

COURSE OUTLINE

1. GENERAL

SCHOOL	Social Sciences		
DEPARTMENT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	FYRK293	SEMESTER	4th
COURSE TITLE	Sociology of Gence		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>The aim of the course is to familiarise students with the theories and concepts of feminist sociological thinking and to be able to distinguish how theory and research relate to the study of gender. Upon completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Know the three waves of feminism and the differences between them. • Understand the feminist critique of classical and modern sociology. • Be aware of the different ways in which gender is understood. • Understand the basic characteristics and differences of the liberal, Marxist / socialist and radical currents that develop during the second wave of feminism. • Understand the different approaches to subjectivity and power between the second and third wave of feminism. • Recognise the effect of feminist thinking on shaping social policy. • Relate everyday life and experience to gender issues. • Participate in the gender dialogue by arguing for different positions. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Decision-making
 Working independently
 Team work
 Respect for difference and multiculturalism
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

3. COURSE CONTENT

In this introductory course, we explore key theoretical, methodological and political debates in the sociology of gender from a feminist perspective. Since the 1970s, the study of gender is linked to the development of feminist thought, which, together with other major theoretical currents of late modernity, challenges and renews the field of sociology. The study of gender draws on and follows closely the different, and often antagonistic, political and ideological issues raised by second and third wave feminism. This trajectory has foregrounded women's oppression, gendered relations of power and gendered subjectification as objects of analysis and struggle, tracing a path from liberal feminism in the early 20th century, to radical and marxist feminisms in the 1960s and 70s, to postmodern and postcolonial feminisms in the 1990s and beyond. We discuss the main theoretical and methodological assumptions and debates connected to second and third wave feminism, including: conceptualisations of gender and analyses of gender inequality and oppression, the issue of intersectionality, challenges and contributions of feminist thought to social science research and methodology.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Yes	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	65
	Study and analysis of bibliography	20
	Interactive teaching	20
	Tutorials	20
	Course total	125
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Short exercises (10%): to be completed on the elearn platform during the semester. Mid-term exam (20%): to be completed on the elearn platform during the semester. Final written exam (70%) which includes: multiple-choice questionnaires short-answer questions open-ended questions	

5. SUGGESTED BIBLIOGRAPHY

Course Textbooks (in Greek):

Χαλκιά, Αλεξάνδρα (2011), *Έμφυλες βιαιότητες*, Αθήνα: Αλεξάνδρεια.^[1]
 Στρατηγάκη, Μαρία (2006), *Το φύλο της κοινωνικής πολιτικής*, Αθήνα: Μεταίχμιο.^[2]
 Connell, Raewyn (2006), *Το κοινωνικό φύλο*, Θεσσαλονίκη: Επίκεντρο.^[3]
 Cameron, Deborah (2020), *Φεμινισμός: Παρελθόν και παρόν ενός κινήματος*, Ηράκλειο: ΙΤΕ-ΠΕΚ.
 Arruzza, Cinzia (2021), *Επικίνδυνες σχέσεις: Γάμοι και διαζύγια μαρξισμού και φεμινισμού*, Αθήνα: ΚΨΜ.

Suggested Bibliography (in Greek and English):

- Acker, Joan (1989), "The problem with patriarchy", *Sociology*, 23(2): 235-240.
- Αθανασίου, Αθηνά (2006), "Gender trouble: Η φεμινιστική θεωρία και πολιτική μετά την αποδόμηση της ταυτότητας", *Σύγχρονα Θέματα*, 94: 62-71.
- Beechey, Veronica, "On patriarchy", *Feminist Review*, 3, 1979: 66-82.
- Braidotti, Rosi (2006), "Ενσώματη ταυτότητα, έμφυλη διαφορά και το νομαδικό υποκείμενο", στο Αθηνά Αθανασίου (επιμ.), *Φεμινιστική θεωρία και πολιτισμική κριτική*, Αθήνα: Νήσος, 189-211.
- Butler, Judith (2009), *Αναταραχή φύλου: Φεμινισμός και η ανατροπή της ταυτότητας*, Αθήνα: Αλεξάνδρεια.
- Chafetz, Janet Saltzman (1999), "The varieties of gender theory in sociology", στο της ίδιας (επιμ.), *Handbook of the Sociology of Gender*, Νέα Υόρκη: Kluwer, 3-23.
- Chodorow, Nancy (1978), *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender*, Μπέρκλεϋ: University of California Press.
- Collins, Patricia Hill (2004), "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought", στο Margaret Fonow και Judith Cook (επιμ.), *Beyond Methodology: Feminist Scholarship as Lived Research*, Μπλούμινγκτον: Indiana University Press, 35-59.
- Crenshaw, Kimberle (1991), "Mapping the margins: intersectionality, identity politics, and violence against women of colour", *Stanford Law Review*, 43, 1991: 1241-1299.
- De Beauvoir, Simon (2009), *Το δεύτερο φύλο*, Αθήνα: Μεταίχμιο.
- Delphy, Christine (1993), "Rethinking sex and gender", *Women's Studies International Forum*, 16(1): 1-9.
- Firestone, Shulamith, *Η διαλεκτική του σεξ: Ο φάκελος της φεμινιστικής επανάστασης*, Κέδρος-Ράπτη, Αθήνα 1983.
- Fraser, Nancy (2017), *Κρίση της φροντίδας: Για τις αντιφάσεις του σύγχρονου καπιταλισμού στο επίπεδο της κοινωνικής αναπαραγωγής*, Αθήνα: Νήσος.
- Hochschild, Arlie (2013), *So How's the Family and Other Essays*, Μπέρκλεϋ: University of California Press.
- hooks, bell (1984), *Feminist theory: from margin to centre*, Βοστώνη: South End Press.
- Lorde, Audre (2001), *Sister Outsider*, Φρίντομ Καλιφόρνια: The Crossing Press.
- Μιχαηλίδου, Μάρθα (2004), "Υβριδισμός και υποκειμενικότητα: Η φιγούρα του Cyborg και το μεταβιομηχανικό υποκείμενο", *Επιθεώρηση Κοινωνικών Ερευνών*, 114: 3-26.
- Mohanty, Chandra Talpade (1984), "Under Western Eyes: Feminist Scholarship and Colonial Discourses", *boundary 2*, 12(3): 333-358.
- Oakley, Ann (1989), "Interviewing Women", στο Helen Roberts (επιμ.), *Doing Feminist Research*, Λονδίνο: Routledge & Kegan Paul, 30-61.
- Παντελίδου-Μαλούτα, Μάρω (2002), *Το φύλο της δημοκρατίας: Ιδιότητα του πολίτη και έμφυλα υποκείμενα*, Αθήνα: Σαββάλας.
- Παπαταξιάρχης, Ευθύμιος (1997), "Το φύλο στην ανθρωπολογία (και την ιστοριογραφία): Ορισμένες γνωστικές και μεθοδολογικές προεκτάσεις", *Μνήμων*, 19: 201-210.
- Pateman, Carole (1988), *The Sexual Contract*, Στάνφορντ: Stanford University Press.
- Ramazanoglu, Caroline (1989), "Improving on sociology: the problems of taking a feminist standpoint", *Sociology*, 23(3): 427-447.
- Rubin, Gayle (1975), "The Traffic in Women: Notes on the 'Political Economy' of Sex", στο Rayna Reiter (επιμ.), *Toward an Anthropology of Women*, Νέα Υόρκη: Monthly Review Press, 157-210.
- Scott, Joan W. (2006), "Αποδομώντας το δίλημμα 'ισότητα ή διαφορά', ή, αλλιώς, η χρησιμότητα της μεταδομιστικής θεωρίας για το φεμινισμό", στο Αθηνά Αθανασίου (επιμ.), *Φεμινιστική θεωρία και πολιτισμική κριτική*, Αθήνα: Νήσος, 141-166.
- Smith, Dorothy (1987), "Women's Perspective as a Radical Critique of Sociology", στο Sandra Harding (επιμ.), *Feminism and Methodology*, Μπλούμινγκτον: Indiana University Press, 84-96.
- Stacey, Judith, Thorne, Barrie (1985), "The missing feminist revolution in sociology", *Social Problems*, 32(4): 301-316.
- Stanley, Liz, Wise, Sue (1993), *Breaking Out Again: Feminist Ontology and Epistemology*, Λονδίνο: Routledge.
- van der Tuin, Iris (2011), "Gender Research with 'Waves': On Repositioning a Neodisciplinary Apparatus", στο Rosemarie L. Buikema, Gabriele Griffin και Nina Lykke (επιμ.), *Theories and Methodologies in Postgraduate Feminist Research: Researching Differently*, Νέα Υόρκη: Routledge, 15-28.
- Walby, Sylvia (1990), *Theorizing Patriarchy*, Οξφόρδη: Blackwell.
- West, Candace, Zimmerman, Don (1987), "Doing Gender", *Gender and Society*, 1(2): 125-151.
- Wollstonecraft, Mary (2018[1792]), *Η αναγνώριση των δικαιωμάτων της γυναίκας*, Αθήνα: Οξύ.

Related academic journals:

Greek: *Επιθεώρηση Κοινωνικών Ερευνών (Social Sciences Review)*, *Σύγχρονα Θέματα (Contemporary Issues)*, *φεμινιστικά/feministika*

International: *European Journal of Women's Studies*, *Feminist Review*, *Gender and Society*, *Hypatia Signs*, *Sociology*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Zavvou Alexandra-Evangelia
Contact details:	a.zavvou@uoc.gr
Supervisors: (1)	Yes
Evaluation methods: (2)	Written examination with distance learning methods
Implementation Instructions: (3)	2 hour exam, questions administered by the course instructor, written responses uploaded onto e-learn platform, grading (1-10 points), percentage of written exam in final grade 100%, monitoring through open camer

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment or/and exercises*
- *written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.*

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.