

Degree programme	Type	Course
Sociocultural Gender Studies	OB	2

Contact lecturer

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Prerequisites

There is no previous requirements

Group languages

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

Objectives

The main objective of the course is to provide the conceptual and methodological tools of critical and feminist social psychology to:

- Identify how subjectivisation and gender regulation processes operate, and their impact on well-being and distress in everyday life.
- Analyse the knowledge produced by the Psi and Health Sciences from the perspective of intersectional feminist STS (*Science, Technology and Society*) studies.
- Reflect on how the binary gender system operates in the construction of knowledge within the Psi and Health Sciences.
- Understand and know how to articulate the concepts of feminist theories in a critical manner, grounded in the analysis of cases linked to health and gender.
- Apply an intersectional gender perspective to the design of psychosocial interventions in the field of Health and Psychology.
- Develop professional intervention proposals for the promotion of feminist health, both within and outside the healthcare and social action sectors.

Learning outcomes

- CM03 (Put teamwork skills into practice: a commitment to the team, regular collaboration, encouraging problem solving.) Put teamwork skills into practice: a commitment to the team, regular collaboration, encouraging problem solving.
- CM31 (Take part in developing psychological and psychosocial support projects, demonstrating ethical responsibility and respect for rights, diversity and democratic values without re-victimisation.) Take part in developing psychological and psychosocial support projects, demonstrating ethical responsibility and respect for rights, diversity and democratic values without re-victimisation.
- CM32 (Evaluate the reproduction of sex/gender inequalities in the professional practice of psychology and in the academic sphere from a non-androcentric perspective.) Evaluate the reproduction of sex/gender inequalities in the professional practice of psychology and in the academic sphere from a

non-androcentric perspective.

- KM58 (Identify the main social determinants of gender on psychological health, depending on the group affected.) Identify the main social determinants of gender on psychological health, depending on the group affected.
- KM59 (Understand the different perspectives of psychosocial and community intervention related to designs and actions surrounding health and gender.) Understand the different perspectives of psychosocial and community intervention related to designs and actions surrounding health and gender.
- KM60 (Connect the different strategies of psychosocial and community intervention concerning the implications of the transformation of the impact of gender on health.) Connect the different strategies of psychosocial and community intervention concerning the implications of the transformation of the impact of gender on health.
- KM62 (Identify different examples of gender violence and discomfort suffered by bodies and subjectivity, caused by the interaction between social inequalities and health and illness systems.) Identify different examples of gender violence and discomfort suffered by bodies and subjectivity, caused by the interaction between social inequalities and health and illness systems.
- SM51 (Identify public policies that affect equality in health and the principles of gender in order to draw up plans and reports related to the field of health.) Identify public policies that affect equality in health and the principles of gender in order to draw up plans and reports related to the field of health.
- SM52 (Interpret plans aimed at achieving equality in health-related matters, as a result of applying the integrated gender perspective in health.) Interpret plans aimed at achieving equality in health-related matters, as a result of applying the integrated gender perspective in health.
- SM53 (Conduct a basic comparison of the current scientific models of health and illness and how they relate to the sex/gender system.) Conduct a basic comparison of the current scientific models of health and illness and how they relate to the sex/gender system.

Contents

1. Scientific paradigms from an intersectional gender perspective.
2. The (re)production of gender inequalities in the Psi and Health Sciences.
3. Consequences of intersectional gender biases in health.
4. Paradigms of psychology from a feminist perspective.
5. The psychopathologisation of everyday life in contemporary society.
6. The Psi and Health Sciences as a regulation of the binary and patriarchal gender system.
7. Feminist ethics in the professional practice of accompaniment in health processes and psychosocial intervention.
8. Neoliberal health: individualising care responsibilities.
9. Dimensions and tools for the promotion of feminist health.
10. Autonomous/alternative feminist health practices.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorships	5	0.2	
Oral Lectures	35	1.4	
Analytical and case studies Seminars	35	1.4	
Documentation and materials search	15	0.6	
Reading and analysis of the materials	30	1.2	
Teamwork Project	30	1.2	

The course will be developed through directed/supervised face-to-face sessions, autonomous work, and tutorials.

Face-to-face theory sessions will be dedicated to the presentation of the course content by the teaching staff, with the active participation of the student group in its analysis and discussion.

