnicity« have been the subject of a virtual seminar for students of the Universities of Berlin, Giessen and Kiel. Internet-based discussions and face-to-face meetings, organized at the Humboldt-Universität zu Berlin by MAISHA EGGERS, offered the opportunity to link forms of e-learning and to come to terms with interdependencies.

Construction of  
Social Inequalities

»Race« and Gender  
in the American Essay

The framework provided by the genre of the essay is analyzed by CARSTEN JUNKER of the Research Training Group (Graduiertenkolleg) with the aim of understanding *gender* intersecting with other categories of difference. He shows how the essay establishes and authorizes marginalized points of view and casts doubt on dominant ways of formation of knowledge.

### **Transformations**

In what way are social processes of transformation linked with the shift in gender norms and relations? What connection exists between the transformation of institutions and organizations and gender, both from a structural point of view and with regard to individual life situations? How can concepts such as class, milieu and lifestyle, and fields such as housing, employment, education, health, social security, politics and the world of the media be seen when *gender* is systematically included as a category of analysis?

> bitte + 3-4 zeilen

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> bitte + 3-4 zeilen



An expanded perspective on institutional and social transformation processes is introduced by the research of HILDEGARD MARIA NICKEL, Professor of »The Connection Between (Paid) Work and Gender«, and her doctoral candidates and students. They investigate how social and corporate processes of transformation in Germany since 1989 have affected and are affecting gender relations in East and West, in particular as regards changes in the integration of women into the employment market. Analyses undertaken in large service corporations (banks, insurance companies and the German Rail) show how important the category *gender* is in corporate sociological studies, not only for understanding change, but also for facilitating change in a way that takes account of gender.

The connection between poverty and *gender* was the subject of a colloquium and a subsequent students' conference organized by, among others, KATRIN RUBEL and ROSALIA FALCONE. An understanding of poverty that is not restricted to income poverty enables an analysis of gender-specific forms of exclusion via education, disability and origin. It became clear that social processes of transformation are not perceived in all their complexity, which has serious political impacts.

Transformations in agrarian spaces are being studied by PARTO TEHERANI-KRÖNNER. With researchers from the Ahfad University for Women in the Sudan she has developed a curriculum in which methods of gender analysis are dealt with as well as land rights and rights of access to productive resources from a gender perspective. Joint summer schools have been held for several years on these topics with participants from Germany and the Sudan.

In her doctoral thesis, GÜLAY ÇAĞLAR presents a comparative and internationally based study on how subsidies are taken up according to an international economic and trade policy that takes proper account of gender by multi-lateral organizations such as the World Bank, the World Trade Organization and the United Nations. Her analysis of gender knowledge and economic knowledge in global economic governance is a contribution to global economic transformation processes from a gender perspective.

Questions of social change often play a decisive role in equal opportunities policy. In the course of the Gender Lectures held regularly by the GenderCompetenceCenter, internationally renowned gender researchers present new approaches in research in this area. Subjects have included Family and Equal Opportunities in an Age of Globalization, Demographic Change and Changes in Employment and Stereotypes of Gender Roles in Private Life. Other lectures have presented current findings in gender research on family law, intersexuality and feminist politics in the 21st century.

Transformation of  
Gender Relations

Does Poverty Have a Gender?

Transformations in  
Agrarian Spaces

Engendering the Macroeconomy  
and Trade Policy

Family Policy  
Undergoing Change

## Representations

*Gender* permeates not only social structures and processes of change, but also symbolic structures. What are the gender-specific assumptions, conditions and dynamics behind cultural production? How does *gender* affect media techniques? What does a cultural history of representations of *gender* look like from a transdisciplinary gender perspective? What are the mechanisms by which the media represent and create gender difference, i. e. in images, language, text, film or even architecture?

Medea:  
Multi-Media Career of a  
Mythological Figure

The categories of gender and »race« are linked in their effects in the history of the reception of literary works. INGE STEPHAN, a gender-denominated Professor of German Literature, studies in her »Medea« project how the image of woman is created in which monstrous and fascinating traits are intermixed. For this, she brings together perspectives from Literary Studies, Cultural Studies and Media Studies.

Between Eros and War:  
Male Bonds and Ritual in  
the Modern Period

In a book published with the financial assistance of the German Research Foundation (DFG), ULRIKE BRUNOTTE discusses discourses of masculinity around 1900. Together with fellows of the Research Training Group, she organized an international conference on the production and crisis of white hegemonic masculinity in the modern period, raised the question whether the discussion of the crisis of masculinity is not already a firm component of the genesis of white, middle-class subjectivity itself.

Cult of Youth  
and Masculinity

From the perspective of Literary Studies, BIRGIT DAHLKE explores the question of how the category *gender* has affected the production, reception and acceptance into the canon of modern German literature since the 18th century. In her *habilitation* thesis entitled »Youths of the Modern Age«, she analyzes youth and youth movements around 1900 with reference to contemporary discourses of crisis. In bringing together discourses of the modern period, youth and *gender* and in contrasting philosophical, political, psychological and educational sources with literary ones, she produces valuable insights into the structures of self-mythologization in the modern period.

Discursive Practice of Outing

The intervention strategy of outing via the mass media presents social patterns of interpretation of homosexual masculinity in leading positions. The symbolic order of hegemonic masculinity as well as the self-image of homosexual men is at the same time transformed and stabilized in an ambivalent way. This is the framework in which ANDREAS HEILMANN discusses outing as a discursive practice in the conflicting fields of masculinity, media and politics.

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KONSTANZE HANITZSCH (Research Training Group) explores gender-specific images of male and female perpetrators of crime. She looks at such images in family memory, thereby combining media theory aspects with theories of memory and ideas of shame and guilt.

FLORA VEIT-WILD places female bodies at the centre of a monograph concerning inscriptions in the bodies and psyches of colonialized women and the diverse counter-discourses in African literature. Madness is here a motif, style and trope of resistance writing that exposes the brutality and absurdity of colonial and post-colonial power. In this way, the breaking to which especially the female body is exposed and the forms of removal and crossing of boundaries in gender relations are rendered visible.

Contexts of economic change and constructions of the engendered body are explored by STEFANIE VON SCHNURBEIN in a project on »Economies of Hunger in Scandinavian Literatures since 1800«. She deals with texts which thematize eating disorders.

