

Degree	Type	Year
2503878 Sociocultural Gender Studies	FB	1

Contact

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Teachers

Mireia Foradada Villar

Teaching groups languages

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

Prerequisites

No requirements.

Objectives and Contextualisation

This course aims to reconstruct the main theories of education to understand the meanings attributed to them and to explore how educational perspectives are influenced by gender and other intertwined systemic and subjective elements.

Learning Outcomes

1. CM06 (Competence) Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.
2. CM07 (Competence) Design educational activities that take socio-cultural and gender diversity into consideration.
3. CM08 (Competence) Help design educational activities that are free from any kind of sexist, homophobic, bi-phobic or transphobic stereotypes.
4. CM09 (Competence) Promote co-education as an inclusive process that will help eradicate discriminatory behaviour towards the LGTBIQ+ community and discrimination based on sexual or affective orientation.

5. CM10 (Competence) Put teamwork skills into practice: a commitment to the team, regular collaboration, encourage problem solving, apply the ethics of care and provision.
6. KM13 (Knowledge) Incorporate post-colonial, feminist and intersectional perspectives into the analysis of different socio-educational settings.
7. SM08 (Skill) Identify different socio-educational models from throughout history and look at how they have contributed to generating, reproducing or overcoming inequalities, before drawing up corrective measures for violence triggered by discrimination against sex, gender and sexual orientation.
8. SM09 (Skill) Propose co-education practices inspired by gender diversity.

Content

1. Theories of education from a gender perspective.

Thinking about education through authors. Creating a dialogue and sharing interpretations in large groups.

2. Construction of gender and expression of identities in education.

Reflections and debates on identities and knowledge in education on the basis of biographies, stories and educational experiences from a gender reading.

3. Postcolonial, decolonisation, feminism and intersectional perspectives in education.

Analysis of educational situations and positions through case studies.

4. From segregation to co-education, and a queer pedagogy.

Analysing stereotypes, prejudices and sexism in socio-educational contexts in order to build transformative pedagogical relations and knowledges.

5. Inclusive education, gender and the socio-educational change.

Using methodologies from inclusive and feminist pedagogies oriented towards socio-educational change.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group activities and oral presentations by the students	20	0.8	
Thematic lessons with all the group	30	1.2	
Type: Supervised			
Tutorials and supporting the activities	35	1.4	
Type: Autonomous			
Individual work about the proposed activities: readings, preparation of oral presentations and materials	65	2.6	

The sessions of this subject will be mainly theoretical and will therefore require independent work on the basis of the proposed readings in order to place us in historical contexts and theories of education from a gender perspective. The selection of texts and readings will be accompanied by various classroom activities. These will be designed to encourage shared reflection and dialogue.

- Teacher-led sessions to introduce the basic content.

- Group activities:

Students oral presentations.

Project of a socio-educational action linked to the final work.

Reading and reflecting on the assigned texts.

- Individual work:

Final work on the contents of the subject.

Teaching and supervising activities related to the final project.

Final work on the content of the subject

Follow-up activities related to completing the final project on methodological proposals (at least two).

Note: 15 minutes of a class will be reserved, within the schedule set by the center/title, for student supplementation of teacher performance evaluation and assignment/module evaluation surveys.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Autobiographical vignette: experiential account	10	0	0	CM06, CM09, KM13, SM08
2. Individual project: writing the autobiographical story	35	0	0	CM06, CM09, KM13, SM08, SM09
3. Exhibitions that create a dialogue between thinkers on the theories of education with feminisms	30	0	0	CM06, CM09, CM10, KM13, SM08, SM09
5. Group project: Design of transformative and emancipatory methodologies based on the individual projects	25	0	0	CM07, CM08, CM09, CM10, KM13, SM09

Assessment

The evaluation activities specified above will be evaluated during the whole of the academic semester. Activities are specified in

- PERFORMANCE DIMENSION. In a group, the students will organise exhibitions in which different thinkers and theories of education will be put into dialogue with feminism.
- PRODUCTIVE DIMENSION. Students will individually contribute with reflections on their own socio-educational trajectories to build feminist political analysis and theories on education.
- SYSTEMIC DIMENSION. Students will contribute in groups to processive and emancipatory methodological reflections and proposals.

Assessment procedure

Teachers will inform students (via Campus) about the procedure and the date of the qualification review at the time of each final activity.

Recovery

Students will be given the opportunity to recover the subject by doing additional independent work or by revising some of the activities carried out, if they have followed the subject properly during the course and still have some unachievable aspects (min. 3.5). Each case will have to be studied according to the situation of each student and, if it is necessary, a day will be set for the recovery after the end of the lessons (until the publication of the calendar and the timetables on the website of the Faculty of Letters and Philosophy).

Consideration of Non-Assessable Students

To achieve a total grade for the subject, students must complete and submit all three evaluation activities, obtaining a minimum score of 5 in each. Therefore, a grade of "not assessed" will be given if a student does not participate in and pass all three evaluation activities: the individual project, the exhibitions "Dialogues between Educational Thinkers," and the group project "Transformative and Emancipatory Methodologies."

Evaluation activities that are excluded from recovery

The final project (individual and group) will not be recoverable because it will be followed by a seminar/tutorial where students will be accompanied throughout the process of producing it. The evaluation will therefore be formative and summative at the end, and it is understood that students will have to incorporate improvements and progress from this accompaniment.

Additional information

If the student commits any irregularities that may lead to a significant change in the grade of an assessment act, this assessment act will be given a grade of 0, regardless of the disciplinary procedure that may be ordered. In the case of a series of irregularities in the evaluation acts of the same subject, the final qualification of this subject will be 0.

The unique assessment is not applied to this subject.

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Compulsory list of literature (chapters will be selected):

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Garcés, M. (2020). *El contratiempo de la emancipación*
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Rousseau, Jaques (1762). *Emili o De l'educació*. Edicions diverses.

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

Recomended bibliography:

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Ahmad, Fauzia (2010). Modern traditions? British muslim womenand 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
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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.

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García-Pérez, Rafael; Buzón Garcia, 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:// http://hdl.handle.net/11441/40179](http://hdl.handle.net/11441/40179)].

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

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

<http://www.coeducacio.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>

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

Software

Text and image editor.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed