

**Gender, Families and Educational Institutions**

Code: 105792  
ECTS Credits: 6

Degree	Type	Year	Semester
2500000 Sociocultural Gender Studies	OB	2	1

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## 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

The disciplinary currents that frame the subject's epistemic approach are the anthropology of education and critical feminist pedagogy.

### THEMATIC BLOCK 1. Childhood

- Construction and meaning of the concept child/childhood.
- Peer culture
- Recognition of children's agency.
- Criticism of the construction of the child as an "educated subject".
- Criticism of the construction of the child as a "subject of rights".

### THEMATIC BLOCK 2. Families.

- Production and Re-Production.
- Introduction to families and their diversity.
- Parental and parenting models. Social organization of care
- Parental models and intersectional parenting.
- Life cycle, phases, development prescriptions

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

### THEMATIC BLOCK 3. Educational institutions.

- Introduction to educational institutions: educational system, educational policies, typology of institutions. Subject and object of institutions.
- Criticism of the educational institution and legitimized knowledge from feminist perspectives.
- Proposals for feminist, decolonial and queer pedagogies.

## Methodology

The subject's methodology starts from the premise that the students are protagonists in the teaching-learning process - and, therefore, a situated knowledge and self-reflexivity of the same process is intended - together with the principles of feminist pedagogy.

Training activities can be directed, supervised and autonomous:

- Directed activities: They are led by the teaching staff (or by the students, when so scheduled -we call these sessions "self-managed sessions")-, and take place in the Faculty's spaces. They can be of two types:

*Theoretical Sessions:* the theoretical sessions are almost entirely conducted by the teaching staff. They are expository classes of the main concepts and authors, using complementary sources (videos, blogs, among others). The classes are designed to build on the students' knowledge, so active participation is expected. Sometimes it will be necessary to have carried out previous readings or watched videos.

*Practical sessions or Workshops:* these sessions allow greater student participation. There are two types: sessions that aim to understand, incorporate knowledge, analyse critically, and apply critically to social reality and one's own experience, when this is possible. Other sessions that aim to show progress and doubts about group work, and in some cases individually.

- Supervised activities: These are activities supervised by teachers outside the classroom that include both group tutorials and individual tutorials, whether face-to-face or virtual. One group tutoring is mandatory for each work group. Students can request as many tutorials as they want, and they are intended to guide and supervise the assigned tasks as well as their learning process.

- Independent work: it is that which the students carry out independently to achieve the objectives of the subject.

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, 7

## Assessment

### CONTINUED EVALUATION

Evaluation activities are of three types:

- An individual work (40% of the overall grade of the subject)
- A group work (40% of the overall mark)
- Development of a self-managed session (20% of the grade)

The delivery dates and assessment activities will be indicated in the subject program, accessible from the virtual campus (moodle).

At the time of carrying out each assessment activity, the teaching staff will inform the students (Moodle) of the procedure and date of review of the qualifications.

Students who have suspended both individual work and group work can access the recovery of these assessment activities. To participate in the recovery, the student must have previously been evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 parts of the total qualification.

The student will receive the grade of Not Assessable as long as he has not delivered more than 30% of the assessment activities.

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

### UNIQUE ASSESSMENT

- A reflective diary on readings and the contents of the subject (40% of the overall mark of the subject)
- Oral presentation and discussion with reflections on mandatory readings (20% of the grade)
- Test exam (40% of the overall grade)

Handing in the work through campus virtual, taking the exam and oral presentations will take place on a single date indicated in the subject program, accessible from the virtual campus (moodle). 1.30h to take the test-type exam and 1.30h to distribute the presentations of the students taking the single assessment.

## Assessment Activities

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

## Bibliography

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## 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.