

## The Perspective of Gender in the Contemporary World

Code: 106200  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Contemporary History, Politics and Economics	OB	2

### Contact

Name: Joan Pubill Brugues  
Email: joan.pubill@uab.cat

### Teaching groups languages

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

### Prerequisites

Those of the obligatory subjects of the degree in Contemporary History, Politics and Economics.

### Objectives and Contextualisation

The aims of the subject are:

- Present the main historical issues related to gender perspective in the Late Modern Period from a multi-layered approach.
- Provide the students with the key elements to place gender perspective in the analysis of the Late Modern Period
- Provide the students with useful sources in order to develop their cognitive skills regarding the relationships between genders and history, politics and economics

### Competences

- Distinguish between and analyse the type of relations that have been established over the last century among the different social, political and economic agents on national, regional and international frameworks.
- Explain and summarise knowledge acquired in English language at an advanced level.
- Identify the role in the present of the different social memories referring to conflictive pasts, differentiating between the concepts of history and memory.
- Recognise the basic foundations of economic analysis from both a microeconomic and macroeconomic perspective.
- 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 develop the necessary learning skills to undertake further training with a high degree of autonomy.

- 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.
- Work cooperatively in multidisciplinary and multicultural teams implementing new projects.

## Learning Outcomes

1. Analyse the mechanisms of the formation of salaries.
2. Appropriately identifying and using information sources for the historical research, specially about contemporary political regimes.
3. Assess work-related policies.
4. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
5. Deal sensitively with social questions
6. Developing the ability of historical analysis and synthesis.
7. Engaging in debates about historical facts respecting the other participants' opinions.
8. Identifying the main and secondary ideas and expressing them with linguistic correctness.
9. Identifying the social, economic and political structures of the contemporary world.
10. Interpret the motivations, instruments and effects of public intervention in the labour market.
11. Make a brief comparison of national and/or regional cases within the same international framework.
12. Manage and apply data to solve problems.
13. Organising and planning the search of historical information.
14. Present works in formats tailored to the needs and personal styles, both individual and small group.
15. Properly using the specific vocabulary of History.
16. Recognising diversity and multiculturalism.
17. Recognising the historical processes that led to the contemporary society.
18. Relating elements and factors involved in the development of historical processes.
19. Solving problems autonomously.
20. Understand and explain situations of memory in conflict from the perspectives of class, gender and national identity.
21. Understand the different perspectives of class, gender and national identity on which different relations between social, political and economic agents are based.
22. Using computing resources of the area of study of history.
23. Using the specific work methods of Contemporary History.
24. Work in teams respecting all points of view. Use the specific vocabulary of history correctly.

## Content

1. Conceptualisation and significance of "patriarchy".
2. Construction of gender discourse, 18th and 20th centuries.
3. Gender resistance: from the beginnings of feminism to the second wave of feminism.
4. Feminism from the "margin"
5. From the LGTB movement to the Queer movement
6. Gender politics
7. Heteronormativity and colonialism

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Theoretical classes	20.4	0.82	21, 4, 9, 7, 18
Type: Supervised			
Flipped classrooms	30.6	1.22	1, 3, 11, 21, 4, 6, 2, 10, 7, 14, 18, 24
Tutorials			
	15	0.6	
Type: Autonomous			
Personal study	75	3	

The teaching methodology and the training activities can be diverse and will be evaluated according to the teacher's opinion. For Assistance to theoretical classes

- Assistance to theoretical classes
- Assistance to flipped classrooms and oral presentations.
- Comprehensive reading of texts
- Performing reviews, works and analytical comments
- Preparation and realization of oral presentations
- Personal study

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
Exam	Exam (35%)	1.5	0.06	19, 11, 21, 9, 8, 17, 18, 15
Group Practices	1 paper/seminary (35%)	3	0.12	1, 3, 20, 12, 10, 13, 7, 14, 24, 23, 22
Group Practices	1 paper (30%)	4.5	0.18	20, 4, 6, 2, 7, 14, 16, 5, 24

\*The subject will be evaluated by two assessment models: Continuous assessment or Single assessment

- Continuous assessment

Assessment based on three learning evidences passed during the course:

- Flipped classroom in group/seminars + hand in the evidence of 3 seminars: 35% (compulsary for the reassessment).

- Group work: 30%

- Writing exams: 35%

All the subject matter of the course contained in the explanations in class.

The timetable for the flipped classes and the group work will be agreed between the teacher and the students during the first two weeks of the course.

The individual written test is scheduled for Thursday 29th May during class time. This date will be confirmed by the teacher on the first day of class.

At the time of completion of each evaluation activity, the faculty will inform the students (Moodle) of the procedure and date of review of the grades.

#### - Single assessment

This assessment will take place on a single assessment date, scheduled for Tuesday 27th May during class time. This date will be confirmed by the teacher on the first day of class. The theoretical contents of the subject will be evaluated on the basis of three evidences: an individual work related to the subject of the course; reading of a monograph selected by the teacher; finally, a written test based on the theoretical contents of the subject:

- Individual work (35%)
- Test on the monograph (30%)
- Written test (35%)

Information about the work and the monograph will be provided by the teacher on the first day of class.

#### Recovery

- A student will be considered as "not evaluable" if he/she does not present the work and does not participate in the group flipped classroom.
- 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 of improving the qualification of students who have already passed the subject in the normal process of continuous assessment.
- Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. If a task does not reach the 3.5, it could be reassessed.
- The maximum note that can be obtained in the recovery is 5 (Approved).

*The same assessment method for the continuous assessment and for the single assessment will be used*

#### Revision

- The students will have the right to review the results of the tests carried out. the teacher will establish a specific tutoring schedule to proceed with the comment of the evaluation activities carried out
- In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. The copy of written sources (internet, books, works, etc.) and presented as original is a 0 in the grade of the exercise or written test. In the event of several irregularities in assessment activities, the student will receive a zero as the final grade for the class. This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

## Bibliography

- Anderson, Bonnie S. & Zinsser, Judith P (1988). *A History of Their Own: Women in Europe from Prehistory to the Present*, New York: Harper & Row.
- Anzaldúa, Gloria E. (1987). *Borderlands/La Frontera: The New Mestiza*, San Francisco: Aunt Lute Books.
- Bacchi, Carol, L. and Eveline, Joan (2010). *Mainstreaming politics: Gendering practices and feminist theory*, E-Book: University of Adelaide, pp. 111-138.
- Beckwith, Karen (2000). "Beyond Compare? Women's Movements in Comparative Perspective". *European Journal of Political Research* 37 (4): 431-468.
- Beckwith, Karen (2005) 'A Common Language of Gender?', *Politics & Gender*, 1 (1), 128-137.
- Connell, Raewyn (1990). "The State, Gender, and Sexual Politics: Theory and Appraisal". *Theory and Society*, 19 (5): 507-544.
- Connell, Raewyn W. (2002). *Gender*. Cambridge: Polity Press,
- Dahlerup, Drude (ed) (2006). *Women, Quotas and Politics*. London: Routledge.
- Davis, Angela (1981). *Women, Race and Class*, Random House
- Duby, Georges & Perrot, Michelle, (1992). *A History of Women in the West*, vol. 5, Cambridge: Belknap Press.
- Federici, Silvia (1975). *Wages against Housework*. Bristol: Falling Wall Press.
- Htun, Mala (2005). "What It Means to Study Gender and the State". *Politics & Gender*, 1 (1): 157-166.
- hooks, bell (1984). *Feminist Theory: From Margin to Center*. South End Press.
- Hull, Gloria, Scott, Patricia, Smith, Barbara (1982). *All The Women Are White, All The Blacks Are Men, But Some Of Us Are Brave: Blacks Women's Studies*. New York: The Feminist Press.
- Kantola, Johana, ed. (2006). *Feminists Theorize the State*. Basingstoke: Palgrave
- Karamessini, Maria & Jill Rubery, eds (2014). *Women and Austerity: The Economic Crisis and the Future for Gender Equality*. London & New York: Routledge IAFFE Advances in Feminist Economics.
- Krook, Mona L. & Fiona Mackay (2011). *Gender, Politics and Institutions*. Basingstoke: Palgrave Macmillan.
- Krook, Mona L., Susan Franceschet & Jennifer M. Piscopo (2012). *The Impact of Gender Quotas*. New York: Oxford University Press
- Lovenduski, Joni (2005). *Feminizing Politics*. Cambridge: Polity Press.
- Lovenduski, Joni (edit) (2005). *State Feminism and Political Representation*. Cambridge: Polity Press.
- Martín i Bervoís, Josep Lluís i Susanna Tavera (eds.), *Sufragisme i sufragistes. Reivindicant la ciutadania política de les dones*, Barcelona: Memorial Democràtic, 2019.
- Mazur, Amy (2002). *Theorizing Feminist Policy*. New York: Oxford University Press.
- McBride Stetson, Dorothy M. & Amy G. Mazur (1995). *Comparative State Feminism*. Thousand Oaks: Sage.
- Millett, Kate (1969). *Sexual Politics*. Granada Publishing, chapter 2 "Theory of Sexual Politics".
- Mohanty, Chandra Talpade. (1984). "Under Western Eyes: Feminist Scholarship and Colonial Discourses". *Boundary 2*. 12:3-13:1. pp. 333-358
- Nash, Mary (2004). *Mujeres en el mundo. Historia, retos y movimientos*, Madrid: Alianza.

- Offen, Karen (2000). *European Feminisms, 1700-1950. A Political History*, Stanford University Press.
- Pateman, Carole (1989). *The Disorder of Women*. Stanford: Stanford University Press (Ch. 8: "The patriarchal welfare state").
- Phillips, Anne (1995). *The Politics of Presence: The Political Representation of Gender, Ethnicity and Race*. Oxford: Oxford University Press.
- Scott, Joan Wallach (1986). "Gender: A Useful Category of Historical Analysis". *The American Historical Review*, 91(5): 1053-1075.
- Waylen, Georgina, Karen Celis, Johanna Kantola & S. Laurel Weldon (2013). *The Oxford Handbook of Gender and Politics*. New York: Oxford University Press.

## Software

None

## 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	50	English	second semester	afternoon
(TE) Theory	50	English	second semester	afternoon