

**Education and Gender**

Code: 105791  
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	1

**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**

Maria Montserrat Rifa Valls  
Mireia Foradada Villar

**Prerequisites**

There is no requirement for this subject.

**Objectives and Contextualisation**

This subject pursues the study of the main theories of Education in order to understand the conferred meanings. Furthermore, the course aims to analyze the approaches to education from a gender perspective, among other intersections.

**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**

1. Postcolonials, dicolonial, feminists and intereseccionals approaches in Education.

Analysis of educational situations and positions in education through case study.

2. Theories of education from gender approach.

To think about education throughout different authors and promoting a dialogue as a group.

3. Gender positions and identities in education.

Reflections and debates across (self)biographies, narratives and education experiences.

4. From single education to coeducation and queer pedagogy.

Construction of stereotypes, prejudices and sexism in socio-education contexts.

## **Methodology**

The sessions of this subject are mainly theoretical, therefore reading activities have an important relevance for the every class and the autonomous task of the student. Students will be able to situate the topics of the readings in its historical context and tie them with gender and education theories.

- Presentation sessions by teachers of the subject.

- Working-group:

- Presentation sessions by students of their essays.
- Socioeducative action project related with the final essay, doing the presentation through digital platforms.

- Individual activities:

- Case study
- Final work about the contents of the subject.
- Guidance for the final project about methodological proposals.

- Readings and reflections.

If the health context is unsafe due to COVID-19, all activities will be adapted to telematic sessions in order to continue the course:

- Presentation sessions by teachers of the subject on telematic mode.

- Working-group (telematic systems of the university):

- Presentation sessions by students of their essays.
- Socioeducative action project related with the final essay, doing the presentation through digital platforms.

- Individual activities (Virtual Campus Tasks):

- Case study
- Final work about the contents of the subject.
- Guidance for the final project about methodological proposals (videoconference).

-Readings and reflections.

In the event that tests or exams 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group activities in the room and student presentations	20	0.8	1, 2, 3, 7, 6
Group sessions	30	1.2	1, 2, 3
Type: Supervised			
Tutoring and guidance of activities	35	1.4	2, 7, 6
Type: Autonomous			
Individual tasks: Readings, to prepare presentations and educational materials, among other activities.	65	2.6	1, 2, 3, 4, 5, 7, 6, 8

## Assessment

### Evaluation

Evaluation activities are assessed during the semester following a continuous assessment. The evaluation is described below:

- Assessment of performative dimension (30%). In the working group, they have to set up a dialogue among different voices from theories of education and feminists.

- Assessment of the productive dimension is composed of two parts - individual and group (40%): Individual part is conducted by each student. It is expected that the student will include reflections from a gender

perspective. The teachers of this subject offer guidance during the process of this activity (2 meeting min. with the teacher are required to pass this activity). The group part pursues a socio-educative action to transform Education, according to the topic of an individual part.

- Systemic dimension (30%) A case study and other activities are used as an assessment activity in the working group. The resources for this activity can be mass media, daily life and educative situations to connect personal experiences and educational feminists' approaches.

#### Revisions of marks

After each activity, teachers will inform student about the date of publication of marks (moodle).

#### Catch up activities

If the student has failed some part, they have the opportunity of recovery it. The recovery activity will be an autonomous essay or exam defined by teachers. (Timetable of recoveries are published at website of the faculty).

#### Activities excluded of recovery

The system of evaluation of this project is a continuous assessment, so the final project is excluded of recovery. The student should have done a process of guidance with teachers during the course

#### Additional information

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.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
PERFORMATIVE DIMENSION It is used case study from mass media, daily life and room in order to connect personal experiences and educational feminists approaches.	30%	0	0	1, 2, 3, 7, 6
PRODUCTIVE DIMENSION Reflexions and methodologic proposals that pursue a social-educational transformation and processes of emancipation as a group.	40%	0	0	1, 2, 3, 4, 5, 7, 6, 8
SYSTEMIC DIMENSION Furthermore, there will take place student's presentations, based on dialogue among different voices from theories of education and feminists.	30%	0	0	1, 2

## Bibliography

### Compulsary bibliography:

Cabaleiro, Júlia (2005). *Educació, dones i història. Una aproximació didàctica*. Barcelona: Icària.

Ellsworth, Elizabeth (1999). ¿Por qué esto no parece empoderante? Dins de Marisa Belausteguigoita i Araceli Mingo (eds.), *Géneros Prófugos: Feminismo y educación* (pp. 55-89). Paidós: México.

Foucault, Michel. (1975). *Vigilar y castigar: nacimiento de la prisión*. Buenos aires: Siglo XXI.

Freire, Paulo. (1975). *Pedagogía del oprimido*. Buenos aires: Siglo XXI.

Gilligan, Carol (2013). *La ética del cuidado*. Barcelona: Fundació Víctor Grífols i Lucas.

hooks, bell (1994). *Teaching to transgress*. New York: Routledge.

hooks, bell; Flores, Valeria; Britzman, Deborah (2016). *Pedagogías transgresoras*. Córdoba: Bocavulvaria ediciones.

Rousseau, Jaques (1762). *Emili o De l'educació*. Edicions diverses.

Wollstonecraft, Mary. (1792). *Vindicación de los derechos de la mujer* (No. 225). Madrid: Akal.

#### General:

Acker, Sandra (1994). *Género y educación. Reflexiones sociológicas sobre mujeres, feminismo y enseñanza*. Madrid: Narcea.

