

GRO · GEST

Gender Equality Studies & Training Programme



2020

STUDENT HANDBOOK



UNIVERSITY OF ICELAND

WELCOME!

A warm welcome to the Gender Equality Studies and Training (GEST) Programme. In this handbook you will find useful information for your stay in Iceland during the GEST post-graduate diploma programme (30 ECTS). We recommend that you read this handbook before your arrival to Iceland.

Once in Iceland, we will refer you to the Moodle website for each module accessed through UGLA, the university intranet, where supporting academic material for the programme is stored. It is important that you sign into Moodle every week for information and updates. Furthermore, you will be provided with a university e-mail account for you to use during your semester in Iceland.

We hope your time in Iceland will be one of growth and learning!

The GEST Team

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THE 2020 GEST POST-GRADUATE DIPLOMA PROGRAMME: AIMS AND OBJECTIVES

The overall goal of the GEST programme is to educate and train participants in gender equality theories and methods, and to strengthen their professional capacities for advancing and implementing gender sensitive projects in their home countries. The programme's curriculum covers gender, development, and security studies; incorporates an interdisciplinary approach, and encourages intellectual debates and methodological practices.

GEST aims to enhance an understanding of the structures and mechanisms that need to be in place to promote gender equality in global and local contexts. The programme emphasizes critical thinking skills and aims to equip fellows with the essential analytical tools for understanding gender equality and its impacts on social development and public policy.

The teaching methods employ an interactive approach, with an emphasis on transnational dialogue, cultural difference, and social diversity. Fellows and instructors are encouraged to develop a sense of how meaning is transformed when travelling from one culture to another.

The main objectives are to develop:

- The capacity of professionals and organizations working to advance gender equality in developing, conflict and post-conflict societies.
- An understanding of the main issues in international gender equality studies and how they apply to different cultures, and how they intersect with ethnicity, sexuality, religion, race and class.
- Skills in gender analysis and in dissemination of knowledge about gender equality methods.
- The capacity to engage in critical and transnational dialogue on gender equality issues.
- An ability to organize and manage projects focusing on gender equality.
- A sense of the individual's social and geographic location, and of how meanings of main concepts and practices are changed through transnational transfers and dialogues.

HOW TO SURVIVE THE GEST PROGRAMME AND ICELAND?

1. Respect each other, listen to each other. Everyone has the right to express themselves and the right to be listened to.
2. Attend all classes and be on time! If you are more than 15 minutes late, teachers will not let you attend the class.
3. Practice good time management. It is important to be on time with assignments, preparations and for classes.
4. Take good care of yourself! Especially during the winter months, the darkness and cold can have an impact on physical as well as mental health. Eat healthy, go for walks (especially during the daylight hours), to the pool or the gym and take Vitamin D to make up for lost sunlight.
5. Support each other!
6. Don't panic if you do not understand reading material right away. Some texts are easy while others are heavy and difficult. Take your time and read slowly and thoroughly. Write down questions and comments for each text you read. This will help you participate more actively in classes.
7. Check Moodle and your university email regularly, as that's how GEST shares with you all the information you need in Iceland.
8. Download the bus (strætó) app, use your bus card and enjoy.
9. If you have any questions, start by looking for the answer in this handbook. You might find the answer in here.
10. Enjoy Iceland! It's a beautiful country with diverse nature, a large number of cultural events and great people.

The offices of GEST are in Gimli on the 3rd floor, #322-325. If you have any question, you can always write an email to gest@hi.is. If you need to speak with any GEST staff member, set an appointment with them through email or visit the office during their office hours. GEST office hours are Tuesdays and Thursdays between 14:30 and 15:00. Module coordinators will announce their office hours via email. Please respect the announced office hours.

INTEGRITY AND CONDUCT

The GEST academic programme is an intensive blend of classroom hours, study trips and joint work on the assignments. Fellows typically spend a lot of time together, and come to depend on each other for support, guidance and assistance, especially given the new and sometimes challenging environment. Thus, each cohort of GEST fellows grows into a closely-knit community providing support to its members. GEST wishes to remind all students that they are expected to conduct themselves in a manner that positively contributes to an environment of respect, civility, diversity and inclusiveness. We place strong emphasis on reflecting the values we stand by, both inside and outside of the academic setting, and consider GEST fellows to be our best ambassadors.

GEST has a zero-tolerance policy on hate-speech, racism, sexual harassment and abuse, drug use, and soliciting prostitution. We are committed to enforcing this policy, and all fellows will be subject to discipline, up to and including immediate expulsion from the academic programme, for a first offence. With expulsion from the academic programme, fellows will also forfeit their rights to the scholarship.

Please see the Rules of Procedure on the Response to Gender-related and Sexual Harassment and Other Sexual Violence in the Annex, and the Equal Rights Policy of the University of Iceland [here](#) or in the annex of this handbook.

GEST will make every reasonable effort to address any breach of conduct that may occur. Every report will be investigated promptly and impartially, with every effort to maintain confidentiality. The complainant and the accused will be informed of the results of the investigation.

If GEST finds that its policy has been violated, it will take appropriate corrective and remedial action, up to and including expulsion from the programme and/or similarly appropriate action towards offending vendors, contractors, or teaching staff.

ORGANISATION

In 2020, the GEST Programme will consist of six modules, each equivalent to 5 ECTS¹.

At the end of the programme, GEST and the University of Iceland will award an official Post-Graduate Diploma Certificate from the University of Iceland to successful fellows. The diploma yields 30 ECTS, which corresponds to half a year's work at a post-graduate level.

If you are undertaking or are considering taking a Master's degree within the sphere of gender-related studies, you may seek accreditation of the diploma's credits towards your degree. You are encouraged to inquire about this possibility with the particular university when applying for your future studies.

In the spring term of 2020, the following modules, 5 ECTS each, compose the GEST programme.

Modules	Module Coordinator
Theories and Concepts of Gender	Dr. Thomas Brorsen Smidt
Gender and Development: Tools and Strategies	Milica Minić
Gender, Violence and Security	Dr. Giti Chandra
Gender, Labour and Migration	Dr. Giti Chandra
Gender, Environment and Climate Change	Dr. Irma Erlingsdóttir
Final Assignment	Randi Stebbins

Information about locations and classroom numbers will be announced in January alongside the final syllabus and overview for the 2020 spring term. Below is the overview of the GEST Diploma Programme (30 ECTS) 2020 academic calendar. You will receive weekly updates on your class schedule to your University of Iceland e-mail. There you will find all the sessions, additional lectures and field visits planned as well as the classrooms.

¹ European Credit Transfer and Accumulation System, ECTS, which are the credit points earned for each module. This standardized credit system is intended to ensure appropriate workload between university courses.

GEST Diploma Programme 2020 Schedule

January			February			March			April			May		
Module/Activity			Module/Activity			Module/Activity			Module/Activity			Module/Activity		
1	We		1	Sa		1	Su		1	We	Guided Study	1	Fr	Holiday / No classes
2	Th		2	Su		2	Mo	Final Assignment	2	Th	Gender Labour Migration	2	Sa	
3	Fr		3	Mo	Final Assignment	3	Tu	Gender Violence	3	Fr	Gender Labour Migration	3	Su	
4	Sa		4	Tu	Gender Violence	4	We	Guided Study	4	Sa		4	Mo	Gender Environment
5	Su		5	We	Gender Violence	5	Th	Gender Violence	5	Su		5	Tu	Final Assignment
6	Mo		6	Th	Celebration CE	6	Fr	Gender Violence	6	Mo	Spring Break	6	We	Final Assignment
7	Tu	FELLOWS ARRIVE	7	Fr	Negotiations - full day	7	Sa		7	Tu		7	Th	Final Assignment
8	We	FELLOWS ARRIVE	8	Sa		8	Su		8	We		8	Fr	Final Assignment
9	Th	ORIENTATION	9	Su		9	Mo	Gender Violence	9	Th		9	Sa	
10	Fr	ORIENTATION	10	Mo	Gender and Development	10	Tu	Gender Violence	10	Fr		10	Su	
11	Sa	ORIENTATION	11	Tu	Gender and Development	11	We	Guided Study	11	Sa		11	Mo	Gender Environment
12	Su	ORIENTATION	12	We	Guided Study	12	Th	Gender Violence	12	Su	12	Tu	Guided Study	
13	Mo	Theories and concepts	13	Th	Gender and Development	13	Fr	Gender Violence	13	Mo	13	We	Gender Environment	
14	Tu	Theories and concepts	14	Fr	Gender and Development	14	Sa		14	Tu	14	Th	Final Assignment	
15	We	Final Assignment	15	Sa		15	Su		15	We	15	Fr	Final Assignment	
16	Th	Theories and concepts	16	Su		16	Mo	Gender Labour Migration	16	Th	16	Sa		
17	Fr	Theories and concepts	17	Mo	Gender and Development	17	Tu	Gender Labour Migration	17	Fr	17	Su		
18	Sa		18	Tu	Gender and Development	18	We	Final Assignment	18	Sa	18	Mo	Final Assignment	
19	Su		19	We	Gender and Development	19	Th	Gender Labour Migration	19	Su	19	Tu	Final Assignment	
20	Mo	Theories and concepts	20	Th	Gender and Development	20	Fr	Gender Labour Migration	20	Mo	20	We	Final Assignment	
21	Tu	Theories and concepts	21	Fr	Gender and Development	21	Sa		21	Tu	21	Th	Holiday / No classes	
22	We	Final Assignment	22	Sa		22	Su		22	We	22	Fr	GRADUATION	
23	Th	Theories and concepts	23	Su		23	Mo	Gender Labour Migration	23	Th	23	Sa	FELLOWS DEPART	
24	Fr	Theories and concepts	24	Mo	Gender and Development	24	Tu	Gender Labour Migration	24	Fr	24	Su	FELLOWS DEPART	
25	Sa		25	Tu	Gender and Development	25	We	Guided Study	25	Sa	25	Mo	FELLOWS DEPART	
26	Su		26	We	Guided Study	26	Th	Gender Violence	26	Su	26	Tu		
27	Mo	Theories and concepts	27	Th	Gender and Development	27	Fr	Gender Violence	27	Mo	27	We		
28	Tu	Theories and concepts	28	Fr	Final Assignment	28	Sa		28	Tu	28	Th		
29	We	Guided Study	29	Sa		29	Su		29	We	29	Fr		
30	Th	Theories and concepts				30	Mo	Gender Labour Migration	30	Th	30	Sa		
31	Fr	Theories and concepts				31	Tu	Gender Labour Migration			31	Su		

ORIENTATION

At the start of the programme, a four-day orientation is scheduled for all participants in the GEST programme. The purpose of the orientation week is for fellows to get to know one another and make them familiar with their new academic working environment, the ins and outs of everyday life in Reykjavik, and what is expected of them during the five months programme. This will be done through some fun and light get-acquainted activities as well as more focused teamwork exercises aimed at strengthening in-group cooperation. Moreover, time will be dedicated to review the rules and standards of academic excellence and work ethic that is expected of them during their stay.

TEACHING

Teaching sessions

The teaching is organized in modules, running every day of the week in the mornings and afternoons. In order to obtain a postgraduate diploma, fellows must successfully complete six modules, equalling a total of 30 ECTS.

Teaching sessions will include lectures, discussions, and workshops, as well as field visits. Each module includes individual or group assignments that will comprise a part of the grade. These assignments vary and can include short, written assignments, policy briefs, field observation notes, blog entries and presentations. The programme requires that you be well prepared for each class, which might include small assignments or reading. Good preparation enhances your enjoyment and learning. Fellows are expected to actively participate in class discussions and engage in the activities planned for this programme. Non-compliance with this requirement may result in failure to pass modules and consequently not receiving a diploma at the end of the semester.

Module descriptions

Please note, that module descriptions may not be complete. Syllabi will be updated, and the newest versions will be made available at the start of each module.

International Gender Studies: Theories and Concepts

Module coordinators:

Dr. Thomas Brorsen Smidt has been teaching Module 1 of the GEST programme since 2010. He earned his PhD in gender studies from the University of Iceland in 2018 and is now research project manager with GEST.

Email: tbs@hi.is; Office: Gimli 324

Dr. Giti Chandra is an Affiliated Scholar and project manager at GEST. She has been teaching at the Faculty of English Literature, and the General Literatures Department, University of Iceland and was Associate Professor at the Department of English, St Stephen's College, Delhi. She has taught in and been a fellow at Rutgers University, New Jersey.

Email: gc@hi.is; Office: Gimli 324

Lecturers

Dr. Abena Busia is a professor in the Department of Women's and Gender Studies at Rutgers's University. She is co-director and co-editor of the groundbreaking Women Writing Africa Project, a multi-volume anthology published by the Feminist Press at CUNY. As Professor Busia points out, "history is located in multiple places." This collection is designed to recognize the cultural legacy in that assortment of voices by gathering together the original "cultural production" of African women. She is also associate editor of two of the volumes Women Writing Africa: West Africa and the Sahel (2005) and Women Writing Africa: Northern Africa (2009). In addition, Professor Busia is also the co-editor of Theorizing Black Feminisms (1993) as well as many articles and book chapters on topics including black women's writing, black feminist criticism, and African literature. Her scholarship keeps her actively connected to her native Ghana, where a Fulbright-Hays Group Projects Abroad Grant enabled Professor Busia and two Rutgers historians to lead an interdisciplinary program on "Teaching the History of the Slave Trade Routes of Ghana and Benin." She has directed a summer internship taking undergraduates to work with Women's Rights organizations in Ghana for the past seven years. She is also the author of two poetry collections, Testimonies of Exile (1990) and Traces of a Life (2008). She serves on a number of advisory boards and is the current board Chair of the AWDF - USA, a sister organization to the African Women's Development Fund which is the first and only pan-African funding source for women-centered programs and organizations. She teaches courses in African American and African diaspora literature, colonial discourse, and black feminism.

