

Gender, Families and Educational Institutions

Code: 105792
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OB	2	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

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Prerequisites

There are no prerequisites

Objectives and Contextualisation

The subject Gender, Families and Educational Institutions covers the fields of pedagogy and anthropology in the study of educational agents and institutions, necessary in the training of experts in sociocultural studies of gender.

It aims to study the concept of childhood, organizational forms such as the family or others and their relationship with educational institutions. It also analyses educational concepts from emerging discourses in gender studies. Specific goals are:

- Critically analyse the construction of the concept of childhood from various perspectives of anthropological and pedagogical knowledge and feminist-queer studies on childhood.
- Analyse organizational forms and parenting models from an intersectional and gender perspective.
- Get to know the formal educational institutions and from a critical perspective with the main authors of critic, feminist and queer pedagogy.

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. Describe the links between school and family and their influence on the formation of a more just citizenship.
2. Identify the different socio-educational models in history and their contribution to the generation, reproduction or overcoming of inequalities.
3. Identify the inconsistencies present in educational, social and professional practice, between the theoretical discourses on gender equality and everyday events.
4. Incorporate the concepts of postcolonial, feminist and intersectional perspectives for the analysis of the different socio-educational realities.
5. Propose activities that contribute to becoming aware of the consequences of a differentiated socialization based on the sex of the people.
6. Propose coeducation practices from gender diversity.
7. 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.
8. 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.
9. Use non-sexist resources and alternatives in work spaces, education and coexistence.

Content

BLOCK 1. Childhood

Construction of the child concept: cross-cultural / historical

Peer culture

Construction of the child as "subject to be educated" (critique from a gender perspective), asexual, attributions, innocence, agency.

Agency recognition: innocence

Construction of the child as a subject of rights (critique from a gender perspective).

BLOCK 2. Families.

Production and Re-Production

Introduction to families and diversity

Parental and parenting models. Social organization of care

Parental and intersectional parenting models.

Life cycle, phases, development prescriptions

Diversity and Family Activism

Gordian knot: biological production, pater-mater-x-nitats, prevailing rights, (re) productive technologies.

BLOCK 3. Educational institutions.

Introduction to educational institutions: educational system, educational policies, typology of institutions.

-Subject and object of the institutions

Recognize the school institution as a colonizing, acculturating and reproductive mechanism. Criticism of legitimate knowledge.

Proposals for feminist, decolonial and queer pedagogies.

Methodology

The sessions will be theoretical but expects a high participation by the student. In accordance with the principles of feminist pedagogy (Emily F Henderson- Gender and Education), the student also delivers "content" and influences the design of the class. In addition to using traditional sources of information, such as academic journals and books, the student's own experiences and professors are used as "learning materials". The purpose of using experience as a resource is twofold: in the first place, experiences are not discussed that have not been documented in the academic work, and secondly, the participants of the class undergo a transformative learning. Transforming Learning: Feminist pedagogy aims to ensure that class participants (students and teachers) acquire not only new knowledge but also change direction. This may mean understanding that personal interpretations of experience or social phenomena can be re-read and validated in a new and critical way.

The proposed teaching methodology and evaluation may undergo some modification depending on the attendance restrictions imposed by the health authorities.

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			
Full group sessions	50	2	1, 2, 4, 5, 6
Group work and individual work. Tutoring	25	1	8
Readings, elaboration of essays and discussions	75	3	3, 4, 8, 9

Assessment

The evaluation activities are:

- Individual project (40% of the overall score)
- A group project (40% of the overall score)
- Active participation in the sessions (20% of the overall score)

At the time of carrying out each evaluation activity, the teacher will inform the student (Moodle) of the procedure and date of revision of the grades.

Students can access the resit of these evaluative activities in case they fail some project (individual or group). In order to participate in the resit, students should have been previously evaluated of those activities which weight is equivalent to a minimum of 2/3 parts of the total qualification.

The student will receive the grade of Non-evaluable as long as they have not submitted more than 30% of the evaluation activities.

In the event that the student makes any irregularity that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded with a 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the acts of evaluation of the same subject, the final grade for this subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work	40	0	0	2, 3, 4, 6, 9
Individual	40	0	0	5, 8, 7, 9
Participation	20	0	0	1, 4, 6, 9

Bibliography

BATTLE, Juan; ASHLEY, Colin. Intersectionality, heteronormativity, and Black lesbian, gay, bisexual, and transgender (LGBT) families. *Black Women, Gender & Families*, 2008, vol. 2, no 1, p. 1-24.

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FAIRCLOTH, Charlotte; HOFFMAN, Diane M.; LAYNE, Linda L. (ed.). *Parenting in global perspective: Negotiating ideologies of kinship, self and politics*. Routledge, 2013.

HARAWAY, D. (1988). "Situated Knowledges: The Science Question in Feminism as a Site of Discourse on the Privilege of Partial Perspective". *Feminist Studies* Vol. 14, No. 3. pp. 575-599.

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HOOKS, B. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. London: Routledge.

JORDAN, Ellen. "La construcción de la masculinidad en la temprana edad escolar." *Gender and Education*, 1995, vol. 7, no 1, p. 69-86.

PRECIADO, P.B. (2019). *Un apartamento en Urano*. Barcelona:Anagrama

ROJAS GAVIRIA, Pilar, et al. Motherhood in migration: schools as acculturation agents. *Consumption Markets & Culture*, 2018, p. 1-23.

SELIN, Helaine (ed.). *Parenting across cultures: Childrearing, motherhood and fatherhood in Non-Western Cultures*. Springer Science & Business Media, 2013.

URRACO-SOLANILLA, M. & NOGALES-BERMEJO, G. (2013). Michel Foucault: El funcionamiento de la institución escolar propio de la modernidad.

Software

The use of specific software is not required to follow this subject.

Announcements, news and course materials are shared through the UAB Virtual Campus.

In the event that the protocols to stop the COVID-19 establish the realization of the teaching in virtual format, MICROSOFT TEAMS will be used to carry out the synchronous class sessions.