

| Degree | Type | Year |
|--------------------------------------|------|------|
| 2500000 Sociocultural Gender Studies | OT | 3 |

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

We recommend to have studied any module covering gender issues.

The course will take into account the Objectives of Sustainable Development

Objectives and Contextualisation

a) General learning objectives:

The objective of this module is to analyse the processes through which gender relationships are constructed within the scope of the criminal justice system. The objectives are manifold: firstly, to point out how criminology knowledge reproduces and generates structures of subordination towards women, through the study of traditional criminology schools of thought and of the most recent criminology and gender theories; secondly, to understand the gender exclusion mechanisms used by the criminal system, that increase their own particular selectivity and generate new exclusion (for instance, in the case of women's prisons); thirdly, gender perspective addresses how the solution of some social problems affecting predominantly women are tackled.

b) Objectives concerning the development of skills:

With this module, we aim to provide students with a new critical perspective (i.e. gender perspective), to study the criminal system and its application.

c) Objectives centred on the learning of values:

This module will contribute to the learning of non-sexist values and respect towards gender diversity. All these will be use to delve into the development of the human rights culture.

Competences

- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Identify the basic legal concepts, legislation and jurisprudence related to the rights of the collectives affected by gender inequalities.

- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.
- Proposing corrective actions of the violences that trigger the types and degrees of discrimination on the basis of sex, gender and sexual orientation.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

Learning Outcomes

1. Apply the basic legal concepts to the prevention of crimes of sexist violence.
2. Apply to the legal practice specific debates on gender and law, bioethics, law and technology, and sociology of law.
3. Build models of psychosocial and community intervention against sexist violence.
4. Describe criminological interventions focused on the criteria of gender, peace, integration and social prevention.
5. Make an inclusive use of language.
6. Propose criminological interventions based on the analysis and study of inequality.
7. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
8. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
9. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Content

1. Androcentrism in criminology and in the analysis of female crimes.
 - 1.1. Sexism and criminal law.
 - 1.2. Sexism and criminology
 - 1.3. Stereotypes about female crimes.
2. Women: women in prison.
 - 2.1 Historical perspective of women's prisons.
 - 2.2 Characteristics of women's imprisonment.
3. Contemporary problems of women's imprisonment.
 - 3.1 Migrant/foreign imprisoned women.
 - 3.2 Maternity and prison.
 - 3.3 Reintegration of imprisoned women.
4. Sex work, prostitution and women's trafficking.
 - 4.1 Feminist debates about prostitution and sex work. Abolitionist and pro-rights proposals.

- 4.2 Legal regulation of prostitution. Prohibitionist, abolitionist and regulatory models.
- 4.3 Public policies about women's trafficking and protection mechanisms.
- 5. Women's control over their bodies: abortion as a crime.
 - 5.1 Feminist recognition of abortion. Several viewpoints on the role of the State.
 - 5.2 Possible legal systems: the system of indications. Bio-ethics debate.
 - 5.3 The symbolic control of reproduction.
- 6. Sexual harassment and sexual violence against women.
 - 6.1 Definition of sexual harassment and sexual violence.
 - 6.2 Legal and social strategies of interventions in cases of sexual harassment.
 - 6.3 Sexual violence in armed conflicts.
- 7. Prevention and Safety in terms of gender.
 - 7.1 Sexism in the conceptualisation of safety.
 - 7.2 Safety guidelines and planning with gender perspective.
- 8. Specific processes for female criminalisation.
 - 8.1 Young women and crime.
 - 8.2 Women and drugs.
- 9. Women's rights in criminal systems.
 - 9.1 Women's movements: epistemologies.
 - 9.2 Human rights with a gender perspective and the role of criminal justice.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|-----------------------|-------|------|-------------------|
| Type: Directed | | | |
| Lectures | 19.5 | 0.78 | |
| Seminar | 19.5 | 0.78 | |
| Type: Supervised | | | |
| Evaluation activities | 5 | 0.2 | |
| Type: Autonomous | | | |
| Individual work | 53 | 2.12 | |
| working grups | 53 | 2.12 | |

The course will include the theoretical expositions of the teacher and the debate around the readings by the students.

Each week the teacher will propose a reading and some questions for the debate

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.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--------------------------|-----------|-------|------|------------------------|
| Working groups | 40% | 0 | 0 | 1, 4, 6, 7, 8, 9 |
| debats and participation | 10% | 0 | 0 | 2, 5, 8 |
| individual work | 50% | 0 | 0 | 1, 2, 3, 4, 5, 6, 8, 9 |

Evaluation

The participation in the weekly debates will represent 10% of the final grade

Two ongoing evaluation exercises will be done during the course:

- An analysis of a text (20% of the final grade)
- An analysis of a new (20% of the final grade)

Final Exam (50 % of the final grade).

It is necessary to obtain at least a 5 in the final exam to pass the course and make average with the continuous evaluation.

The student will be evaluated as long as he/she does a minimum of 2/3 parts of the qualifying activities. If the number of activities does not arrive to this minimum, the teacher of the course can consider the student as not evaluated.

Reevaluation

The student who has failed the continuous evaluation can do the reevaluation exam

The maximum grade to be obtained in the reevaluation will be a 6.

Only stage evaluation

The student who has requested the only stage evaluation will do the following exercised the same day of the final exam:

Final exam (50% of the final grade)

Analysis of a text (25% of the final grade)

Analysis of a new (25% of the final grade)

The same reevaluation system for the continuous evaluation will be also applied for the one stage evaluation.

The same criteria of no evaluable of the continuous evaluation will be also applied for the one stage evaluation.

Bibliography

1. Maqueda, M.L. (2020). Trata Prostitución Forzada y Esclavitud Sexual de las Mujeres. Bases para un Debate Libre de Dogmatismos. *Revista de Derecho Penal*, 28, 213-223.
2. Heim, D. (2019). Feminismos y Derecho Penal: de las alianzas estratégicas al desarrollo de derechos. *Cuestiones Criminales*, 2, 167-177. https://docs.wixstatic.com/ugd/f455e4_971aef430dd54196b34abe35d1eba337.pdf
3. Almeda, E.(2017). Criminologías feministas, investigación y cárceles de mujeres en España. *Papers*, 102(2), 151-181. <http://dx.doi.org/10.5565/rev/papers.2334>
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5. Martínez Perza, Carmen; Quesada Arroyo, Pedro; de Miguel Calvo, Estibaliz; Dzvonkovska Natalia; Nieto Rodríguez, Lucía (2021). *Situación de las Personas con Adicciones en las Prisiones Españolas. Una visión con Perspectiva de Género*. Unión de Asociaciones y Entidades de Atención al Drogodependiente (UNAD), Madrid. https://www.unad.org/ARCHIVO/documentos/biblioteca/1676366563_2023_01_16_estudio_prisiones_version_dig
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7. Navarro, C.(2018). *El Encarcelamiento Femenino*. Atelier.
8. Gonzalez-Prado, P. (2020). Jurisprudencia Comparada sobre Aborto: Cuando los Feminismos Impregnan el Derecho. *Cuadernos Electrónicos de Filosofía del Derecho* , 42 , 135-157. <http://dx.doi.org/10.7203/CEFD.42.16026>

Software

Teams

Language list

| Name | Group | Language | Semester | Turn |
|-------------|-------|----------|----------------|---------------|
| (TE) Theory | 1 | Spanish | first semester | morning-mixed |