

WOMEN'S EDUCATION IN THE CONTEMPORARY WORLD

Academic Year 2020-2021

(Last update: 14/07/2020)

(Approved by the Master Academic Commission: 17/07/2020)

SEMESTRE	CRÉDITOS	CARÁCTER	TIPO DE ENSEÑANZA	IDIOMA DE IMPARTICIÓN
3º	5	Elective	In persona	English
MODULE		Interdisciplinary		
SUBJECT		WOMEN'S EDUCATION IN THE CONTEMPORARY WORLD		
RESPONSABLE OF THE STUDIES		Postgraduate International School		
MASTER		Erasmus Mundus Master's Degree in Women's and Gender Studies		
CENTRE OF THIS SUBJECT		Instituto de Investigación de Estudios de las Mujeres y del Género. Centro de Documentación Científica		
PROFESSOR ⁽¹⁾				
Mar Venegas				
ADDRESS		Dpto. Sociología, 2ª planta, Facultad de Ciencias de la Educación. Despacho nº 507. Correo electrónico: mariter@ugr.es		
TUTORING HOURS		1º Semester: Monday 11.30 - 14.30, 15.30 - 16.30 Wednesday 12.30 - 14.30 2º Semester: see on web Department of Sociology		
OBJETIVES				
<ul style="list-style-type: none"> • To know the history of women's education and its close relationship with the great social changes since Modernity. • To critically analyse the role of education in the production, reproduction and change of sexual / gender inequality in society. • To know how relationships and sex education can contribute to the promotion of democracy, equality, diversity, social justice and citizenship in current western societies. • To understand the connections between women, gender, sexuality, education and social change. 				
GENERAL AND SPECIFIC COMPETENCES				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))

TRANSVERSE COMPETENCES

- CT1 To show interest in quality and excellence in carrying out different tasks
- CT2 To understand and defend the importance that the diversity of cultures and customs have in research
- CT3 To have an ethical and social commitment in the application of the acquired knowledge
- CT4 To have the ability to work in interdisciplinary teams to achieve common goals from differentiated external fields

BASIC AND GENERAL COMPETENCES

- CG2 To Know the development of the field of Women's and Gender Studies as an interdisciplinary field in its cross-cultural and transnational dimensions
- CG3 To know the main discussions and theoretical approaches in the analysis of gender inequalities
- CG6 To master the use of scientific writing tools, particularly in the field of gender and feminist studies
- CG7 To understand the different historical and cultural contexts to critically explain inequalities and oppressions from an intersectional point of view
- CG8 To apply the main concepts and categories used in the field of gender and feminist studies in the development of either research or professional practice.

SPECIFIC COMPETENCES

- CE1 To establish dialogues between the different feminist theories (queer feminism, theories of sexual difference, Marxist feminism, theories of equality, cyberfeminism, etc.)
- CE5 To understand the interaction between gender and other forms of inequality such as class, ethnicity, foreigners, race, sexual orientation, age.
- CE6 To understand gender as a principle of social organization that runs through the economy, politics, kinship and family, health and well-being, as well as the different institutions (educational, health, politics, etc.)
- CE7 To critically analyse gender representations from a cross-cultural perspective
- CE13 To show both in the past and in the present the agencies, resistances and subjectivities of subordinate subjects

DETAILED TOPICS OF THE SUBJECT

THEORETICAL TOPICS:

1. ORIGINS OF THE PROBLEM: HISTORY, EDUCATION AND GENDER RELATIONS.

- 1.1. The construction of sexual / gender difference, inequality and discrimination.
- 1.2. National systems of education, segregation and discrimination.

2. MAIN SOCIAL CHANGES AND EDUCATION: REVOLUTIONS IN THE ORIGINS OF CONTEMPORANEITY AND ITS IMPACT ON WOMEN'S LIVES (XIX-XX CENTURIES).