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Images of Perpetrators

Writing Madness:  
Borderlines of the Body  
in African Literature

Economies of Hunger



Implications of Power,  
Gender and Space

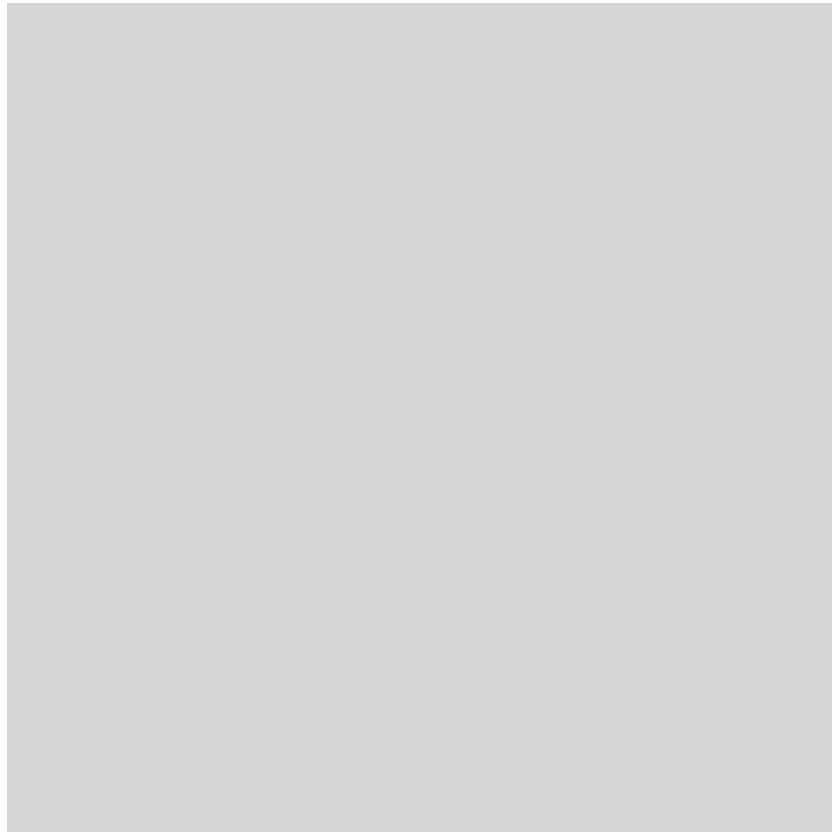
The implications of power, *gender* and space are at the heart of the work of ILARIA HOPPE on spatial disposition and pictorial representation at the court of the Medicis in Florence. She combines Art History, Italian Literary Studies and Philosophy in discussions of spatial theory and Gender Studies in further projects on street art, documentary art and the career image of the female architect.

**Normativities**

*Gender* can be seen as a norm, and norms are themselves gender coded at a very deep level. What do norms look like from the perspective of Gender Studies? What function do *gender* and other categories have with regard to rules, ethics, codes and laws of nature?

Public Law  
and Gender Studies

Issues to do with anti-discrimination law, but also topics within international comparative constitutionalism or in connection with governance are dealt with by SUSANNE BAER, Professor of Public Law and Gender Studies in the Department of Law. She teaches on questions of legal norming and possibilities for various interventions, and offers, for example, a seminar on »Applied Equal Opportunities Policies« and a lecture course entitled »Anti-Discrimination Law«.



The power of disposal over resources creates norms in the actions and freedoms of people along the gender line. In a series of lectures organized by the subject area »Gender and Globalization«, feminist economists presented approaches for changes to the organization of the economy which could contribute to greater global justice in access to and distribution of resources.

Feminist Economics

Even today certain social spheres such as the military or some kinds of sport are still largely determined by traditional male norms. The traditional and »the quite normal new things in the sport of the genders« is explored, for example, by JOHANNES VERCH.

Gender and Football

In the colloquium »Gender and Football«, organized by GABRIELE JÄHNERT, football was discussed as an »arena of masculinity« in media representations in the contexts of various countries. As EVA BÖSENBERG's contribution underlined, in contrast to Western Europe, football (or soccer as it is called in the USA) is considered a »feminized« and family sport questioning hegemonic masculinity in the USA.

»Is Mathematics socially constructed?« is the opening question in a student self-organized course initiated by THOMAS BRÜCKMANN, which questioned the norming and normative power of mathematical statements and developed a constructivist view of Mathematics in connection with the categories »race« and *gender*.

Gender and Mathematics

EVELINE KILIAN deals with questions of construction and deconstruction of *gender*, with the connection between *gender*, body and physicality, with the normative power of the cultural two-gender system and the possibility of breaking it down and thinking in terms of non-binary gender models (e.g. transgender). Her publication shows the potential for literature to ask critical questions about socially sanctioned gender formations and to experiment with alternatives.

GeschlechtSverkeht  
A Study on:  
Theoretical and Literary  
Perspectives on Gender-Bending

With a thesis on female-to-male bodies in transgender photography, ANNE KOCH-REIN completed her degree in American Studies and Gender Studies. Her doctoral project (Research Training Group) on »Novel Families« is devoted to literary, legal and political refigurations of the link between family and queerness in the USA at the beginning of the 21st century.

Transgender Photography

The norming of gender images in the ancient world is researched by junior professor ELKE HARTMANN-PULS. She investigates the place of women in various social and political structures in the ancient world and reconstructing normative claims and conceivable activities and experiences of women. Her book, »Women in the Ancient World: Female Lives and World from Sappho to Theodora«, is aimed in particular at students.

Gender Images  
in the Ancient World

Medicalization  
of Everyday Life

At the interface between Social and Cultural Anthropology, Life Sciences and the interdisciplinary Science and Technology Studies, MICHI KNECHT is involved in a Collaborative Research Center (SFB) project dealing with processes of reflexive medicalization of everyday life and the ethnography of »assisting« reproduction technologies. At present, she is also, in a two-semester project with students, researching the economy of sperm banks, focusing on the self-understanding of anonymous sperm donors and on the reconstitution of masculinities in the field of reproductive medicine.

Production of Gender  
by Language

Are women automatically implied when the male form is used, or are they »de-named« precisely in linguistic communication by means of dominant traditional norms? ANTIJE HORNSCHIEDT, a gender-denominated professor, examines personal linguistic naming practices and shows that *gender* is created by language inseparably from other identity categorizations. Certain ideas of age, sexuality, class and »race« are incorporated in the linguistic construction of *gender* or are continuously being reproduced. A multi-media CD-ROM for young people developed jointly with students shows, for example, how insults call up and reproduce various forms of social norms with reference to *gender*, sexuality and »race«.

