

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	FYLK325	SEMESTER	6 <sup>th</sup> and over
COURSE TITLE	Gender Relations in Social History		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (SEMINAR)		
PREREQUISITE COURSES:	Social History(ISTK120 & ISTK120-ERG) Sociology of Gender (FYRK293)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	<a href="https://elearn.uoc.gr/course/">https://elearn.uoc.gr/course/</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course aims to familiarize students with the historiography of women and gender relations, particularly from the perspectives of cultural and social history. Students are expected to study and present specific examples of relevant historical research—focusing especially on Europe and Greece—through an oral presentation and a written assignment at the end of the semester. These case studies are used to explore key methodological and theoretical approaches in women's and gender historiography. The texts discussed in class will also highlight the field's close connection to both feminist theory and gender studies within other social sciences, particularly in relation to the use of gender as an analytical category.

**More particularly, upon successful completion of this course, students are expected to**

- Develop an understanding of the historicity of gender relations and gender inequality, and

apply their theoretical sociological knowledge of gender issues to historically specific and changing social contexts.

- Strengthen their critical awareness of biological determinism. By engaging with gender and sexual difference as historically and culturally shaped, evolving categories, students will be able to challenge perspectives that seek to explain civilization primarily through biology; they will also learn to resist the culturally constructed notion of men and women as primarily “natural” categories, whose activities are perceived as self-evident.
- Acquire the ability to historically understand gender as a fundamental organizing principle of social relations, and especially power relations, and examine its intersections with social class and with other categories that are similarly "naturalized," such as race, age, and nation.
- Understand the various research uses and conceptualizations of gender as a social and cultural process in historiography, and distinguish descriptive or literal uses from analytical and interpretive uses of gender.
- Develop the ability to identify and critically engage with methodological issues in the historical-sociological study of gender inequality; through classroom discussions of historical sources in particular, students will gain practical experience in using gender as a key analytical tool for understanding the construction of gender difference and its hierarchical meanings.
- Building on the above skills and insights, students will develop and refine a critical perspective in questioning the “naturalization” of social differences—and, by extension, in addressing and analyzing phenomena such as sexism, racism, chauvinism, and xenophobia.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

#### **The course contributes to the development of the following competences and sensitivities:**

- Searching, analyzing, and synthesizing data and information
- Working independently
- Working in a team
- Exercising critical and self-critical thinking
- Promoting free, creative, and inductive thinking
- Working in an interdisciplinary environment
- Generating new research ideas
- Project planning and management
- Respect for diversity and multiculturalism
- Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues

### (3) SYLLABUS

**Course Overview:** This seminar explores the historiographical movement of women's and gender history, which emerged in Western countries during the 1960s and 1970s. It made women and gendered power relations visible in historical studies, highlighting women's experiences, actions, subjection to male dominance, and their resistance to it. Moreover, it introduced the concept of gender into historiography, developing it into a central analytical tool and perspective for understanding, narrating, and interpreting the historical past.

**Course Topics and Structure:** The seminar's thematic units are structured around three core groups of questions:

**I.** *Why is there a strong tendency to perceive women—and men—as natural categories? What is “gender”? What do we mean today in the social sciences when we say that gender is a social and cultural category, and therefore a historical one?*

1. Gender as a social and cultural process; the historicity of gender: From pre-modern conceptions of gender to the modern construction of gender difference rooted in biological determinism; the "naturalization" of social relations between women and men and its impact on the social sciences; the feminist critique of biological determinism and the contributions of gender historiography to this critique.
2. The concept of “gender” and its significance in studying social relations of inequality and power in the social sciences: The emergence of second-wave feminism and the introduction of the concept of gender into disciplines such as sociology, social anthropology, and social history.

**II.** *What is “women’s history,” and what does the shift toward “gender history” signify? Why do these approaches—despite their differences—form a unified project that necessitated a new historical narrative?*

3. “The Majority Finds Its Past”: The contemporary emergence of women's history (1960–1980) as a radical challenge to historiography  
The first systematic efforts to make women visible in historical narratives and to place gender – as a system of oppression – at the center of historical research; the development of new research fields, sources, and questions in historiography; feminist critiques of male-centered understanding of historical processes, and the need to reconsider what is “change” or “progress” in history; the concept of “patriarchy” in feminist theory and history, along with its analytical limits.
4. “Rewriting the Past”: From women’s history to a broader gender history  
The cognitive limits of a “female version of history”; (self-)criticism and new directions in the 1980s; gender as a social relationship with hierarchical content, encompassing men as gendered subjects; toward a new history of men and the historical construction of “masculinity”; the relational analysis of gender and class as central to historical understanding; the discursive construction of sexuality and the sexed subject in history; Foucault’s influence on gender history;
5. The historiography of women and gender in Greece (1980–2000)  
Following the fall of the dictatorship in 1974, the socio-political and epistemological conditions that enabled the development of women’s and gender historiography; its foundations outside of academic institutions and close ties to the “second wave” of feminism in Greece; key themes, debates, and methodological approaches in the first two decades of this historiographical field.

**III. How do we study gender in history today? What does it mean that gender is “a useful category of historical analysis”?** [Students are encouraged to select the themes of their presentations from this final thematic unit].

6. Old and new conceptualizations of gender in the social sciences and history  
The convergence of gender history with the *linguistic turn* in the social sciences, theories of constructivism, and postmodern currents in contemporary feminist theory; a new focus on the discursive construction of the gendered subject and the "performativity" of gender. Theoretical challenges to the sex/gender dichotomy and their implications for gender historiography; gender as a key category for analyzing power relations more broadly. Evaluations of how gender is used in historical and social science research: distinguishing between descriptive or literal applications and approaches that use gender as an analytical and interpretive tool.
7. Concluding discussion: Current trends in gender history  
Recent challenges to the analytical autonomy of gender in the social sciences and a growing shift toward intersectional approaches that connect gender with class, race, age, and other categories; cross-pollination of gender history with fields such as postcolonial studies, men's studies, spatial studies, body and sexuality studies, and queer studies. The historiography of gender in Greece in the 21st century: key achievements and persistent gaps in research.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of learning procedure and communication with students via online learning platform “e-learn”	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures - Discussions	39
	Analysis of bibliography	26
	Oral presentation	25
	Independent study and essay writing	60
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p><i>Language of evaluation: Greek</i></p> <p><i>Evaluation procedure: Evaluation of Student Performance (Total: 100%)</i></p> <ol style="list-style-type: none"> <li>1. Participation in classroom discussions of scholarly texts – 10%</li> <li>2. Oral presentation on a selected topic – 20%</li> <li>3. Research and written assignment on a chosen topic – 70%</li> </ol>	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

*This list includes studies that discuss or critically assess the contribution of the gender perspective to historiography - and, in some cases, to other social sciences - or highlight the historical construction of sexual/gender difference in science.  
- An asterisk (\*) indicates that a Greek translation of the work is available.  
- Studies originally written in Greek are listed with their titles translated into English, followed by the note: (in Greek).*

Avdela, Efi. 1991. “The History of Women in Greece.” In *Writing Women's History: International Perspectives*, eds. Karen Offen, Ruth Roach Pierson, Jane Rendall. London: Macmillan, 423–27.

———. 1998. “Quand classe et genre s’opposent.” In *L'Histoire sans les femmes est-elle possible?*, eds. Anne-Marie Sohn and Françoise Thélamon. Rouen: Perrin, 25–32.

———. 2010. “Gender history in Greece: From disorder to inclusion?.” In *Gender and social sciences in contemporary Greece*, eds. Venetia Kantsa, Vassiliki Moutafi, and Efthymios Papataxiarchis. Athens: Alexandria, 89–117. (in Greek)

Avdela, Efi and Angelika Psarra. 1997. “Introduction: Rewriting the past: Contemporary trajectories in women's history.” In *Silent stories: women and gender in historical narrative*, eds. E. Avdela and A. Psarra. Athens: Alexandria, 17-119. (in Greek)

Bleier, R. 1985. *Science and Gender: A Critique of Biology and Its Theories on Women*. New York: Pergamon Press.