Email: abenapabusia@gmail.com

Goals

The purpose of this module is to introduce fellows to basic theories and concepts in gender studies in order to develop nuanced transnational understandings of established feminist theoretical traditions as well more recent feminist conceptualizing of global gender politics.

Through a combination of readings, lectures and in-depth class discussion, fellows will consider how unjust politics and constructions of gender and sexuality might be changed through transnational transfers and dialogues. Fellows will explore gender equality/justice for suppressed minority and oppressed groups from historical, intersectional, trans-national, and human rights perspectives. Discussion will center on how the issues, ideas, and debates engaged in by feminist theorists play out in specific contexts, particularly the contexts of “developing” nations, post-colonial, and conflict/post-conflict societies. Fellows will be encouraged to think about and mentally map the differences (ethnic, racial, class, etc.) that matter in the societies and organizations they come from; they will reflect on the meanings and significance of these internal social differences and political struggles as viewed from global and transnational feminist theoretical perspectives. They will be asked to consider and apply the transnational feminist theoretical concepts they read about to those gender justice movements they are familiar with as well as those they will learn about from their peers; and in particular to consider the roles played by civil institutions, NGOs, leaders, grassroots organizers, and advocates for women and sexual minorities. Through close, critical reading and intensive dialogue with one another, fellows will be encouraged to develop theoretically informed views and transnational feminist perspectives.

Learning outcomes

After successful completion of this module fellows should be able to:

- Demonstrate an understanding of the relationship between culture, sex and gender.
- Understand how public institutions and cultural symbol systems are gendered, often in unequal or unjust ways.
- Understand and recognize specific theoretical approaches to gender equality and justice.
- Outline how feminist theory and concepts specifically relate or do not relate to “developing” and conflict/post-conflict societies.
- Understand how gendered positions are intersected by race, class, sexuality, religion and ethnicity (etc.) differently across the globe.
- Conceptualize theoretically informed transnational strategies aimed at empowering women and minority groups in public decision making and private life.

Topics include: gender, sex, sexualities, feminism/s, intersectionality, social constructionism, essentialism, femininities and masculinities, queer and transgender studies, empowerment, globalization, colonialism/post-colonialism, human rights, welfare, and civil society.

Organization, assignments, and assessment

Class meetings take place 09.00 – 11.15 and again from 12.00 – 14.30. With some exceptions, the first half of the day consists of a lecture while the second half consists of an in-class exercise and discussion of major concepts and ideas.

While this course does contain lectures, your active participation is expected and required. In order to facilitate your ability to engage actively and productively with your peers during class time, *Written assignments* in the form of TQQs (thesis-quote-question) are due by 23.59 the day before each class, submitted online so that instructors may review them prior to class meetings. **Students will write a TQQ**

for two assigned readings for each class. It is indicated in the assigned readings list below which texts are TQQ texts.

We will use TQQs to spark and structure our discussions of the readings. Students should be expected to be asked regularly to read aloud their TQQs and so should bring the assigned reading and their TQQs for their own reference during class discussion.

A TQQ assignment is carried out by *reading the assigned texts* carefully and writing down the following:

- Thesis: By “thesis” we mean one sentence that effectively and concisely articulates the author’s main argument. There may be several main points expressed in a particular reading—choose the one you think is most central to the argument that the author wishes to make. **Students should be prepared to read their thesis statements aloud and support their articulation of the author’s thesis during class discussion.**

- Quote: By “quote” we mean students should identify one statement that stood out to them in the reading. Students may make their choice for any reason (for instance: because they seem particularly intriguing or important, puzzling or inspiring, wrong-headed or illuminating, basic or novel, etc...) but **they should be prepared to explain why they chose the statement that they did during class discussion. Quotes should be written out in full and their locations in the reading (page and number of lines from top) identified for easy locating.**

- Question: By “question” we mean students should compose one question that the reading raises in your mind and that would make for a good discussion starting point. Keep in mind **you may be asked to read these questions aloud in class as a way to prompt discussion of the assigned reading and so please phrase your question accordingly.** (Questions should not be yes/no type of questions, rhetorical, or future-oriented, instead questions should limit themselves to what students will be able to discuss given the information and ideas presented in the reading.)

TQQs for each class comprise **50 % of fellows’ final grade for Module 1.** They will be assessed according to the following criteria:

Grade	Quality of TQQ
0	<ul style="list-style-type: none">▪ Failure to submit TQQs.
1-2.5	<ul style="list-style-type: none">▪ TQQs demonstrate zero or very slight familiarity with assigned reading.
3-4.5	<ul style="list-style-type: none">▪ TQQs demonstrate completion of some or most of assigned reading but no serious critical engagement with ideas introduced by assigned texts.

5-6.5	<ul style="list-style-type: none"> ▪ TQCs demonstrate completion of all assigned readings and some minimal critical engagement with ideas introduced by assigned texts.
7-8.5	<ul style="list-style-type: none"> ▪ TQCs demonstrate completion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.
9-10	<ul style="list-style-type: none"> ▪ TQCs demonstrate thorough digestion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.

The quality of class participation accounts for **50% of fellows' final grade for Module 1** and will be assessed on a weekly basis according to the following criteria:

Grade **Quality of participation/involvement**

0	<ul style="list-style-type: none"> ▪ Absent (or present but disruptive).
1-2.5	<ul style="list-style-type: none"> ▪ Present, not disruptive but inattentive or uninvolved. ▪ Demonstrates no or very cursory familiarity with assigned reading.
3-4.5	<ul style="list-style-type: none"> ▪ Does not evince completion or significant digestion of assigned reading. ▪ Involved only sporadically in discussion and does not offer to contribute. ▪ When called upon, offers only straightforward information without elaboration, analysis, or constructive engagement with peers. ▪ Derails conversation with unrelated or unhelpful commentary.
5-7	<ul style="list-style-type: none"> ▪ Demonstrates good preparation for class: is familiar with much of the reading and has thought through implications of some ideas found in reading. ▪ Offers some interpretation and analysis of reading (more than just facts).
7.5-10	<ul style="list-style-type: none"> ▪ Evinces excellent preparation: has read and fully analyzed assigned texts. ▪ Offers analysis, evaluation and synthesis of ideas found in assigned reading. ▪ Demonstrates class leadership: keeps analysis focused, builds on previous discussion to nuance debate, responds thoughtfully to other students in a way that contributes to cooperative atmosphere; brings independent experiences and local knowledge to enhance transnational understandings.

Module coordinators

Milica Minić, Senior project manager and Academic coordinator. Milica holds an MA degree in critical gender studies from the Central European University, and an MA in arts and culture from the University of Utrecht. She is a specialist with twenty years of experience in the field of gender and development, ranging from work in women's grassroots organizations and initiatives to international development agencies, and the UN.

E-mail: milica@hi.is; Office: G-322 (Office hours: Wednesday 11:00 – 12:00)

Guðrún Eysteinsdóttir, Operations manager. Gudrun holds a BA in Theatre Arts from San Francisco State University (1998), an Ed.M. in Higher Education from Harvard Graduate School of Education (2013) and is currently enrolled in the Master of Public Administration programme at the University of Iceland. She has been with the GEST programme since December 2018 where she is primarily responsible for operations and office management.

E-mail: gudruney@hi.is; Office: G-325

Lecturers

Dr. Suzanne Clisby is Senior Research Fellow in the Department of Anthropology at Goldsmiths, and Co-Director of the UKRI GCRF GlobalGRACE Project (Goldsmiths, University of London). She is also Director of the Horizon 2020 Marie S. Curie GRACE Project (University of Hull), Editor of the Journal of Gender Studies and Fellow of the Royal Society of Arts (FRSA). Email: S.Clisby@gold.ac.uk

Dr. Phoebe Kisubi Mbalasaki is a post-doctoral research fellow at the Africa Gender Institute, University of Cape Town. She is also a research Affiliate with Anthropology, Goldsmiths, University of London, and part of the GlobalGRACE Project. She holds MA and PhD in gender studies from Utrecht University. Email: phoebe.mbasalaki@uct.ac.za

Dr. Elisabeth Klatzer is an international expert on gender responsive budgeting and holds a PhD in economics from Vienna University, and an MA in Public Administration from Harvard Kennedy School of Government. Dr. Klatzer has a vast international experience working on gender responsive budgeting projects and training programs for various government agencies and stakeholders. Email: elisabeth.klatzer@gmx.net

Tryggvi Hallgrímsson is a specialist advisor at the Directorate for Equality of Iceland. He oversees development of projects and legislative reform in the fields of equal pay certification, joint parental participation, work-life balance and prevention of workplace bullying and harassment. He holds degrees in organization and management from the University of Tromsø. Email: tryggvi@jafnretti.is

Hjálmar Sigmarsson is a counsellor for Stígamót, an Education and Counseling Center for Survivors of Sexual Abuse and Violence. His work includes prevention education and improving services for male survivors of sexual violence. He holds MA degrees in anthropology and gender studies from the University of Iceland and CEU Budapest. Email: hjalmar@stigamot.is

Pórður Kristinsson is a teacher in Kvennaskólinn (Reykjavík) and a trainer for GEST. He teaches anthropology, gender studies and research methods. He has an MA in anthropology from the University of Iceland. Pórður is currently working towards a PhD at the University of Iceland. Email: thordurk@kvenno.is

Melanie Powell holds MA degrees in Clinical Psychology and International Affairs. Her work includes conducting and informing effective policy dialogues and designing, managing and delivering development programs. She currently splits her time between the Icelandic Red Cross and the International Federation of the Red Cross and Red Crescent Psychosocial Reference Centre. Email: mepow@rodekors.dk

Module Description

This module is designed to encourage discussion on the connections between gender and development, its theory, policy and practice. Students will explore the entanglements of gender (regimes) and various aspects of social change and learn how to use a critical theoretical approach to analyze contemporary processes of development. They will increase their understanding of the different configurations of inequality and how they impact projects' effectiveness and outcomes.

Through a combination of lectures, exercises, group discussions and written assignments, students will be equipped with tools for gender analysis and integration of gender equality concerns and principles into programmes, operations and reporting. They will learn about project management, logical framework approach, public policy, gender mainstreaming, issue and community-based advocacy, and gender responsive budgeting. The course will be conducted in a highly participatory environment.

Learning Outcomes

By the end of the module students will:

- Be familiar with key concepts and terminology commonly used in gender and development studies;
- Understand the connections and contestations between feminist theory and development, and critically engage with relevant scholarship;
- Be able to conduct an intersectional analysis of a chosen policy, and provide argumentation and evidence for analysis;
- Be able to use practical tools for mainstreaming gender equality into policy, programme and project interventions as well as for monitoring and evaluation;
- Understand evidence-based advocacy and strategy development;
- Apply the knowledge of gender responsive budgeting, and be able to identify gaps between policies and budget allocations;
- Use gender responsive budgeting as a planning strategy.

Organization, Class Format, and Assignments

Teaching in this module starts from February 10th and lasts to February 27th. Classes take place from 9:00-11:15 and from 12:00-14:15. Please note that occasionally afternoon workshops might run until

15:00, and this change will be communicated in advance. All classes will be a combination of lectures followed by class discussion of the readings, exercises and/or group work. Students are expected to come to class prepared, with questions and comments related to the required readings. In addition, students are expected, and will be asked to convey in class discussion, the main arguments of the required reading material, regardless of the fact if TQQs are requested for that particular class or not (see more on this below).

Module Assignment 1: TQQs

In order to facilitate your ability to engage actively and productively with your peers during class time, five (5) *Written assignments* in the form of TQQs (thesis-quote-question) are **due 24 hours before each class marked *TQQs mandatory***. These are to be submitted online so that module coordinators may review them prior to class meetings, and grade them at the end of the module. **It is indicated in the assigned readings list which texts are TQQ texts, otherwise a possibility to choose will be given.**

We will use TQQs to spark and structure our discussions of the readings. Students should be expected to **be asked regularly to read aloud their TQQs** and so **should bring** the assigned reading and their TQQs for their own reference during class discussion.

A TQQ assignment is carried out by *reading the assigned texts* carefully and writing down the following:

- Thesis: By “thesis” we mean one sentence that effectively and concisely articulates the author’s main argument. There may be several main points expressed in a particular reading—choose the one you think is most central to the argument that the author wishes to make. **Students should be prepared to read their thesis statements aloud and support their articulation of the author’s thesis during class discussion.**
- Quote: By “quote” we mean students should identify one statement that stood out to them in the reading. Students may make their choice for any reason (for instance: because they seem particularly intriguing or important, puzzling or inspiring, wrong-headed or illuminating, basic or novel, etc...) but **they should be prepared to explain why they chose the statement that they did during class discussion. Quotes should be written out in full and their locations in the reading (page and number of lines from top) identified for easy locating.**
- Question: By “question” we mean students should compose one question that the reading raises in your mind and that would make for a good discussion starting point. Keep in mind **you may be asked to read these questions aloud in class as a way to prompt discussion of the assigned reading and so please phrase your question accordingly.** (Questions should not be yes/no type of questions, rhetorical, or future-oriented, instead questions should limit themselves to what students will be able to discuss given the information and ideas presented in the reading.)