Women as Perpetrators

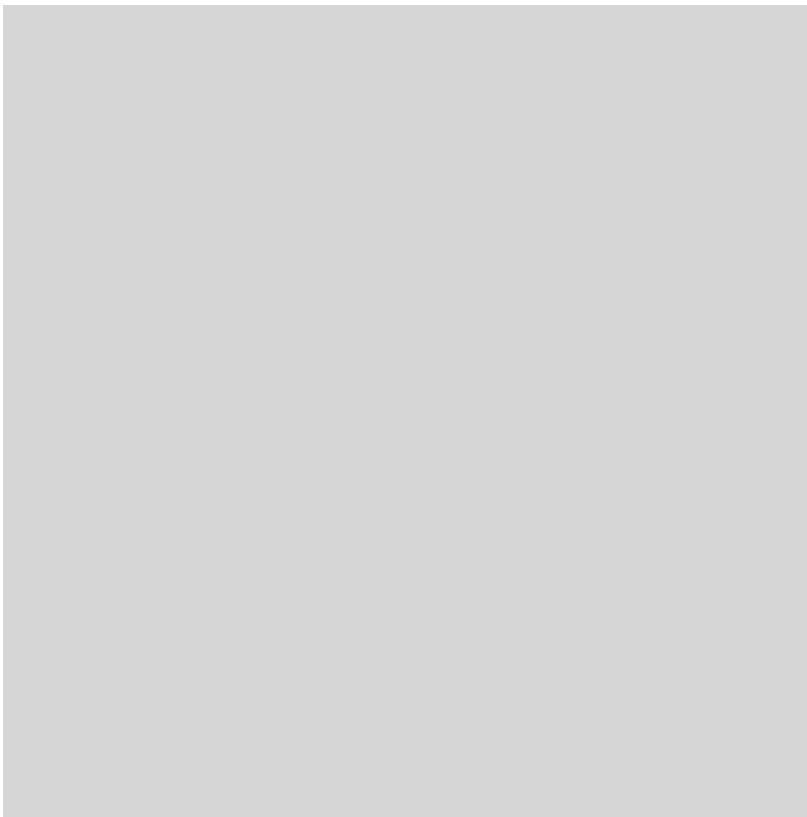
An example of how current feminist intersectionality research can be combined with specific insights into prevention and advice policies against sexual abuse is given by KERSTIN PIEPENSTOCK in her Magister thesis. By means of discourse analysis and using analytical linguistic tools, she investigates the ways in which identities and power relationships are conceived in the debate about »women as perpetrators« in sexual abuse. For this, she focuses on norming and hierarchization structures and mechanisms for inclusion and exclusion with their ambivalent power effects.

#### **Interventions**

Gender Studies can be understood as a link between theoretical work and political, social and cultural practice. This link is constantly critically reflected and developed further. The aim of Gender Studies is to react to processes and structures of discrimination in a socially relevant way and to implement knowledge gained in an application-oriented way and make it usable.

Gender Mainstreaming

The GenderCompetenceCenter, founded in 2003, working with a multi-disciplinary team provides consultancy services on equal opportunities especially for the German Federal Government which grants the Center financial assistance. Findings from Gender Studies are prepared for public consumption and discussed in regular events – Gender Lectures and specialist conferences and meetings. Here, gender aspects become relevant in practice



in administrative policy fields, from legislation to project funding to public relations, and in subject areas, from foreign policy to environmental issues and social security to international cooperation.

In her project, »Educational Consultation in the Learning Regions« (BILERION), WILTRUD GIESEKE analyzes from the perspective of adult education the way in which consultation from a gender perspective is accepted and what institutional and organizational requirements exist for consultancy in further education and training. This results in gender-specific consultation as part of the overall recommendation for organizational and business models for consultation in further education and training.

CHRISTIANE MICUS-LOOS, using approaches of feminist theory, (de-)constructivist theory and educational theory, reflects critically on her own practical experience in adult education, in projects for networked intervention for violence against women, and as a speech therapist. She is concerned with confronting and mediating scholarly critical reflection with (social) educational practice against the background of specific social and political problems.

Educational Consultancy  
as a Field of Practice

Intervention in Violence  
against Women

Influence on  
Medical Practice and Teaching

Since 2003, the Center for Gender in Medicine (GiM) at the Charité – Universitätsmedizin Berlin hospital has been pursuing the aim of systematically examining gender differences in medicine (e.g. in coronary and circulatory diseases, rheumatoid arthritis or mental illness). The research findings are integrated into medical practice and teaching and are passed on to the public, to political bodies, public authorities and public health institutions.

Mentoring

The »Gender goes Practice« mentoring program was initiated by students KATJA HINTZE, ANNA HARTUNG and SANDRA SCHRAMM. It is aimed at students in the final phase of their course of studies. High-ranking management personalities commit themselves as mentors to ease the entry into working life of future Gender Studies graduates.

The Two-Gender System  
as a Violation of Human Rights

A public polylog on the way society deals with intersex people, whose bodies are treated as »ambiguous«, was initiated by the »I-O-I [one o one] Intersex« exhibition. In conjunction with the archive and exhibition project by the New Society for Fine Arts, a group of researchers from the CTG problematized the ways in which normative concepts of body are developed and maintained by the rendering invisible of physical diversity in a document accompanying the exhibition.

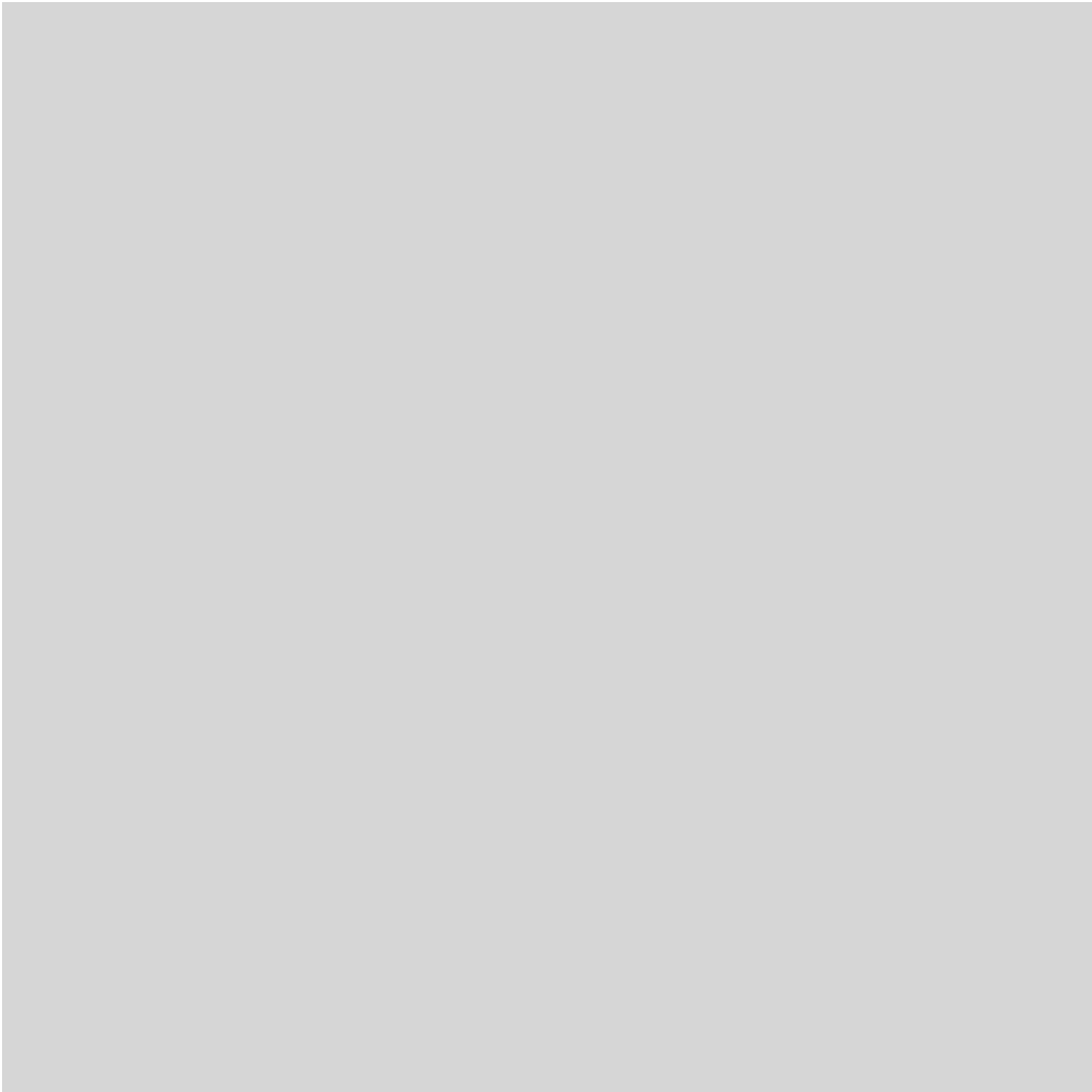
Exhibition  
From Exclusion to Final Exams

