

**Erasmus Mundus Joint Master  
Law and Gender, Intersectionality and Diversity**

**First semester  
University of Belgrade – Faculty of Law  
(Belgrade, Serbia)**

**Optional courses**

\*three optional courses are selected from the following list

I-OC1, UB, [Labour Law – Gender, Intersectionality and Diversity](#)

I-OC2, UB, [Sociology of Law and Gender Equality](#)

I-OC3, UB, [Legal History – Gender, Intersectionality and Diversity](#)

I-OC4, UB, [Digital Technologies, Artificial Intelligence and Gender](#)

I-OC5, UB, [Position of Persons with Disabilities – Multidisciplinary Approach](#)

I-OC6, UB, [Medical Law – Gender, Intersectionality and Diversity](#)

<b>Study program:</b> <i>Law, Gender, Intersectionality and Diversity</i>
<b>Course title:</b> <i>LABOUR LAW – GENDER, INTERSECTIONALITY AND DIVERSITY</i>
<b>Teachers:</b> Prof. Dr. Ljubinka Kovačević (UB), Assist. Prof. Dr. Filip Bojić (UB); Prof. Dr. Carlo Petta (LUMSA); Prof. Dr. Eleonor Kristoffersson (ORU), Lect. Einar Prytz (ORU)
<b>Course status:</b> optional
<b>Number of ECTS:</b> 4 ECTS
<b>Requirements:</b> /
<b>Aims of the course:</b> <ul style="list-style-type: none"><li>- introduction to intersectional and diversity perspective in Labour Law, and especially adding such a perspective to the gender sensitive approach;</li><li>- re-evaluation of key Labour Law institutes on the basis of (gender) equality and non-discrimination principles;</li><li>- critical thinking and cooperative learning in order to better conceive gender and intersectionality perspective in labour law protection of job seekers and employees, and promotion of equality, inclusion and diversity in employment and occupation;</li><li>- gaining knowledge about issues of intersectional discrimination, identities and power relations which would raise awareness in regard to vulnerability and inequality in the labour market and the world of work;</li><li>- acquiring knowledge and skills about means to overcome challenges recognized by the intersectionality and diversity theories, so that substantive equality (in the sense of recognizing the “invisible” risks and guaranteeing inclusion and diversity), would be achieved in the world of work.</li></ul>
<b>Course outcomes:</b> Students will: <ul style="list-style-type: none"><li>- have a general overview of the implementation of the principle of equality and the concept of diversity in the world of work;</li><li>- be able to use the equality principle as a basis for re-evaluating applicable sources of law and legal concepts and theories;</li></ul>

- understand the effects of introducing the gender and intersectionality perspective into labor law and therefore taking into account the experiences and the position of marginalized and stigmatized workers;
- acquire the proper knowledge to identify and understand the challenges in achieving substantive equality in the world of work, and in comprehending possible means and mechanisms to address such challenges.

**Course content:**

**1) Intersectional approach in labour law**

- 1.1. Principles of equality and non-discrimination as labour law fundamental principles
- 1.2. Applying the intersectional approach in labour law – the particularities and advantages
- 1.3. The risks of applying intersectional approach in labour law

**2) Access to employment – gender, intersectional and diversity perspectives**

- 2.1. Jobseekers as victims of gender-based and intersectional discrimination
- 2.2. Occupational requirements and job advertisement
- 2.3. Recruitment and hiring procedures
- 2.4. Pre-employment tests
- 2.5. Algorithmic discrimination against jobseekers
- 2.6. Positive action measures

**3) Substantive equality and labour rights**

- 3.1. Risk of discrimination in terms of working conditions and promotion
- 3.2. Equality, flexible employment contracts and flexible working conditions
- 3.3. Occupational risk assessment, prevention and health and safety at work
- 3.4. The principle of equal pay and gender pay gap
- 3.5. Risk of discrimination regarding termination of employment
- 3.6. Gender-based violence at work – intersectional perspective

**4) Intersectional perspective in collective labour law**

- 4.1. The issues of intersectionality and diversity in collective employment agreements
- 4.2. Promoting equality and diversity through social dialogue
- 4.3. Diversity policy regarding workers’ representatives, and trade unions’ management and decision-making bodies

**5) Vulnerable groups in the world of work – gender and intersectionality perspectives**

- 5.1. Family responsibilities of workers as grounds for discrimination
- 5.2. The position of women with disabilities in the world of work
- 5.3. Women belonging to race and ethnic minorities in the world of work
- 5.4. The intersection of gender and age – reflections on the world of work
- 5.5. Ex convicts as job candidates and employees
- 5.6. Religion-based discrimination against workers

**Literature:**

Required reading:

- S. Bisom-Rapp, M. Sargeant, *Lifetime Disadvantage, Discrimination, and the Gendered Workforce*, Cambridge University Press, 2016.
- S. Burri, D. Schiek, *Multiple Discrimination in EU Law Opportunities for Legal Responses to Intersectional Gender Discrimination?*, European Institute for Gender Equality, 2009.
- J. Conaghan, “Labour Law and Feminist Method”, *International Journal of Comparative Labour Law*, Vol. 33, No. 1/2017, 93–114.
- C. Estlund, *Working Together: How Workplace Bonds Strengthen a Diverse Democracy*, Oxford University Press, 2003.
- S. Fredman, *Intersectional Discrimination in EU Gender Equality and Non-discrimination Law*, European Commission, Brussels, 2016.
- *Intersectional Discrimination of Women and Girls with Disabilities and Means of Their Empowerment* (eds. Lj. Kovačević, D. Vujadinović, M. Evola), University of Belgrade Faculty of Law, 2022.