Face-to-face practical sessions will consist of seminars for the supervised resolution of case studies in order to deepen and apply the theory presented. These case-study resolution seminars will involve, on the one hand, small group work in the classroom and sharing with the whole class group; and on the other, individual autonomous work, including the reading and comprehensive, analytical study of texts, as well as the comprehensive, analytical viewing of audiovisual materials related to the case studies and theory.

Individual autonomous work will be required prior to the supervised case seminars, with the aim of preparing the teamwork for the analysis and resolution of case studies in class.

The case studies will focus on the analysis and definition of psychosocial strategies for the promotion of health and well-being from an intersectional feminist perspective.

The course will also include two group projects carried out in teams of 5 people, in which students will develop the competences addressed in the course. One group project must be submitted in a written report format, and the other project will be delivered as an oral presentation during the face-to-face practical sessions.

In this course, the competence of critical and reflective use of Artificial Intelligence (AI) technologies will be developed.

Note: Fifteen minutes of a class session, within the schedule established by the centre/degree, will be reserved for students to complete the evaluation surveys regarding the teaching performance of the staff and the evaluation of the course.

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
Report on Practical Case 1	20	0	0	CM03, CM31, SM51, SM52
Oral Exposition of Practical Case 2	20	0	0	CM03, CM31, CM32, KM59
Active participation in the practical sessions	10	0	0	CM03, CM31, KM59, KM60
Individual writing assessment 2	30	0	0	CM32, KM58, KM59, KM60, KM62, SM52, SM53
Writing test 1	20	0	0	CM32, KM58, KM59, KM62

This course is designed to follow CONTINUOUS assessment, with the aim of enabling students to monitor their academic progress throughout the learning process to allow for improvement. Continuous assessment will consist of 5 learning evidences across 4 different typologies: 1) Group report; 2) Group oral presentation; 3) Individual written tests on conceptual aspects and theoretical reflection; 4) Active participation in class.

However, students may request single assessment (avaluació única), exclusively within the period established by the Faculty. Given that the competences to be acquired are identical in both continuous and single assessment, the learning evidences required for single assessment will be the same as those for continuous assessment, with the exception of active class participation. The 5% of the grade corresponding to active class participation will be transferred to individual written test 2, which will then account for 35% of the final grade. Single assessment will take place on the same day and at the same venue as "Individual written test 2", as indicated in the course syllabus accessible via the virtual campus (Moodle), and all course content will be assessed within a maximum of 2 hours. There will be 1 hr 15 mins allocated for the written exam, and the remaining case-study analysis activities must be submitted on that date, at the time of handing in the written exam.

At the beginning of the course, the teaching staff will provide information regarding the submission deadlines for the assessment activities. These dates will not be subject to change.

To pass the course, a final overall grade equal to or higher than 5 must be obtained, calculated proportionally based on the number of evidences submitted. Achieving a final average grade below 5 points will mean the course has not been passed. A student's status will be considered "Not assessable" (No avaluable) if they submit fewer than 4 learning evidences.

To participate in reassessment, students must have been previously assessed in a set of activities whose weight equals a minimum of 2/3 of the total qualification (continuous assessment) or must hand in all scheduled tests on the day of the written exam (single assessment). Students who, across continuous or single assessment, have obtained a grade lower than 5 points but greater than or equal to 3.5 points are eligible for reassessment. Learning evidences with insufficient performance can be reassessed in a format analogous to that presented during the continuous assessment process. The maximum final grade that can be awarded after reassessment is 5.

Should a student commit any irregularity that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded as 0, regardless of any disciplinary process that may be initiated. In the event of multiple irregularities occurring within the assessment acts of the same course, the final grade for this course will be 0.

If AI tools are used, the student must clearly identify which parts have been generated using this technology, specify the tools employed, and include a critical reflection on how they influenced both the process and the final outcome of the activity. A lack of transparency in the use of AI may result in a penalty on the activity's grade, or more severe sanctions in serious cases.

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Software

The reference digital platform for the course will be the Moodle platform.

The use of open-source software is also encouraged, provided it is compatible.

This course will also focus on developing the competence of critical and reflective use of Artificial Intelligence (AI) technologies. The use of AI will be allowed as an integral part of the development of assignments in a critical and reflective manner, provided that the final result reflects a significant contribution from the student in terms of personal analysis and reflection.

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	first semester	morning-mixed
(PAUL) Classroom practices	1	Catalan/Spanish	first semester	morning-mixed