The specific conditions of study and the careers of female German Studies students at the University of Berlin from 1900 to 1945 interested LEVKE HARDERS. She presented the results of her Magister thesis in a public exhibition which reconstructed the long and difficult path taken by women to get to the university.

Long Night of Gender Studies

Every year, the Gender Studies students' council initiative organizes the »Long Night of Gender Studies« with a different theme each year. Lectures, workshops and performances are held, bringing together a wealth of ideas as well as challenging academic conventions.







## How do we work?

The activities of Gender Studies in research and teaching are based on a specific structure which facilitates and promotes transdisciplinary work at a university which has a disciplinary structure: Gender Studies is a **transdisciplinary network**. It works across the various disciplines, but is at the same time inconceivable without the foundation in the disciplines and impacts back into them. Members of the CTG research and teach in eighteen different subjects and subject groups: in Legal, Social and Economic Sciences, Agricultural and Political Sciences, Educational and Sport Sciences, European Ethnology and Historical Science, Theology, Cultural and Art Studies, German Studies, Scandinavian Studies, American Studies, English Studies, Romance Studies, African and Asian Studies and Medicine.

The **Center for Transdisciplinary Gender Studies**, as a **genuinely transdisciplinary institution**, is therefore not a classic institute, but possesses a structure that enables transdisciplinary work. Researchers and students dealing with gender issues are active in their own subjects and at the same time in the CTG by virtue of double membership. The professorships, too, which are in whole or in part allocated to Gender Studies and financed by it, have in principle a double basis. They perform research and teaching both within their subject areas and within the framework of the CTG. For this reason, too, the commissions in the appointment procedures for such professorships are made up equally of members from the CTG and from the respective departments and institutes.

In concrete terms, transdisciplinarity is a continuous challenge if it is not to remain just a buzz word or ideal. In Gender Studies, we have found working forms and formats which promote our common work within the diversity of subject areas as well as reflexive feedback into the subject areas. These include:

- jointly conceived international **conferences**, address such various themes, such as »Holy War and Gender«, »Blood Myths« or »Prostitution – trade between body and sign«,
- transdisciplinary topics for full-day **colloquia**, e. g. on the »Current Relevance of Psychoanalysis«, »Does Poverty have a Gender?«, »Gender and Football«, »Money and Exchange: Transdisciplinary Approaches from the Perspectives of Feminist Economics and Cultural Studies«,

What do the structures that make transdisciplinary work possible look like?

What working forms and formats do we have for transdisciplinary work?

- joint **publications** such as the textbooks »Gender Studies: an Introduction«, »Gender@Knowledge: a Handbook of Gender Theories« and »Gender as an Integral Category« and the book »Transdisciplinarity in Practice« (working title, in preparation),
- internal **workshops, working groups** and **transdisciplinary forums**, in which central questions and perspectives in Gender Studies are discussed,
- **team teaching** courses offered jointly by teachers from different subject areas and theoretical backgrounds,
- various **forms of examination**, including multi-media, which take account both of the subject area cultures and of differing career fields for which Gender Studies students are aiming,
- innovative **forms of teaching and learning**, such as virtual seminars with other universities or »Gender@Wiki«, an online resource for Gender Studies.

These working forms promote **networking** between different fields of knowledge. They motivate the researchers involved as well as the students to think in ever new ways beyond the boundaries of their own disciplines, thus reinforcing a critically reflexive attitude, not only in Gender Studies but also within the disciplines.

Transdisciplinary networking in research and teaching of Gender Studies lives from the immense **commitment** that thrives on the great interest in and curiosity for the knowledge gained in other disciplines, as well as on the inspiration derived from one's own discipline and perspective. Students and junior researchers are involved in this to a great degree. Gender Studies is thus an example of the potential for innovation immanent in junior researchers who are actively promoted and whose involvement is encouraged.

The Gender Studies network at HU has its nexus in the CTG. The CTG works through its **office**. In formal terms it is embedded as an academic institution within the Faculty of Arts and Humanities III, where its staffing and materials budget is based and where its examinations office is located. The body that makes decisions regarding Gender Studies is the **Center Council**, on which all the status groups are represented by election. To ensure that heterogeneous perspectives are given a voice in a transdisciplinary context, the Center Council is supported by a Gender Studies **Joint Commission** and by an **academic advisory board**. The Joint Commission discusses in particular matters relating to the courses of study, and the academic advisory board deals with central research projects.

The Center's office provides the **services** without which the study program and research would be inconceivable. They include:

- **coordination** of the Gender Studies programs (BA and MA, and the Magister major and minor courses which are being phased out) and student counseling,
- **initiation and organization** of academic events,
- + neuer anstrich im deutschen...  
(ca. 2 zeilen)
- collection, preparation and passing on of **information** and activities in the field of Gender Studies via mailing lists, regularly published bulletins and the homepage,
- providing literature for the courses, the GReTA online catalogue, a library blog, individual counseling on specialist literature and specific literature researches in the **Gender library**,
- the **PC pool**, which supports studying and teaching with modern equipment. The team offers courses for the acquisition of multimedia and information skills and runs mailing lists, discussion forums and multimedia teaching events.