- 2.1. Gender, sexuality, love and body.
- 2.2. Demands for greater education for women. Teachers and feminism.
- 2.3. Between occupying and inhabiting: advances in the education of women (XIX-XX centuries).
- 2.4. Gender codes in education.

3. CURRENT CHALLENGES OF DEMOCRATIC EDUCATION: RELATIONSHIPS AND SEX EDUCATION IN CONTEMPORARY EUROPE.

- 3.1. The holistic democratic model of sex education.
- 3.2. Current issues and debates in Europe. The defence of democracy, equality, diversity, social justice and citizenship.



PRACTICAL TOPICS:

Seminars / Workshops:

Each theoretical section above is accompanied by a practical part to work in depth, in seminar or workshop format, according to the proposed theme.

BIBLIOGRAPHY

BIBLIOGRAPHY OF REFERENCE:

- Allred, Pam & Biglia, Barbara (2015). Gender-Related Violence and Young People: An Overview of Italian, Irish, Spanish, UK and UE Legislation. *Children & Society*, 29 (6), 662 - 675.
- Gilmartin, Shannon K. (2005). The Centrality and Costs of Heterosexual Romantic Love among First-Year College Women, *The Journal of Higher Education*, 76(6), 609-633. <https://doi.org/10.1353/jhe.2005.0040>
- Holland, Dorothy C. y Eisenhart, Margaret A. (1990). *Educated in Romance*. London: University of Chicago Press.
- Ketting, Evert and Ivanova, Olena (2018). *Sexuality Education in Europe and Central Asia. State of the Art and Recent Developments. An Overview of 25 Countries*. Cologne: Federal Centre for Health Education and International Planned Parenthood Federation European Network.
- Kuhar, Roman and Zobec, Aleš (2017). The anti-gender movement in Europe and the educational process in public schools. *CEPS Journal*, 7 (2), 29-46.
- Lombardo, Emanuela and Verloo, Mieke (2009). Institutionalizing Intersectionality in the European Union?, *International Feminist Journal of Politics*, 11 (4), 478-495, DOI: 10.1080/14616740903237442
- Renold, Emma y Ringrose, Jessica (2017). Selfies, relfies and phallic tagging: posthuman part-icipations in teen digital sexuality assemblages, *Educational Philosophy and Theory*, 49(11), 1066-1079. DOI: 10.1080/00131857.2016.1185686
- Venegas, Mar (2013). Sex and Relationships Education and Gender Equality: Recent Experiences from Andalusia (Spain). *Sex Education: Sexuality, Society and Learning*, 13 (5), 573-584, DOI:10.1080/14681811.2013.778823
- Venegas, Mar; Villar-Aguilés, Alícia; y Santos, Sofia A. (2020). Sex and gender equality policies in education in Southern European Societies: the three cases of Andalusia and the Valencian Community (Spain) and Portugal. *Revista Española de Sociología (RES)*, 29(1), 137-151, Doi: <http://dx.doi.org/10.22325/fes/res.2020.09>

COMPLEMENTARY BIBLIOGRAPHY:

- Attwood, Feona (2006). Sexed Up: Theorizing the Sexualization of Culture, *Sexualities*, 9(1), 77-94. <https://doi.org/10.1177/1363460706053336>
- Brooks, Ann (1997). *Postfeminisms: Feminism, cultural theory and cultural forms*. London y Nueva York: Routledge. Recuperado de <https://ebookcentral.proquest.com>, consulta 04.09.2019
- Fox, Nick J. y Allred, Pam (2013). The Sexuality-Assemblage: Desire, Affect, Anti-Humanism, *The Sociological*



