

## History of Feminism in Education

Code: 105793  
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Teachers

Meri Torras Francés  
Maria Montserrat Rifà Valls

### Prerequisites

None

### Objectives and Contextualisation

The main goal of this subject is to construct a history of feminism in education through the essential questioning, theories, methodologies and interpretations in the development of historical research. The focus of the course is to understand those pedagogic practices located at the margins of education and, at the same time, engage in the writing of a feminist history from the margins. Feminist contributions will shape the histories and narratives constructed from the present of education, for a research based on experiential narratives, subjectivities, bodies and affects. The subject tackles the interaction between feminism and education from a historical perspective, visibilizing simultaneously the history of vulnerable communities and those of the so labelled 'others' in education, feminist strategies in historical research and the pedagogical initiatives which have sprung from them. This re-construction of subdued knowledges and invisibilized lives of vulnerable collectives and subjectivities entails learning new forms of narrating and documenting education.

### Competences

- Advise on socio-educational action processes to promote citizen participation in equality issues.
- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Interpreting and interrelating the conceptual bases of feminist theories.
- Proposing corrective actions of the violences that trigger the types and degrees of discrimination on the basis of sex, gender and sexual orientation.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Identify the different socio-educational models in history and their contribution to the generation, reproduction or overcoming of inequalities.
2. Identify the inconsistencies present in educational, social and professional practice, between the theoretical discourses on gender equality and everyday events.
3. Incorporate the concepts of postcolonial, feminist and intersectional perspectives for the analysis of the different socio-educational realities.
4. Propose activities that contribute to becoming aware of the consequences of a differentiated socialization based on the sex of the people.
5. Propose coeducation practices from gender diversity.
6. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
7. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
8. Use non-sexist resources and alternatives in work spaces, education and coexistence.

## Content

### UNIT 1. HISTORY AND PROBLEMATIZATION OF THE PRESENT

Preposterous history of education.

Subdued knowledges, objects and settings of everyday life

Situated knowledge versus universal knowledge

Evolution and transformation of gender roles in education

History of the education curriculum and didactic materials from a gender perspective

### UNIT 2. SUBJECTIVITIES AND EXPERIENCES IN THE HISTORY OF FEMINISM IN EDUCATION

Feminism and education in western history

Decolonized feminism: epistemologies, methodologies and southern bodies

New materialisms: corporealities (the incorporeal), relationality and affects

Queer theory and phenomenology: perceptions, desires, learning processes

Resistances, vulnerabilities and agency in women's history

### UNIT 3. FEMINIST NARRATIVES IN EDUCATION

Narrative construction in the history of education from feminist perspectives

Methods, sources and techniques of feminist historical research

Memory production: feminist trajectories and narratives in education

Cultures, genres and poetics of the body

Narratives of women education and pedagogy, degenerated pedagogies

## Methodology

The subject will follow Project Based Learning methods (PBL). The students will choose a project to develop after a number of lectures and an initial essay. They will be provided with relevant material in the first stages of their project. These projects will be divided in several phases, and they will include the following tasks:

Readings and reflections on the project's texts

- Data research and construction of a historical research problem
- Historical research through case studies
- Filming and edition of a documentary on the studied cases
- Oral presentations

The students will also be supervised throughout the development of their Project.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading, comprehension and essay writing	25	1	1, 3, 7, 6
Type: Supervised			
Data research and construction of a historical research problem	0	0	1, 2, 7, 6
Historical research through case studies	0	0	1, 2, 3, 4, 5, 6
Oral presentations	0	0	1, 2, 3, 4, 5, 7, 6, 8
Type: Autonomous			
Filming and edition of a documentary on the studied cases	0	0	4, 5, 7, 6, 8

## Assessment

The timeline of the subject will be the following:

- The student will individually prepare a narrative through objects and settings in the appropriate historical contexts and theories of education with a gender perspective (15%)
- In groups, the students will develop a project that will follow these phases: readings and reflections (20%); drafting and conducting the research (25%); filming and editing of a documentary (25%); oral presentation (15%).

Throughout the process, the students will be informed through Moodle of the procedures and revisions of their qualifications.

Reassessment. Those students who have not passed one or more assessed items but who have attended the classes and followed the subject will be given the chance to reassess it. They will be asked to hand in an additional essay or to rewrite some of the coursework

Each case will be approached individually and, if necessary, a date will be set to sit a reassessment exam at the end of the course (subject to the publication of the official calendar of the Facultat de Filosofia i Lletres).

Coursework which will not be reassessed. The final project will not be reassessed because it will be supervised throughout its development in supervisions and seminars. Therefore, the evaluation will consider the improvements and implementations suggested by the teachers, and the whole development of ideas.

The student will receive a Not Assessed qualification when he/she will not send more of the 30% of the assessment activities.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tasks cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Introducing thought objects and scenarios from history of education	20	20	0.8	1
Readings and reflections	20	20	0.8	3, 7
Work project (1): Filming and editing a documentary. Oral presentation	20	40	1.6	4, 8
Work project (2): Collecting and analysing data. Diary of the process	20	40	1.6	1, 2, 6
Work project (3): Co-assessment	20	5	0.2	1, 5, 7

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