Gender Studies at HU **cooperates** in several ways with other Berlin universities and higher education colleges and maintains contacts both within the German-speaking countries and internationally. The CTG moreover works intensively with various non-university institutions and academic and scientific associations.

> + 1 zeile

What does working in and with Gender Studies give us?

How are teachers, students and researchers in Gender Studies supported by the CTG?

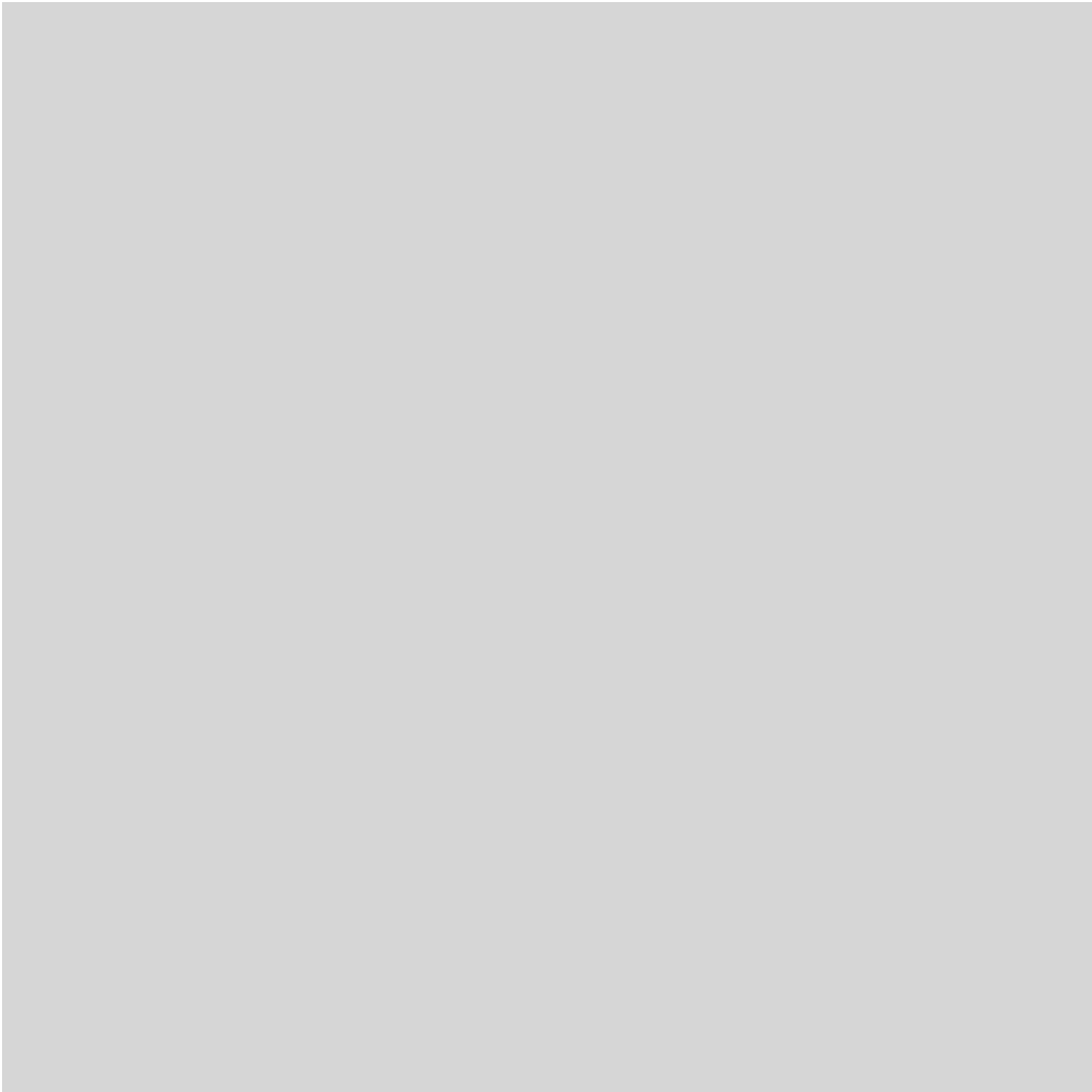
How do we cooperate with other institutions?

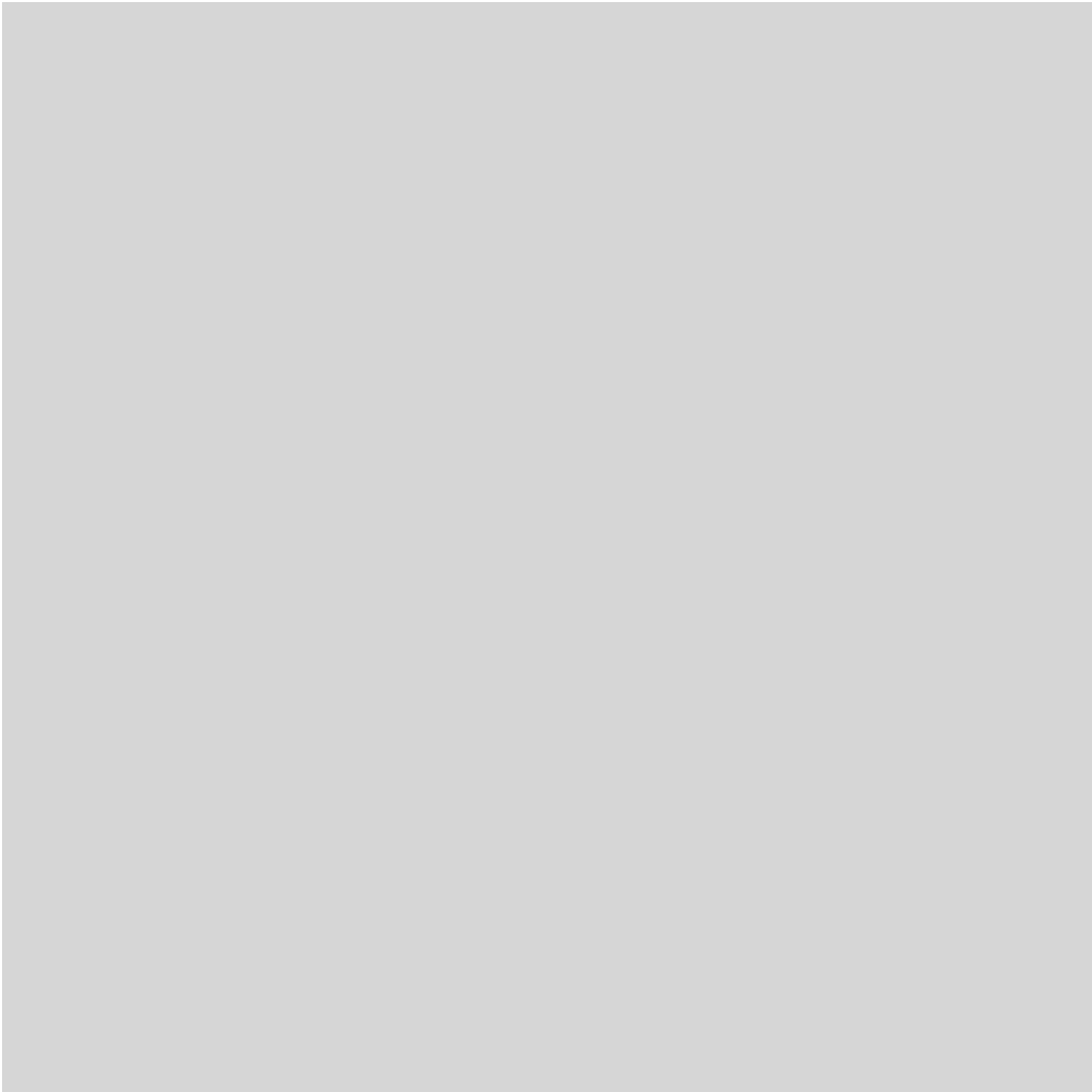
Can Gender Studies students  
go abroad?