- Review, 61(4), 769–789. <https://doi.org/10.1111/1467-954X.12075>
- Gilmartin, Shannon K. (2006). Changes in College Women’s Attitudes Toward Sexual Intimacy, *Journal of Research on Adolescence*, 16(3), 429–454.
- Gilmartin, Shannon K. (2007). *Crafting Heterosexual Masculine Identities on Campus College. Men Talk about Romantic Love*, *Men and Masculinities*, 9(4), 530-539. DOI: 10.1177/1097184X05284994
- Santos, Sofia A.; Fonseca, Laura & Araújo, Helena C. (2012). Sex Education And The Views of Young People on Gender and Sexuality in Portuguese Schools. *Educação, Sociedade & Culturas*, 35, 29-44.
- Venegas, Mar (2010). La maldición de ser niña. Estructuralismo, postestructuralismo y teoría de la práctica en género y sexualidad. *Papers. Revista de Sociología*, 95 (1), 139-156, <http://dx.doi.org/10.5565/rev/papers/v95n1.675>
- Venegas, Mar (2018). “El romance adolescente. Un análisis sociológico de la política afectivosexual en la adolescencia”. *Papers. Revista de Sociología*, 103 (2), 255-279, <https://doi.org/10.5565/rev/papers.2213>

RECOMMENDED WEBSITES

- Amnesty International, <https://www.amnesty.org/en/>
- Gender equality, https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality_en
- Gender equality strategy, https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en
- Advisory Committee On Equal Opportunities For Women And Men Opinion On Gender Equality In The Cohesion Policy 2014-2020, http://www.violenciagenero.igualdad.mpr.gob.es/marcoInternacional/ambitoInternacional/unionEuropea/instituciones/Comision/Comites_Grupos/pdfs/Opinion_Gender_Equality_Cohesion_Policy_2014_2020_8.pdf
- 2018 Report on equality between women and men in the EU, https://ec.europa.eu/newsroom/just/document.cfm?doc_id=50074
- European Charter for Equality of women and men in Local Life, <http://www.charter-equality.eu/the-charter/the-eu-and-gender-equality.html>
- European Institute for Gender Equality, <https://eige.europa.eu>
- What the EU has done for women - 50 years of EU action, <http://www.genderequality.ie/en/GE/Pages/WP13000060>
- Gender Equality Law in the European Union, <https://www.wikigender.org/wiki/gender-equality-law-in-the-european-union/>
- FRA (UE Agency for Fundamental Rights, <https://fra.europa.eu/en>
- Gender, <https://fra.europa.eu/en/theme/gender>
 - LGBTI, <https://fra.europa.eu/en/theme/lgbti>
- Éducation à la sexualité (EDUSCOL), <http://eduscol.education.fr/cid46864/les-enjeux-de-l-education-a-la->



[sexualite.html](#)

Sex Education Forum, National Children Bureau, England, <https://www.sexeducationforum.org.uk>

Multimedia resources

Bauer, Jill & Gradus, Ronna (Directores) (2015). *Hot Girls Wanted. Turned on*. Serie disponible en Netflix. Trailer recuperado en: <https://www.youtube.com/watch?v=WbV7MRBWlk8>, consulta 17.06.2019

METODOLOGÍA DOCENTE

- Theoretical lectures
- Practical lectures
- Supervised works
- Tutorship
- Autonomous student work
- Assessment

EVALUATION (EVALUATION TOOLS, EVALUATION CRITERIA AND PERCENTAGE ON THE FINAL MARK, ETC.)

ORDINARY CALL

Article 17 of the Regulations for the Evaluation and Qualification of Students of the University of Granada establishes that the ordinary call will preferably be based on the continuous evaluation of the student body, except for those who have been recognized the right to the single final evaluation.

Attendance is compulsory.

Code	Teaching Methodology	Assessment Criteria	% Over final mark
M0	Master / expository lesson		
M1	Discussion and debate sessions	S3: Oral presentations S6: Student contributions in discussion sessions and student attitude in the different activities carried out	20% 10%
M4	Analysis of sources and documents		
M5 -M6	Group / individual work	S7: Carrying out individual work	70%

EXTRAORDINARY CALL

Article 19 of the Regulations for the Evaluation and Qualification of Students of the University of Granada establishes that students who have not passed the subject in the ordinary call will have an extraordinary call. All students may attend it, regardless of whether or not they have followed a continuous evaluation process. In this way, each student who has not completed the continuous assessment will have the possibility of obtaining 100% of the grade by taking a test and / or work.