- M. Lansky *et al.* (eds), *Women, Gender and Work*, International Labour Office, 2017.
- J. Pillinger, N. Wintour, *Collective Bargaining and Gender Equality*, Agenda Publishing, 2019.
- C. Sheppard, *Multiple Discrimination in the World of Work*, International Labour Organization, Geneva, 2011.
- D. Vujadinovic, M. Froehlich, T. Giegerich (eds), *Gender Competent Legal Education*, Springer, 2023.
- B. Uladzislau, H. Kristin (eds.), *EU Anti-discrimination Law Beyond Gender*, Hart Publishing, 2018.

**Additional reading:**

- E. Boris, D. Hoetker, S. Zimmermann (eds), *Women's ILO: Transnational Networks, Global Labour Standards and Gender Equity - 1919 to Present*, International Labour Office, 2019.
- L. Briskin, *Equity Bargaining/Bargaining Equity*, Centre for Research on Work and Society, York University, 2006.
- L. Briskin, A. Muller, *Promoting Gender Equality through Social Dialogue: Global Trends and Persistent Obstacles*, International Labour Office, 2011.
- M. De Vos, *Beyond Formal Equality, Positive Action under Directives 2000/43/ EC and 2000/78/EC*, European Communities, Publications Office of the EU, Luxembourg, 2007.
- A. Forrest, Hidden in the Past: How Labour Relations Policy and Law Perpetuate Women's Economic Inequality, *Canadian Woman Studies*, Vol. 23, No. 3/2004, 64-71.
- Fredman Sandra, *Intersectional discrimination in EU gender equality and non-discrimination law*, Publications Office of the European Union, Luxembourg, 2016.
- *Handbook of Gender, Work and Organization* (eds. E. L. Jeanes, D. Knights, P. Yancey Martin), Wiley, 2011.
- Lj. Kovačević, *Gender Perspective of Development of Labour Law*, in: G. Carapezza Figlia, Lj. Kovačević, E. Kristoffersson (eds), „Gender Perspectives in Private Law“, Springer Nature, 2023, 105-127.
- A. McCann, *Sexual Harassment at Work: National and International Responses*, International Labour Office, 2005.
- S. Mooney, ‘Nimble’ Intersectionality in Employment Research: a Way to Resolve Methodological Dilemmas, *Work, Employment and Society*, Vol. 30, No. 4/2016, 708–718.
- S. Naman, K. Singh Vinod, P. Swati (eds.) *Management Techniques for a Diverse and Cross-Cultural Workforce*, IGI Global, 2018.
- M. Oelz, Sh. Olney, M. Tomei, *Equal Pay: An Introductory Guide*, International Labour Office, 2013.

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender, intersectionality and diversity perspectives in Labour Law. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

Also, the teaching method includes theoretical and practical classes, with the analysis of the jurisprudence of UN, ILO and CoE treaties/conventions-based supervisory bodies, case-law of CJEU, ECtHR and national courts, and case studies focusing on complex legal issues thus providing students with an opportunity to apply sources of law to facts of hypothetical cases. Also, comparative approach will be conducted.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>
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**Evaluation of knowledge (maximum number of points: 100)**

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	40	Written paper	60

<b>Study program: <i>Law, Gender, Intersectionality and Diversity</i></b>
<b>Course title: <i>SOCIOLOGY OF LAW AND GENDER EQUALITY</i></b>
<b>Teachers:</b> Prof. Dr. Danilo Vuković (UB), Assist. Dr. Valerija Dabetić (UB), Assist. Mila Đorđević (UB); Dr. Zara Saaidzadeh (ORU); Prof. Dr. Umberto Di Maggio (LUMSA)
<b>Course status:</b> optional
<b>Number of ECTS:</b> 4 ECTS
<b>Requirements:</b> /
<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>- feminist sociolegal approaches in understanding gender equality through application of an intersectional perspective;</li> <li>- analysis of contemporary legal and social matters in relation to gender equality;</li> <li>- acquiring knowledge of the historical and socio-cultural development of key concepts and theoretical progress in feminist scholarship and activism;</li> <li>- introduction to the challenges with regards to gender equality in the society at large and in various legal professions.</li> </ul>
<p><b>Course outcomes:</b> Students will be able:</p> <ul style="list-style-type: none"> <li>- to comprehend historic and sociocultural developments of key concepts of gender issue in law and society;</li> <li>- to account for theoretical feminist perspectives of law and gender and society;</li> <li>- to identify and define contemporary gender inequalities in law and society and to become capable of deconstructing and analysing structural inequalities between men and women as well as gender and sexually diverse group of people in society at large and within the legal profession (judges, public prosecutors, court staff, judicial officers, lawyers, notaries);</li> <li>- to critically examine gender inequality issues with an intersectional approach to contribute to enhancement of gender equality in future professional and personal life.</li> </ul>
<p><b>Course content:</b></p> <p><b>Part I. Theoretical approaches to Gender and law: Feminist perspectives.</b></p> <ol style="list-style-type: none"> <li>1. Society and law: social reproduction and construction of identity, gender and intersectionality, dominant masculinities, power relations and social control, gender system and inequality regimes,</li> </ol> <p><b>Part II. Analysing Structural Inequalities: Intersectional perspective .</b></p> <ol style="list-style-type: none"> <li>1. Family and private life: public and private dichotomy, structural inequalities, structural violence against women – socio-legal perspective.</li> <li>2. Gender insensitive education: differential socialization and educational systems.</li> <li>3. Labour market: good practices in addressing gender inequalities, pay gap, family care welfare regimes, job segregation, domestic workers and informal care.</li> <li>4. Symbolic representation of gender: symbolic violence against women, mass media and images, promotion of sexual harassment, rape culture and pornography.</li> <li>5. Gender inequalities in public sphere: politics, political institutions, parties and governments - socio-legal perspective.</li> <li>6. Global chains of gender inequalities: impacts of globalization, patriarchal legacies vs. global emancipation trends - sociology of law perspective.</li> </ol>
<p><b>Literature:</b> Required reading:</p> <ul style="list-style-type: none"> <li>- J. Acker, „Inequality Regimes Gender, Class, and Race in Organizations”, <i>Gender and Society</i>, Volume 20(4), pp. 441–464, 2006b.</li> <li>- L. Chappell, S. L. Weldon and A. M. Tripp, „Moving to a Comparative Politics of Gender?”, <i>Politics and Gender</i>, Volume 2(2), pp. 221–263, 2006.</li> <li>- L. Chappell, „New, old, and nested institutions and gender justice outcomes: A view from the</li> </ul>