Especially important is our active international work. This includes student and teacher exchanges as part of the EU ERASMUS and SOCRATES programs. Students and doctoral candidates can spend semesters abroad at the Universities of Essex, Sussex, Oslo, Lund, Graz, London and Budapest, even gaining an MA while there. In addition, there are opportunities for studying abroad or working as a guest lecturer at the Universities of Toronto, Quebec, Seattle, UC Berkeley, UC Santa Cruz and UC San Diego, Cornell, Buenos Aires and Cape Town. Here, in particular junior researchers have the opportunity to discuss their research projects with colleagues from all over the world and to build up cooperative ventures and career perspectives. The CTG moreover invites international guests to Berlin to take part in teaching, colloquia, workshops and conferences and bring in the benefit of their fresh experience.

The CTG at Humboldt-Universität zu Berlin is also an active member of **national and international networks**, including the EU project »Advanced Thematic Network in European Women's Studies (ATHENA3)«, the »Association of Institutions for Feminist Education and Research in Europe (AOIFE)« and an associate member of the consortium of the »World Wide University Network (WUN)«. In Germany, the CTG is a founding member of the umbrella organization for »Institutions for Women's Studies and Gender Studies in German-speaking countries« and the »Regional Working Group for Women's Studies and Gender Studies Institutions in Berlin Universities (afg)«.

The CTG organizes the promotion of junior researchers in the DFG Research Training Group »Gender as a Category of Knowledge«, maintains a link with the »GiM – Gender in Medicine« Center at the **Berlin Charité hospital** and accommodates large-scale projects such as the GenderCompetenceCenter, which is funded by the Federal Government.







# What does the Gender Studies program offer?

At the Humboldt-Universität zu Berlin, Gender Studies can be studied as a secondary subject (60 study points) or as an ancillary subject (20 study points) in the BA program, and as a Master of Arts mono subject (120 study points). The programs are transdisciplinary and impart fundamental disciplinary and interdisciplinary skills for the production and applications of knowledge relating to the symbolic and structural orders of *gender*. Particular emphasis is laid on the critical reflection of the category *gender* and its interdependent connection with other social order models and normativities such as »race«, ethnicity, class, age, religion, sexuality and health.

## What is the aim of the program?

In the BA program, *fundamental* skills, methods and working techniques are taught in connection with the category *gender*. Students develop skills in analyzing gender relations in various social, political, historical and cultural contexts. They are introduced to a transdisciplinary way of working and develop cross-disciplinary theoretical and methodical skills starting from their own core subjects.

What do students get from a BA or MA in Gender Studies?

Program	No. of students	
BA	Secondary	110
	Ancillary	39
Magister	Major	319
	Minor	83
Total		551

Statistical student details

## Graduates and examinations

Final examinations	135
Magister in Gender Studies	
Intermediate examinations	477
Magister in Gender Studies	

Status: Summer semester 2007

What does transdisciplinarity mean for the program?

BA and MA programs in Gender Studies build up from each other, that is, they are consecutive programs. The MA program involves in particular a *more in-depth* analytical understanding of the functional complexity of *gender* as a category. It deals with constructions that change over time, forms of transmission, effects in various different subject fields and the interdependencies of *gender* with other categorizations. Transdisciplinarity thus cuts across disciplines, reflects critically on them, but does not break them down. MA students acquire the skills required for their own project-related, independent research work.

What are the forms of teaching and learning in Gender Studies at the HU?

#### **What are our educational methods?**

The aim of Gender Studies at Humboldt-Universität zu Berlin is to have a socially and politically relevant impact. This involves combining research and teaching as well as putting transdisciplinary critical reflection into practice, including on our own educational policy and practice. The educational forms thus developed and continuously being evaluated are transdisciplinary and practice-oriented teaching as well as learning by conducting research, multimedia-supported teaching and international exchange of students and teachers.

> bitte + 1 zeile



**Transdisciplinary teaching** can be seen at work in lectures and seminars which consider a subject of research from the perspectives of different disciplines, thus reflecting critically on the constitution and conditions of disciplinary knowledge. An example is the analysis of the gendered body from the perspectives of Medicine, Cultural Studies and Law. Transdisciplinary teaching is especially visible in cooperations between teachers in team teaching seminars. With its intensive cross-subject exchange of university teaching experience and forms, the teaching offered in the Gender Studies program as a whole is transdisciplinary in its outlook. Examples of team teaching have included:

- Legal Science / Cultural Studies:  
normed bodies – transdisciplinary perspectives on people and states,
- Social Sciences / Legal Science / European Ethnology:  
urban development in and by the EU, gender relations and public shifts,
- Natural Science Research / American Studies:  
total farce – cultural narration in science and fiction.

**Practice-oriented teaching** opens gender-relevant fields of practice and cooperates with non-university actors. Practice-oriented learning enables students to develop their own projects and complete them in various forms, e. g. with a conference, a publication or an exhibition. During the study program, students acquire their first professional experience by doing an internship in Germany or abroad in various areas including

- political consultancy:  
working on the implementation of Gender-Mainstreaming in the Foreign Ministry,  
evaluation of a development aid project,
- education:  
development of gender training programs in trade unions, development of sex  
education materials for youth work,
- corporations:  
working in the area of gender and diversity, development of a campaign for recruiting  
young people for apprenticeships,
- culture and media:  
working on exhibitions, film research for documentary films,
- NGOs:  
assisting public relations work, development of HIV prevention educational programs.