Please see Moodle for the examples of TQQs.

In Gender and Development module, required *TQQs* (5 in total) will comprise **20% of fellows’ final grade.** They will be assessed according to the following criteria:

Grade	Quality of TQQ
0	<ul style="list-style-type: none"> ▪ Failure to submit TQQs.
1-2.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate zero or very slight familiarity with assigned reading.
3-4.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate completion of some or most of assigned reading but no serious critical engagement with ideas introduced by assigned texts.
5-6.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate completion of all assigned readings and some minimal critical engagement with ideas introduced by assigned texts.
7-8.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate completion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.
9-10	<ul style="list-style-type: none"> ▪ TQQs demonstrate thorough digestion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.

Module Assignment 2: Final Paper – Policy Analysis

All fellows will be required to conduct a gender analysis of a chosen policy in their country (it can be a local, regional, or a national strategy in any field of work or interest). For this assignment, please consider policies such as issue specific laws, strategies, or plans of action. Some examples include:

- ✓ The National Strategy to End Child Marriage and Teenage Pregnancy 2015 – 2020 in Uganda
- ✓ Gender Action Plan of Bosnia and Herzegovina
- ✓ Strategy for Information Society Development in Montenegro
- ✓ Personal Status Law in Catholic Communities in Lebanon
- ✓ The National Program to Combat Sexually Transmitted Diseases (STDs) in Tunisia

Students are encouraged to connect this assignment to their final project and provide an analysis of a policy relevant to the topic of the final assignment. By **February 24th** fellows need to submit a three-page proposal with indicative bibliography, outlining their choice of the policy framework to be analyzed and the justification for the choice (relevance). Provide a summary and situate the policy:

1. What does the government want to achieve with this policy?
2. How might the government’s policy objective fit into its stated commitments to social, political and economic equality, and international obligations under CEDAW and the Beijing Platform for Action?

By **March 16th** fellows will be required to submit a ten-page essay (1500 words minimum, 2000 maximum) presenting a gender analysis of the chosen strategy. Full instruction and a list of resource material will be given on Moodle platform.

Final Paper – Policy Analysis will comprise **50% of fellows’ final grade**. It will be assessed according to the following criteria:

Grade	Quality of the Final Paper
0	<ul style="list-style-type: none"> ▪ Failure to submit the final paper.

1-2.5	<ul style="list-style-type: none"> Paper does not properly identify a public policy/does not demonstrate an understanding of what public policy is.
3-4.5	<ul style="list-style-type: none"> Paper does not demonstrate an understanding of what the public policy sets out to achieve.
5-6.5	<ul style="list-style-type: none"> Paper successfully identifies public policy and demonstrates a basic understanding of its objectives and its gaps, and how they impact gender equality. Sources are fully and accurately identified.
7-8.5	<ul style="list-style-type: none"> Paper demonstrates a deep understanding of the gendered dimensions of the chosen policy and manages to situate it in the wider international framework of policy instruments.
9-10	<ul style="list-style-type: none"> Paper demonstrates high level of critical analysis and engagement with chosen policy and relevant policy instruments, identifies its impact on different groups of people, clearly communicates the findings of the analysis, and draws clear conclusions supported by arguments.

Class Participation

Class participation accounts for **30% of fellows' final grade** for Module Gender and Development and will be assessed according to the following criteria:

Grade	Quality of participation/involvement
0	<ul style="list-style-type: none"> Absent (or present but disruptive).
1-2.5	<ul style="list-style-type: none"> Present, not disruptive but inattentive or uninvolved. Demonstrates no or very cursory familiarity with assigned reading.
3-4.5	<ul style="list-style-type: none"> Does not demonstrate completion or significant digestion of assigned reading. Involved only sporadically in discussion and does not offer to contribute. When called upon, offers only straightforward information without elaboration, analysis, or constructive engagement with peers. Derails conversation with unrelated or unhelpful commentary.
5-7	<ul style="list-style-type: none"> Demonstrates good preparation for class: is familiar with much of the reading and has thought through implications of some ideas found in reading. Offers some interpretation and analysis of reading (more than just facts).
7.5-10	<ul style="list-style-type: none"> Showcases excellent preparation: has read and fully analyzed assigned texts. Offers analysis, evaluation and synthesis of ideas found in assigned reading. Demonstrates class leadership: keeps analysis focused, builds on previous discussion to nuance debate, responds thoughtfully to other students in a way that contributes to cooperative atmosphere; brings independent experiences and local knowledge to enhance transnational understandings.

Indicative and required readings and all additional references (including links to articles) are posted on the Moodle site for the course. Please note that for some sessions, you will need to bring your laptops to class.

During the week 17th-21st February, Dr. Elisabeth Klatzer, a leading scholar in her field, will come to Iceland and offer sessions on gender-responsive budgeting throughout the week. Individuals from the public sector in Iceland will contribute, and they will serve as resource people to the class during that week. By the end of the week on gender-responsive budgeting, participants will be granted separate certificates of participation from GEST.

Final Grade Assessment Criteria

The assessment criteria for the module Gender and Development is based on the following:

- 1) Submission of all 5 TQOs (20% of the overall grade)
- 2) Final Paper – Policy Analysis (50% of the overall grade)
- 3) Class participation (30% of the overall grade)

Important dates and times:

24th February at 17:00 proposal submission

16th March at 17:00 final paper submission

Gender, Violence and Security

Module coordinators:

Dr. Giti Chandra is Senior Researcher at GEST, IICD. She has been teaching at the Faculty of English Literature, and the General Literatures Department, University of Iceland and was Associate Professor at the Department of English, St Stephen's College, Delhi. She has taught in and been a fellow at Rutgers University, New Jersey.

Email: gc@hi.is

Office: Gimli 324

Dr. Thomas Brorsen Smidt has been teaching Module 1 of the UNU-GEST programme since 2010. He earned his PhD in gender studies from the University of Iceland in 2018 and is now research project manager with UNU-GEST.

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Lecturers

Dr. Cynthia Enloe

Dr. Oforiwa Abena Ampomah

Lecturer, Dept of Social Work, University of Ghana.

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Dr Vinita Chandra

Associate Professor, Dept of English, University of Delhi

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Flora Tietgen

PhD scholar, School of Education, University of Iceland

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Dr Giti Chandra

Senior Researcher, GEST, IICD, Iceland

Email: gc@hi.is

Goals

The aim of the course is to increase the fellows' ability to understand, discuss, and convey knowledge of gender dimensions of security, especially with regard to international legal obligations, UNSC resolutions, security sector reform and emergency operations, but also in the context of sexual harassment and violence at the workplace, policies, and legal structures. It examines, among other things, the concept of human security versus national security and the role of women in conflicts, peace processes and post-conflict reconstruction, as well as gender-based violence and sexual violence, both as a tactic of warfare as well as a

presence in the everyday lives of women and non-binary gendered people. National Action Plans will be of special focus.

Learning outcomes

After successful completion of this module fellows should be able to:

- Be able to understand and explain the links between gender and security.
- Have the ability to outline positions and roles of women in conflicts, peace processes and post-conflict reconstruction.
- Have the capacity to analyse and demonstrate key issues and possible solutions related to gender and security in their home countries.
- Be able to think up strategies for empowering women in conflicts, and increasing their involvement in peace processes and post-conflict reconstruction.
- Understand how gender-based violence and sexual violence are used as tactics of warfare.
- Define workplace harassment and understand how it can be recognised, both as individual and systemic.
- Analyse legal options and policies that govern and structure issues and cases of sexual harassment.
- Understand the making of National Action Plans and learn how to critically analyse the NAP of individual countries.

Organization, assignments, and assessment

Class meetings take place **09.00-11.15** and again from **12.00-14.30**. While this course does contain lectures, your active participation is expected and required. In order to facilitate your ability to engage actively and productively with your peers during class time, *Written assignments* in the form of TQQs (thesis-quote-question) are due by 23.59 the day before each class, submitted online so that instructors may review them prior to class meetings. **Students will write a TQQ for two assigned readings for each class. It is indicated in the assigned readings list below which texts are TQQ texts.**

We will use TQQs to spark and structure our discussions of the readings. Students should be expected to be asked regularly to read aloud their TQQs and so should bring the assigned reading and their TQQs for their own reference during class discussion.

A TQQ assignment is carried out by *reading the assigned texts* carefully and writing down the following:

- Thesis: By “thesis” we mean one sentence that effectively and concisely articulates the author’s main argument. There may be several main points expressed in a particular reading—choose the one you think is most central to the argument that the author wishes to make. **Students should be prepared to read their thesis statements aloud and support their articulation of the author’s thesis during class discussion.**

- Quote: By “quote” we mean students should identify one statement that stood out to them in the reading. Students may make their choice for any reason (for instance: because they seem particularly intriguing or important, puzzling or inspiring, wrong-headed or illuminating, basic or novel, etc...) but **they should be prepared to explain why they chose the statement that they did during class discussion. Quotes should be written out in full and their locations in the reading (page and number of lines from top) identified for easy locating.**
- Question: By “question” we mean students should compose one question that the reading raises in your mind and that would make for a good discussion starting point. Keep in mind **you may be asked to read these questions aloud in class as a way to prompt discussion of the assigned reading and so please phrase your question accordingly.** (Questions should not be yes/no type of questions, rhetorical, or future-oriented, instead questions should limit themselves to what students will be able to discuss given the information and ideas presented in the reading.)

TQQs for each class comprise **100% of fellows’ final grade for Module 3.** They will be assessed according to the following criteria:

G Grade	Quality of TQQ
0	<ul style="list-style-type: none"> ▪ Failure to submit TQQs.
1-2.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate zero or very slight familiarity with assigned reading.
3-4.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate completion of some or most of assigned reading but no serious critical engagement with ideas introduced by assigned texts.
5-6.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate completion of all assigned readings and some minimal critical engagement with ideas introduced by assigned texts.
7-8.5	<ul style="list-style-type: none"> ▪ TQQs demonstrate completion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.
9-10	<ul style="list-style-type: none"> ▪ TQQs demonstrate thorough digestion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.

Gender, Labour and Migration

Module coordinators

Dr. Giti Chandra is Senior Researcher and Lecturer at GEST. She has been teaching at the Faculty of English Literature, and the General Literatures Department, University of Iceland and was Associate

Professor at the Department of English, St Stephen's College, Delhi. She has taught in and been a fellow at Rutgers University, New Jersey.

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Dr. Thomas Brorsen Smidt has been teaching Module 1 of the UNU-GEST programme since 2010. He earned his PhD in gender studies from the University of Iceland in 2018 and is now research project manager with UNU-GEST.

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Lecturers

Mukul Mangalik,

Associate Professor, Dept of History, Ramjas College, University of Delhi, India

Email: safar1957@yahoo.com

Dr. Mukul Mangalik is currently Associate Professor at the dept of History, Ramjas College, Delhi University, and teaches sessionally at the University of Innsbruck, Austria. He has an MA and M.Phil from the Centre of Historical Studies, Jawaharlal Nehru University, Delhi. He specializes in labour movements and the history of Africa, and his research areas include work on the mountain peasants in the Bregenzer Wald, Vorarlberg, Austria, as well as the shepherds of the Indian Himalayas in the Garhwal region of Uttarakhand, India. Mukul has co-directed award winning documentaries and was a Member of the Jury for the 13th International Rural Film Festival, Burgundy, France, in 2017. He prefers to write for newspapers, and apart from numerous articles and papers, he is the author of a book, "Lucknow Food, Streets, and Bazaars." Lucknow: Then and Now, ed. Rosie Llewellyn-Jones. (The Marg Foundation, India, 2003). He has been an expert consultant for setting up workplace committees against sexual harassment at Ambedkar University, is the co-Founder of the Gender Forum in Ramjas College, and has worked on the Committee Against Sexual Harassment in his college for over 15 years.

Kirstin Fylgrending,

University of Iceland

Email: kirstinf@hi.is

Randi W. Stebbins,

Director, Writing Program, University of Iceland, Iceland

Email: rws@hi.is

Randi Stebbins, J.D., has over 10 years of experience working with communities on social justice dispute resolution, humanitarian law, and immigrant rights. She is currently the director of the Writing Centre at the University of Iceland School of Education, a teacher in the GEST program, a founding member of Ós Pressan and a volunteer peer counselor with W.O.M.E.N.

Claudie Ashonie Wilson,

District Court Attorney,

Email: claudie@rettur.is

Claudie Ashonie Wilson received her master's degree in law from Reykjavik University with an emphasis on international human rights law. She has further specialised in EU immigration and asylum law and policy with the Odysseus Academic Network at Université Libre de Bruxelles (ULB). She has taught as a guest lecturer with the University of Iceland's School of Business in the course Diversity Management. She is also a researcher, whose research includes equality, non-discrimination and immigrant issues. She is an attorney at the law firm Réttur Aðalsteinsson & Partners where she specialises in human rights law, immigration and refugee law.

