

Guía docente de la asignatura

Women's Education in Contemporary World

Fecha última actualización: 12/07/2021
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Máster

Máster Universitario Erasmus Mundus en Estudios de las Mujeres y de Género

MÓDULO

Universidad de Granada - Módulo Optativo

RAMA

Ciencias Sociales y Jurídicas

CENTRO RESPONSABLE DEL TÍTULO

Escuela Internacional de Posgrado

Semestre

Primero

Créditos

5

Tipo

Optativa

Tipo de enseñanza

Presencial

PRERREQUISITOS Y/O RECOMENDACIONES

No one

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

1. Women's Education
2. Relationships and Sex Education (comprehensive sexuality education)
3. Gender
4. Sexuality
5. Social change

COMPETENCIAS

COMPETENCIAS BÁSICAS

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.



- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

RESULTADOS DE APRENDIZAJE (Objetivos)

- 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.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

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.

PRÁCTICO

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.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

- Alldred, 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>

BIBLIOGRAFÍA COMPLEMENTARIA

- 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 Alldred, Pam (2013). The Sexuality-Assemblage: Desire, Affect, Anti-Humanism, *The Sociological Review*, 61(4), 769–789. <https://doi.org/10.1111/1467-954X.12075>
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 - 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>

ENLACES RECOMENDADOS

- 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

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

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%
M4	Analysis of sources and documents		
M5 -M6	Group / individual work	S7: Carrying out individual work	70%



EVALUACIÓN EXTRAORDINARIA

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.

EVALUACIÓN ÚNICA FINAL

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%