**Learning by conducting research** enables students to develop their own teaching projects. Self-organized courses in Gender Studies have already won the »Prize for Excellent Teaching« at department level several times and their participants have organized successful closing events. Examples include the »Queer Texts?« project tutorial which led to the

transdisciplinary lecture series on »Queering Relations«, and the tutorial »Does Poverty have a Gender?« which closed with a conference and publication of a dossier.

**Multimedia-supported teaching** combines the acquisition of academic skills with key qualifications for the media society. Students and teachers acquire knowledge and skills in dealing with multimedia technologies and tools, practicing cooperative and gender-critical forms of producing knowledge.

Why study Gender Studies?

**What are our educational goals? Gender in practice**

Graduates with a Gender Studies element in their BA and with a gender emphasis in their core subject or mono subject, and Gender Studies MA graduates acquire skills for career and practice fields such as education, industry, public administration, politics, media and culture and NGOs.

BA graduates who are more strongly focused on their core or mono subjects also gain qualifications in the career fields associated with these subjects. Students of Educational Studies may be interested, for example in educational institutions, and students of Literature may be interested in the media. The gender competence acquired comes especially to bear here as a cross-sectional competence or in specific tasks such as personnel management.

What can gender competence be used for after studying?

BA Graduates with a Gender element are able to approach fields of topics critically, analyze them from the perspectives of gender, discrimination and normativity and come up with proposals for changes, as well as acquiring skills for further responsibilities and tasks.

MA graduates can transfer specialized, theoretically reflective knowledge independently to fields of practice as well as planning and carrying out intervention projects and putting these into practice and evaluating them in a process of dealing with the specific features of each field of practice. MA graduates develop research skills in a targeted way and can then relate them to research (e. g. in a doctoral program) or use them in relevant areas of practice.





## Gain a doctorate in and with Gender Studies?

At Humboldt-Universität zu Berlin, it is possible to gain a doctorate either in Gender Studies as the doctoral subject or on a gender-related topic in many departments and subjects. Many current and completed doctoral theses, which are especially supervised by the professors with a gender denomination, cover a wide spectrum of content. In addition to literary, cultural and linguistic questions, questions in legal, social and education sciences are also addressed.

Junior researchers who combine their topic with a disciplinary gender focus can find a place for communication and exchange of ideas with experts in the colloquia for doctoral candidates held by the Gender Studies professors. In particular, the clarification of the discipline in which the doctorate is to be accredited is essential for the theoretical and methodical orientation of the project and for the student's academic career.

Since 2005, the »Gender as a Category of Knowledge« DFG Research Training Group (Graduiertenkolleg), working under the aegis of the CTG, has been offering junior researchers an excellent opportunity to develop and sharpen their gender profiles.

The Research Training Group, headed by CHRISTINA VON BRAUN, enables 13 fellows, 1 or 2 post-docs and another 10 to 12 associate fellows to investigate on a transdisciplinary basis the implicit and explicit functions of the category *gender* in the structuring of knowledge. Firstly, applying the theoretical and methodical questions of gender studies research, the adoption, inclusion or exclusion and inscription of *gender* categories in the production of knowledge, the formation of concepts and the structuring of knowledge in individual disciplines is explored. Secondly, gender coding of materiality and physicality of the objects of knowledge in the individual disciplines forms a thematic focus, as this topic is of particular relevance for all subjects involved in the Research Group.

Advanced doctoral candidates are given the opportunity to gain their own teaching experience in the Gender Studies program, to assist in planning and organizing conferences and to present their work even before completing their theses in the series of publications issued by the Research Training Group.

In which subjects can I gain a doctorate at the HU on a gender-related topic?

Can I do a doctorate in Gender Studies?

What other qualifications do I acquire with a doctorate on a gender-related topic?

## Where do we come from?

Center for Interdisciplinary  
Women's Studies (ZiF)  
(1989–2003)

Women's Studies and Gender Studies have a long tradition at the Humboldt-Universität zu Berlin. As early as the 1980s, GDR scholars in various disciplines were discussing feminist research literature and their own gender-specific research projects in a semi-official working group.

In December 1989, just after the Wall had come down, IRENE DÖLLING, HILDEGARD MARIA NICKEL and other scholars were able to realize their long-held idea for a Center for Interdisciplinary Women's Studies (ZiF). ZiF was confirmed as an institution in May 1990 by the Academic Senate and as a result of the following process of evaluation and restructuring of the Humboldt-Universität zu Berlin.

Although the process of restructuring the GDR university and higher education system entailed fewer career and employment opportunities for East German scholars, including the gender researchers at the HU, Women's Studies and Gender Studies could be integrated structurally into several subjects. The academics appointed to Humboldt-Universität zu Berlin after 1993 were very quickly united in their interest in the interdisciplinary questions raised by Gender Studies. Following the initiative of CHRISTINA VON BRAUN, work began in 1995 on the conception of Gender Studies' own curriculum and in 1997, a novum in Germany, an interdisciplinary Magister program was established in Gender Studies as major and minor subject.



It soon emerged that the existing structures were no longer adequate for the new experiences being gained and the requirements of the program. Even in terms of the concept, the focus had shifted from Women's Studies to Gender Studies and from the concept of interdisciplinarity to transdisciplinarity. Supported by the University management, therefore, ZiF and the Gender Studies program were combined in 2003 in a new structure, the Center for Transdisciplinary Gender Studies (CTG).

Also in 2003, with funding from the Federal Ministry for the Family, Senior Citizens, Women and Youth, an application-oriented research institution, the GenderCompetenceCenter, was set up.

After successful application to the German Research Foundation (DFG), the Research Training Group (Graduiertenkolleg) started work in 2005.

The Bologna Process and the associated reform of study programs at German universities and higher education colleges also involved new challenges for Humboldt-Universität zu Berlin and for Gender Studies. The Magister program, which was running very successfully, was converted to fit the new BA/MA structure. In the Winter Semester 2005, the BA program in Gender Studies as a secondary and ancillary subject was established. The two-year MA program in Gender Studies will start in the 2008–2009 Winter Semester.

By now, both programs have been successfully evaluated by the accreditation council.

Center for Transdisciplinary  
Gender Studies (2003)

GenderCompetenceCenter  
(2003)

Research Training Group  
(2005)

## Where are we heading?

There is no other area of studies that provides a way into all areas of knowledge and scholarship and thus fulfills Humboldt's ideal of universal education in such an exemplary way as Gender Studies does.

*Christina von Braun, Inge Stephan*

We are well on the right path, but we must continue to be insistent. What I want from students is for the high level of gender students' activity to rub off on students of other subjects as well.

*Antje Wischmann*

Gender Studies will have to test and question its own approaches and explanations constantly by means of critical self-reflection.

