

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

**Language of instruction:** English

**Professor:** Sandra Montón Subías; Matilde Carbajo; Alba Abad

**Professor's contact and office hours:** matilde.carbajo@upf.edu. Office hours on demand

**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 (or equivalent : Cambridge Certificate if the teaching language is English, DELE or 3 semesters in the case of Spanish).

**Course focus and approach:**

This course explores current issues 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 issues 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 the mechanisms that originated and perpetuate the issues covered in the course in all their complexity.

**Learning objectives:**

At the end of this course the students:

1. Will have an informed opinion regarding the main topics in current gender studies.
2. Will have developed a critical gender perspective.
3. Will be able to understand and accurately use the main concepts derived from feminist and gender studies.
4. Will have acquired a holistic understanding of different feminist movements, being capable of identifying their main characteristics.

5. Will be familiar with a wide variety of case studies (from different cultures and time periods) related to gender, and sexuality.

**Course workload:**

This course combines master classes with tutoring sessions. Learning materials and activities include videos and documentaries, readings (some of them required), oral presentations, small quizzes, video-essays, 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 to be discussed and direct the debate; the rest of the students must also read the required readings and participate actively in the debates.

**Assessment criteria:**

Video essay (final exam): 40%

Oral presentation: 20%

Midterm exam: 30%

Class participation: 10%

**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:

Absences	Penalization
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 make a distinction between justified and unjustified absences. All absences—whether due to common short-term illnesses or personal reasons—are counted toward the total amount and cannot be excused. Therefore, students are responsible for managing all their absences.

Only in cases of longer absences—such as hospitalization, prolonged illness, traumatic events, or other exceptional situations—will absences be considered for exceptions with appropriate documentation. The Academic Director will review these cases on an individual basis.

Students must inform the Instructor and the International Programs Office promptly via email if serious circumstances arise.

**Classroom norms:**

- No food or drink is permitted in class.
- Students will have a ten-minute break after one one- hour session.

**Weekly schedule:**

## WEEK 1

**Session 1 (Monday, January 12).** Introduction and Main Concepts.

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

**Session 2 (Wednesday, January 14).** Feminisms and Feminist Genealogies.

In this session, we will look at the main feminist genealogies. These 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 (21 pages in all).

## WEEK 2

**Session 3 (Monday, January 19).** 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*

Janet JOHANSSON and Michaela EDWARDS, 2021. "Exploring caring leadership through a feminist ethic of care: The case of a sporty CEO," *Leadership* 17(3) 318–335.

**Session 4 (Wednesday, January 21).** 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*

Annalisa ANZANI, Sofia PAVANELLO DECARO, Giulia PAGANIN, Laura SIBONI, Daniel Michael PORTOLANI, Antonio PRUNAS, 2024. "Reimagining

Masculinity: Models of Masculinities in Italian Cisgender and Transgender Emerging Adults." *Sexuality & Culture* 28: 2268–2288.

### WEEK 3

**Session 5 (Monday, January 26).** 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 LGTBQI+-phobia on the part of society and institutions.

*Required Reading*

Vítor BLANCO FERNÁNDEZ and José A. MORENO, 2023. "Video games were my first safe space': queer gaming in the Animal Crossing new horizons LGTBQI+ community," *Games and culture*: 1-21

**Session 6 (Wednesday, January 28).** Challenging the Sexual Binary: Transsexuality, Intersex and "Third Sex/Genders"

From a (trans)historical and anthropological perspective, in this class we will explore the ways in which different human groups have encoded gender fluidity, sex and sexuality over time. We will do so through archaeological and ethnographic examples. We will present the main concepts used to classify such fluidity, attempting to escape the gender and sexual binaries (transsexuality, intersexuality, hermaphroditism or third sexes/genders).

*Required Reading*

Jacobo RAMÍREZ and Ana María MUNAR, 2022. "Hybrid gender colonization: The case of muxes," *Gender Work and Organization* 29(6): 1868-1889.

