

**Course title:** Gender, Sexuality, and Diversity: Past and Present.

**Language of instruction:** English

**Professor:** Sandra Montón Subías & Enrique Moral de Eusebio.

**Professor's contact and office hours:** [sandra.monton@upf.edu](mailto:sandra.monton@upf.edu)

**Course contact hours:** 45

**Recommended credit:** 6 ECTS credits

**Course prerequisites:** There are no prerequisites for this course.

**Language requirements:** Recommended level in the European Framework B2.

**Course focus and approach:** This course explores current issues and debates concerning gender, sexuality, diversity, and feminism from a historical and transdisciplinary perspective, within the framework of gender studies.

**Course description:** Current movements such as #MeToo, #NiUnaMenos, international women's strikes on March 8, or the debates surrounding laws on trans people's rights show the relevance that gender and sexuality are gaining in contemporary societies all over the world. The objective of this course is to analyze the main problems related to gender, sexuality, the body, and diversity in the context of an increasingly globalized planet. With "Past and Present," we refer to two fundamental aspects in which the course will deepen: 1) the legitimization of stereotypes and issues related to gender, sexuality, the body and diversity through the un-critical projection of the current gender logics into the past; and 2) the incorporation of historical trajectories and perspectives in order to understand in all their complexity the mechanisms that originated and perpetuate the problems covered in the course.

**Learning objectives:** At the end of this course the student:

- 1) Will become familiar with the main topics and debates in current gender studies.
- 2) Will obtain a critical gender perspective that will enable them to address such topics and debates with their own criteria.
- 3) Will be able to understand and accurately use the main concepts derived from feminist and gender studies.
- 4) Will acquire a holistic understanding of the different feminist movements, being capable of identifying their main characteristics.
- 5) Will get to know a wide variety of case studies throughout the planet on the issues covered in the course.

**Course workload:** This course combines lectures with the screening of videos and documentaries, required readings, tutorials, oral presentations, exams, youtube videos, and class discussion.

**Teaching methodology:** The course is structured by master classes (first part of the class), accompanied by seminars based on the presentation and discussion of academic texts and

audiovisual materials (second part of the class). Each seminar session will be led by a student who will present the academic text/documentary to be discussed and direct the debate; the rest of the students must also prepare the obligatory readings and participate actively in the debates.

**Assessment criteria:**

The method of assessment should be listed here and include at least three grades. Class participation should also be evaluated.

Example:

Midterm exam: 30%

Class project (youtube video): 30%

Class attendance and participation: 20%

Oral presentation on one of the course’s sessions: 20%

**BaPIS absence policy**

Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student’s final grade as follows:

<b>Absences</b>	<b>Penalization</b>
Up to two (2) absences	No penalization
Three (3) absences	1 point subtracted from final grade (on a 10-point scale)
Four (4) absences	2 points subtracted from final grade (on a 10-point scale)
Five (5) absences or more	The student receives an INCOMPLETE (“NO PRESENTADO”) for the course

The BaPIS attendance policy **does not distinguish between justified or unjustified absences**. The student is deemed responsible to manage his/her absences.

Only absences for medical reasons will be considered justified absences. The student is deemed responsible to provide the necessary documentation. Other emergency situations will be analyzed on a case by case basis by the Academic Director of the BaPIS.

The Instructor, the Academic Director and the Study Abroad Office should be informed by email without any delay.

**Classroom norms:**

- No food or drink is permitted in class.
- Students will have a ten-minute break in each class.
- No food or drink is permitted in class.

**Weekly schedule:**

## WEEK 1

Session 1. Introduction and Main Concepts.

Course description, syllabus explanation, and definition of main concepts used in gender studies.

Session 2. Feminisms and Feminist Genealogies.

This session will present the main feminist genealogies that have nurtured gender studies, including the most current ones (intersectionality, decolonial feminism, ecofeminism, transfeminism, queer theory, cyber-feminism, etc.).

*Required reading*

Anne FAUSTO- STERLING, 2012. *Sex/Gender. Biology in a Social World*. New York & London: Routledge. Chapters 1, 2, 8 & 9.

## WEEK 2

Session 3. Where does it all begin? A socio-historical perspective.

This session will present the main contemporary theories that explain the origins and reasons of gender inequalities and patriarchy.

*Required reading*

Gerda LERNER, 1986. *The Creation of Patriarchy*. Oxford: Oxford University Press. Chapter 1 & 2.