*Hildegard Maria Nickel*

»A past which has primarily concentrated on quantitative growth, unlimited technological progress, elite formation, surmounting the world with instruments and (integral to this) a binary gender difference and male hegemony, such a past has nothing more to tell us with regard to sustainable development.« Considering these wise words the CTG could play a serious role in (not only) the current »UN Decade for Sustainable Education«.

*Johannes Verch*

Perhaps, however, precisely this historical situation makes it possible to understand gender as an interdependent category. Instead of a renaming in »Difference Studies«, this understanding of Gender Studies would imply a consistent reexamination of one's own content, personnel policy and visions in institutional terms.

*Gabriele Dietze, Antje Hornscheidt, Kerstin Palm, Katharina Walgenbach*

Within the scope of Gender Studies I would like to go in the direction of a society in which we subject dominance relationships to continuous critical reflection and deconstruct them in a way that is just as committed as it is practical in terms of day-to-day life.

*Kerstin Piepenstock*

While interdisciplinary work aims at more knowledge, transdisciplinary work aims at different knowledge. This demands an attitude of (self-)critical reflection on the potential and boundaries of your own and other disciplines, taking into account their historic development and cultural embedding.

It requires specific skills to know and yet to transcend your own discipline, namely »transdisciplinary competence«. This is an important component of the study of Gender Studies at Humboldt-Universität zu

Gender Studies is *one* possible way of interpreting the world – and changing it.

*Christine Bauhardt*

Gender Studies is also, because of its many years of experience of inter- and transdisciplinary ways of collaboration, extremely innovative and flexible when it comes to finding effective structures and ways of working that make such teaching and research possible. I would like to see the German university system recognizing this and acknowledging it and being able to make use of it in the current process of transformation of the academic system.

*Gabriele Jähnert*

In a dream I walk through the University Library and am glad that the Regensburg Classification Scheme has at long last been formulated and extended in a way that takes account of gender. This makes it much easier to arrange, search for and find the ever more extensive specialist literature on gender topics.

*Karin Aleksander*

Engaging in Gender Studies means seeing the world with open eyes, to make yourself vulnerable, to turn things inside out and upside down. It means being constantly on the go and never to arrive, to disturb established structures as well letting yourself be disturbed. In other words, it takes courage and makes you courageous. It takes a lot of energy and it is fun.

*Birgit Dahlke*

# Service

## Center of Transdisciplinary Gender Studies

Faculty of Arts and Humanities III  
Humboldt-Universität zu Berlin

Administration  
Office  
Course Coordination  
Student's Council Initiative  
Gender Library / Information / Documentation  
Computer Lab / Multimedia  
GenderCompetenceCenter  
Research Training Group  
»Gender as a Category of Knowledge«

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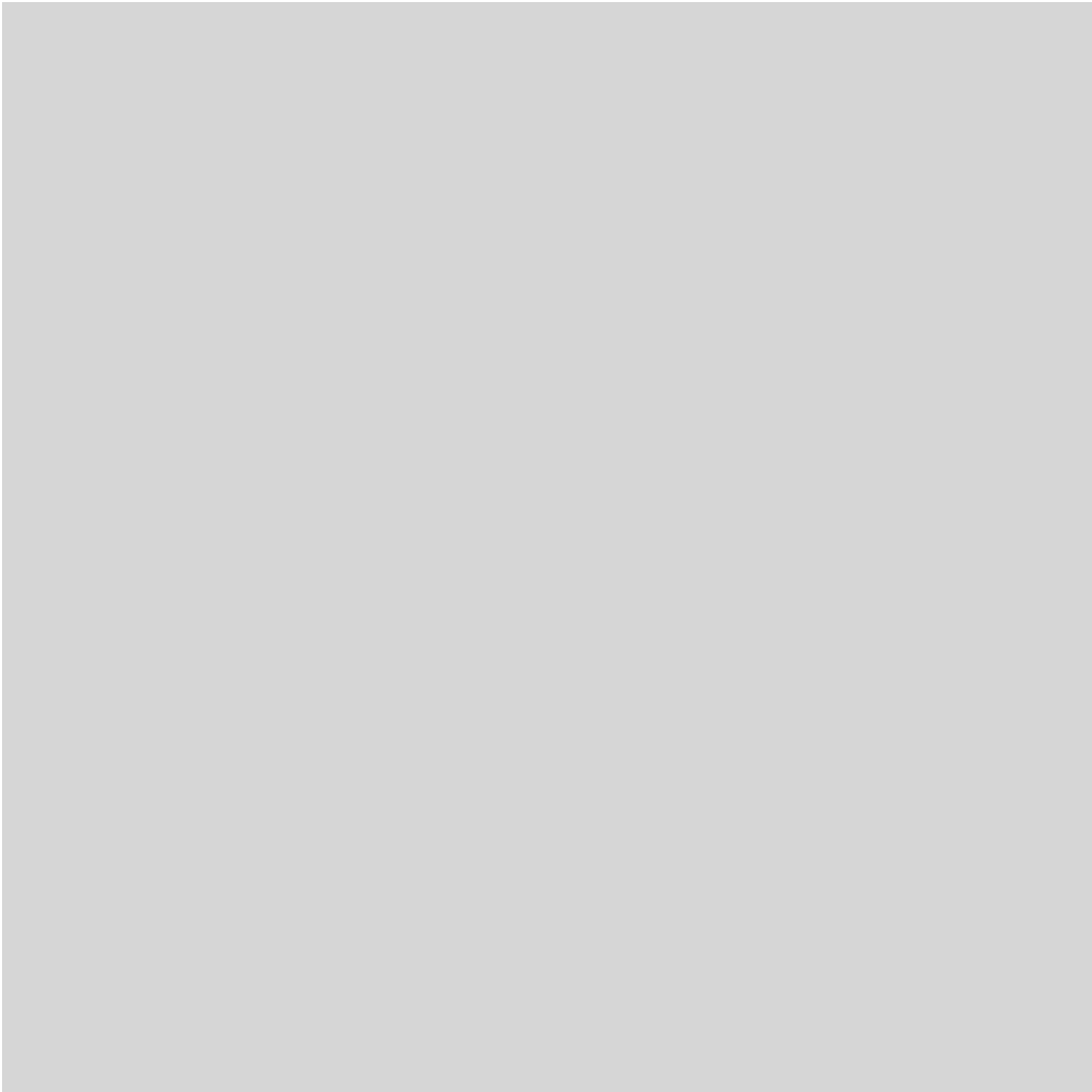
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### **Impressum**

Herausgegeben vom  
Zentrum für transdisziplinäre  
Geschlechterstudien an der  
Humboldt-Universität zu Berlin  
(ZtG)

Grafische Konzeption und Layout  
Sabine Klopffleisch  
d17, Berlin

Druck und  
buchbinderische Verarbeitung  
PinguinDruck, Berlin

Berlin 2007