international criminal court”, *Politics and Gender*, Volume 10(4), pp. 572– 594, 2014.

- L. Chappell and G. Waylen, „Gender and the hidden life of institutions”, *Public Administration*, Volume 91(3), pp. 599–615, 2013.
- R. W. Connell and R. Pearse, *Gender: In World Perspective*, Polity Press, 2014.
- R. W. Connell and J. W. Messerschmidt, „Hegemonic Masculinity: Rethinking the Concept”, *Gender and Society*, Volume 19(6), pp. 829–859, 2005.
- K. Crenshaw, „Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color”, *Stanford Law Review*, Volume 43(6), p. 1241-1299, 1991.
- D. Grimshaw and J. Rubery, „The motherhood pay gap: a review of the issues, theory and international evidence”. *ILO Working Papers*, 2015.
- D. Grimshaw, H. Figueiredo, Women’s changing job structure in Europe: patterns of job concentration, low pay and welfare state employment, in: E. Macias-Fernandez and J. Hurley (Eds.), *Transformations of the Employment Structure in the EU and US*, Routledge, 1995-2007.
- J. Hagan and F. Kay, *Gender in Practise - A Study of Lawyers Life*, Oxford University Press, 1995.
- B. Kraus, „Gender and symbolic violence: Female oppression in the light of Pierre Bourdieu’s theory of social practice”, in: C. Calhoun, E. LiPuma and M. Postone (Eds.), *Bourdieu: critical perspectives*, Polity Press, 1993.
- J. Rubery, M. Smith and C. Fagan, „National Working-Time Regimes and Equal Opportunities”, *Feminist Economics*, Volume 4(1), pp. 71–101, 1998.
- T. Wright, „Women’s Experience of Workplace Interactions in Male-Dominated Work: The Intersections of Gender, Sexuality and Occupational Group”, *Gender, Work & Organization*, Volume 23(3), pp. 348–362, 2016.

Additional reading:

- Alfama, „Género, poder y Administraciones públicas: Sobre la (im)posibilidad del cambio hacia una mayor igualdad. Una revisión de la literatura”, *Revista Española de Ciencia Política*, Volume 39(im), pp. 263–287, 2015.
- N. Bonaccorsi and M. Carrario „Participación de las mujeres en el mundo sindical: Un cambio cultural en el nuevo siglo”, *La Aljaba* (Luján), Volume 16, pp. 125-140, 2012.
- T. Bridges and C. J. Pascoe, „Hybrid masculinities: New directions in the sociology of men and masculinities”, *Sociology Compass*, Volume 8(3), pp. 246-258, 2014.
- R. Gill, „Empowerment/sexism: Figuring female sexual agency in contemporary advertising”, *Feminism & psychology*, Volume 18(1), pp. 35-60, 2008.
- S. Iqbal, A. Islam, R. Ramalho and A. Sakhonchik, „Unequal before the Law: Measuring Legal Gender Disparities across the World”, *Women’s Studies International Forum*, Volume 71, 2018.
- J. Jones et al. *Gender, sexualities and law*, Taylor and Francis, 2011.
- G. Kirton, „The influences on women joining and participating in unions”, *Industrial Relations Journal*, Volume 36(5), pp. 386–401, 2005.
- F. Mackay, „Thick” conceptions of substantive representation: women, gender and political institutions, *Journal of representative democracy*, Volume 44(2), pp 125-139, 2008.
- J. W. Messerschmidt and M. A. Messner, „Hegemonic, nonhegemonic, and „new” masculinities” In: J. W. Messerschmidt, P. Y. Martin, M. A. Messner and R. Connell (Eds.), *Gender reckonings: New social theory and research*, NYU Press, 2018.
- A. McRobbie, „Notes on „What Not To Wear” and post-feminist symbolic violence”. *Sociological review*, Volume 52(2), pp. 99-109, 2004.
- V. Puig-Barrachina et al. „How to Resist Austerity: the Case of the Gender Budgeting Strategy in Andalusia”, *Gender, Work and Organization*, Volume 24 (1), pp. 34–55, 2017.
- J. A. Rinehart and J. Lorber „Gender Inequality: Feminist Theories and Politics”, *Teaching Sociology*, Volume 30 (1), p. 128, 2002.
- D. Sainsbury, „Women’s political representation in Sweden: Discursive politics and institutional presence”, *Scandinavian Political Studies*, Volume 27(1), pp.65-87, 2004.
- L. Scheller, „How important is the liaison between professional work and family work? The case of

- women bus drivers”, *A Journal of Prevention, Assessment & Rehabilitation*, Volume 40, pp. 5–15, 2011.
- T. Verge and R. Pastor, „Women’s political firsts and symbolic representation”, *Journal of Women, Politics & Policy*, Volume 39(1), pp. 26–50, 2018.
  - T. Wright, „Women’s Experience of Workplace Interactions in Male-Dominated Work: The Intersections of Gender, Sexuality and Occupational Group”, *Gender, Work & Organization*, Volume 23(3), pp. 348–362, 2016.
  - C. A. Yates, „Understanding caring, organizing women: how framing a problem shapes union strategy”, *European Review of Labour and Research*, Volume 16 (3), pp. 399–410, 2010.

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of intersectionality and gender perspective in every social and legal matter.

Interactive work with students will be based on oral presentations, discussion seminar classes, writing and defending seminar papers, doing explorative empirical research regarding some of the course topics etc. Students’ effort as well as results of this engagement will be taken into account for the final grade. We will empower students to write and publish articles on gender equality using comparative method.

**Number of classes of active lectures: 45    Theoretical classes: 30    Practical classes: 15**

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

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	20	Written exam	
Seminar paper	30	Oral exam	50

**Study program: *Law and Gender, Intersectionality and Diversity***

**Course title: *LEGAL HISTORY – GENDER, INTERSECTIONALITY AND DIVERSITY***

**Teachers:** Prof. Dr. Andreja Katančević (UB), Prof. Dr. Sanja Gligić (UB), Prof. Dr. Nina Kršljanin (UB), Assist. Una Divac (UB); Dr. Yurii Orzikh (ORU), Prof. Dr. Maria Sjöholm (ORU); Prof. Dr. Pietro Lo Iacono (LUMSA), Prof. Dr. Maurilio Felici (LUMSA)

**Course status:** optional

**Number of ECTS:** 4 ECTS

**Requirements:** /

**Aims of the course:**

- gaining knowledge regarding the main factors related to intersectionality and diversity in comparative legal history: sex and gender, citizenship and origin, race and ethnicity, religion, class or estate/caste, profession, sexual orientation, etc.
- learning of various practices of both discrimination and tolerance towards certain groups throughout legal history;
- acquiring knowledge and ability to recognize historical, social and cultural circumstances that led to a certain treatment of people in an individual factor group, and then the intersectional influence of other factors on an individual’s position.
- application of an interactive research attempt towards acknowledging the intersectional impact of the studied factors throughout legal history, in the key legal systems or groups of systems („legal families”) of Antiquity, the Middle Ages and Modernity, but also through analysing in a synthetic manner (across different legal systems and periods) a number of key issues of discrimination that have occurred in one form or another in the majority of legal systems.

**Course outcomes:**

Students will:

- get a basic understanding of the key issues related to intersectionality and diversity throughout comparative legal history;

- gain ability to perceive the historical background of the current status in the main legal systems of the world regarding the standing of individual factors and their intersections in the legal systems (both the achieved improvement and those issues where there is more left to be gained);
- be capable to understand/envisage the most appropriate solutions (historically and culturally speaking) to issues still open in the 21st century.

**Course content:**

1. Legal inequality in the Antiquity (Mesopotamian, Egyptian, Greek and Roman laws): position of women, slaves, members of different classes, foreigners;
2. Factors influencing a person's legal status in the laws of medieval Europe and the Middle East: growing influence of monotheistic religions and estate hierarchy;
3. Modernity in Europe: citizenship, secularism and the law(s);
4. Modernity exported: colonialism, empire and legal (in)equalities;
5. The age of rapid changes: emancipation and new discrimination in the long 20<sup>th</sup> century.

While the main focus of the course will be on the European, Anglo-Saxon and Near Eastern legal systems, with the more 'exotic' systems like those of the Far East (China, Japan, India), African or South American mentioned only briefly, they will also be taken into consideration – as optional topics of essays, seminar papers, workshops, additional optional courses etc.

**Literature:**

Required reading:

- Excerpts from D. Vujadinovic, M. Froehlich, T. Giegerich, *Gender Competent Legal Education*, Springer, 2023.
- Excerpts from M. Stol, *Women in the Ancient Near East*, Walter de Gruyter inc., Boston/Berlin 2016, OR J. Evans Grubs, *Women and the Law in the Roman Empire*, Routledge, London/New York 2002, OR E. Meier Tetlow, *Women, Crime and Punishment in Ancient Law and Society*, vol. I - II, Continuum, New York 2005 (according to the student's preferences).
- Excerpts from S. L. Kimble, M. Röwekamp (eds.), *New Perspectives on European Women's Legal History*, Routledge 2017.
- Excerpts from M. Bosworth, J. Flavin (eds.), *Race, Gender, and Punishment: From Colonialism to the War on Terror*, Rutgers University Press, 2007.

Additional reading:

- D. M. Schaps, *Economic rights of women in ancient Greece*, Edinburgh University Press, 1979.
- S. Treggiari, *Roman Marriage: Iusti Coniuges from the Time of Cicero to the Time of Ulpian*, Clarendon Press 1991.
- C. Graves-Brown, *Dancing for Hathor: Women in Ancient Egypt*, Continuum 2010.
- I. Peled, *Law and Gender in the Ancient Near East and the Hebrew Bible*, London, Routledge, 2019.
- A. E. Laiou (ed.), *Consent and Coercion to Sex and Marriage in Ancient and Medieval Societies*, Dumbarton Oaks 1993.
- J. Bennett, R. Karras (eds.) *The Oxford Handbook of Women and Gender in Medieval Europe*, Oxford University Press 2013.
- J. A. Brundage, *Law, Sex, and Christian Society in Medieval Europe*, The University of Chicago Press, 1987.
- C. Ekholst, *A Punishment for Each Criminal: Gender and Crime in Swedish Medieval Law*, Brill 2014.
- N. J. Menuge (ed.), *Medieval Women and the Law*, Boydell 2003.
- M. Murray, *The Law of the Father?: Patriarchy in the transition from feudalism to capitalism*, Routledge 1995.
- S. M. St. Pierre, *The struggle to serve: The ordination of women in the Roman Catholic Church*, McFarland & Co, 2011.
- M. Migliorino Miller, *The authority of women in the Catholic Church*, Emmaus Road, 2015
- J. G. Sperling and Sh. Kelly Wray (eds.), *Across the Religious Divide: Women, Property, and Law in the Wider Mediterranean (ca. 1300-1800)*, Routledge 2009.
- M. Arnot and C. Osborne (eds.), *Gender and Crime in Modern Europe (Women's and Gender History)*, UCL Press 1999.

- G. Walker, *Crime, gender, and social order in early modern England*, Cambridge University Press 2003.
- E. Kingston-Mann, *Women, Land Rights and Rural Development: How Much Land Does a Woman Need?*, Routledge 2018.
- J. Spence, S. J. Aiston and M. M. Meikle (eds.), *Women, education, and agency, 1600-2000*, Routledge 2010.
- S. Meder and C.E. Mecke (eds.), *Family Law in Early Women's Rights Debates*, Cologne 2013.
- K. Cowman, N. J. Koefoed, Å. Karlsson Sjögren (eds.), *Gender in Urban Europe: Sites of Political Activity and Citizenship, 1750-1900*, Routledge 2018.
- M. J. Mossman, *The First Women Lawyers – A Comparative Study of Gender, Law and the Legal Professions*, Hart Publishing 2006.
- Failinger, Marie A., Elizabeth R. Schiltz and Susan J. Stabile (eds.), *Feminism, Law, and Religion*, Ashgate 2013.
- T. A. Thomas and T. J. Boisseau (eds.), *Feminist Legal History: Essays on Women and Law*, NYU Press 2011.
- S. Rose and E. Heijmans (eds). *Diversity and Empires : Negotiating Plurality in European Imperial Projects from Early Modernity*. Taylor & Francis Group 2023.
- M. Saavedra, „Diversity as Paradox: Legal History and the Blind Spots of Law“, *Social Science Research Network*, 2000. <https://doi.org/10.2139/ssrn.3554952>

**Instruction methods:**

The teaching methods consist of lectures and practical classes. The students are expected to be active and to interact with the teacher and other students during both lectures and practical classes, to ask questions and comment on the work at hand. A comparative approach will be used. An interactive pedagogic approach will be axiomatic. Content will be comprehensive and multidimensional, and as attractive as possible for both domestic and foreign students. Interested students may opt write a paper related to any of the course subjects during the teaching semester. This will present an opportunity for students to express their interest in particular topics by presenting their research papers and participating in open discussions about them with the other students, and will be taken into account on the exam. Brief research assignments (short presentations) and debates on particular topics will be used as well, in order to complement the subjects of lectures. A case-study method will also be employed, both in the form of analyses of actual relevant historical cases, and of solving example (fictional) cases presented by the teachers, in order to gain a better understanding of the law in practice.

**Number of classes of active lectures: 45    Theoretical classes: 30    Practical classes: 15**

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

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	40	Written exam	
Seminar paper (optional)	30	Oral exam	60

**Study program: Law and Gender, Intersectionality and Diversity**

**Course title: DIGITAL TECHNOLOGIES, ARTIFICIAL INTELLIGENCE AND GENDER**

**Teachers:** Prof. Dr. Dušan Popović (UB), Prof. Dr. Bojan Spaić (UB), Prof. Dr. Branka Babović Vuksanović (UB), Assist. Prof. Dr. Novak Vujičić (UB); Prof. Dr. Fabio Macioce (LUMSA); Prof. Dr. Magnus Kristoffersson (ORU), Dr. Rigmor Argren (ORU)

**Course status:** optional

**Number of ECTS:** 4 ECTS

**Requirements:** /

**Aims of the course:**

- gaining knowledge and gender-sensitive competences to recognize the risks related to the development and deployment of digital technologies, including artificial intelligence (AI);

- critical assessment of the relevant risks from intersectional and diversity perspective;
- mastering knowledge in the four particular facets: (1) Digitalization, Artificial Intelligence and Gender Equality; (2) Algorithmic, AI or machine learning discrimination; (3) Enforcement of gender equality in Digital Technologies and Artificial intelligence (4) Case Studies on algorithmic discrimination;
- analysis of EU legislation and case-law;
- analysis of other (non-EU) jurisdictions if their approach to regulation of digital technologies is relevant and different to the one opted for in Europe.

**Course outcomes:**

Students will:

- gain the knowledge of the basic concepts of digitalization, artificial intelligence, algorithmic discrimination;
- become aware of different areas in which various kinds of discrimination are either potentiated or reduced by new digital technologies and AI developments;
- acquire in-depth knowledge of the relation of different kinds of technological development with gender, diversity, and intersectionality;
- Students will get to know the main ethical principles of AI governance, as well as the most recent European and international regulatory framework related to digitalization and artificial intelligence. They will be able to recognize and identify the risks and opportunities stemming from the development and deployment of digital technologies, including AI; understand those risks from gender and intersectional perspective; use the knowledge to study cases related to digitalization in public administration and governance, as well as the use of artificial intelligence in public administration and governance.

**Course content:**

1. Digital technologies and digitalization
2. Gender equality and digitalization
3. Artificial intelligence
4. Gender equality and artificial intelligence
5. Algorithmic discrimination: concept and kinds
  - a. Training data bias
  - b. Machine learning bias
  - c. Technical bias
  - d. Emergent bias
6. Recognizing algorithmic discrimination
  - a. Predictive policing;
  - b. Image generation;
  - c. Applicant tracking systems;
  - d. Healthcare.
7. Ethical principles of AI governance: human agency and oversight, technical robustness and safety, privacy and data governance, transparency, diversity, nondiscrimination, and fairness, social and environmental well-being, accountability
8. Legal regulation concerning algorithmic discrimination:
  - a. EU Digital Services Act
  - b. EU AI Act
  - c. International regulation – Guidelines on the Use of AI in the Judiciary
9. Case studies: developments in the use of digital technology and AI in the judiciary, and recent cases of algorithmic bias and discrimination

**Literature:**

- Bauer, Greta R. and Lizotte J. Daniel, “Artificial Intelligence, Intersectionality, and the Future of Public Health”, *American Journal of Public Health* 111, 98\_100, <https://doi.org/10.2105/AJPH.2020.306006>
- Filippo Raso, Hiligoss Hanna, Krishnamurty Vivek, Christopher Bavic, Kim Levin, “Artificial intelligence and human rights: opportunities and risks”, Berkman Klein Center for Internet and Society Research Publication, available at: [dash.harvard.edu/handle/1/38021439](https://dash.harvard.edu/handle/1/38021439)

- Fosch-Villaronga, E., Poulsen, A., “Diversity and Inclusion in Artificial Intelligence” in: Custers, B., Fosch-Villaronga, E. (eds) *Law and Artificial Intelligence*. Information Technology and Law Series, vol 35. T.M.C. Asser Press, The Hague. [https://doi.org/10.1007/978-94-6265-523-2\\_6](https://doi.org/10.1007/978-94-6265-523-2_6)
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- Juliana Castaneda, Milagros Sainz, Assumpta Jover, Laura Calvet, Sergi Yanes, Angel A. Juan, “Dealing with Gender Bias Issues in Data-Algorithmic Processes: A Social-Statistical Perspective,” *Algorithms* 2022, 15(9).
- Safiya Noble, “Algorithms of Oppression: How Search Engines Reinforce Racism”, *NYU Press*, 2018.
- Sunny Shrestha, Sanchari Das, “Exploring gender biases in ML and AI academic research through systematic literature review”, *Front. Artif. Intell.*, Vol. 5, 2022.
- Ulf Berlitz et al. (eds), *General principles of EU law and the EU digital order*, Kluwer Law International, 2020.

**Instruction methods:**

Learning approach will be based on collaborative, inquiry-based, student-centered approach to teaching. Apart from introductory lectures, where students will learn about the importance to introduce gender and intersectional perspective in legal reasoning about the development and deployment of digital technologies, students will have practical classes, which will engage them to think critically. Students will receive assignments in case reading, where relevant case law exists, and discuss those cases from a gender perspective.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>
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**Evaluation of knowledge (maximum number of points: 100)**

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	40	Written exam (seminar paper)	60

**Study program: *Law, Gender, Intersectionality and Diversity***

**Course title: *POSITION OF PERSONS WITH DISABILITIES – MULTIDISCIPLINARY APPROACH***

**Teachers:** Prof. Dr. Ljubinka Kovačević (UB), Prof. Dr. Katarina Dolović Bojić (UB), Assist. Prof. Dr. Snežana Dabić Nikićević (UB); Assist. Mila Đorđević (UB); Prof. Dr. Thomas Strandberg (ORU), Dr. Zara Saeidzadeh (ORU); Dr. Adriana Brusca (LUMSA)

**Course status:** optional

**Number of ECTS:** 4 ECTS

**Requirements:** /

**Aims of the course:**

- introduction to intersectional and diversity perspective in examining position of persons with disabilities;
- consideration of the position of persons with disabilities from the point of view of different branches of law (human rights law, anti-discrimination law, civil law, family law, labour law, social security law and penal law), as well as from the point of view of social policy and sociology;
- general understanding of the key international tools which govern the protection of person with disabilities, as well as at promoting a reflection on the measures that states parties should adopt, according to international standards and guidelines;
- deepening of the legal aspects of the topic with reflections on the practical implications of this protection also in other specific branches of law;
- acquiring a comprehensive perspective on the protection of persons with disabilities on a global scale;
- gaining sensitising and awareness raising in the field of protection of persons with disabilities;
- acquiring knowledge and skills for overcoming the challenges recognized by the intersectionality and diversity theories, so that full participation and substantive equality of persons with disabilities would be achieved.

**Course outcomes:**

Students will acquire:

- a general overview of the (economic, political, social and legal) position of persons with disabilities;
- ability to use the equality principle as a basis for re-evaluating applicable sources of law and theoretical concepts and theories;
- capability of critical thinking and cooperative learning in order to better conceive intersectionality perspectives in position of persons with disabilities and promotion of equality, inclusion and diversity in all spheres of life and society;
- the proper knowledge to identify and understand the challenges in achieving substantive equality, and in learning about possible means and mechanisms to address such challenges.

**Course content:****1. Terminology, concepts and theoretical models of disability**

- 1.1. Terminology and respectful disability language
- 1.2. Concepts of disability
- 1.3. Models of disability (social model, medical model, bio-psycho-social model, human rights model)
- 1.4. Persons with disabilities and concept of vulnerability

**2. Public law aspects of protection of persons with disabilities - international and comparative perspective**

- 2.1. General overview on the international principles and guidelines on the rights of persons with disabilities
- 2.2. The UN Convention on the Rights of Persons with Disabilities and its legal implications for States parties
- 2.3. The system of protection of persons with disabilities envisaged by the Council of Europe
- 2.4. The EU framework of the protection of persons with disabilities
- 2.5. The protection of persons with disabilities settled by the African Union
- 2.6. Multilateral strategies for persons with disabilities adopted by the Asia and Pacific countries
- 2.7. The US legal system to protect persons with disabilities

**3. Civil law aspects of protection of persons with disabilities – intersectionality perspectives**

- 3.1 Legal capacity of persons with disabilities
- 3.2 Consumers with disabilities
- 3.3 Persons with disabilities - family law aspects

**4. Labour law and social security law protection of persons with disabilities – intersectionality perspectives**

- 4.1. Labour market and disability-based discrimination of jobseekers
- 4.2. Sheltered and supported employment
- 4.3. Employment on the open market, with reasonable accommodation
- 4.4. Quotas for employment of persons with disabilities
- 4.5. Intersectional discrimination of persons with disabilities in the workplace
- 4.6. Citizenship and disability
- 4.7. Welfare state and disability

**5. Criminal law protection of persons with disabilities – intersectionality perspectives**

- 5.1. Recurring types of crimes and offences which suffer persons with disabilities
- 5.2. Special needs relating the detention of persons with disabilities
- 5.3. Protection of persons with disabilities acting as parties to and witnesses in criminal proceedings

**6. The needs of persons with disabilities and access to justice**

- 6.1. The concept of access to justice
- 6.2. The challenges to access to justice for persons with disabilities (Inaccessible physical environment of courts; Poor transportation services; Negative cultural perception about disability among judicial and law enforcement officers; Poverty and high cost of litigation; Lack of accessibility to information; Limited legal aid services)

**7. Public services and mobility of persons with disabilities**

- 7.1. The concept of social sustainability of cities

- 7.2. The challenges to social inclusion of persons with disabilities in cities
- 7.3. Movement and persons with disabilities (physical barriers, lack of signage and information, transportation issues, limited access to buildings and facilities, inaccessible technology)
- 7.4. Security and persons with disabilities (physical insecurity in public spaces, targeting for victimization, limited access to emergency services, barriers to reporting crimes)
- 7.5. Housing and persons with disabilities (lack of accessible housing, affordability, limited availability of supportive services, inaccessible neighbourhoods, housing instability)
- 7.6. Access to public services (physical accessibility, communication barriers, digital accessibility, limited availability of support services)
- 7.7. Cases studies: Positive examples of socially sustainable cities

**8. Extra-legal instruments to achieve and improve diversity and inclusion of persons with disabilities: From marginalization to integration, inclusion and diversity**

**Literature:**

Required reading:

- M. Bach, L. Kerzner (prep. by), *A New Paradigm for Protecting Autonomy and the Right to Legal Capacity. Advancing Substantive Equality for Persons with Disabilities through Law, Policy and Practice*, Law Commission of Ontario, 2010.
- K. Davaki et al., *Discrimination Generated by the Intersect of Gender and Disability*, European Parliament, 2013.
- G. de Beco, *Disability in International Human Rights Law*, Oxford University Press, 2021.
- *Intersectional Discrimination of Women and Girls with Disabilities and Means of their Empowerment* (eds. Lj. Kovačević, D. Vujadinović, M. Evola), University of Belgrade Faculty of Law, 2022.
- K. Hisayo, L. T. Matti, *Disability, Happiness and the Welfare State, Finland and the Nordic Model*, Routledge, 2024.
- Lawson, A. E. Beckett, The Social and Human Rights Models of Disability: Towards a Complementarity Thesis, *International Journal of Human Rights*, Vol. 25, No. 2/2021, 348-379.
- D. Schiek, Intersectionality and the Notion of Disability in EU Discrimination Law, *Common Market Law Review*, Vol. 53, No. 1/2016, 35-63.
- M. Sépulchre, *Disability and Citizenship Studies*, Routledge, 2021.
- T. Shakespeare, *Disability Rights and Wrongs Revisited*, Routledge, 2014.
- L. Waddington, A. Broderick, *Combating Discrimination and Realising Equality. A Comparison of the UN Convention on the Rights of Persons with Disabilities and EU Equality and Non-discrimination Law*, European Commission, 2018.

Additional reading:

- M. Bell, L. Waddington, *The Employment Equality Directive an Supporting People with Psychosocial Disabilities in the Workplace. A Legal Analysis of the Situation in the EU Member States*, European Commission, 2016.
- D. Ferri, A. Lawson, *Reasonable Accommodation for Disabled People in Employment - A Legal Analysis of the Situation in EU Member States, Iceland, Liechtenstein and Norway*, Publications Office of the European Union, 2016.
- C. Gormley, N. Watson, Inaccessible Justice: Exploring the Barriers to Justice and Fairness for Disabled People Accused of a Crime, *The Howard Journal of Crime and Justice*, Vol. 60, No. 4/2021, 493-510.
- *Involuntary placement and involuntary treatment of persons with mental health problems*, European Union Agency for Fundamental Rights, 2012.
- K. E. Jung, T. Skinner, S. L. Parish, A Study on Intersectional Discrimination in Employment against Disabled Women in the UK', *Disability & Society*, Vol. 35, No. 5/2020, 715-737.
- D. Larson, Access to Justice for Persons with Disabilities: An Emerging Strategy, *Laws*, Vol. 3, No. 2/2014, 220-238.
- J. Morris, Feminism and Disability, *Feminist Review*, Vol. 43, No. 1/1993, 57-70.