Brady, Sean. 2006. “All about Eve? Queer Theory and History,” *Journal of Contemporary History*, 41/1, 2006: 185-95

Butler, J. 1993. *Bodies That Matter: On the Discursive Limits of “Sex”*. N. York - London: Routledge\*

- Connell, R. W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept," *Gender and Society*, 19/6 (December 2005): 829-59
- Cody, L. 1995. "This Sex Which Seems to Have Won: The Emergence of Masculinity as a Category of Historical Analysis," *Radical History Review*, 61:175-83
- Davidoff, L. 1995. *Worlds Between: Historical Perspectives on Gender and Class*. Cambridge: Polity Press
- Davidoff, L., K. McClelland, E. Varikas (eds.). 2000. *Gender and History: Retrospect and Prospect*. Oxford: Blackwell
- Delphy, Christine. 1993. "Rethinking Sex and Gender," *Women's Studies International Forum*, 16: 1-9
- Dialeti, Androniki, Eleni Fournaraki and Yannis Yannitsiotis. 2025. "Gender History in Greece." In *History and Historiography in Greece: Recent Trends*, ed. Nikos Christofis. New York – Oxford: Berghahn Books, 190-209. <https://doi.org/10.3167/9781805399865>
- Downs, Laura Lee. 2010. *Writing Gender History*. London: Bloomsbury
- Editorial. 1989. "Why Gender and History," *Gender and History* 1/1: 1-6
- Fausto-Sterling, A. 1985. *Myths of Gender: Biological Theories about Women and Men*. N. York: Basic Books
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- Fournaraki, Eleni. 1997. "The contemporary venture of women's history: aspects of a shift towards a history of gender relations," *Mnemon*, 19: 186-99 (in Greek)
- Fournaraki, Eleni and Yannitsiotis, Yannis. 2013. "Three decades of women's and gender history in Greece: an account," *Aspasia –The International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History* 7: 162-73
- Frader, Laura L. and Sonya O. Rose. 1996. "Introduction: Gender and the Reconstruction of European Working-Class History." In *Gender and Class in Modern Europe*, eds. L.L. Frader and S. O. Rose. Ithaca, London: Cornell University Press, 1-33
- Gotsi, Chariklia-Glafki, Androniki Dialeti and Eleni Fournaraki. 2015. "Introduction." In *Gender in History: Historiographical Accounts and Case Studies*, eds. G. Gotsi, A. Dialeti, E. Fournaraki, Athens: Asini, 7-52 (in Greek)
- Hall, C. 1992. *White, Male and Middle Class: Explorations in Feminism and History*. Oxford: Polity Press
- Jordanova, Ludmilla J. 1993. "Gender and the Historiography of Science," *British Journal of the History of Science* 26, 469-83
- Laqueur, Thomas. 1990. *Making sex: Body and Gender from the Greeks to Freud*. Cambridge: Harvard University Press\*
- MacCormack, C.P. and M. Strathern (eds.). 1980. *Nature, Culture and Gender*. Cambridge: Cambridge University Press
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- Papadogiannis, Nikos. 2017. "Gender in modern Greek historiography," *Historein*, 16: 74-101
- Rose, S. 2010). *What is Gender History?*. Cambridge: Polity
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- Schienbinger, Londa. 1993. *Nature's Body: Gender in the Making of Modern Science*. Boston: Beacon.
- Varikas, Eleni. 2006. *Penser le sexe et le genre*. Paris: PUF\*
- Wallach Scott, Joan. 1986. "Gender: a useful category of historical analysis," *American Historical Review* 91/5: 1053-75\*
- . 1988. *Gender and the Politics of History*, N. York: Columbia University Press.