Dr. Tamara Shefer

Deputy Dean, Teaching and Learning. Department of Women and Gender Studies, University of Cape Town, South Africa

Email: tshefer@uwc.ac.za

Tamara Shefer is professor of Women's and Gender Studies, Faculty of Arts, University of the Western Cape. Her research and publications are directed primarily towards intersectional gender and sexual justice in local and transnational contexts, including sexualities, masculinities, memory and apartheid, gender and care, and social justice, decolonial, feminist pedagogies, and reconceptualising scholarship in higher education. Most recent edited books are *Engaging Youth in Activist Research and Pedagogical Praxis: Transnational and Intersectional Perspectives on Gender, Sex, and Race* (2018, with Jeff Hearn, Kopano Ratele & Floretta Boonzaier) and *Socially Just Pedagogies in Higher Education: Critical posthumanist and new feminist materialist perspectives* (2018, Bloomsbury, with Vivienne Bozalek, Rosi Braidotti & Michalinos Zembylas).

Goals

This module will introduce students to the concepts connected to various types of migration. Students will get a fuller view of migration as it intersects with labor and gender by looking at international agreements and treaties, national laws and policies, and local responses to migration. The module will also cover global economic imbalances that lead to migration, as well as migration due to conflict and environmental degradation. How migration differentially impacts men and women will also be discussed in light of current theories, research, and agreements. Concepts and theories of comparative law will be discussed as they relate to migration, jurisdiction, gender, and labor. Finally, the course will cover immigration enforcement and its economic impact on migrant men and women.

Learning outcomes

- After successful completion of this module fellows should be able to:
- Identify the main theories and research about gender, labor and migration.
- Use theories in comparative law, gender and migration, and labor and economics
- Understand the three levels of influence on migration and migrants – international, national, and local.

- Analyse policy documents and public discussion about gender, labor, and migration from a critical perspective.
- Understand the different motivation for and impact of migration on men and women.
- Understand how global economic imbalances influence migration.
- Utilise a range of tools to critically analyse global, national, and local migration policies and their impact on women and men.

Organization, assignments, and assessment

Class meetings take place **09.00-11.15** and again from **12.00-14.15**. While this course does contain lectures, your active participation is expected and required. In order to facilitate your ability to engage actively and productively with your peers during class time, *Written assignments* in the form of TQs (thesis-quote-question) are due by 23.59 the day before each class, submitted online so that instructors may review them prior to class meetings. **Students will write a TQQ for two assigned readings for each class. It is indicated in the assigned readings list below which texts are TQQ texts.**

We will use TQs to spark and structure our discussions of the readings. Students should be expected to be asked regularly to read aloud their TQs and so should bring the assigned reading and their TQs for their own reference during class discussion.

A TQQ assignment is carried out by *reading the assigned texts* carefully and writing down the following:

- Thesis: By “thesis” we mean one sentence that effectively and concisely articulates the author’s main argument. There may be several main points expressed in a particular reading—choose the one you think is most central to the argument that the author wishes to make. **Students should be prepared to read their thesis statements aloud and support their articulation of the author’s thesis during class discussion.**
- Quote: By “quote” we mean students should identify one statement that stood out to them in the reading. Students may make their choice for any reason (for instance: because they seem particularly intriguing or important, puzzling or inspiring, wrong-headed or illuminating, basic or novel, etc...) but **they should be prepared to explain why they chose the statement that they did during class discussion. Quotes should be written out in full and their locations in the reading (page and number of lines from top) identified for easy locating.**
- Question: By “question” we mean students should compose one question that the reading raises in your mind and that would make for a good discussion starting point. Keep in mind **you may be asked to read these questions aloud in class as a way to prompt discussion of the assigned reading and so please phrase your question accordingly.** (Questions should not be yes/no type of questions, rhetorical, or future-oriented, instead questions should limit

themselves to what students will be able to discuss given the information and ideas presented in the reading.)

TQQs for each class comprise **100% of fellows' final grade for this module**. They will be assessed according to the following criteria:

G Grade	Quality of TQQ
0	<ul style="list-style-type: none">▪ Failure to submit TQQs.
1-2.5	<ul style="list-style-type: none">▪ TQQs demonstrate zero or very slight familiarity with assigned reading.
3-4.5	<ul style="list-style-type: none">▪ TQQs demonstrate completion of some or most of assigned reading but no serious critical engagement with ideas introduced by assigned texts.
5-6.5	<ul style="list-style-type: none">▪ TQQs demonstrate completion of all assigned readings and some minimal critical engagement with ideas introduced by assigned texts.
7-8.5	<ul style="list-style-type: none">▪ TQQs demonstrate completion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.
9-10	<ul style="list-style-type: none">▪ TQQs demonstrate thorough digestion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.

Gender, Environment, and Climate Change

Module Coordinator

Dr. Irma Erlingsdóttir, Associate Professor at the School of Humanities, University of Iceland and the Director of the GEST

Email: irma@hi.is

Project Manager

Védís Ólafsdóttir, Project Manager at the GEST programme

Email: vediso@hi.is

Lecturers

Dr. Auður H. Ingólfssdóttir, Expert on International Relations, Gender, Environment and Sustainable Development, manager of Transformia.

Dr. Þorvarður Árnason, Biologist and Environmentalist, Director of The University of Iceland's Research Centre in Hornafjörður

Dr. Joni Seager, Professor in Global Studies at Bentley University, US

Dr. Jón Geir Pétursson, Associate Professor, University of Iceland (part time)/Director Ministry for the Environment and Natural Resources

Andri Snær Magnason, Writer and Environmentalist

Module Description

The purpose of this module is to examine the role of gender in the context of environment with a focus on climate change. This module will analyze the transformative potential of gender equality to advance environmental sustainability as well as resilience, vulnerability, mitigation and adaptation to global environmental change. Furthermore, the module outlines the main international commitments in regards to environment and climate change and suggests gender sensitive actions. Through the combination of readings, documentaries, lectures and field visits, fellows will understand the impact of climate change on gender, both in rural and urban environment as well as in different geographical contexts. The fellows will be equipped to provide examples of international commitments as well as possible everyday actions to enhance sustainable operations.

Learning outcomes

After successful completion of this module fellows should be able to:

- Understand and discuss the relationship between gender and the environment and the impact of climate change, and other key global environmental challenges, on gender;
- understand the of core environmental concerns at the global and local levels and of the extent to which these are gendered and culture-specific;
- indicate main global treaties, international legal frameworks, and commitments and to critically understand their applicability in different contexts;
- understand and explain how gender equality leads to environmental benefits;
- do gender analyses for environmental impact assessment and projects in relation to environmental issues such as climate change;
- design and implement projects for the promotion of environmental concern at public and community levels;

Topics include: Gender, intersectionality, environment, sustainability, climate change, natural resources, waste

Organization, assignments, and assessment

Unless otherwise specified, class meetings take place at **9:00-11:15** and again from **12:00-14:15**. With some exceptions, the first half of the day consists of a lecture while the second half consists of an in-class exercise and discussion of major concepts and ideas.

While this course does contain lectures, your active participation is expected and required. In order to facilitate your ability to engage actively and productively with your peers during class time, *Written assignments* in the form of TQs (thesis-quote-question) are due by 23.59 the day before each class, submitted online so that instructors may review them prior to class meetings. **Students will write a TQQ for one assigned readings for each class. It is indicated in the assigned readings list below which texts are TQQ texts.**

We will use TQs to spark and structure our discussions of the readings. Students should be expected to be asked regularly to read aloud their TQs and so should bring the assigned reading and their TQs for their own reference during class discussion.

A TQQ assignment is carried out by *reading the assigned texts* carefully and writing down the following:

- Thesis: By “thesis” we mean one sentence that effectively and concisely articulates the author’s main argument. There may be several main points expressed in a particular reading—choose the one you think is most central to the argument that the author wishes to make. **Students should be prepared to read their thesis statements aloud and support their articulation of the author’s thesis during class discussion.**
- Quote: By “quote” we mean students should identify one statement that stood out to them in the reading. Students may make their choice for any reason (for instance: because they seem particularly intriguing or important, puzzling or inspiring, wrong-headed or illuminating, basic or novel, etc...) but **they should be prepared to explain why they chose the statement that they did during class discussion. Quotes should be written out in full and their locations in the reading (page and number of lines from top) identified for easy locating.**
- Question: By “question” we mean students should compose one question that the reading raises in your mind and that would make for a good discussion starting point. Keep in mind **you may be asked to read these questions aloud in class as a way to prompt discussion of the assigned reading and so please phrase your question accordingly.** (Questions should not be yes/no type of questions, rhetorical, or future-oriented, instead questions should limit themselves to what students will be able to discuss given the information and ideas presented in the reading.)

TQs for each class comprise **35% of fellows’ final grade for the module Gender, Environment and Climate Change.** They will be assessed according to the following criteria:

Grade	Quality of TQQ
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0	<ul style="list-style-type: none"> Failure to submit TQQs.
1-2	<ul style="list-style-type: none"> TQQs demonstrate zero or very slight familiarity with assigned reading.
3-4	<ul style="list-style-type: none"> TQQs demonstrate completion of some or most of assigned reading but no serious critical engagement with ideas introduced by assigned texts.
5-6	<ul style="list-style-type: none"> TQQs demonstrate completion of all assigned reading and some minimal critical engagement with ideas introduced by assigned texts.
7-8	<ul style="list-style-type: none"> TQQs demonstrate thorough digestion of all assigned reading and significant critical engagement with ideas introduced by assigned texts.

Class participation accounts for **15% of fellows' final grade for the module Gender, Environment and Climate Change** and will be assessed on a weekly basis (**maximum 4 points x 6 class meetings**) according to the following criteria:

Grade Quality of participation/involvement

0	<ul style="list-style-type: none"> Absent (or present but disruptive).
1	<ul style="list-style-type: none"> Present, not disruptive but inattentive or uninvolved. Demonstrates no or very cursory familiarity with assigned reading.
2	<ul style="list-style-type: none"> Does not evince completion or significant digestion of assigned reading. Involved only sporadically in discussion and does not offer to contribute. When called upon, offers only straightforward information without elaboration, analysis, or constructive engagement with peers. Derails conversation with unrelated or unhelpful commentary.
3	<ul style="list-style-type: none"> Demonstrates good preparation for class: is familiar with much of the reading and has thought through implications of some ideas found in reading. Offers some interpretation and analysis of reading (more than just facts).
4	<ul style="list-style-type: none"> Evinces excellent preparation: has read and fully analyzed assigned texts. Offers analysis, evaluation and synthesis of ideas found in assigned reading. Demonstrates class leadership: keeps analysis focused, builds on previous discussion to nuance debate, responds thoughtfully to other students in a way that contributes to cooperative atmosphere; brings independent experiences and local knowledge to enhance transnational understandings.

The social media assignment accounts for **50% of fellows' final grade for Gender, Environment and Climate Change**. The assignment is two fold:

1) An individual assignment within the group theme: 25%

A news piece/story (1000 words), on issues related to gender and environment and/or climate change in the fellow's local environment (community, district, national, regional). The news piece/story can include text - reflections, analyses or essays, images, video recordings and any other mediums you think are applicable to the story.

2) Group assignment within a specific theme: 25%

The group will collectively develop social media posts within the given theme for 1) facebook, 2) twitter, 3) Instagram and then present the posts for the class. The aim of the group assignment is to develop material related to gender and climate change designed to raise awareness with the public. Social media posts are to suit the specific social media platform (i.e. include a photo for Instagram and text and hashtags for twitter) and feel free to be creative.

The fellows will be divided up in five groups focusing on different themes:

1. **Gender and Climate Change – the North and the South**
2. **Gender, Climate Change and Sustainability**
3. **Gender and Climate Change: Economic challenges**
4. **Gender and Climate Change: Impact on society**
5. **Gender, Climate Change and Resilience**

Each group will have 7 minutes to present in class on the 13 May 2020. The presentation should include an introduction to the overall theme as well as each social media post, explaining the context of each post.

This is both a group and individual assignment and will be graded as such. Deadline for submission of the individual and group assignment is **12 May 2020 at 23:59** via Moodle.

- Individually send in the final version of your individual news piece/story in Word or PDF format. Indicate which group and theme you belong to.
- Collectively as a group, one fellow submits on behalf of the group a pdf of screen shots of social media posts of 1) facebook post, 2) twitter post, 3) Instagram post.

Field Trip

The largest component of the module Gender, Environment and Climate Change is a four-day long field trip to the south east of Iceland. The main purpose of this field trip is for the fellows to see the direct impact of climate change on the ice mass of the Vatnajökull glacier. The field trip includes sight seeing and lectures and is a compulsory part of the GEST programme.

The total duration of the trip is 4 days, 23-26 April 2020.

This field trip will be directly linked to the 2-day writing retreat at Laugavatn as a part of the Final Assignment, 21-22 April. See tentative itinerary and further information on what to bring at the end of this document.

Final Assignment

Module coordinator:

Randi W. Stebbins, J.D. is the head of the Writing Center of the University of Iceland. She has a background in law, linguistics, and environmental sciences.

