

**Academic Year/course:** 2022/23

## 143238 - Gender Studies

### Information of the program

**Study:** 14302 - Bachelor's Degree in Modern Language and Management

**Academic year:** 2022/23

**Subject:** 143238 - Gender Studies

**Teaching period:** First semester

**Year:** 3

**Type:** Compulsory

**ECTS Credits:** 6.0

### Justification

The interdisciplinary fields of gender and women's studies constitute one of the most innovative and challenging areas of recent scholarship that pervades not only the social sciences and the arts, but also disciplines apparently alien such as computing, engineering, health, or the natural sciences.

The main aim of this course is to provide students with a transdisciplinary critical framework for thinking of gender identity as an integral component of the human condition that pervades both the real and symbolic orders of social life, and intersects with other social and cultural identities such as race, class, nationality, or religion.

Together with this main goal, this course aims at

- analysing the construction of women and men as social and cultural subjects
- exploring how gender identities are constructed, and to identify the dominant cultural fabric of stereotypes and prejudices that underlie an apparently neutral reality.
- getting acquainted with the main trends of feminism and theoretical thinking on women's studies in the past, and the challenges for the future.
- promoting gender justice by identifying the challenges of gender inequality in contemporary societies, in order to gain mutual understanding and a fairer society.
- improving students' communicative skills in English, and enhancing the proficient understanding and use of key concepts in disciplines related to the Humanities.

### Prerequisites

Very good command of the English language and reasonably consolidated knowledge of the tools of social and cultural analysis.

### Subject competencies

#### Generic competences:

**CG3 Systemic thinking:** "To organise and integrate interrelated components to create a whole, and to understand and face reality through global patterns"

Learning outcomes:

- The student integrates elements of different subjects or areas of study in his/her own analysis of reality. In particular the student should be able to use gender analysis to integrate seemingly disparate elements in the fields of the social sciences and de humanities.
- The students turns to different perspectives and sources to analyse reality
- He/she is able to transfer contents and concepts to a practical case and integrate them in a project. In particular, the student should be able to apply gender analysis to questions raised in different areas of knowledge.

- He/she discerns between isolated evidence and generalisations inferred from data

**CG7: Diversity and interculturality:** To understand and accept the diversity of social and cultural filiations (structural or intended) as part and parcel of the human condition.

Learning outcomes:

- To identify and use properly the most relevant concepts, categories, and theories in Languages and the Humanities' diverse fields.
- To identify /distinguish different methodologies, by conceptually assimilating multicultural diversity, and understanding new trends in gender studies, as well as other current humanistic approaches

**Specific competences:**

English Language (see learning outcomes in Course Guide): To understand and make others understand one's views and ideas, both orally and in written form, in the English language.

**Course content**

1. INTRODUCTION. SOME KEY CONCEPTS
2. FEMINISM. A SURVEY
  - 2.1 EDUCATION AND CIVIL RIGHTS. THE FIRST WAVE
  - 2.2. ONE IS NOT BORN A WOMAN... SIMONE DE BEAUVOIR AND THE SECOND WAVE.
  - 2.3. THIRD AND FOURTH WAVES. FEMINISM vs FEMINISMS.
3. CONTEMPORARY DEBATES. WOMEN'S STUDIES, GENDER STUDIES, INTERSECTIONALITY, AND NEW CHALLENGES: POSTCOLONIALISMS AND POSTMODERNITIES

**Teaching/learning strategy, assessment system and materials**

<b>TEACHER/S:</b> Maria Jesus Pando Canteli	<b>GROUP:</b> 10 - English
<p>In order to acquire and develop the above-mentioned competences, the following teaching-learning techniques will be used:</p> <ul style="list-style-type: none"> <li>• Close reading of specific sections from both scholarly and literary texts, and follow-up discussions of the topics therein represented in the classroom.CG3; CG7; CE3.</li> <li>• Exposure to audio and visual materials to activate and reconstruct the critical gaze towards gender roles in film and the media. (CG3)</li> <li>• Reading and researching autonomously gender and feminist theory materials.(CG7;</li> <li>• Preparing a term paper on a text covering some of the themes in the course.(CG3, CG7;CE3; CE5</li> <li>• Brief presentations in groups about some seminal texts in gender studies or case studies. (CG7;CE3; CE5</li> <li>• Working on the study questions at home and, then, reporting on them in class. (CG3;CE3)</li> <li>• Quizzes and on-the-spot exercises on the reading materials.(CG3; CE3)</li> <li>• Argumentation: class, face to face group debates on controversial topicS.(CG7;CE3; CE5)</li> </ul> <p>The time to be spent on the subject (6 ECTS: 150 hours) during the term will be distributed as follows:</p> <ul style="list-style-type: none"> <li>- <b>Time in the classroom: 56 hours</b></li> <li>+ Lectures, in-class discussions, and other materials: 35 hours</li> <li>+ Study questions, exercises, quizzes, and final exam: 5 hours</li> <li>+ Debates and presentations: 16 hrs</li> <li>- <b>Time outside the classroom: 94 hours</b></li> <li>+ Reading of the texts and other materials: 60 hours</li> <li>+ Preparation of debates and presentations: 20 hours           <ul style="list-style-type: none"> <li>+ Studying for quizzes, tests, and final exam: 14 hours</li> </ul> </li> </ul>	
<b>EVALUATION SYSTEM</b>	
<p>The assessment of the students' work will be progressive and formative. It will include the following:</p> <ul style="list-style-type: none"> <li>• Participation in discussions, short study questions, quizzes: 20 % (CG3, CG7, CE3, CE6)</li> <li>• Team presentation and debates 20% (CG3, CG7, CE3, CE5)</li> </ul>	

- Midterm test 20% (CG3, CG7, CE3)
- End of term paper: 40 % (CG3, CG7, CE3)

N.B. Students will only get credit for this course if: a) they complete ALL FOUR assignments; b) they hand in the written assignments on the appointed day and follow the guidelines they will be given, c) they receive a passing mark at least in team presentations and debates (20%) and term paper (40%).

The final grade will be the average of all the activities above, providing **that individual grades score 5.0 or above in activities mentioned in section c) above.**

**Resit:** In case a student fails in the first call, a resit will take place at the end of January. The student will have the chance to complete/rewrite failed activities with the exception of team working, which necessarily must be completed along the semester.

## DOCUMENTATION

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- **Beauvoir, Simone de, 1989 [1949], The Second Sex, Vintage Books.**
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**Esp. Carmen Martínez Gimeno, Madrid: Cátedra 1996)**

Yuval-Davis, N. 2006. "Intersectionality and Feminist Politics". European Journal of Women's Studies 13.3 (2006): 193-209.

Recommended web pages:

<http://www.heforshe.org/en>

<http://www.mujaresenred.net/>

<http://www.redmujeres.org/default.htm>

[http://womenshistory.about.com/od/feminism/tp/feminist\\_theory.htm](http://womenshistory.about.com/od/feminism/tp/feminist_theory.htm)

<http://plato.stanford.edu/entries/feminism-ethics/>

<https://www.cla.purdue.edu/english/theory/genderandsex/modules/introduction.html>

[https://eeas.europa.eu/sites/eeas/files/2017\\_report\\_equality\\_women\\_men\\_in\\_the\\_eu\\_en.pdf](https://eeas.europa.eu/sites/eeas/files/2017_report_equality_women_men_in_the_eu_en.pdf)

<b>TEACHER/S:</b>	<b>GROUP:</b>
<b>TEACHING-LEARNING STRATEGY</b>	
<b>EVALUATION SYSTEM</b>	
<b>DOCUMENTATION</b>	