

Degree programme	Type	Course
Sociocultural Gender Studies	OB	2

Contact lecturer

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Group languages

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

Prerequisites

There are not.

Objectives

This subject addresses the relationship between feminisms and education from a narrative perspective. The focus is twofold: on the one hand, understanding pedagogical discourses located on the margins of education; on the other, creating feminist narratives from those margins. The stories we will build start from the present of education, incorporating the contributions of feminisms for research based on the narration of experiences, subjectivities, bodies, and affects.

In a context of ecological, political, and capitalist crisis, the course proposes narratives as spaces of resistance, imagination, and the creation of possible futures. The reconstruction of subjugated knowledges and invisibilized lives implies learning new ways of narrating and documenting education, using artistic and literary devices.

The objectives are:

- To study the theoretical approaches of feminist narrative research: narrative inquiry, memory writing, and fabulation, attending to their specific methods, sources, and techniques.
- To analyze the links between pedagogies and feminisms from a situated narrative perspective.
- To reconceptualize education based on the emerging narratives in gender studies.
- To acquire technical tools for the construction of narratives (structure, voice, world, characters).
- To participate in collective processes of producing feminist narratives with a transformative purpose.

Learning outcomes

- CM06 (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.) 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.
- CM07 (Design educational activities that take socio-cultural and gender diversity into consideration.) Design educational activities that take socio-cultural and gender diversity into consideration.
- CM08 (Help design educational activities that are free from any kind of sexist, homophobic, bi-phobic or transphobic stereotypes.) Help design educational activities that are free from any kind of sexist, homophobic, bi-phobic or transphobic stereotypes.
- CM09 (Promote co-education as an inclusive process that will help eradicate discriminatory behaviour towards the LGBTBIQ+ community and discrimination based on sexual or affective orientation.) Promote co-education as an inclusive process that will help eradicate discriminatory behaviour towards the LGBTBIQ+ community and discrimination based on sexual or affective orientation.
- CM10 (Put teamwork skills into practice: a commitment to the team, regular collaboration, encourage problem solving, apply the ethics of care and provision.) Put teamwork skills into practice: a commitment to the team, regular collaboration, encourage problem solving, apply the ethics of care and provision.
- KM14 (Help construct feminist narratives in the field of education using feminist theories and methodologies.) Help construct feminist narratives in the field of education using feminist theories and methodologies.
- SM11 (Use different media to generate feminist narratives within and for the field of education.) Use different media to generate feminist narratives within and for the field of education.

Contents

Block 1: Narratives, power, and voice

Questions guiding the block: Who speaks? Who is heard? How are narrative identities constructed? What material and symbolic conditions make it possible (or impossible) for a voice to be heard?

This block lays the foundations of the course by exploring the fundamental relationship between narrative, power, and subjectivity. We start from the premise that telling stories is not a neutral act, but a political practice that can reproduce or transform power relations. Narratives are not mere stories, but ways of inhabiting the world, of making sense of what happens to us, and of building community.

Topics addressed:

- Subjectivity as a narrative axis and the heterogeneity of educational experiences.
- Writing as a political process of subjectivation and re-existence.
- Narrative experience as a practice of subjectivation and transformation.
- Voice, silence, and the politics of listening in education.
- Pedagogy as a practice of freedom, body, and relationship.
- Border identities and situated narratives.
- Material and symbolic conditions for a voice to be heard.
- The danger of a single story and the multiplicity of narratives.

Block 2: Crisis, ruins, and dissidences

Questions guiding the block: How to narrate in the midst of ecological, political, and capitalist crisis? What narrative tools can we find in the ruin? How can dissidence and monstrosity be political and narrative positions?

This block addresses the context of crisis in which we live and the narrative tools that emerge in dissidence. It is a block that looks at the present from a critical perspective, identifying the obstacles to imagining alternative futures and the possibilities that arise on the margins and with the debris.

Topics addressed:

- Capitalist realism and the crisis of educational imagination.
- Life in the ruin and the "arts of noticing" as a practice of resistance.
- The production of memory through life trajectories and testimonies.
- The construction of counternarratives that challenge the single and hegemonic narrative in education.
- Non-human agency and ecological narratives.
- Monstrosity as a politics of existence and resistance.
- Queer, trans, and dissident narratives as tools for destabilization.
- Failure and chaos as alternatives to success narratives.

Block 3: Fabulation, affect, and materiality

Questions guiding the block: How to create possible worlds? What role do affects and materiality play in narrative construction? How can fabulation be a political practice of invention?

This block explores the creative and political dimension of narrative. Once we understand how power narratives work, we ask ourselves: how can we create other narratives? How are the worlds we inhabit constructed and how can we imagine others?

Topics addressed:

- Fabulation as a political act of invention of collectives.
- The role of affects in the construction of educational narratives.
- Materiality, bodies, and objects as agents in the production of meaning.
- Intra-action as an alternative to interaction.
- Practices of collective fabulation and world-making.
- The construction of polyphonic (multiple voices in dialogue), multivocal (diverse perspectives), and multimodal (text, image, audio, performance, among others) narratives as a creative and ethical practice.

Block 4: Possible futures

Questions guiding the block: What narratives can build desirable and possible educational futures? How to imagine educational practices that sustain life, care, dissidence, and justice?

This block closes the course and connects directly with the final project. After having explored power narratives, tools of fabulation, emotions and materialities, and the context of crisis and dissidence, we ask ourselves: what futures can we build? How do we imagine educational practices that sustain life, care, dissidence, and justice?

Topics addressed:

- Expanded pedagogy (beyond the classroom, in the community and everyday life) and educational imaginaries as drivers of transformation.
- Narrative learning as a process of listening, empathy, and co-creation of new relational models.
- The construction of futures as a political and narrative practice.
- Feminist pedagogies of care, relationship, and transformation.
- Narratives as a rehearsal of possible educational practices.
- The ethics of care in the construction of educational futures.
- Open questions as a driver of thought and transformation.
- From the course to practice: how to bring the tools to specific educational contexts.

Summary
of the
blocks

1	Narratives, power, and voice	Who speaks and who is heard?	Provides the critical framework to understand which narratives we want to challenge and their importance in education.
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2	Crisis, ruins, and dissidences	How to narrate in the midst of crisis?	Provides awareness of the context and dissident tools.
3	Fabulation, affects, and materiality	How to create possible worlds?	Provides tools for creation and fabulation.
4	Possible futures	Which narratives build desirable futures?	Directly prepares for the creation of alternative educational narratives.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Classes, reading, and discussion of theoretical and literary texts	35	1.4	CM06, CM09, CM10, KM14, SM11
Individual reading, preparation of assignments, and final group project	30	1.2	CM06, CM07, CM08, CM10, KM14
Writing, narratives, and dialogues. Mentoring sessions and monitoring of projects	25	1	CM06, CM07, CM08, CM09, KM14, SM11

The teaching methodologies of the education subject share a perspective that emphasizes the pedagogical relationship and the co-construction of knowledge. Narrative and narrative inquiry will drive teaching practice, incorporating everyday knowledge and otherness in the learning and textual production processes, which will have both an individual and a collective format. This approach is nourished by expanded pedagogy, understanding that learning also occurs in affects, bodies, and non-formal spaces.

The subject combines theoretical and practical classes around the reading and discussion of texts and the carrying out of exercises in the sessions. These sessions aim to provide the conceptual tools to understand the power of narratives and to practice writing as a tool for transformation. Furthermore, the teaching of narrative techniques (character construction, world-building, narrative structure, voice, point of view) will be sought, along with reflection on how narrative form can be a political and dissident practice.

The methodology is based on Project-Based Learning (PBL) and narrative inquiry. The final project, which is developed throughout the course, allows students to apply theoretical and narrative tools to the creation of an alternative educational proposal. After initial individual work, practical evaluations during classes, the construction of a diary, and expository classes by the teaching staff, students, in groups, will have to choose a project to develop. The professors will provide the materials that will be the starting point for the projects. These projects will be developed in phases and include the following tasks:

- Readings and reflections based on the class texts.
- Information search and construction of a historical research problem.
- Creative fabulation and narrative of new ways of inhabiting education.
- Oral presentations of the works by the students.