- N. A. Naples, L. Mauldin, H. Dillaway, Gender, Disability, and Intersectionality, *Gender & Society*, Vol. 33, No. 1/2019, 5-18.
- S. Ortoleva, Inaccessible Justice: Human Rights, Persons with Disabilities and the Legal System, *ILSA Journal of International & Comparative Law*, Vol. 17, 2011, 281-320.
- A. Petasis, Discrepancies of the Medical, Social and Biopsychosocial Models of Disability. A Comprehensive Theoretical Framework. *The International Journal of Business Management and Technology*, Vol. 3, No. 4/2019, 42-54.
- M. Samek Lodovici *et al.*, *Discrimination and Access to Employment for Female Workers with Disabilities*, European Parliament, 2017.
- A. Stein Michael, B. Ilias, Including Disability in Business and Human Rights Discourse and Corporate Practice, *Business and Human Rights Journal*, Vol. 6, No. 3/2021, 490-513.

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender, intersectionality and diversity perspectives in disability issues across different populations (e.g. women, children, rural poor, etc.). Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching. Also, the teaching method includes theoretical and practical classes, with the analysis of the jurisprudence of UN, ILO and CoE treaties/conventions-based supervisory bodies, case-law of CJEU, ECtHR and national courts, and case studies focusing on complex issues thus providing students with an opportunity to apply sources of law to facts of hypothetical cases. Also, comparative approach will be conducted.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>
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**Evaluation of knowledge (maximum number of points: 100)**

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	40	Written paper or case analysis	60

**Study program: Law and Gender, Intersectionality and Diversity**

**Course title: MEDICAL LAW – GENDER, INTERSECTIONALITY AND DIVERSITY**

**Teachers:** Prof. Dr. Marija Karanikić Mirić (UB), Assist. Prof. Dr. Ivana Marković (UB), Assist. Prof. Dr. Ivana Barać Milovanović (UB); Prof. Dr. Magnus Kristoffersson (ORU)

**Course status:** optional

**Number of ECTS:** 4 ECTS

**Requirements:** /

**Aims of the course:**

- adoption of an intersectional and diversity perspective in rethinking of medical law;
- introduction to the principles of medical law and the right to health as a human right intertwined with the emergence of the concepts of intersectionality and diversity;
- obtaining capability to realize that intersectionality operates by examining how each additional identity marker such as race, ethnicity, socioeconomic status, and/or marital status may compound to healthcare inequalities and biases;
- acquiring knowledge to pinpoint and identify possible intersection of different axes of identity which could in turn lead to intersectional discrimination and health inequalities;
- development of different perspective by addressing the fact that an intersectional approach in medical law is critical as it ensures a more equitable healthcare system that recognizes and responds to the diverse needs and intersecting characteristics of patients within the said system;
- getting knowledge in specific areas of medical law which attest to the need to adopt an intersectional and diversity perspective (e.g. access to healthcare, reproductive rights, gender transformation

- surgeries, female genital mutilation, etc.);
- analysis of the reflection on the role of public health professionals and their responsibility within the public health system;
- introduction to some of the most important and relevant case law in the area of medical law which simultaneously confirms a need to adopt an intersectional and diversity perspective.

**Course outcomes:**

Students will be able:

- to apply complex and multi-level thinking to critical issues in medical law, as it will allow them to identify and apply an intersectional lens to uncover and make visible social issues impacting specific areas of medical law;
- to understand the basic terms and principles of medical law and to explore the benefits (and potential pitfalls) of applying intersectionality in medical law;
- to understand deeply interwoven drivers of health inequalities with the help of problem-based learning for different health outcomes as well as diverse subdisciplines of medical law;
- to reflect and recognize one's role and potential biases as well as any persisting systems of privilege within the healthcare system.

**Course content:**

1. Introduction to medical law.
2. The connection between the right to health and non-discrimination and equity.
3. Patient's rights analyzed through intersectional lens.
4. Claiming the right to autonomy and self-determination.
5. Case study: Is there intersectional discrimination in cases of female genital mutilation?
6. Can medically assisted reproduction help in achieving equity?
7. Medically assisted reproduction and the diverse needs and intersecting characteristics of those exercising such rights.
8. Legal dilemmas in the beginning of life: Reproductive rights and the freedom (not) to give birth.
9. Case study: Can abortion be used as a means for family planning when there's intersectional discrimination involved?
10. Obstetric violence.
11. Gender transformation surgeries.
12. Civil liability of doctors and healthcare institutions – an introduction.
13. Prenatal negligence.
14. Criminal liability of doctors and healthcare institutions – an introduction.
15. Criminal liability of doctors and healthcare institution – an overview of case law.

**Literature:**

Required reading:

- D. Vujadinović, M. Frölich, Th. Giegerich (eds.), *Gender Competent Legal Education*, Springer, Heidelberg, 2022.
- D. Vujadinović, E. Kristoffersson, M. Evola (eds.), *Law and Gender from Intersectionality and Diversity Perspective* (to be published).

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender perspective in every legal branch, including this one.

The teaching methods consist of interactive lectures and practical classes implementing student centered approach. The students are expected to be active and to interact with the teacher and other students during both lectures and practical classes, to ask questions and give comments and feedbacks. For practical classes, the dominant teaching method will include analysis of the case law following an open discussion on certain key topics. Brief research assignments (short presentations) will be used as well, in order to complement the subjects of lectures, papers or debates.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>	
<b>Evaluation of knowledge (maximum number of points: 100)</b>			
<b>Pre-exam obligations</b>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Written exam (seminar paper)	60