



Universidad
Católica
de Valencia
San Vicente Mártir

COURSE GUIDE

SEX, GENDER AND FEMINIST THINKING

Prof. Sara Martinez Mares

Philosophy Degree

2nd Year

2020-2021

SEX, GENDER AND FEMINIST THINKING

1.- COURSE DETAILS

Course Name	Sex, gender and feminist thinking
ECTS Credits	6
Type of Learning	Obligatory Formation
Calendar	Second semester
Module Name	Cultures and Citizenship
Course Requirements	None
Lecturer	Sara Martinez Mares (sara.martinez@ucv.es)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

1. Concepts of “sex” and “gender”: evolution.
2. Postmodern dialectics sex-gender.
3. Critics to Moral Philosophy from Feminist thinking.
4. Political feminism and social change.
5. Alternative visions to gender theory.

3.- COURSE PROGRAM AND CALENDAR

<p>1) The concepts of “sex” and “gender”: evolution.</p> <p>Lesson 1. Philosophical perspective. Lesson 2. Scientific perspective. Lesson 3. Historical key ideas to understand our present days.</p>	January
<p>2) Postmodern dialectics sex-gender.</p> <p>Lesson 4. “To become a woman”: Simone de Beauvoir Lesson 5. Anachronism in the use of the terms ‘sex’ and ‘gender’. J. Butler</p>	February
<p>3) Critics to Moral Philosophy from Feminist thinking.</p> <p>Lesson 6. Seyla Benhabib/Carol Gilligan Lesson 7. Eva Feder Kittay</p>	February-March
<p>4) Political feminism and social change</p> <p>Lesson 8. Social constructivism. Lesson 9. Why gender perspectives in political agenda Lesson 10. Political opportunism</p>	April
<p>5) Propuestas alternativas a la teoría del género</p> <p>Lesson 11. Personalism Lesson 12. Psycho-sexual differences</p>	May

4.- REFERENCES

4.1 Basic bibliography

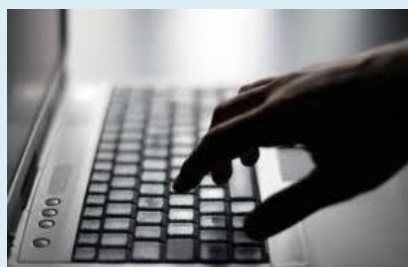
Reference b ₁ :	Course textbook (Sex, gender and feminist thinking), by Sara Martínez Mares
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<p>Reference 2:</p>		<p>APARISI, A., REQUEROJ.L., Persona y Género , Pamplona, Aranzadi, 2011</p>
<p>Reference 3:</p>		<p>APARISI, A., BALLESTEROS, J., Por un feminismo de la complementariedad: nuevas perspectivas para la familia y el trabajo, Pamplona, Eunsa, 2002</p>
<p>Reference 4</p>		<p>DE BEAUVOIRE, S., El segundo sexo. Madrid, Cátedra, 2017.</p>
<p>Reference 5:</p>		<p>CALVO CHARRO, M., Iguales pero diferentes cerebro, hormonas y aprendizaje, Córdoba, Almuzara, 2007</p>
<p>Reference 6:</p>		<p>SCALA, J., La Ideología de Género, Madrid, Sekotia, 2010</p>

4.2 Further reading

Reference c1:	BALLESTEROS, Jesús. Posmodernidad: decadencia o resistencia. Ed. Tecnos. Madrid. 1989.
Reference c2:	BALLESTEROS, J., Seguridad humana, derechos humanos, y políticas públicas, Problemas de Justicia Global, Fundación Foro de Jávea, 2009, pp. 53-9
Reference c3:	BALLESTEROS, Jesús. Ecologismo personalista. Ed. Tecnos. Madrid 1995
Reference c4:	DURAN Y LALAGUNA, P. "El tratamiento técnico del feminismo". Debates sobre el género. A propósito del Plan para la Igualdad de las Mujeres. Ed. Ayuntamiento de Castellón. Castellón. 1992.
Reference c5:	DURAN Y LALAGUNA, P. "¿Qué feminismo?". En Veinte claves para la nueva era. Ed. Rialp. Madrid. 1992.
Reference c6:	POLAINO-LORENTE, Aquilino. Sexo y cultura. Instituto de Ciencias de la Familia, Universidad de Navarra. Ed. Rialp. 1992.