Two mentoring sessions will be held for the final evaluation and one tutorial for the intermediate evaluation.

About the sessions:

The subject will be developed through face-to-face sessions, tutorials, and autonomous work.

The face-to-face sessions intend the participation of the whole group, as practical and theoretical activities will be carried out during the classes, according to the calendar that will be published on the Virtual Campus at the beginning of the course.

In the face-to-face sessions, the active participation of the student group in the analysis and discussion of the proposed topics will be valued.

Autonomous work:

In the subject, students will be encouraged to follow the course readings, search for bibliographic references of their own interest, investigate information, observe, and write, among other things.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
2. Reflection diary (individual)	20%	12	0.48	CM08, CM09, KM14, SM11
4. Collective project: "Narratives for a possible future" (group)	40%	24	0.96	CM07, CM08, CM09, CM10, KM14, SM11
1. Presentation of a text in class (individual)	10%	6	0.24	CM06, CM09, KM14, SM11
3. Essay (individual)	30%	18	0.72	CM08, KM14, SM11

Continuous assessment activities

At the time of each assessment activity, the teaching staff will inform the students, through the Virtual Campus, of the assessment procedure and the date for reviewing the grades.

The grades for each assessment activity will be published on the Virtual Campus within a maximum period of three weeks from the date of submission or completion of the activity.

General assessment criteria:

- Honesty and vulnerability in writing.
- Ability to connect personal experience with theoretical and literary texts.
- Reflective depth and ability to formulate open questions.
- Narrative quality and creativity.
- Active participation in discussions and collective work.

Exchange students who request to advance the submission of any assessable activity or the oral presentation of the final project for mobility reasons must present to the teaching staff a written document from their home university justifying their request.

Reassessment

In accordance with the Faculty regulations, to be entitled to reassessment of an assessable activity, the student must have been previously assessed in a set of activities whose weight is equivalent to at least two-thirds of the total grade for the subject.

In this subject, only the following activities are considered reassessable:

- Activity 2 (Individual essay)
- Activity 3 (Collective project)

Only those students who have been assessed in both (Activity 2 and Activity 3) will be able to access the

reassessment of these activities, since their combined weight meets the minimum requirement established by the regulations.

Reassessment conditions:

- Only activities that have been submitted and have obtained a grade lower than 5 may be reassessed.
- Activities not submitted or with a grade of 0 cannot be reassessed.
- Activities 1 (Text presentation) and 4 (Reflection diary) are not reassessable under any circumstances.

Since the UAB academic regulations establish that the final grade for the subject is expressed with one decimal place, the rounding established in the UAB Academic Regulations (article 266, point 4) will be applied: if a student obtains a 4.9 as a final grade for continuous assessment, this value will be rounded up to 5 and, therefore, the student will not have to take the reassessment.

Not assessable

In accordance with the Faculty regulations, a student will be considered "Not assessable" if they have not submitted assessment activities that constitute, as a whole, more than 30% of the total grade for the subject.

In this subject, the weights of the continuous assessment activities are as follows:

- Activity 1 (Text presentation): 10%
- Activity 2 (Individual essay): 30%
- Activity 3 (Collective project): 40%
- Activity 4 (Reflection diary): 20%

Therefore, those students who, when adding up the percentages of the submitted activities, obtain a result equal to or less than 30%, will receive the grade of "Not assessable".

Single assessment: This subject does not include the single assessment modality. The assessments are integrated into a narrative and relational continuity with the classes, so that the creation process is assessed and not only the final product.

Academic integrity

Any irregularity in an assessment activity (plagiarism, fraud, identity impersonation, unauthorized use of artificial intelligence, etc.) will automatically result in a grade of zero (0) in that activity and will entail the loss of the right to reassess it. If several irregularities are detected in different activities throughout the course, the final grade for the subject will be zero (0), regardless of the grades obtained in the rest of the activities.

AI

Restricted use: For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks such as text correction, translations, or other specific situations that must be agreed upon with the teaching staff through a tutorial. The student must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in the use of AI in assessable activities will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade for the activity, or greater sanctions in cases of seriousness.

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Software

No specific software is required for this course.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed