

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FYRK293	SEMESTER	3
COURSE TITLE	SOCIOLOGY OF GENDER		
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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES	NO		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	GREEK		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person		
AVAILABILITY TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> <i>Consult Appendix A</i> • 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 • Brief Guide for drafting Learning Outcomes
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: • 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 Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i>	
<i>Search, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adaptability to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Other...</i> <i>.....</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 SYLLABUS

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) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Communication with students is regular and takes place on a weekly basis through announcements and responses on the e-class platform, as well as via email and in person during

	scheduled office days and hours. Online meetings are also available upon request.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Communication and collaboration between students is ensured through group work and collaborative learning activities. It is supported by the use of the e-learn platform, as well as through classroom discussions and online meetings, which enhance the exchange of views and active participation/communication.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	YES	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Basic technological equipment and familiarity with digital tools (e-class, email, word processing) are required, as well as the ability to participate in online activities (e.g. teleconferencing)	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The course policy on plagiarism is governed by the Code of Ethics and Conduct of the University of Crete, as well as by the current Study Regulations of the Study Program. Plagiarism constitutes a serious academic misconduct and is not acceptable. The checking of assignments for possible plagiarism is carried out using the Turnitin system through the e-learn platform.	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	The use of AI is permitted upon permission from the instructor and only for specific activities (e.g. comprehension support, bibliography identification, language editing), with mandatory declaration and documentation of the use, without substituting the student's personal work.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Activity	Semester workload
	Lectures	65
	Study and analysis of bibliography	20
	Interactive teaching	20
	Tutorials	20
	Course total	125

STUDENT ASSESSMENT	
<i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Short exercises (20%): to be completed on the elearn platform during the semester. Final written exam (80%) which includes: - multiple-choice questionnaires - short-answer questions - open-ended questions

(5) RECOMMENDED BIBLIOGRAPHY

Course Textbooks (in Greek):

Χαλκιά, Αλεξάνδρα (2011), *Έμφυλες βιαιότητες*, Αθήνα: Αλεξάνδρεια.

Στρατηγάκη, Μαρία (2006), *Το φύλο της κοινωνικής πολιτικής*, Αθήνα: Μεταίχμιο.

Connell, Raewyn (2006), *Το κοινωνικό φύλο*, Θεσσαλονίκη: Επίκεντρο.

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), "Ενσώματα 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 ιδίας (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*, Φρήντομ 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*