5. METHODOLOGY



This subject corresponds to 6 ECTS credits, which is equivalent to 150 hours of student's work. That total amount of hours is distributed into 60 hours of teaching (2.4 ECTS) and 90 hours of student's self-study (3.6 ECTS).

In this subject, the teaching process (2.4 ECTS) is based on the following teaching-learning methodology:

- 1) A **dinamic text**, designed by the professor.
- 2) **Videoconference**, through which theory lessons are given as well as guided tasks (training tasks, text analysis, seminars, etc.) and collective tutorials. Videoconferencing must be always

interactive and these sessions last 45 minutes.

- 3) Attending **Webinars** organized by the faculty and the head of the Department.
- 4) **Video-lessons** about the most relevant topics for the subject.
- 5) **Telematic activities through** UCVnet platform (such as taking part in debate forums, solving practical questionnaires etc.), with the lecturer's intervention to correct and provide some guidance to students.
- 6) **Assessment tests.**

Student's self-study (3.6 ECTS) is distributed in different activities:

- Asynchronous re-view of the videoconferences.
- Preparing theory and practical lessons (*flipped classroom*).
- Course assignments.
- Studying and preparing the final assessment test.

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

GENERAL COMPETENCIES [GC]

- 1.- Organization and planning
- 2.- Basic computer skills
- 3.- Problem-solving
- 4.- Decision-making
- 5.- Interpersonal skills
- 6.- Intra- and interdisciplinary team work
- 7.- Ability to communicate with non-experts
- 8.- Ability to work in multicultural and international environments
- 9.- Ethical commitment
- 10.- Ability to apply knowledge to practical situations
- 11.- Ability to learn and teach
- 12.- Ability to adapt to new situations and generate new ideas
- 13.- Leadership
- 16.- Goal achievement orientation

SPECIFIC COMPETENCES [SC]

- 17.- To be able to pose philosophical questions
- 18.- To be able to relate different philosophical topics
- 19.- To evaluate ethically and politically human actions in the diverse settings in which they occur
- 23.- To write philosophical essays and show evidence of analytical and synthetic skills
- 25.- To be able to understand and evaluate philosophical arguments
- 26.- To be able to construct philosophical arguments

- 29.- To be acquainted with current debate on issues related to cultural identity
- 33.- To be able to arrange and organize a complex set of relevant information from a philosophical point of view

7.- LEARNING OUTCOMES

- R1. That students can organize and plan their activities in relation to the subject. CG1 y CE33
- R2 To critically reflect on the different positions about the essence of feminist thinking in moral and political thinking. CG: 7, 10, 11, 12. CE: 19, 25, 26, 29.
- R3 To critically reflect on the anthropological consequences of feminist thinking in its political and educative brands. CG: 2, 3, 5, 8, 9, 10, 11; CE: 17,19, 23,26, 16, 33
- R4 To understand the personalist philosophy regarding its commitment to recognising the “Other”. CG: 2,5, 8, 9,10, 12, 16; CE: 23, 26, 33
- R5 To elaborate a background of arguments coming from different feminist theories CG: 2, 3, 6, 9,10, 12; CE: 17,19, 23, 26,33

8.- ASSESSMENT



The General Competence 9 –ethical commitment- will be evaluated through case study, problems, moral dilemmas, etc., discussed in the lessons.

Students should self-assess following the development of each topic.

There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the Degree:

Assessment Tool	Type of Learning	Allocated Percentage
Attendance and participation in synchronic sessions	Synchronized communication	10%
Submission of requested assignments and periodic evaluation through rapid tests	Online	50%
Final evaluation through practical and written assignments	Face-to-Face	40%