Session 4. Patriarchal Violence from a Historical Perspective

In this class we will address the physical and symbolic violence related to gender and sexuality in patriarchal societies. From a historical perspective, we will explore the perception of certain practices and aggressions such as gender-based violence, sexualized violence, and LGTBIQ-phobia on the part of society and institutions.

*Required Reading*

Rita Laura SEGATO, 2018. "A Manifesto in Four Themes," *Critical Times* 1(1): 198-211.

## WEEK 3

Session 5. Prostitution or Sex Work?

This session will present current debates regarding this phenomenon, including names allocated to it. So-called "sexual assistance" and functional diversity will be also discussed, as it will be pornography.

*Required readings*

Giulia GAROFALO GEYMONAT, 2019. "Disability Rights Meet Sex Workers' Rights: The Making of Sexual Assistance in Europe," *Sexuality Research and Social Policy* 16, 214-26.

Sheila JEFFREYS, 2009. *The Industrial Vagina. The political economy of the global sex trade*. London and New York: Routledge. Chapter 3.

Session 6. Gender, Caring Practices and Life-Sustaining

Feminist movements warn about the importance of care and the need to position life and its sustenance at the centre of political and economic agendas. In this class we will discuss the social, historical and political relevance of caring practices, and their relationships with gender and feminisms.

*Required Reading*

Carol GILLIGAN, 1982. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press, Introduction, Chapter 1, and Chapter 2.

WEEK 4

Session 7. The Social Representations of Gender I

In this session we will analyze how gender is represented in different media in our society: advertising, cinema, literature and comics, school textbooks, fashion, pornography, social media, etc. From theoretical approaches such as Judith Butler's "gender performativity", we will explore how different gender standards are produced, reproduced and legitimized through these media.

*Required reading*

Liesbet VAN ZONEN, 1994. *Feminist Media Studies*. London: Sage (Chapter 6. Spectatorship and the Gaze).

Session 8. The Social Representations of Gender II. Case examples and debate.

This session will discuss case examples in gender representation chosen by students to be discussed in class.

*Required reading*

Ann J. CAHILL, 2003. "Feminist Pleasure and Feminine Beautification," *Hypatia*, 18 (4): 42-64.

WEEK 5

Session 9. Undoing Masculinities

In this session we will discuss the construction (and deconstruction) of masculinity in our societies, as well as we will delve into the notion of hegemonic masculinity, challenging it by debating new models of masculinities.

*Required Reading*

Raewyn CONNELL, 2016. "Masculinities in global perspective: hegemony, contestation, and changing structures of power," *Theory and Society* 45 (4): 303-318.

Session 10. Colonialism and Gender

This session will be devoted to exploring the interrelations between gender, sexuality and other axes of oppression such as race or ethnicity in colonial situations. Departing from authors that hold anti-racist and feminist perspectives (ascribed to Black, Islamic, postcolonial

or decolonial feminisms), we will present the main methodological tools used in feminist studies on colonialism, such as intersectionality, matrices of domination, ethnosexuality, and border thinking. Through the case example of the Mariana Islands, we will exemplify the patriarchal turn that affected the whole world during early Modern colonial globalization.

*Required reading*

Sandy O’SULLIVAN, 2021. “The Colonial Project of Gender (and Everything Else),” *Genealogy* 5: 2-9.

WEEK 6

Session 11. Challenging the Sexual Binary: Transsexuality, Intersex and “Third Sex/Genders”  
From a (trans)historical and anthropological perspective, in this class we will explore through archaeological and ethnographic examples the ways in which different human groups have encoded gender fluidity, sex and sexuality over time. We will present the main concepts used to classify such fluidity, as well as to “pigeonhole” those categories that escape the gender and sexual binaries, such as transsexuality, intersexuality, hermaphroditism or third sexes/genders.

*Required Reading*

Gilbert HERDT, 1996. “Introduction: Third Sexes and Third Genders,” in Gilbert Herdt (ed.) *Third Sex, Third Gender*. New York: Zone Books, 21-81.

*Required film*

Céline SCIAMMA, 2011. “Tomboy,” 82 min., France.

Session 12. Historicizing Sexualities

The aim of this class is to present the different problems around sexuality and sexual categories in today’s society. Through political and academic movements such as queer theory or, in the case of the Spanish State, transfeminism, in this session we will analyse how sexuality is understood and categorized, the rejection of sexual categories by the queer movement, as well as the ways, from an anthropological and historical perspective, in which other human groups live and culturally codify their sexual practices.