### WEEK 4

**Session 7 (Monday, February 2).** Gender and the Body

In this class we will analyse the role of the body in relation to gender: how the latter is *performed* through the former, both consciously and unconsciously. Likewise, we will explore different issues regarding gender, the body, and subordination, as well as individual freedom in today's society. This will be done by focusing on patterns of beauty or health.

*Required Reading:*

Lizzy POPE and Kelsey L. ROSE, 2024. "'It's All Just F\*cking Impossible:' The influence of Taylor Swift on fans' body image, disordered eating, and rejection of diet culture." *Social science & medicine* 355: 117100.

**Session 8 (Wednesday, February 4).** 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.

**Session 9** (Wednesday, February 6). Ecofeminism and Climate Crisis I

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.

*Required Reading*

Ynestra KING, 1995. "The Ecology of Feminism and the Feminism of Ecology," in Mary HEATHER MACKINNON and Moni MCINTYRE, Eds. *Readings in Ecology and Feminist Theology*, pp. 150-159

WEEK 5

**Session 10** (Monday, February 9). Ecofeminism and Climate Crisis II

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.

*Required Reading*

Teresia K. TEAIWA, 1994. "bikinis and other s/pacific n/oceans," *The Contemporary Pacific* 6 (1): 87-109.

**Session 11** (Wednesday, February 11). Historicizing Sexualities

The aim of this class is to present different issues surrounding 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, 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 6

**Session 12** (Monday, February 16). mid-term exam.

**Session 13** (Wednesday, February 18). 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*

Nikolas MATTHEIS, 2022. “Making kin, not babies? Towards childist kinship in the “Anthropocene”.” *Childhood*, 29(4).

**Session 14** (Friday, February 20). Prostitution or Sex Work?

This session will present current debates regarding the prostitution-sex work dyad. So-called “sexual assistance” and functional diversity will be also discussed, together with 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

## WEEK 7

**Session 15** (Monday, February 23). Women in Science and Academia.

This session will explore gender biases in science and academia.

*Required Reading*

Lieselotte VIAENE, Catarina LARANJEIRO and Miye Nadya TOM (2023). "The wall spoke when nobody else would: Autoethnographic notes on sexual-power gatekeeping within avant-garde academia," in Erin Pritchard and Delyth Edwards (eds.): *Sexual Misconduct in Academia: Informing an Ethics of Care in the University*. Abingdon: Routledge, 208-225.

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

**Session 16** (Wednesday, February 25). 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*

Isabella A. CHIARELI and Ann M. BEUTEL, 2024. "What to Expect When You're Delivering? How the Gender Structure is Reinforced Through Fictional Depictions of Childbirth." *Gender Issues*. 41(14).

## WEEK 8

**Session 17** (Monday, March 2). Dissident Past. 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*

Anne Perez HATTORI, 2018. "Textbook tells: gender, race, and decolonizing Guam history textbooks in the 21st century." *AlterNative: An International Journal of Indigenous Peoples*, 14(2), 173-184.

**Session 18** (Wednesday, March 4). Project's presentation and Debate.*Required Reading*

Alejandro MIGUEL-ALVARO, Jone MARTÍNEZ-BACAICOA, Sebastian WACHS, Manuel Gámiz-Guadiz, 2024. Sextortion, Nonconsensual Pornography, and Mental Health Outcomes Across the Lifespan: The Moderating Role of Gender, Age, and Sexual Orientation. *Sex Res Soc Policy*.



## WEEK 9

**Session 19 (Monday, March 9).** Project's presentation and Debate.

*Required Reading*

Aífe HOPKINS-DOYLE et al., 2024. "The Misandry Myth: An Inaccurate Stereotype About Feminists' Attitudes Toward Men." *Psychology of Women Quarterly*, 48(1): 8-37.

**Session 20 (Wednesday, March 11).** Project's Presentation and Debate.

*Required Reading*

Nicole GROSS, 2023. "What ChatGPT Tells Us about Gender: A Cautionary Tale about Performativity and Gender Biases in AI" *Social Sciences* 12 (8): 435.

## WEEK 10

**Session 21 (Monday, March 16).** Project's Presentations and debate.

**Last revision: March 2025.**

**Required readings:**

Listed under "Required Readings" for each session.

**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.