

Gender, Families and Educational Institutions

Code: 106975
ECTS Credits: 6

2024/2025

Degree	Type	Year
2503878 Sociocultural Gender Studies	OB	2

Contact

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Teaching groups languages

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

Prerequisites

There are no prerequisites

Objectives and Contextualisation

The course "Gender, Families, and Educational Institutions" encompasses the fields of pedagogy and anthropology in the study of educational agents and institutions, which is necessary for the training of experts in sociocultural gender studies.

Its objective is 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 based on emerging discourses in gender studies. The objectives of the subject are:

- To critically analyse the construction of the concept of childhood from various perspectives of anthropological and pedagogical knowledge, and feminist-queer studies on childhood.
- To analyse organizational forms and models of kinship and parenting from an intersectional and gender perspective.
- To understand formal educational institutions and the critique of these by the main authors of critical, feminist, and queer pedagogy.

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 LGBTIQ+ 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. KM14 (Knowledge) Help construct feminist narratives in the field of education using feminist theories and methodologies.
8. 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.
9. SM10 (Skill) Describe the connection between school and family and how they may help establish fairer citizenship.
10. SM12 (Skill) Use non-sexist resources and alternatives in places of work, education and co-habitation.

Content

The disciplines that frame the epistemic approach of the subject are the anthropology of education and feminist critical pedagogy.

THEMATIC BLOCK 1. Childhoods

- Construction and significance of the concept of child/childhood.
- Children's cultures.
- Recognition of children's agency.
- Critique of the construction of the child as an "educating subject."
- Critique of the construction of the child as a "subject of rights."

THEMATIC BLOCK 2. Families

- Production and Reproduction.
- Introduction to families and their diversity.
- Parental and caregiving models. Social organization of care.
- Intersectional parental and caregiving models.
- Life cycle, phases, developmental prescriptions.
- Gordian knot: biological production, father-mother-x-nities, prevailing rights, (re)productive technologies.

THEMATIC BLOCK 3. Educational institutions

- Introduction to educational institutions: educational system, educational policies, types of institutions. Subject and object of institutions.
- Critique of educational institutions and legitimized knowledge from feminist perspectives.
- Proposals for feminist, (anti)colonial, and queer pedagogies.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group work and individual work. Advisory meetings	25	1	CM07, CM08, CM10

Readings, elaboration of essays and discussions	75	3	CM06, CM09, KM13, SM08, SM10, SM12
Theoretical sessions in the classroom	50	2	CM06, CM08, CM09, KM13, KM14, SM08, SM10, SM12

The course methodology starts from the premise that students are the protagonists in the teaching-learning process, and therefore, the aim is to generate situated knowledge and the praxis of feminist pedagogy principles.

The formative activities can be directed, supervised, and autonomous:

- Directed activities: These are led by the professor (or by the students when scheduled as such - these sessions are called "self-managed sessions") and take place in the Faculty's spaces. They can be of two types:
 - Theoretical Sessions: Theoretical sessions led by the professor. These are expository classes on the main concepts and authors, using various complementary sources (videos, blogs, among others). The classes are designed to build on students' knowledge, so active participation is expected. Sometimes, prior readings or video viewings will be necessary.
 - Theoretical-Practical Sessions: These sessions allow for greater student participation. There are two types: sessions aimed at understanding, incorporating knowledge, critically analysing, and applying critically to social reality and one's own experience, where possible. Other sessions aim to show progress and doubts about group work, and in some cases, individual work.
- Supervised activities: These are activities supervised by the professor outside the classroom, including both group and individual tutorials, whether in person or virtually. A group tutorial is mandatory for each workgroup. Students can request as many meetings as they need, and these are intended to guide and supervise assigned tasks as well as their learning process.
- Autonomous work: This is the work that students carry out independently to achieve the course objectives.

The entire class group is responsible for co-constructing and maintaining a safe space, where everyone can express themselves freely, listen, and be listened to without being judged.

Note: 15 minutes of a class will be reserved, within the schedule established by the center/degree, for students to complete surveys evaluating the faculty's performance and the course/module evaluation.

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
Development of a self-managed session	20	0	0	CM07, CM08, CM09, CM10, SM12
Group Activity	40	0	0	CM06, CM07, CM08, CM10, KM13, SM12
Individual activity	40	0	0	CM06, CM09, KM13, KM14, SM08, SM10,

EVALUATION ACROSS THE SEMESTER (regular assessment)

Assessment activities come in three types, and their specifics will be indicated in the subject program accessible on Moodle.

- Individual activity (40% of the overall grade): could consist of submitting a paper and/or an oral exam.
- Group activity (40% of the overall grade): team research project and oral presentation.
- Participation in the development of a self-managed session (20% of the grade): designing objectives and leading a theoretical-practical session.

Due dates and specific assessment activities will be listed in the course program, accessible via the virtual campus (Moodle).

At the time of each assessment activity, professors will inform students (Moodle) about the procedure and date for grade review.

IMPORTANT:

1. To obtain the total grade for the subject, all three assessment activities must be completed and submitted (for example: if the individual activity is not completed/submitted, the group work or self-managed session grade cannot be obtained). A "not evaluable" grade will be received if all three assessment activities are not participated in.
2. To access the recovery process, the paper must have been submitted within the established deadline. Papers not completed/submitted during the ordinary term cannot be recovered.
3. Activities deemed not recoverable by the professors may be excluded from the recovery process, such as oral presentations, group work, or tasks related to daily teaching activities.
4. If a student engages in any irregularity that may significantly affect the grade of an assessment activity, that activity will be graded as 0, regardless of any disciplinary action that may be taken. If multiple irregularities occur in the assessment activities of the same subject, the final grade for that subject will be 0.
5. To pass the subject, an overall grade equal to or greater than 5 must be obtained as a result of the proportional calculation of the three assessment activities.

EVALUATION AT THE END OF SEMESTER (only available upon request within the deadline established by the faculty)

- Submission of a reflective journal consisting of 9 texts and one book (specified and listed in the subject program accessible on Moodle) (40% of the overall grade)
- Oral presentation and discussion of reflections on mandatory readings (20% of the grade)
- Examination of the course content (40% of the overall grade)

The submission of the paper, the examination, and the oral presentations will take place on a single date indicated in the subject program, accessible via the virtual campus (Moodle).

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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.

Language list

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