

**History of Feminism in Education**

Code: 105793  
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	2

**Contact**

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**Use of Languages**

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: Yes

**Teachers**

Meri Torras Frances  
Joanna Genevieve E. Empain  
María Sánchez Fernández

**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 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.

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: Supervised			
Data research and construction of a historical research problem	10	0.4	1, 2, 7, 6
Historical research through case studies	15	0.6	1, 2, 3, 4, 5, 6
Oral presentations	5	0.2	1, 2, 3, 4, 5, 7, 6, 8
Type: Autonomous			
Filming and edition of a documentary on the studied cases	20	0.8	3, 4, 5, 7, 6, 8

## Assessment

The timeline of the subject will be the following:

- Individual evaluation activities, in which students will have to reflect on historical contexts and theories of education with a gender perspective (40%)
- As a group, students will develop a documentary project that will be evaluated in the following phases and activities: presentation of a project proposal (10%), filming, editing and presentation of a documentary (35%) and submission of a report or memory of the project (15%).

Requirements to pass. Students must obtain a minimum of 4 points in each activity (individual and group) to calculate their averages. Therefore, the participation in and submission of both activities are mandatory.

At the time of completion of each evaluation activity, the teachers will inform the students (Moodle) of the procedure and date of revision of the qualifications.

Resist. Students who have adequately followed the subject during the course and, despite this, still have some aspect not passed, will have the opportunity to pass the subject by doing additional autonomous work or

redoing any of the activities delivered or carried out. Each case will have to be studied based on the situation of each student and, if necessary, a day will be set to make recoveries, once the class period is over (pending publication of the calendar and schedules on the Faculty website of Philosophy and Letters).

Evaluation activities excluded from resist. The final project (documentary) will not be recoverable because its monitoring will be carried out through a seminar/tutoring, where the students will receive support throughout the process of preparing it. For this reason, students who do not pass the final project will have to recover this part with autonomous work.

The student will receive a grade of Not Assessed when he/she does not deliver any of the assessment activities. In the event that the student carries out any type of irregularity that may lead to a significant variation in the grade of a certain evaluation act, it will be graded 0, regardless of the disciplinary process that may derive from it. In the event that several irregularities are verified in the evaluation acts of the same subject, the final grade for this subject will be 0. In the event that the tasks cannot be done in person, their format will be adapted (without altering their weighting) to the possibilities offered by the UAB's virtual tools.

Homework, activities and participation in class will be done through forums, wikis and / or exercise discussions through platforms such as Teams, etc. The professor will watch over to ensure student access to such resources or will offer other alternatives that are within their reach.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual activities	40	40	1.6	1
Work project (1): Project proposal	10	10	0.4	4, 8
Work project (2): Filming, editing and presenting a documentary film	35	35	1.4	1, 2, 3, 6
Work project (3): Report	15	15	0.6	1, 5, 7

## Bibliography

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## Software

MOODLE Virtual Campus

Word processing (with the possibility of conversion to Word and pdfs).

Pdf reader

Power point or similar.

TEAMS

Free software is welcome, as long as the documents can be delivered in the required format.