*Required Reading*

Jeffrey WEEKS, 1986. *Sexuality*. Chapter 2. The Invention of Sexuality. London: Tavistock.

WEEK 7

Session 13. Multiple-choices mid-term exam.

Session 14. Surrogacy or Pregnancy for Others? Gender and New Family Models

Nuclear, heterosexual and monogamous family has recently been challenged by new family models: single-parent, LGBTIQ-parent, multi-parent, childless, etc. However, the spread of these models has sparked debate among current feminist movements, especially regarding practices such as surrogacy. In this session we will explore these new family models, as well as the so-called “subversive” maternities and paternities and the debates that surrogacy originates in terms of gender inequalities, economy, and even nationality and religion.

*Required Reading*

Susan Martha KAHN, 2000. *Reproducing Jews. A Cultural Account of Assisted Conception in Israel*. Durham, NC: Duke University Press. Chapter 4, Eggs and Wombs: The Origins of Jewishness.

## WEEK 8

Session 15. Gender and the Body

In this class we will analyze the role of the body in relation to gender: how the latter is *performed* through the former, both consciously and unconsciously. Likewise, we will present certain problems regarding gender, the body, and subordination versus individual freedom in today's society, such as patterns of beauty or health.

*Required Reading:*

Peter OSBORNE, 1994. "Gender as performance: an interview with Judith Butler," *Radical philosophy* 67: 32-9.

Session 16. Ecofeminism and Climate Crisis

In this class we will discuss the main proposals of ecofeminism, which states that the devaluation and oppressions experienced by women's bodies and nature in patriarchal societies share common paradigms and historical inequalities. We will delve into the existing relationships between gender and the current climate crisis, addressing issues such as veganism and the work of indigenous women in defending their environments.

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*Required Documentary*

Ernesto CABELLOS DAMIÁN, 2015. "Hija de la laguna" (Daughter of the lake), 87 min., Peru.

## WEEK 9

Session 17. Indigenous Women

This session will discuss patriarchal problems that disproportionately affect indigenous women and organized resistance. We will watch and discuss in class the BBC documentary *Missing & Murdered: America's forgotten native girls*.

*Required Reading*

Andrea SMITH, 2015. *Conquest. Sexual Violence and American Indian Genocide*. Durham: Duke University Press. Introduction & Chapter 7.

Session 18. Women in Science and Academia.

This session will explore gender biases in science and academia. We will see and discuss in class the documentary *Picture a Scientist*.

*Required documentary*

Sharon SHATTUCK and Ian CHENEY, 2020. "Picture a Scientist," 1h 43min.

## WEEK 10

Session 19. Dissident Pasts. Archaeology and Feminist Discourses.

This session will discuss how and why discourses about the past are performative both in naturalizing and subverting our present gender system.

*Required Reading*

Almudena HERNANDO, 2013. "Change, Individuality and Reason, or How Archaeology has Legitimized a Patriarchal Modernity," in Alfredo González-Ruibal (ed.) *Reclaiming Archaeology. Beyond the Tropes of Modernity*. London and New York: Routledge, pp.155-167.

Session 20. Field trip. Catalonia's History Museum.

WEEK 11.

Session 21. Project's Presentations & debate.

Session 22. Project's Presentations & debate.

**Last revision: May 2022.**

**Required readings:**

All listed in the lectures "Required readings".

**Recommended bibliography:**

Susan BORDO, 1993. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkeley, CA: University of California Press.

Kimberly CRENSHAW, 2022. *#SayHerName: Black Women's Stories of State Violence and Public Silence*. Chicago: Haymarket Books.

Silvia FEDERICI, 2004. *Caliban and the Witch*. Autonomedia.

Elizabeth HACKETT and Sally HASLANGER (eds), 2006. *Theorizing Feminisms. A Reader*. New York & Oxford: Oxford University Press.

Almudena HERNANDO, 2017. *The Fantasy of Individuality. On the Sociohistorical Construction of the Modern Subject*. Cham: Springer.

Thomas LAQUEUR, 1990. *Making Sex: Body and Gender from the Greeks to Freud*.

Kate MILLETT, 1970. *Sexual Politics*. New York: Avon Books.