If continuous assessment has been followed, only the final individual research work will have to be submitted. The evaluation system is maintained as in the ordinary call.

If continuous assessment has not been followed, the assessment format will be the same as the final single assessment format.

DESCRIPTION OF THE TESTS THAT WILL BE PART OF THE SINGLE FINAL EVALUATION ESTABLISHED IN THE NORMATIVE OF EVALUATION AND QUALIFICATION OF THE STUDENTS OF THE UNIVERSITY OF GRANADA

Article 8 of the Regulations for the Evaluation and Qualification of Students of the University of Granada establishes that those who cannot comply with the continuous evaluation method for justified reasons can take advantage of the single final evaluation.

To qualify for the final single assessment, the student should do it in the first two weeks of teaching of this subject or in the two weeks following enrolment if it has occurred after the start of classes or due to unsuccessful causes. It will request it, through the electronic procedure, to the Coordination of the Master, who will transfer the corresponding professor, alleging and accrediting the reasons that assist them for not being able to follow the continuous evaluation system.

In this case, the evaluation system will supply, with the individual research work, all the evaluation of the subject. It will be a more complete work, to effectively supply the in-person assessment activities. The teacher will establish the relevant *ad hoc* guidelines:

Code	Teaching Methodology	Assessment Criteria	% Over final mark
M4	Analysis of sources and documents		
M5 -M6	Group / individual work	S7: Carrying out individual work	100%

SCENARIO B (SUSPENSION OF THE PRESENTIAL ACTIVITY)

TUTORIAL ATTENTION

TIME (According to the Plan of Teaching Ordination)	TOOLS FOR TUTORIAL CARE (Indicate telematics means for tutorial attention)
<ul style="list-style-type: none"> 1^o semester: <ul style="list-style-type: none"> Monday 11.30 - 14.30, 15.30 - 16.30 Wednesday 12.30 - 14.30 2^o semester: see web of Department of Sociology 	<ul style="list-style-type: none"> The tutorials will take place through the Google - Meet platform. All the contents of the subject will be available in PRADO. To contact with the professor will be possible through PRADO and the UGR's email. For the tutorials, the teacher will provide a link to the virtual room through PRADO when the course begins. Students will be attended only during these tutoring hours. Students are asked to be very aware of the communication and indications of the teacher through PRADO.

MEASURES OF ADAPTATION OF THE TEACHING METHODOLOGY

- The training sessions will be at the time established by the Master.
- All sessions will be online: virtual and will be synchronous.
- They will take place through videoconferences and / or sessions on the platforms that the UGR makes available to



teachers and students.

- Likewise, PRADO will be used, and the resources that this platform has.
- To access the videoconferences it will be mandatory to use the official account of the UGR: non-UGR users will not be admitted.

MEASURES OF ADAPTATION OF THE EVALUATION (Tools, criteria and percentages on the final grade)

Ordinary Call

Code	Teaching Methodology	Assessment Criteria	% Over final mark
M0	Master / expository lesson		
M1	Discussion and debate sessions	S3: Oral presentations S6: Student contributions in discussion sessions and student attitude in the different activities carried out	20% 10%
M4	Analysis of sources and documents		
M5 -M6	Group / individual work	S7: Carrying out individual work	70%

Extraordinary Call

It remains the same as in the ordinary and attending to the two possibilities indicated for the in-person option, but in the virtuality format indicated in the previous table.

Final Single Assessment

Code	Teaching Methodology	Assessment Criteria	% Over final mark
M4	Analysis of sources and documents		
M5 -M6	Group / individual work	S7: Carrying out individual work	100%