Ahmad, Fauzia(2010). Modern traditions? British muslim women and academic achievement. *Gender and Education*, 13 (2),137-152.

Azorin Abellán, Cecilia María (2014). Actitudes del profesorado hacia la coeducación, Claves para una educación inclusiva. *Ensayos: Revista de Educación de Albacete*,29 (2): 159-174 [<https://dialnet.unirioja.es/servlet/articulo?codigo=4911722>].

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Blanco, Nieves (coord.). (2001). *Educación en femenino y en masculino*. Madrid: Akal.

CIDE/Instituto de la Mujer (2006). *Incorporación y trayectoria de niñas gitanas en la ESO*. Madrid: Fundación Secretariado Gitano, Ministerio de Trabajo y Asuntos sociales.

Cobo, Rosa (Ed.) (2007). *Interculturalidad, feminismo y educación*. Madrid: La Catarata i Junta de Andalucía, Plan de Igualdad.

García-Pérez, Rafael; Buzón García, Olga; Piedra de la Cuadra, Joaquín i Quiñones Delgado, Carlos (2010). La ceguera de género en el profesorado. Ponencia presentada en el *Congreso Universitario Nacional de Investigación y Género*. Sevilla: Universidad de Sevilla [<http://hdl.handle.net/11441/40179>].

García-Pérez, Rafael; Rebollo M<sup>a</sup> Ángeles; Vega, Luisa; Barragán-Sánchez, Raquel; Buzón, Olga & Piedra, Joaquín (2011). El patriarcado no es transparente: Competencias del profesorado para reconocer la desigualdad. *Cultura y Educación*, 23(3): 385-397.

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Herraiz, Fernando (2008). Una reflexión sobre la masculinidad en la escuela. Una experiencia de aprendizaje de género y sexo. *Aula. De innovación educativa*, 177. Barcelona: Graó.

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Piedra, Joaquín (2014). *Género, masculinidades y diversidad. Educación física, deporte e identidades masculinas*. Barcelona: Octaedro.

Planella, Jordi, i Pié, Asun (2012). Pedagoqueer: resistencias y subversiones educativas. *EducaciónXXI*,15.1, Facultat d'Educació, UNED, p. 265-283. Disponible a:  
<http://e-spacio.uned.es/fez/eserv.php?pid=bibliuned:EducacionXXI-2012-15-1-5130&dsID=Documento.pdf>

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[Subirats Martori, Marina](#) / [Tomé González, Amparo](#) / Solsona Pairó, Núria(2019). Coeducar: posar la vida al centre de l'educació. *Dossier Graó*. ISSN: 2462-5914

Subirats, Marina (2017). *Coeducación, apuesta por la libertad*. Madrid: Octaedro.

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<http://unesdoc.unesco.org/images/0023/002316/231646e.pdf>

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Webs of interest

- *Coeducació i formació del professorat*

Generalitat de Catalunya. *Pla d'igualtat del sistema educatiu*,

<http://ensenyament.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/projectes-educatius/comunitat-educativa>

Subirats, Marina (2010). La coeducación hoy: Los objetivos pendientes. Gobierno Vasco. *Emakunde, Programa coeducativo para la igualdad, el respeto y la no-violencia*.

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<http://www.inmujer.gob.es/observatorios/observIgualdad/estudiosInformes/docs/009-guia.pdf>

- *Propostes per treballar la igualtat de gènere a l'aula*

CIRD, Ajuntament de Barcelona. *Recursos pedagògics online per a la igualtat*:

<http://ajuntament.barcelona.cat/recursospedagogics/ca>

*Gender and Education*(resources: pedagogies): <http://www.genderandeducation.com/resources-2/pedagogies/>

*Igualtat en ruta. Recursos coeducatius*:

[http://isonomia.uji.es/wp-content/uploads/2013/06/PDF-igualtat\\_en\\_ruta-recursos\\_coeducatius.pdf](http://isonomia.uji.es/wp-content/uploads/2013/06/PDF-igualtat_en_ruta-recursos_coeducatius.pdf)

Institut Català de les Dones. Recursos per a la sensibilització, coeducació i violència masclista (àmbits d'actuació): <http://dones.gencat.cat/ca/inici/>

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[http://dones.gencat.cat/web/.content/03\\_ambits/docs/publicacions\\_eines10.pdf](http://dones.gencat.cat/web/.content/03_ambits/docs/publicacions_eines10.pdf)

- *Projectes i altres recursos*

Coeducació. Cooperativa que treballa per la transformació educativa des d'una perspectiva de gènere

<http://www.coeducaccio.com/>

Judith Butler. Género y sexualidad para adolescentes. Diálogo con Miquel Missé y 300 estudiantes

<http://www.cccb.org/es/multimedia/videos/judith-butler-genero-y-sexualidad-para-adolescentes/228974>

OASISofrece espacios de encuentro y socialización para adolescentes con expresiones y identidades de género y sexualidades diversas. <http://oasislgtb.org/es/>

**PUNT 6** *Cooperativa d'arquitectes, sociòlogues i urbanistes de procedències diverses, amb més de 10 anys d'experiència local, estatal i internacional*

[https://punt6.files.wordpress.com/2014/07/patios\\_escolares\\_adriana\\_cicolettoblancagutierrez.pdf](https://punt6.files.wordpress.com/2014/07/patios_escolares_adriana_cicolettoblancagutierrez.pdf)

## **Software**

Text and image editor.