Email: rws@hi.is

Lecturers

Dr. Giti Chandra is currently Senior Researcher and Lecturer at GEST and teaches in the University of Iceland.

Email: gc@hi.is

Susan Muska

Goals

Fellows work on a project of their choice throughout the duration of the programme under the supervision of expert supervisors. The purpose of the final project is for fellows to reflect on some of the theories, methods, and skills studied during the programme, to consider when these would be appropriate and to apply them in a practical or research context. The topic should be integrative, relate to the content of the program, and have relevance for gender equality issues in the fellow's home country. The project may be an essay addressing a specific gender problem and identifying strategies and suggestions to counter it, a project proposal that outlines all the necessary steps and activities needed to solve a problem and implement a project, a research proposal, or in another form in consultation with module coordinator and the fellow's supervisor(s). By the end of the semester, the fellows present the design and findings of their assignments at an open seminar organized by GEST. Each fellow is assigned a final assignment supervisor, who is an expert in the field in which the fellow is writing. Supervisors will work with respective fellows to offer direction on the final assignment throughout the semester.

As a part of the Module 6, fellows attend sessions on academic writing, reference systems for literature review and research, introduction to the university library, professional development, and how to deliver professional presentations.

Learning outcomes

After successful completion of this module, fellows will have:

- The ability to apply a variety of theoretical frameworks and practical instruments for critical gender sensitive inquiry to their chosen topic, its social context, and policy environment.
- The ability to collect and critically examine the information and data necessary for analysing their chosen topic.
- The ability to identify strategies to address the gender issues discussed in the final assignment.
- The ability to work effectively as independent and self-motivated learners.
- Demonstrated the ability to reference an extensive range of literature and utilise it in the development of analysis and discussion of ideas.
- Demonstrated the ability to effectively communicate the main findings of the final assignment.
- The ability to write a coherent, critically reflexive assignment.

Topics include: Academic writing, grant writing, academic English, time management, goal setting, networking, presentation skills, peer reviewing

Organization, assignments, and assessment

Class meetings take place from **9:30-11:30** and again from **13:30-15:30**. With some exceptions, the first half of the day consists of a lecture while the second half consists of an in-class exercise and discussion of major concepts and ideas. Your active participation is expected and required.

The final assignment in this module is the final assignment for the entire GEST program. UNU-GEST is committed to upholding standards of academic integrity and honesty. The programme adheres to the plagiarism policy of the School of Humanities, University of Iceland (see: http://english.hi.is/school_of_humanities/about_the_school/plagiarism_policy). Lack of academic integrity and plagiarism may cause the fellow to fail in the module and be unable to complete the diploma programme. UNU-GEST uses Turnitin software for plagiarism detection. Fellows can submit their final assignment draft to Turnitin (see link in Moodle) and receive reports that show the percentage and sections where text may have been plagiarized. As a part of the final assignment assessment, all final assignments are assessed using the Turnitin software.

During the first weeks of the semester, the module coordinators will help fellows to form their projects, field of research, approach and to conceptualize ideas. Fellows will submit a **one-page proposal for their suggested topic selection by January 22**.

Once topics have been selected, fellows will be assigned to advisors who will offer guidance and supervise the fellows' work. An effort is made to match the selected topics to the area of expertise of the supervisor. The arrangement of work between supervisor and fellow differs, as some may be in contact via Skype or e-mail, while others prefer to meet face-to-face. Supervisors strive to be accessible to the students for consultation and discussion of the fellow's progress and research throughout the semester. Supervisors will also offer advice to the fellow about forming the approach and theoretical underpinnings of the work.

An outline of your final project is due by 23:55 on March 4 to both GEST and your supervisor. An initial draft is due by 23:55 on April 3 to GEST and your peer reviewer. The final draft of the project is due by midnight May 10, 2020. Your peer review of your colleagues work is due on April 14. Failing to meet any of these deadlines will result in a failing grade for your final project.

During the weeks from **March 5 to March 13**, you and your supervisor will be invited to attend a meeting with Dr. Chandra and Randi Stebbins. You must attend this meeting, even if your supervisor is not able to attend. There will be a link on Moodle for signing up.

Class participation accounts for **20% of a fellow’s final grade in Module 6** and will be assessed on a weekly basis (**maximum 4 points x 31 class meetings**) according to the following criteria:

Grade	Quality of participation/involvement
0	<ul style="list-style-type: none"> ▪ Absent (or present but disruptive).
1	<ul style="list-style-type: none"> ▪ Present, not disruptive but inattentive or uninvolved. ▪ Demonstrates no or very cursory familiarity with assigned reading.
2	<ul style="list-style-type: none"> ▪ Does not evince completion or significant digestion of assigned reading. ▪ Involved only sporadically in discussion and does not offer to contribute. ▪ When called upon, offers only straightforward information without elaboration, analysis, or constructive engagement with peers. ▪ Derails conversation with unrelated or unhelpful commentary.
3	<ul style="list-style-type: none"> ▪ Demonstrates good preparation for class: is familiar with much of the reading and has thought through implications of some ideas found in reading. ▪ Offers some interpretation and analysis of reading (more than just facts).
4	<ul style="list-style-type: none"> ▪ Evinces excellent preparation, has read and fully analyzed assigned texts. ▪ Offers analysis, evaluation and synthesis of ideas found in assigned reading. ▪ Demonstrates class leadership: keeps analysis focused, builds on previous discussion to nuance debate, responds thoughtfully to other students in a way that contributes to cooperative atmosphere; brings independent experiences and local knowledge to enhance transnational understandings.

The **remaining 80% of the grade for Module 6 is from your final project or essay.** Please note that missing any of the assignment deadlines for the module **will result in failure** of the entire module.

Grading for the final project or essay is done by a committee of at least three experts in the field according to the following criteria, each given a grade from one to five:

To what extent is the final paper structured appropriately for its type?

To what extent does the paper engage with critical gender analysis of the chosen issue?

To what extent does the paper express a coherent argument?

To what extent does the paper use and situate itself in the relevant literature and research from its field?

To what extent is the paper coherently and understandably written?

The following categories are given for each final project or essay:

Special Mention: Grade of 9 or higher for final project or essay

The assignment is a work of exceptional quality. The fellow had an impressive application of a range of knowledge, skills, and techniques acquired from studying in the programme. The work shows an excellent critical review and analysis of relevant previous work on the topic selected, exceptional evidence of an effective strategy and activities for bringing on changes that is suitable for the cultural context it is applied to. The fellow indicates a sound ability to analyse the situation, a coherent synthesis of the findings, and outstanding presentation of the work in a clear and well-organised form. The assignment is of such good quality it could be accepted more or less as it stands for implementation or publication. All aspects of the pass classification below must be addressed satisfactorily

Pass: Grade of 5 to 9 for final project or essay

The work shows an appropriate application of a range of knowledge, skills and techniques acquired from studying in the programme. The fellow gives a competent critical review and analysis of relevant previous work on the topic selected. There is good evidence of an effective strategy or activities for bringing on changes, an indication of a sound ability to analyse the cultural context to which it relates, coherent synthesis of the findings, and adequate evidence of the ability to relate the techniques and methods proposed to a particular context. The assignment is presented in a clear and well-organised form. None of the inadequacies in the fail classification below are in the essay, report or proposal.

Fail: Grade below 5 for final project or essay

The work shows a limited application of a range of knowledge, skills, and techniques acquired from studying in the programme. There is an inadequate critical review and analysis of relevant previous work on the topic selected for the assignment, insufficient evidence of an effective strategy for bringing on changes, and no clear indication of an ability to analyse the cultural context to which it relates. The assignment fails to present a coherent synthesis of its conclusions.

The Vigdís Finnbogadóttir Award

Each year, one graduating fellow within the UNU-GEST programme will receive the Vigdís Finnbogadóttir Award. The award bears the name of Vigdís Finnbogadóttir, the former president of Iceland and the patron of the GEST Programme. She was both Iceland's and Europe's first female president and the world's first democratically elected female president. With a presidency of exactly sixteen years, she remains the longest-serving elected female head of state of any country. Women's rights, cultural diversity, the promotion of world peace, and transnational dialogues have been running themes in Vigdís Finnbogadóttir's work, as has her emphasis on gender equality and the empowerment of women.



Vigdís Finnbogadóttir

GEST sets out the following criteria for assignments to be considered for the award: The assignment has to show evidence of sophisticated gender analysis with appropriate academic references and be well structured and written. The assignment has to provide recommendations that address gender issues that are of concern in the fellow's home country. Those recommendations have to be well thought through and practical.

A panel of scholars from the University of Iceland reviews the final assignments of GEST fellows by the end of the semester, makes recommendations for the final grades for the final assignment and their presentation, and selects the candidate for the Vigdís Finnbogadóttir Award.

GEST Grading Assessment

Attendance is compulsory. Fellows are required to attend a minimum of 90% of classes. If fellows are unable to comply with this requirement, they fail the module and thereby the entire programme. To ensure 90% attendance, please be punctual, as being late will exclude you from the lectures. If you are more than 15 minutes late for class, you will not be able to attend the class. If you are sick and cannot attend class it is important to write an e-mail

Grades are awarded in each module on the scale 1-10 where 5 or above is a passing grade. In addition to the grade, you will receive a written feedback on shorter essays/assignments. Upon completing all modules, GEST fellows are provided with, in addition to the certificates, a transcript of records with the modules and grades.

Plagiarism

GEST considers plagiarism a form of academic misconduct and does not allow any practice that involves taking and using another person's work and claiming it as one's own. It is the responsibility of students to ensure that all work submitted towards assessment and grading is the student's own, and that it includes proper referencing and citation using the accepted referencing system.

All students should be made aware of the unethical nature of plagiarism by their instructors, and will receive additional guidance and training in academic writing and referencing systems from GEST.

In order to detect plagiarism, GEST uses the originality checking and plagiarism prevention system *Turnitin*, which compares students' papers against extensive databases of material and checks writing for citation mistakes or inappropriate copying

Access to study material: University of Iceland Intra-Web (UGLA and Moodle)

Upon your arrival to Iceland, you will receive a kennitala (Icelandic ID number). This allows you to request a student login and password from the Service Desk at the University Centre (at Háskólatorg, right beside the bookstore). The login provides access to the internet within the university area and in student housing.

The student login provides access to UGLA (the Owl), the University of Iceland's intranet. On UGLA, students can monitor the progress of their studies and access a variety of information regarding their academic life such as daily news, university calendar and upcoming events, as well as information on courses. Access to UGLA is here: <https://ugla.hi.is/>

Please watch this short [introduction video](#) to UGLA to get familiar with it. You can find an elaborate UGLA handbook after you logged in, [here](#).

Moodle is the main online teaching platform for GEST where all course material can be accessed, projects and papers are submitted, etc. You can access Moodle via UGLA or go to <https://moodle.hi.is> and use the same login and password as for UGLA.

It is important to familiarise yourself with UGLA and Moodle as you will use them every day. In case you have any questions, consult with other fellows or other students in the student housing before reaching out to the UGLA IT service.

GENERAL INFORMATION ABOUT THE UNIVERSITY OF ICELAND (UI)

The University of Iceland was established in 1911 and is the biggest university in Iceland. It pursues most academic disciplines and operates around 40 research institutes. The university is within a short distance of the city centre and has easy access to transport to most parts of the city. Currently, the number of students is about 15,000, with the number of international students steadily increasing. The student society organises a number of events which aim to enhance the university experience. For details about their programme see www.student.is.

The GEST Programme office is housed in one of the newer buildings called Gimli, almost next door to the University Centre (Háskólatorg). The student housing units are only a few minutes' walk away. Teaching sessions take place in various buildings across the campus.



Source: https://english.hi.is/sites/default/files/stjori/hi_yfirlitskort_21.pdf

The National and University Library

The [National and University Library of Iceland](#) provides students and faculties of University of Iceland with library services.

Library cards are free for UI students and students have priority in the library's reading facilities and small meeting rooms during exams. In addition, UI students get a 50% discount on various paid services at the library, such as interlibrary loans, etc.

The library's opening hours are

Mondays-Thursdays: 8:15 -22:00

Fridays: 8:15-19:00

Saturdays: 10:00 - 17:00

Sundays: 11:00-17:00

Icelandic Student Services (Félagsstofnun stúdenta – FS)

The [Icelandic Student Services](#) is a service company for students at the University of Iceland. It operates student housing on campus, Student Career Centre, University Book Store, Student Cafes, preschools, and Háma (campus cafeteria). The FS head office is on the upper floor of Háskólatorg at Sæmundargata 4. The opening hours are Mondays-Thursdays 9:00-16:00, and Fridays 9:00-15:00. The phone number is +352 5700 700 and the e-mail address fs@fs.is.

The University Book Store

The University Book Store is located in Háskólatorg where educational materials and stationary are available.

The University Gymnasium

The [University of Iceland Gymnasium](#) at Sæmundargata is open to all students and staff for a low price. The gymnasium offers timetabled group lessons in the hall and fitness suite facilities. Groups can rent the hall for ball games etc. A sauna is located in the basement of the gymnasium building.

Opening hours are Monday-Friday 7:00-22:00 and Saturday 8:00-18:00. The gymnasium is closed on Sundays.

Passes to the gymnasium are valid for all advertised open sessions in the hall, fitness suite and sauna. You can purchase passes for ISK 9000 at the service desk at Háskólatorg.

Campus cafeteria and Student Cafes

There is a canteen and cafeteria on campus, [Háma](#), in Háskólatorg. Háma is open on weekdays, 8:00 – 19:00, and Saturdays, 9:30-16:00. Háma provides food beverages and hot lunch. Your student card gives you a discount in Háma for the hot lunch.

The [Student Cellar \(Stúdentakjallarinn\)](#), located in the cellar of Háskólatorg is a bar and a restaurant where students gather for social events such as concerts, movies or just to have drinks. Stúdentakjallarinn is open every day from 11:00 to 23:00.

Printing

GEST encourages you to print as little as possible. Please consider the environment before printing any materials. If you absolutely need to print, you can do so at the University of Iceland in different places. Please find more information about how to go about printing [here](#). Scanning is free while printing costs ISK 8 per page B/W and ISK 35 per page of colour.

PRACTICAL ISSUES ABOUT YOUR ARRIVAL IN ICELAND

During your first week at GEST, fellows are required to finalize the residence permit process by visiting the Directorate of Immigration and undergo a comprehensive health check. This process is organized and facilitated by GEST staff. Upon arrival, you will receive an Icelandic ID number (kennitala), which is a prerequisite for all registration systems of the Icelandic Government and the University (bank account, UGLA, Moodle). Upon receiving the kennitala, fellows can open a bank account and sign a contract with the Student Housing Office, located in Háskólatorg. Then you can ask for student login and password from the Service Desk at the University Centre in order to access the internet from your rooms as well as to access the “eduroam” network on campus. You can either bring your own LAN-cable or router to connect to the internet in your room in the student housing or go to the bookstore in Háskólatorg and buy the cable or router there, currently priced at ISK 5900.

Throughout the programme, the GEST team might need to contact you. This will be done principally through the e-mail address you will get through the University of Iceland. We will post announcements on Moodle (the university teaching platform) when needed. Make sure you check your e-mail regularly (clear up space when your account is about to fill up) and provide the GEST team with your phone number once you get a new one in Iceland. [Please bring your mobile phones with you.](#) GEST will provide you with a SIM card with a small amount of credit so you will be able to contact your family upon arrival. After that, you will be responsible for additional credit for your phone throughout the semester.

If your friends and relatives have access to the internet we strongly advise you to communicate with them either via e-mail or by using Skype, Viber, WhatsApp, Messenger or similar.

Travelling to Iceland

GEST books your flights and sends you the e-ticket.

Travel documents

Proof of citizenship is required for international travel. Be sure to bring all necessary documentation (e.g. passport, visa, transit permit) and keep it readily accessible. Also bring a printed copy of your e-ticket.

Visa and residence permit

The visa obtained at the embassy in your home country is a travel visa and is only valid for 90 days. This means that this visa allows you to enter Iceland within these 90 days. Once you get to Iceland GEST will facilitate finalizing your application with the Directorate of Immigration for a residence permit. The residency permit is valid till the end of May.

Baggage

Baggage allowance and policies differ by airlines. It is important that you follow your airline's baggage restrictions. If you choose to bring additional luggage, you will need to cover the costs yourself at the airport.

It's a good idea to put a tag on your bag with your name and contact details. Destination address is: GEST, University of Iceland, Saemundargata 10, 101 Reykjavík, Iceland. Tags are usually provided at the check-in desk at the airport. You should also make sure to keep your baggage receipt, which is a small sticker often attached to your boarding pass or passport when you check-in. This little receipt is very important in case your bag is lost. If your luggage gets lost while you are travelling, the airlines are usually responsible for delivering your bags to your residence once in Iceland. In the unlikely event that this happens, you will have to notify the information desk at the airport, by the baggage claim, before exiting the airport terminal.

Travel to airport

As a GEST fellow, you are responsible for your travel to the airport. The GEST Programme does not cover cost of meals during your travel or reimburse costs if you do not have proof of purchase (receipts). Keep all receipts for later reimbursement but note that GEST may not reimburse all of the claimed cost.

Check-in

Check-in times vary between airports, but it is recommended that you should be at the airport no later than two and half hours before your departure. In some cases, more time is advised. You may be able to check in using a self-service machine at the airport terminal and dropping your bags off at a special baggage drop desk. Otherwise go to the check-in desk designated for your flight. Depending on your ticket you may be able to check in for more than one flight (for instance from Kampala to Nairobi and from Nairobi to Amsterdam). It is good to consult with the staff at the check-in desk whether you can check your luggage in the whole way to Iceland, or if you need to pick up your baggage when you arrive at the connecting airport and check in again for your next flight.

Boarding

Boarding time is usually indicated on your boarding pass and also on information screens at the airport. At the screen you will also see your gate number. Please note that airports do not all have boarding calls. While in transit, the time between flights can sometimes be short and some airlines require the passengers to be at the gate well in time. It is your responsibility to be by your gate in good time before boarding.

Arrival

When you arrive in Iceland you will be picked up at the airport by a taxi and driven to your residence. The driver will have a sign indicating that she/he is from GEST, and will know your destination. GEST staff will meet you at the residence with the keys to your room.

What to bring

Clothes

The weather in Iceland is varied, and it is especially windy. Storms and blizzards are all part of the winter experience. There is also, as you will probably find out the hard way, a grain of truth to the joke that it rains horizontally in Iceland. If possible, it is a good idea to pack good quality boots (sturdy with good grip), warm clothes (wool or fleece); coats or jackets that are warm, wind- and rainproof, as well as sweaters, hats, scarves, woolly socks and gloves or mittens.

Even though it can be cold and windy outside, the houses are warm and cosy. This is because they are heated with geothermal water. It is a good idea to dress in layers, so that you can take your warmer things off when you are inside and then put them on as needed once you go outside. We also recommend bringing swimwear and towels. The swimming pools in Iceland are nice and warm, and going for a swim is a very local thing to do. Bedding – including duvets, pillows, sheets, and covers will be provided by GEST.

Food

We understand that you may want to bring some local food items with you but this may be problematic both in transit and when arriving in Iceland as there are strict regulations about importation of certain food products. Be aware that any food you bring may be confiscated. Note that importing animal products to Iceland for personal consumption from non-EEA states is prohibited.

Computers and communication

Full GEST fellowship participants can apply for the use of a laptop while in Iceland by sending an e-mail to gest@hi.is stating the reason that you are not able to bring your own computer. Please send us your application by **29 December 2019**. ERASMUS+ students are required to bring their own computers but should let us know in cases they absolutely cannot bring one.

There is a number of computer laboratories in several buildings around the University of Iceland campus which are all accessible to students. Please find the location of the laboratories [here](#).

You will be able to access the internet from your room on campus once you have access to UGLA. You will be provided with most of the basic readings by the teachers which you can access online in Moodle, the online learning management system. Please note that you cannot use the internet from your room on campus until you have signed the housing contract. That can take up to one (max. two) weeks. However, you can use the internet (eduroam) from other areas of the campus from the day you go to the service desk and received the student login. You can also access eduroam in the shared kitchens of the student housing. Find instructions [here](#).

PRACTICAL INFORMATION ABOUT LIVING IN ICELAND

Accommodation

During your stay in Iceland, you will be living in student housing at the University of Iceland campus. You have been allocated individual rooms by the Student Services (FS) at Gamli Garður, Oddagarðar and Ásgarðar on Eggertsgata.

In all residencies, a bed, a desk and a chair are provided in each room. In Oddagarðar and Gamli Garður, each floor of 7-10 rooms shares a kitchen which is fully equipped, and in Gamli Garður the bathrooms are shared. The rooms in Eggertsgata are in shared apartments. Two persons live there together and share a kitchen and bathroom. The buildings have a common laundry room and a bicycle storage facility on the ground floor of each house. All rooms are connected to the internet via the University of Iceland's Ethernet and Internet connection (HI-net).

Fellows are required to clean their own rooms on a regular basis. Before departing Iceland, the rooms need to be cleaned especially well.

GEST is pleased to provide you with accommodation as a part of your scholarship, but expects in return that the fellows respect their new home by keeping the facilities in order. Regular tidying, including washing rooms, bathrooms, duvets/pillows/mattress contributes to your health and well-being during your stay in Iceland. If the rooms are left in poor shape by the end of the semester, the Student Housing and Services can be expected to require you pay for extra cleaning – which can be very expensive.

Therefore, we want to encourage you to clean your rooms at least every two weeks by:

- Sweeping/washing the floors and wiping off the dust
- Using bed-linen to protect the mattresses and duvets/pillows from getting dirty
Washing the bed-linen (bed sheet, duvet and pillow cover) regularly
- For those staying in **Oddagarðar** and **Eggertsgata**: Clean the bathrooms: the toilet, sink, shower and floor as well as the shower curtain every now and then - it can go into the washing machine on 30°.

For **Gamli Garður**: You are responsible for cleaning your rooms, and the kitchen. There is a cleaning schedule in each kitchen that you should follow, but of course you should always clean after yourself when you have used the kitchen.

If you want extra bed-linen, please approach GEST staff for additional items.

Please ask your fellow students at your residence, especially those who have lived there for some time, for advice on how to access cleaning products and equipment. If something is not clear, please do not hesitate to contact GEST staff.

Strict house rules apply in student housing and we ask you all to acquaint yourselves with them when you arrive.

SMOKING IS STRICTLY FORBIDDEN IN ANY STUDENT HOUSING, THIS INCLUDES YOUR PERSONAL ROOM. Please abide by the rules posted in common areas of the residencies as well as [online](#).

Emergency telephone number

The emergency telephone number for police, ambulance or fire is 112. Note that phone calls to 112 from coin-operated phones are free.

General Business Hours

The opening hours of most businesses are from 9:00 until 17:00.

Shopping hours are generally from 9:00 or 10:00 until 17:00 or 18:00 during the week (Monday to Friday). On Saturdays, many shops are open only for a few hours from 10:00 or 11:00. Most shops are closed on Sundays except for grocery stores and larger malls.

Finances

The scholarship covers the cost of food and other daily needs. You need to apply for your own bank account. You will be provided with more detailed information in the welcome folder upon your arrival. When your bank account has been established, you will receive a debit card for your use. Your scholarship money will be transferred into your account every month.

The unit of currency used in Iceland is the Króna or “crown,” abbreviated ISK or ikr. Most shops and businesses accept major credit- and debit cards so it is not generally necessary to carry much cash. Debit and credit cards are commonly used in Iceland even for small transactions. The major credit cards used in Iceland are VISA and Eurocard/Mastercard but Diners and American Express are also accepted in Iceland. It is best to exchange your money into ISK in Iceland, and re-exchange any surplus before you leave, as foreign banks may not deal in ISK. You can exchange your money at the bank at the airport on arrival and departure and in all major banks.

Please note that it is a good idea to bring some Euros or US dollars with you to use while in transit in Europe and over the first weekend when you arrive. On some of the flights you may also have to pay for your meals on board.

On campus, there is an ATM in Háskólatorg.

Getting Around

Yellow pages

The yellow pages are a telephone directory of businesses and individuals in Iceland. The online directory, www.ja.is also offers links to websites and on-map location, and is therefore a very useful resource. There is also a já app available in most phone-app-stores.

Transportation

When it comes to public transportation Reykjavík has an excellent bus system (called Strætó in Icelandic) with regular services to and from all of the city's major towns and attractions.

Strætó lists all routes and schedules online at www.bus.is or www.straeto.is, and also offers a free online app for your smartphone: <http://www.straeto.is/app> that allows you to locate buses and pay for rides once you have put in your debit or credit card details.



One-way fares cost 470 ISK and can be bought on the bus, either by cash or via your smartphone in the Strætó app. You can also buy tickets in Háma, the University cafeteria or in 10/11 stores downtown. But we really recommend you download the app as it is the easiest.

Note that no change is given on the bus and you will need to have the correct amount (no debit cards accepted!). When you pay for your bus fare using currency or a ticket, be sure to ask for a transfer ticket, or "skiptimidi" in Icelandic. The transfer ticket is the fare for your second bus trip, as long as it is taken within 75 minutes of receiving the transfer ticket. When you pay using the app your app-based ticket is valid for the same time as the transfer ticket.

Taxis are very expensive in Iceland, but Hreyfill (phone: 588 5522) and BSR (phone: 561 0000) can be called for shorter rides when needed.

For bus tours outside of the city, see either the services offered by stræto or www.bsi.is, the central bus station. For domestic flights, visit: <http://www.isavia.is/english/passengers/domestic-flights/>. There are a number of car rentals in Reykjavik for those who wish to rent a car for exploring Iceland. Please make sure that your driver's license is valid for driving in Iceland if you are interested in renting a car.

In case you plan to travel around Iceland by yourself it is very important to check safetravel.is and road.is. These websites publish travel warnings as well as information about road conditions. Make sure to always check them before leaving Reykjavík.

Health Issues

As the climate in Iceland is different from what most of you are used to, please make sure to do everything to stay happy and healthy. We recommend going for short walks every day, eating healthy and nutritious food and getting enough sleep. As there is not much daylight during the first weeks of your stay in Iceland, we recommend that you to take Vitamin D. Vitamin D deficiency is very common in Iceland due to the lack of daylight. Most Icelanders grow up taking Lýsi, which is rich in vitamins and omega3. You can get it in the grocery store.

In case you have a sore throat or a cold, which can happen due to the cold and windy weather, we recommend that you stay hydrated, drink hot ginger tea with honey and stay at home to get some sleep. You can get some cold medicine, nasal spray or throat tablets in the pharmacy without a doctor's prescription. If you develop a fever or the cold/pain continues over days, we recommend that you stay home and warm. If you haven't gotten better within a few days, we recommend that you go and see a doctor.



Examples of Vitamin D

If you are feeling sick and cannot come to class, please send an e-mail to gest@hi.is and the module coordinator and state the reason why you are not able to come to class.

Medical insurance

Please note that the medical insurance covered by GEST is **for emergency cases only**, for example if you have an accident or acutely need to be admitted to a hospital during your stay in Iceland. You are insured for up to 2,000,000 Icelandic krónas (ISK) (around 16,000 EUR) but there is a self-insurance of the amount of 50,000 ISK (around 408 EUR). The self-insurance or 'own risk' amount of 50,000 ISK means that in case you need to go to the hospital or a health centre, which is not an emergency you must cover the cost yourself up to 50,000 ISK. After the cost has reached 50,000 ISK the insurance will cover it up to 2,000,000 ISK. If you need to visit a health centre/GP due to cold or a fever, you will need to pay for that yourself (the cost for this can be up to 9,000 ISK or more).

The insurance does not cover chronic illnesses and diseases that you might already have. In case you are battling a chronic illness or are being treated by regularly taking medications, it is important to bring all necessary medications that you are using with you to Iceland for the 5-month period, since it can be difficult and very expensive to obtain that in Iceland. When traveling from Malaria-stricken areas, please make sure to have a test before leaving your home country and have proper treatment there as health facilities in Iceland might not easily detect Malaria cases.

The insurance does not cover costs for contraception, maternal or prenatal health care. Contraception is easily accessible in Iceland. Condoms can be bought in supermarkets and pharmacies and the birth control pill can be prescribed by the general practitioner. The morning-after pill can be bought in the pharmacy without prescription. If at any time you suspect you may be pregnant or have contracted an STD, please do not hesitate to seek assistance with the general practitioner.

Health Clinic

Your nearest clinic is the Seltjarnarnes Health Clinic ([Heilsugæslan Seltjarnarnes](#)), Suðurströnd, 170 Seltjarnarnes, tel. 513-6100 and e-mail: seltjarnarnes@heilsugaeslan.is

Take bus nr. 11 from the National Library (Seltjarnarnes direction) to Eiðistorg (5 min walk from there to the clinic).

Weekdays (Mondays to Fridays)

8:00-15:30 – walk in hours to meet a nurse

16:00-18:00 – walk in hours to meet a doctor

An appointment with a doctor at the clinic costs approximately 10,000 ISK, and an unscheduled visit between 16:00 and 18:00 costs approximately 14.100 ISK. You will need to register with your personal ID number (kennitala) at your first visit. If you get medicine prescribed, it will be registered in your kennitala and you can go to any pharmacy to pick it up. Please note, that you will need to pay for the medicine. We advise you to bring any regularly needed medicine with you to Iceland as the same medicine might be unavailable in Iceland.

If you need a doctor later in the evening or on the weekend, there is a clinic [Læknavaktin](#) in Austurver (Háaleitisbraut 68) 103 Reykjavík, tel. 1770, laeknavaktin@laeknavaktin.is (20 minute drive from campus) that is open between 17:00 and 23:30 on weekdays and 9:00-13:30 on weekends. You do not need to make an appointment, but if you wish to call the clinic beforehand, you can call 1700 and a nurse will advise you. You can check the Straeto website to see exact bus routes.

For emergencies, call 112.

Pharmacies

Pharmacies are listed in the telephone directory (yellow pages: www.ja.is) under "Apótek" and are normally open: Monday-Friday: 9:00-18:00 and Saturdays 9:00-16:00.

The nearest pharmacies to the University are:

Apótekarinn at Eiðistorg 17, Seltjarnarnes. Opening hours are Monday-Friday 10:00-18:00.

Lyfja at Hafnarstræti 19. Opening hours are Monday-Friday 9:00-18:00 and Saturdays 11:00-16:00.

Lyfja in Fiskislóð 3. Opening hours are Monday-Sunday 8:00-24:00.

There are also pharmacies open during nights and weekends, if you need something urgently, you should check on google for them.

University Psychological Counselling

The University of Iceland offers short-term, individual counselling for psychological problems. You are required to make an appointment well in advance. Find more information [here](#).

Stígamót – Education and Counselling Center for Survivors of Sexual Abuse and Violence [Stígamót](#) provides free individual counselling for survivors of rape, sexual molestation, sexual harassment, pornographic exploitation and prostitution. The service is available for people of all genders. The people at Stígamót do not identify themselves as providers of traditional therapy, but rather as a support and counselling service for those seeking to learn and engage in self-help. Often people seek support many years after they were violated. It is never too late to begin the healing process.

Stígamót is located at Laugavegur 107, 105 Reykjavík, opening hours are Monday, Tuesday, Thursday 9:00-18:00, Wednesday 13:00-18:00, Friday 9:00-16:00. Questions can be sent by email or information requested by phone.

Phone number: 562-6868 / 800-6868, e-mail: stigamot@stigamot.is

Shopping

There are two larger shopping malls in the Reykjavik area, [Kringlan](#) and [Smáralind](#). Neither mall is within walking distance from campus, but both are easily accessible by bus. There are also many outlet stores in the **Skeifan** area, a 15-minute bus ride from the student housing.

In the downtown area, **Laugavegur**, which is around a 20-minute walk from the University campus, you can find boutiques, designer labels, arts and crafts galleries as well as pharmacies and grocery stores.

There are lots of second-hand stores downtown with a nice and cheap variety of clothes, which we highly recommend for you to get warm winter clothes, coats or shoes: [Hertex](#), [Red Cross Store](#), [Fatamarkaðurinn](#), [Flóamarkaður Konukots](#).

Every Saturday and Sunday throughout the year, from 11:00-17:00, Reykjavik's flea market [Kolaportið](#) is located at Tryggvagata down by the harbour. There you can get a variety of second-hand clothes, books, and some local food at a lower price.

Food and Drink

Groceries

For groceries, prices differ considerably between stores. There is a [small convenience store on campus](#), which may be slightly more expensive than others found in the city. As it's open during nights and on weekends it can be convenient if you urgently need something.

The most popular and inexpensive supermarkets are [Bónus](#) and [Krónan](#), but you may need to find specialty stores for spices and food items from home. Stores that sell a variety of Asian, Middle Eastern as well as African products are Mai Thai on Laugavegur, Vietnam Market on Suðurlandsbraut, Dai Phat Supermarket on Faxafen and AfroZone Ehf on Lóuhólar.



Closest supermarkets and grocery stores to the student housing:

- **Bónus** at Hallveigarstígur 1, 101 Reykjavík.
- **Krónan** and **Bónus** at Fiskislóð 15-21, 101 Reykjavík.
- **10-11** at Eggertsgata 24 on campus. It is considerably more expensive than Bónus and has little fresh food, but it is open around the clock.
- [Melabúðin](#) at Hagamelur 39. A very cosy local grocery store next to the neighbourhood swimming pool, but rather expensive.

Alcohol

Wine, liquor and beer can ONLY be bought at the state liquor outlets called [VÍNBUÐIN](#). Store locations and opening hours can be found on their [website](#).

Swimming Pools

The swimming pools in Iceland are wonderful and you can swim outdoors even during the winter. This is because the pools, like the houses, are heated with geothermal water. Do pack your swimming suits as it is wonderful to float in the warm water and see the snowflakes drift above you. In Iceland, people survive the darkness and cold of the winters by going to the pool every day. So, we highly recommend that you do the same!



There are different [geothermal swimming pools](#) (sundlaugar). The swimming pools are most often outdoors and usually have hot pots, steam-bath and sauna as well.

The closest swimming pools to the University are:

Vesturbæjarlaug at Hofsvallagata. The opening hours are Mon-Fri: 6:30 -22:00, Sat-Sun: 9:00-22:00.

Sundhöllin at Barónsstígur 45a. Sundhöllin is the oldest swimming pool in Reykjavík, built in the 1930s.

The opening hours are Mon-Fri 6:30-22:00 and Sat-Sun 8:00-22:00.

Laugardalslaug at Sundlaugarvegur 30. The opening hours are Mon-Fri 6:30-22:00 and Sat-Sun 8:00-22:00.

More information on swimming pools in Iceland: <https://sundlaugar.is/?lang=en>

Also, check out the Thermal Pool Rules (<https://icelandmag.is/article/wash-thoroughly-without-swimsuit-or-how-behave-geothermal-swimming-pools>). It is very important to shower without swim suit and properly before entering the pool.

Weather

The weather in Iceland changes a lot and is generally pretty unpredictable. You can have snow, rain, sun, storm, and fog, all in one day! Check out this [video](#).

Even though the extreme weather changes are a part of your Iceland experience, we are of course hoping that the weather will behave this semester. Remember to dress according to the weather and keep track of the weather forecast especially from January until March. The Icelandic Met Office updates weather forecasts on a regular basis. You can check their [website](#) or download their app (just put “vedur” into your phone’s app store).

You might also notice that Icelanders talk a lot about the weather so that is always a go-to topic when in doubt about how to initiate a conversation! Here’s an example:

Icelander: Góðan daginn!

You: Hi, I don’t speak Icelandic, I’m from [insert country]. Wow, it’s really cold around here, how on earth do you stay warm here?

Icelander: [Talks to you about the weather for 5 minutes and is now your new friend]

When the weather is about to get worse, the Met Office publishes alerts on the top of their website, also to be found on: <http://en.vedur.is/alerts>. The alerts are colour coded:

Yellow will be shown on a map of Iceland indicating where severe gales, storms or floods are expected.

Orange means bad weather and tells people to be careful when going out and traveling.

Red indicates really bad weather, which will not pass you by easily! Hopefully, we will not see that during your stay.

Green means everything is fine again, and it is usually used after alerts have been raised to yellow or red. It then means that the weather has settled.

And on to the nice thing nature can give us in this country: The Aurora Borealis or Northern Lights during the evenings and nights when it is dark and the sky is clear (and usually rather cold). On this [link](#) you can keep track of when they may be easily spotted in and around Reykjavík. We hope that most of you will see them during your stay here.

GENERAL INFORMATION ABOUT ICELAND

Iceland is located in the North Atlantic Ocean. It is the second largest island in Europe, with an area of about 103,000 km². Its location on the Mid-Atlantic Ridge makes Iceland volcanically and geologically active and the volcanism has defined Icelandic landscapes in various ways with different types of volcanoes, glacial rivers, glaciers and sand fields. The frequent volcanic activity makes the Icelandic landscape change rapidly. The volcanic eruption in Eyjafjallajökull in 2010 made headlines when it affected air traffic in Northern Europe. The eruption took place in a remote area of Iceland and had little impact on life in Reykjavik. A new island, Surtsey, was formed south of the mainland in 1963, and a major eruption took place in 1973 when a volcano on the island Heimaey spilled lava into the town of Vestmannaeyjar. About 75% of the land is more than 200 meters high with most of the land being high plateaus and mountains. Its highest peak, Hvannadalshnúkur, rises to 2,110 m. Glaciers cover 11,200 km², including Vatnajökull the largest glacier in Europe, while suitable agricultural land only covers 1,400 km². Only the coastline is inhabited, and there are no inhabitants in the central highlands. The population of Iceland is about 339,000 with about 67% of the population, or 228,000 people living in the capital area.

History- The republic of Iceland

Iceland was settled by Nordic people in the years around 874 AD and in about 930, the Icelandic settlers founded one of the world's first republican governments. The Old Commonwealth Age, described in the classic Icelandic Sagas, lasted until 1262, when Iceland lost its independence and became a Danish colony. In 1918, it regained its independence from Denmark, and in 1944 the present republic was founded. Iceland has a written constitution and a parliamentary form of government. The president is elected by direct popular vote for a term of 4 years, with no term limit. The president's role is mostly ceremonial. Most executive power rests with the Government. Alþingi is a legislative body of 63 members from 6 districts elected for a term of 4 years by popular vote. A cabinet of ministers stays in power until the next general election or a new government is formed. There are currently nine ministers and one prime minister. The ministers sit in Alþingi, but if they have not been elected, they do not have the right to vote in parliament.

According to Iceland's constitution, ratified in 1944, the government is divided into three branches, the legislative, the judicial, and the executive branches. Alþingi, where laws are made and amended, is the legislative branch. Executive branches, such as the ministries, directorates and various other government agencies, carry out laws. Judicial power lies with the Supreme Court, Court of Appeal, and the district courts.

About Reykjavik



Reykjavík is a dynamic small capital, with a large number of restaurants, cafés, pubs, bookstores and puffin-shops. Reykjavik held the prestigious title of “European City of Culture” in the year 2000; a welcome recognition of the energetic and colourful cultural life of the capital. It has the best of both worlds: the qualities of a modern, forward-looking society are complemented by a close connection to beautiful and unspoiled nature in the city's vicinity.

The population of the city is about 228,000 including its suburbs and nearby villages. Reykjavik is spread across a peninsula with a panoramic view of the mountains and the Atlantic Ocean on almost all sides. In the spring, you can sit by the harbour at almost midnight and watch the sun dip slightly below the horizon before it makes its way up again.

For practical information and events in Reykjavik, see visitreykjavik.is. Grapevine.is also offers a useful overview of news and events in Reykjavik. For those who are news thirsty, [RÚV English](#) offers a local news service in English by The Icelandic National Broadcasting Service.

Administration

Ministries, committees and government institutions are the administration. The administrative authorities make various decisions regarding the rights and obligations of individuals.

In order to protect the rights of individuals there are various laws that the administration must adhere to.

Official Language

Icelandic is the native tongue of Iceland. It belongs, along with Norwegian and Faeroese, to the West Scandinavian branch of the North Germanic family of languages. Morphologically it has remained the most conservative of the Scandinavian languages, retaining, for example, three genders and a full system of case endings for nouns and adjectives. It is the same language that was spoken by the original Norse settlers from western Norway in the ninth and tenth centuries with, of course, the addition of modern vocabulary. Most Icelanders, particularly those of the younger generation speak good English, and visitors can easily ask for directions and assistance in English.

Research

The Icelandic system of research and development is a multilevel system with a dispersed decision-making structure. It has a number of fully-fledged research institutions, essential funds and a strong force of well-trained scientists, and covers all major fields in science and technology. Icelandic scientists face a challenging task of maintaining the quality and range of research activities. Concentration of research in key areas is important in order to optimize resources. Science and technology have been divided at an institutional level, reflecting a particular historical development and institutional division of labour.

Religion

About 60% of all Icelanders officially belong to the state supported Evangelical Lutheran Church of Iceland. However, it is estimated that only 2% of Icelanders attend church services on a regular basis. There is a small community of Muslims in Iceland, information is found here:

<http://www.islam.is/podlinki/english/english.htm>

The main Catholic Church is located near campus, information on parish life and services is found here:

<http://en.catholica.is/>

Some other religious groups are, e.g.:

<http://filadelfia.is/english>

<http://www.orthodox.is/>

Climate

Iceland enjoys a much milder climate than its name and location adjacent to the Arctic Circle would imply. A branch of the Gulf Stream flows along the southern and the western coast which greatly moderate the climate. However, this brings mild Atlantic air in contact with colder Arctic air resulting in a climate that is marked by frequent changes in weather and storminess. Furthermore, this leads to more rainfall in the southern and western part than in the northern part of the island. The summer tourist season is from late May to early September. During the first half of this period the sun stays above the horizon for almost 24 hours and the interplay of light and shadows on mountains, lava fields and glaciers yield an ever-changing landscape. However, even during the middle of summer the sky is frequently cloudy or overcast and the sunshine does not warm the air much. Hence, during daytime the air is usually cool (“refreshing” is the local euphemism) and cold during night times.

Food

Icelandic cuisine has a long history. Important parts of Icelandic cuisine are lamb, dairy, and fish, due to Iceland’s proximity to the ocean. Popular foods in Iceland include skyr (similar to yoghurt), hangikjöt (smoked lamb), kleinur, laufabrauð and bollur (baked goods). Points of pride are the quality of the lamb meat and seafood.

Other local ingredients that form part of the Icelandic chef's store include seabirds and waterfowl (including their eggs), salmon and trout, crowberry, blueberry, rhubarb, Iceland moss, wild mushrooms, wild thyme, lovage, angelica and dried seaweed as well as a wide array of dairy products.

Animal products dominate Icelandic cuisine. Popular taste has developed, however, to become closer to the European norm, and consumption of vegetables has greatly increased in recent decades while consumption of fish has diminished. Fresh lamb meat remains very popular.

In the capital, Reykjavik, you can find many diverse restaurants and fast food chains that serve everything from Icelandic cuisine, to American and Italian cuisine, as well as Middle Eastern cuisine.

Water

The water from the tap in Iceland is very drinkable. The warm and hot water sometimes smells like rotten eggs which is because of the sulfur coming from the ground due to volcanic activity. This is nothing to worry about. If you want to drink hot water or have some tea, just heat up the cold water with the kettle as the water otherwise can have this unpleasant taste.

We recommend that you buy yourself a nice bottle which you can refill as the cold tap water in Iceland has very good quality and it's environmentally friendly. One trick is to always let the cold water run for some seconds before you fill your glass or bottle to get the sulfur smell out.

Energy

Situated on the Mid-Atlantic Ridge, Iceland is a hot spot of volcanic and geothermal activity. Thirty post-glacial volcanoes have erupted in the past two centuries, and natural hot water supplies much of the population with cheap, pollution-free heating. Geothermal heating of houses began around 1930, and today all of Reykjavik is heated by the Reykjavik Energy district heating system.



Throughout Iceland, about 90% of the population now enjoy geothermal heating (not all parts of the country have utilizable hot water resources). The hot water that comes running from the faucets in houses in Reykjavik comes from Nesjavallavirkjun and can be up to 80°C so people should be very careful when using it. Rivers are, moreover, harnessed to provide inexpensive hydroelectric power. The electrical current is 220 volts, 50 Hz. Electricity in Iceland uses the Europlug/Schuko-Plug (CEE types), which has two round prongs.

Economy

The economy is heavily dependent upon fisheries, which are the nation's major resource, and almost 60% of all exports are made up of seafood products. Yet only a small proportion of the workforce is active in this sector (5% in fishing, 6.2% in fish processing), and over 50% of the workforce is employed in services, public and other.

Iceland is a member of the European Free Trade Association (EFTA) and the European Economic Area (EEA).

Time

Local time in Iceland is Greenwich Mean Time (GMT) all year round. This is hour later than Central European Time during winter but two hours later in the summertime.

PRACTICAL INFORMATION ABOUT YOUR DEPARTURE

Since we talk about arriving in Iceland and living in Iceland, we should also talk about your departure. If you borrowed a computer from GEST, you have to return it no later than the 22nd of May. We also recommend that you close your bank accounts a few days before you leave Iceland. Please try not to leave too much food behind, and in case you do, please give them to your kitchen mates or other students, to limit food waste. If you wish to leave clothes behind, we recommend that you deliver them to a Red Cross container. You may not leave belongings behind in your rooms.

You will all depart Iceland the weekend after your graduation. A bus will pick you up at the student housing and take you to the airport. The departure times will be announced to you via email closer to your departure. Please leave your rooms clean and leave the duvets and linen on your bed. GEST staff members will be at Gamli Garður, Sæmundargata and Eggertsgata to collect the keys.

MORE USEFUL LINKS

[Practical information](#) by the University of Iceland about the University, accommodations, and living in Iceland.

University of Iceland [Handbook for new students 2018-2020](#)

University of Iceland [Guide for International Students](#)

[W.O.M.E.N. Iceland](#)

[Online language course](#) for Icelandic basics

[Multicultural Information Center](#)

[What's on](#) in Reykjavík

Icelandic [Red Cross](#)

Annex: Rules of Procedure on the Response to Gender-related and Sexual Harassment and Other Sexual Violence of the University of Iceland

Rules of Procedure on the Response to Gender-related and Sexual Harassment and Other Sexual Violence.

Revised rules of procedure approved by the University Council 1 March 2018

Article 1 Objective

Gender-related and sexual harassment and gender-related and sexual violence (hereafter referred to as offences), committed by a staff member or student at the University of Iceland (UI), are strictly forbidden. Such behaviour is neither tolerated in relations between staff and students, relations between staff members, relations between students nor relations between UI staff members or students with individuals who are not considered staff members or students at UI, provided that the relations take place in connection with UI operations.

The objective of these rules of procedure is to ensure that resources are in place should a party, as defined in paragraph 1, consider herself/himself as a victim of such an offence.

Article 2 Concepts

The term **gender-based harassment** refers to behaviour that is related to the gender of the person subjected to it, is unwelcome, and has the purpose or effect of violating the target's dignity and creating circumstances that are threatening, hostile, humiliating, or offensive. The harassment may be physical, verbal or symbolic. A single incident may be deemed gender-related harassment.

The term **sexual harassment** refers to any kind of unwelcome sexual behaviour which has the purpose or effect of violating the target's dignity, particularly if such behaviour leads to threatening, hostile, humiliating, or offensive circumstances. Such behaviour may be verbal, symbolic and/or physical. A single incident may be deemed sexual harassment.

The term **gender-based violence** refers to violence committed on the basis of a person's gender which leads to or may lead to physical, sexual, or psychological harm or distress for the victim, as well as a threat thereof, coercion or arbitrary deprivation of liberty, both in private life and public field.

The term **sexual violence** refers to an offence against an individual's sexual freedom which is declared punishable in Chapter XXII of the General Penal Code.

The term **staff members** refers to any and all individuals employed at the University of Iceland, whether they are permanent or temporary employees, sessional teachers, or work for the University as contractors or subcontractors.

The term **parties to the case** refers to those said to have committed an offence and those said to have been the target(s) of the offence.

Article 3 Professional Council

The University Council appoints a [Professional Council](#) which role is to process cases relating to the aforementioned offences committed by staff members or students of the University of

Iceland. The Professional Council shall be appointed for a three-year term. The appointed chair shall be an individual who has professional knowledge and experience in handling cases of this nature and is not an employee at UI. In addition to the chair, one member nominated by the UI Division of Human Resources and one member nominated by the UI Student Counselling and Career Centre shall be appointed. The University Council shall also appoint three members as alternates, in accordance with the same rules.

Care must be taken to ensure that nominations comply with the provisions of Article 15 of the Act on Equal Status and Equal Rights of Women and Men, no. 10/2008.

The role of the Professional Council is to receive and investigate complaints and reports regarding offences committed by staff members or students of UI, provide supervisors of the academic or work units of the parties to the case with an observation on these complaints and notices, and propose reforms as applicable. The Professional Council shall furthermore advise UI authorities on preventative measures that might be taken against such offences. The Professional Council shall take into account the provisions of the Administrative Procedure Act, no. 37/1993, particularly concerning the right to be heard, duty to investigate, equal treatment of parties, and prompt handling, as applicable. The Professional Council shall establish further guidelines for their work practices.

A representative from the Division of Human Resources and the UI equality officer work with the Professional Council.

Article 4 Complaints

Anyone wishing to submit a complaint regarding an offence committed against them, either currently ongoing or in the past, by a staff member or student at the University of Iceland or anyone wishing to report an offence which they have reasoned suspicion or knowledge shall contact one of the [three members of the Professional Council](#) or the [UI equality officer](#).

UI staff members may also contact their immediate superior. If this individual is the one deemed to have committed the offence, the staff member may turn to the superior's superior. Students may also contact their faculty dean or, depending on circumstances, their school dean.

Anyone receiving such a complaint or report shall immediately refer the matter to the Professional Council for processing.

Article 5 Processing of cases and the observation of the Professional Council

Upon receiving a complaint or report of an offence, the Professional Council shall summon the accused to a meeting to examine his/her position regarding the complaint or report. If a report is submitted by an individual other than the assumed victim of the offence, the Council summons the assumed victim to a meeting to examine their position on the report. Following the interviews with the parties to the case, the Council determines whether the case shall be formally processed. The Professional Council shall have unrestricted access to pertinent files in the University and faculty archives.

If the Professional Council decides to formally process a case, it shall notify the supervisors of the academic or work units of the parties to the case, as needed. The supervisors shall, having consulted with the Professional Council, take any necessary measures concerning the academic

or work arrangements of the parties to the case. Efforts shall be made to reach an agreement regarding work arrangements whilst the matter is under review. The complainant or assumed victim of the offence may not be transferred to another position because of gender-based or sexual harassment or violence without having requested this her/himself.

The Professional Council shall thoroughly investigate the matter, e.g. by interviewing the parties involved and, as appropriate, their co-workers or other individuals who may be able to shed light on the case. The Professional Council shall offer the assumed victim of the offence professional assistance from a psychologist, social worker or other therapist with specialist knowledge of the offences involved. Should the person in question wish to report the matter to the police, the Professional Council shall assist in this as far as possible.

After the investigation is concluded, the Professional Council shall issue an observation outlining its conclusions to the parties involved, as well as to the supervisors of their academic or work units. Should the Professional Council deem that an offence has been committed, it shall submit a proposal to the supervisor of the relevant academic or work unit concerning the appropriate response. The supervisor shall then determine the most appropriate course of action, in consultation with the Division of Human Resources or the Student Counselling and Career Centre. The final decision in such cases shall be taken in accordance with the law and UI regulations.

Article 6 Confidentiality

Unless the law dictates otherwise, the Professional Council and others involved are required to treat individual cases as confidential.

Article 7 Statistical information

The Professional Council shall record and maintain statistical information on cases it receives. This information shall be published annually.

Article 8 Entry into force

These Rules of procedure, established based on Article 2 of the Regulation for the University of Iceland, no. 569/2009, and in accordance with the Act on Equal Status and Equal Rights of Women and Men, no. 10/2008, and the Regulation on bullying, sexual harassment, gender-based harassment and violence at the workplace, no. 1009/2015, shall enter into force upon being approved by the University Council.