

Degree	Type	Year
History	OT	4

Contact

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Teachers

Montserrat Jiménez Sureda

Teaching groups languages

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

Prerequisites

Students will receive the lessons in Catalan

Objectives and Contextualisation

We consider it essential to immediately correct a historical omission. Traditionally, women, like other collectives like childhood, have been absent from the historical analysis that men have taken as protagonists and exclusive agents of this. So social, political, military or cultural history has been written from an exclusively male perspective. The result has been as partial and biased as the approach that preceded it and has hindered a better understanding of the evolution of human societies, with all its complexity and richness of nuances. The incorporation of the subject of history of gender in the general studies of history supposes to strengthen the category of science that has the discipline, that, when excluding the women and the childhood, could not give a really global vision of the past. This will entail building a rigorous history capable of responding to a series of scientific and social questions. In fact it means making history a useful science to the entire social body and not just to a dominant group.

The subject is proposed, as objectives, the following:

1. Address issues that allow the study of historical phenomena from a global perspective, highlighting the gender perspective, until recently omitted in the analyzes of the modern era.
2. To expose the historical problems of the history of gender in modern times.
3. Analyze historical data specific to the history of gender in modern times.
4. Understand the origins of the current situation and relate the past and the present in an active way. Study the genesis of current situations.
5. Enable people to understand and respect biological and cultural differences, while demonstrating the need for strict legal and real equality of all human groups, regardless of age, ethnicity, religion or sex.

Competences

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the main historiographical tendencies and critically analysing their development.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Analysing the key issues that allow us to address the study of historical phenomena from a gender perspective.
2. Assessing and critically solving the characteristic historiographical problems of gender history.
3. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
4. Engaging in debates about historical facts respecting the other participants' opinions.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Organising and planning the search of historical information.
7. Properly using the specific vocabulary of History.
8. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
9. Recognising diversity and multiculturalism.
10. Solving problems autonomously.
11. Submitting works in accordance with both individual and small group demands and personal styles.
12. Using the characteristic computing resources of the field of History.

Content

1. What was a woman in the Ancien Régime?
2. Women at work
3. The pillars of a worldview
4. Misogyny and phylogeny
5. Femeninotopies and masculinotopies
6. The women's Renaissance
7. Reform and Counter-Reform
8. America
9. Baroque

10. Everything for women but without women

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars and classroom practices	15	0.6	2, 3, 6, 7
Theoretical classes	39	1.56	1, 9, 7
Type: Supervised			
Tutorials	15	0.6	
Type: Autonomous			
Individual study for the preparation of the subject	50	2	1, 10, 6, 12
Writing of papers, oral presentations, teamwork	25	1	3, 6, 4, 11, 8, 9, 12

This subject will consist of theoretical classes and practical classes, individualized and collective. In the individualized practical activity related to this subject, the students will have to read, understand and reflect in writing examination on a reading that the teacher will assign. There will also be a work that, once finished, will be exposed orally in class.

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
Oral expositions and active participation in classroom	20%	2	0.08	1, 10, 2, 3, 5, 6, 4, 11, 8, 9, 7, 12
Papers	20 %	2	0.08	3, 5, 11, 7
Two test	60% (30 % + 30 %)	2	0.08	1, 2, 3, 5, 7

The way to evaluate the follow-up of the directed activities (master classes) will be two exams. These tests will represent 60% (30+ 30) of the student's overall grade. The bibliographic work will constitute 20% of the grade. The activity related to reading, reflection and exhibition in class of individualized material will represent 20% of the overall score.

Those students who accept the single assessment will be assessed with the result of the following parameters: a single final exam (60% of the grade), the delivery by e-mail of the recording of an oral presentation at the end of the syllabus (20%), the final delivery of a written work agreed with the teacher (20%).

Students must have been previously evaluated on a set of activities whose weight equals at least 2/3 of the total grade (CONTINUOUS EVALUATION) or submit all planned tests (SINGLE EVALUATION).

To participate in the recovery process, the teacher responsible for the subject may require having obtained a minimum grade in the average of the subject. This grade may not exceed 3.5 in any case. If so, it should be explicitly stated in the teaching guides.

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Those activities that the teacher considers non-recoverable may be excluded from the recovery process, for example: oral presentations, group work, tasks related to the activity. Students must have been previously evaluated on a set of activities whose weight equals at least 2/3 of the total grade (CONTINUOUS EVALUATION) or submit all planned tests (SINGLE EVALUATION).

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Those activities that the teacher considers non-recoverable may be excluded from the recovery process, for example: oral presentations, group work, tasks related to the activity.

This subject includes the single assessment; however, students must formally request it during the period designated by the Faculty.

This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Any irregularity committed by a student during the performance of a test (copy, plagiarism) will have a grade of zero in the specific evaluation section. Various irregularities committed imply a global score of zero.

To participate in the resit process, students must have been previously assessed in a set of activities that account for at least two-thirds of the total grade (CONTINUOUS ASSESSMENT), or must have submitted all the scheduled assessments (SINGLE ASSESSMENT).

Activities that the instructor considers non-recoverable-such as oral presentations, group work, or tasks related to daily teaching activities-may be excluded from the resit process.

The recovery will consist of a global examination of the subject matter and will be held on the official dates established by the Faculty. In no case may recovery be considered as a means to improve the qualification of students who have already passed the subject in the normal process of continuous evaluation. The maximum note that can be obtained in the recovery will be 5.0 (Approved).

The students will have the right to review the results of the tests carried out.

The particular cases that adequately justified have to be objecto of a particular treatment will be taken into account.

Bibliography

Bibliographical selection

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Morant, I (dir.): Historia de las mujeres en España y en América Latina, Cátedra, Madrid, 2006.

Segura Graíño, C.: Diccionario de mujeres en la historia, Espasa, Madrid, 1998.

Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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