

## Gender and Science

Code: 106239  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Science, Technology and Humanities	OB	3

### Contact

Name: Anyely Betsave Marín Cisneros  
Email: anyelybetsave.marin@uab.cat

### Teaching groups languages

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

### Prerequisites

There are none.

### Objectives and Contextualisation

To provide tools for reflection and analysis based on feminist critique of science and the history and philosophy of science, technology and education with a gender perspective, so that students can take an active part in the various debates and current events, as well as prepare programs and policies to respond to future challenges in the scientific-technological fields with an intersectional gender perspective.

### Competences

- Develop and evaluate interdisciplinary projects that combine scientific, technological and humanistic knowledge and encourage citizens' involvement in matters related to science and technology in society.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Make critical use of digital tools and interpret specific documentary sources.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work collaboratively in teams.

### Learning Outcomes

1. Assess the reliability of sources, select important data and cross-check information.
2. Construct discourse tailored to the different formats for debating science in the public sphere.
3. Develop a critical awareness of how scientific knowledge circulates and of its dynamic status between experts and non-experts.
4. Formulate scientific museography projects.

5. Identify the various models for representing science and knowledge in the public sphere and suggest improvements to these.
6. Interpret and interrelate the conceptual bases of feminist theories, and the application of feminist epistemologies for generating knowledge.
7. Promote team spirit and the integration of others' points of view.

## Content

Introduction to the course. The exclusion of women and others: Modernity, coloniality and science.

2. The androcentric gaze in the construction of science.
3. The emergence of Feminist Studies of Science.
4. The sexual regime: the imperative of coherence between sex and gender.
5. Gender research and feminist epistemologies.
6. Feminist contributions to science, medicine and technology.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
<b>Type: Directed</b>			
Aula pràctics	16	0.64	2, 3, 7, 5, 6, 4, 1
Theoretical class	33	1.32	2, 3, 7, 5, 6, 4, 1
<b>Type: Supervised</b>			
Scheduled tutorials	10	0.4	2, 3, 5, 4, 1
<b>Type: Autonomous</b>			
Comprehensive reading of texts and other material to prepare classes	50	2	2, 3, 5, 6, 1
Searching for bibliography and extra material	14	0.56	2, 3, 5, 6, 1
Work preparation	25	1	2, 3, 5, 6, 4, 1

The sessions are organized around an introduction to each topic by the lecturer. The students commit to reading, taking notes and asking questions about the proposed texts, which are essential reading material for each session. Each student will develop two or three oral presentations throughout the course, based on the core bibliography and other readings and materials proposed by the participants. Various debates and argumentation formats will be used with the aim of integrating the new content, ideas and concepts learned during each 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
Debates and classroom dynamics	30%	0	0	2, 3, 7, 6, 1
Examen	25%	0	0	2, 3, 5, 6, 4, 1
Presentation 1	20%	1	0.04	2, 3, 7, 5, 6, 4, 1
Presentation 2	25%	1	0.04	2, 3, 7, 5, 6, 4, 1

#### Continuous evaluation

The evaluation of the competences acquired in this subject is continuous through the active participation of the students in relation to the various activities proposed in class.

The final score will be the average of the points obtained for each of the four evaluation activities. These will consist of participation in debates and other classroom dynamics (25%), two short oral presentations (25% each) and a short essay (25%). For the evaluation to be effective, students need to obtain a minimum grade of 1.25 in each of the tests separately.

The teacher will report the results of these through the Classroom Moodle. The final mark will be published after the final session, also through the Moodle Classroom.

Students who do not take the evaluation tests will be considered as "Not evaluated", exhausting the rights to enrol in the subject. If necessary, a recovery test (an exam) will be carried out for students who have not passed the continuous assessment tests as a whole. To participate in the recovery exam, the students must have been previously evaluated in all their tests. In addition, students must have obtained at least a 1.25 in each of the activities.

This course does not offer a single assessment system.

#### Grade Review Procedure

At the time of carrying out each evaluation activity, the teacher will inform the students (Moodle) of the procedure and date for revising grades.

#### Recovery procedure

If necessary, a recovery test (an exam) will be carried out by those students who have not passed the continuous assessment tests as a whole. To participate in the recovery exam, the students must have been previously evaluated in at least 2/3 of the total evaluation activities. In addition, you must have obtained at least a 3,5 in the total grade of the subject.

#### Conditions for the qualification "Not evaluable"

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30 % of the assessment items.

#### Single evaluation:

The student who takes advantage of the single evaluation must submit an essay and make an oral presentation on the indicated date. Each activity will be weighted 50%.

For the evaluation to be effective, the student must pass each of the different tests separately and obtain a minimum final grade of 5 points out of 10.

#### Plagiarism

If the student performs any irregularity that may lead to a significant variation in the grade of evaluated tasks, this task will be graded with a 0, regardless of the disciplinary process that may be instituted. In the event that several irregularities occur on evaluated tasks in the same subject, the final grade for this subject will be 0.

## Bibliography

### Specific bibliography

Abejez, L.J. & Corona, C. (2020). "Feminismo y perspectiva de género en la Paleontología." *Spanish Journal of Palaeontology*, 35 (1), 29-46.

Dorlin, Elsa (2020) *La matriz de la raza. Genealogía sexual y colonial*. Txalaparta.

Federici, Silvia. (2004). *Caliban and the Witch*. New York, NY: Autonomedia.

Haraway, Donna (2004) *Testigo\_Modesto@Segundo\_Milenio. HombreHembra \_Conoce\_Oncoratón : feminismo y tecnociencia*. Barcelona: UOC

Haraway, Donna. (2022). Conocimientos situados: la cuestión científica en el feminismo y el privilegio de la perspectiva parcial. En: *Mujeres, simios y ciborgs. La reinvención de la naturaleza*. Alianza editorial.

Lettow, Susanne (ed.) (2014). *Reproduction, Race, and Gender in Philosophy and the Early Life Sciences*. State University of New York Press.

Pérez Sedeño, Eulalia. (2011). El sexo de las metáforas. *Arbor*, 187(747), 99-108.

<https://doi.org/10.3989/arbor.2011.747n1011>

Preciado, Beatriz (2008) *Testo yonqui*. Madrid: Espasa Calpe

Subramaniam, Banu and Madelaine Bartlett (2023). "Re-imagining Reproduction: The Queer Possibilities of Plants". *Integrative and Comparative Biology*, volume 63, number 4, pp. 946-959.

Subramaniam, & Willey, A. (2017). Science Out of Feminist Theory Part One: Feminism's Sciences. Catalyst (San Diego, Calif.), 3(1).

Stengers, Isabelle (2019). *Otra ciencia es posible: manifiesto por una desaceleración de las ciencias* (1st ed.). NED Ediciones.

### Complementary bibliography

Brotman, Jennie S., Moore, Felicia M. (2008) Girls and Science: A review of four themes in Science Education. *Journal of Research in Science Teaching*, 45 (9): 971-1002

Fausto-Sterling, Anne (2006) Cuerpossexuados: la política de género y la construcción de la sexualidad. Barcelona: Melusina

Goldie, T. (2014) The man who invented gender. Engaging the ideas of John Money. Vancouver, University of British Columbia Press.

Harding, Sandra (1996) *Ciencia y feminismo*. Madrid: Morata

Keller, Evelyn Fox (1991) *Reflexiones sobre género y ciencia*. València: Alfons el Magnànim.

<spanstyle="color: #000000;">Laqueur, Thomas. (2001). La construcción del sexo. Cuerpo y géneros desde los griegos hasta Freud. Madrid: Ediciones Cátedra, Universitat de Valencia, Instituto de la Mujer.

Lorraine, Erika Milam; Nye, Robert A. (2015) An Introduction to Scientific Masculinities. *Osiris*, 30 (1):1  
<https://doi-org.are.uab.cat/10.1086/682953>

Subramaniam, B. 2009. Moored Metamorphoses: A Retrospective Essay on Feminist Science Studies. *Signs* 34: 951-980.

Subramaniam, B. 2014. Ghost Stories for Darwin: The Science of Variation and the Politics of Diversity. The University of Illinois Press, Champaign, IL, Estados Unidos.

Wajcman, Judy (2006) *El tecnofeminismo*. Madrid: Cátedra; València: Universitat de València Instituto de la Mujer.

## Software

No specific software is required.

## 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	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed