

# Syllabus

## *Descrizione corso*

<b>Titolo insegnamento</b>	Studi di genere e sessualità
<b>Codice insegnamento</b>	51112
<b>Titolo aggiuntivo</b>	
<b>Settore Scientifico-Disciplinare</b>	SPS/07
<b>Lingua</b>	Inglese
<b>Corso di Studio</b>	Corso di laurea in Servizio sociale
<b>Altri Corsi di Studio (mutuati)</b>	
<b>Docenti</b>	dr. Marina Della Rocca, MaDellaRocca@unibz.it
<b>Assistente</b>	
<b>Semestre</b>	Secondo semestre
<b>Anno/i di corso</b>	3 (L-39 Social Work) 2 (L-19 Social Education)
<b>CFU</b>	4
<b>Ore didattica frontale</b>	30
<b>Ore di laboratorio</b>	0
<b>Ore di studio individuale</b>	70
<b>Ore di ricevimento previste</b>	12
<b>Sintesi contenuti</b>	<p>The course explores how gender and sexuality are defined, perceived, and negotiated and how categories of gender and sexuality inform and shape our understanding of the world. We will also explore the origins and forms of women's oppression, and the meanings and social implications of patriarchy and gender-based violence. We will also look at how gender and sexuality intersect with other categories such as race, class and ethnicity through a decolonial lens, and examine how discourses of gender and sexuality are linked to power and inequality applying an intersectional perspective. Finally, we will explore studies and approaches to gender and sexuality in the field of social work.</p>

<b>Argomenti dell'insegnamento</b>	The course is divided into three parts. The first part focuses on the most prominent theories in the fields of gender and sexuality, as well as on understanding the social construction of women's oppression and gender-based violence. The second part considers these issues from an intersectional perspective, exploring how different forms of oppression interact with each other in relation to gender and sexuality. The third part examines social work's approach to issues related to gender and sexuality, including the discrimination and violence that arise from them. The course concludes exploring some narratives of women and LGBTQ+ individuals that address various forms of oppression. Throughout the course, writing and reflection activities related to the topics discussed are provided, along with supplementary materials for further exploration.
<b>Parole chiave</b>	gender, sexuality, gender-based violence, intersectionality, LGBTQI+
<b>Prerequisiti</b>	
<b>Insegnamenti propedeutici</b>	/
<b>Modalità di insegnamento</b>	The optional course takes place online in a synchronous mode.
<b>Obbligo di frequenza</b>	In accordance with the regulation
<b>Obiettivi formativi specifici e risultati di apprendimento attesi</b>	
<b>Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)</b>	
<b>Modalità di esame</b>	<p>Written and Oral</p> <p>Written Exam:</p> <p>For attending students: a written essay (3.000 words) The date of delivery will be set during the course. For non-attending students: a written essay (5.000 words).</p> <p>The date of delivery will be set during the course.</p> <p>Oral exam:</p> <p>For attending and non-attending students: the final oral exam consists of a discussion about the written essay, the course contents and the selected bibliography.</p> <p>Non-attending students are advised to contact the teacher.</p> <p>Attending students who participate actively in discussions will</p>

	receive extra credit in the final evaluation. It will be assessed the capacity to express and argue an opinion utilizing appropriate course instruments, and the accuracy of their contributions.
<b>Criteri di valutazione</b>	<p>Written exam 70%. Relevant to the essay is the ability to argue and describe the phenomena analyzed, logical structure, accuracy, and ability to reflect and to think critically.</p> <p>Oral Exam 30%. Relevant for the oral exam is the ability to argue and to summarize in one's own words, reflection, and critical analysis skills.</p>
<b>Bibliografia obbligatoria</b>	<p><b>Attending students:</b></p> <p>1. Select one of the following articles:</p> <ul style="list-style-type: none"> <li>· Butler, J. (2015). <i>Gender Trouble: Feminism and the Subversion of Identity</i> Routledge, Taylor &amp; Francis Group. Pp. 8-22 (Chapter 1, Sections II, III, IV)</li> <li>· Ortner, S. B. (2022). Patriarchy. <i>Feminist Anthropology</i>, 3(2), 307–314.</li> </ul> <p>2. Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. <i>Stanford Law Review</i>, 43(6), 1241-1299 (from p. 1241 to p. 1265)</p> <p>3. Select one of the following articles:</p> <ul style="list-style-type: none"> <li>· Collins C.C. (2011). Child welfare and domestic violence worker's cultural models of domestic Violence: an ethnographic examination. In J. Wies, H.J. Haldane (eds.), <i>Anthropology at the front lines of gender-based violence</i> (pp. 107-128). Vanderbilt University Press.</li> <li>· Monaco, S. (2022). Different in Diversity: An Intersectional Reading of LGBT Parenting. <i>Culture e Studi del Sociale</i>, vol. 7(2), 234-252.</li> <li>· Youdell, D. (2005). Sex–gender–sexuality: How sex, gender and sexuality constellations are constituted in secondary schools. <i>Gender and Education</i>, 17(3), 249–270.</li> </ul> <p>4. Select one of the following readings:</p> <ul style="list-style-type: none"> <li>· Fazlalizadeh, T. (2019). Introduction. In T. Fazlalizadeh, <i>Stop</i></li> </ul>

*Telling Women to Smile. Stories of Street Harassment and How We're taking Back Our Power* (pp. VII-XXIII), New York: Seal Press.

· Lamia H. (2023). Allah, In *Hijab butch blues: A memoir* (pp. 52-65). Random House Publishing Group.

#### **Non attending students:**

1. Butler, J. (2015). *Gender Trouble: Feminism and the Subversion of Identity* Routledge, Taylor & Francis Group. Pp. 8-22.

2.Ortner, S. B. (2022). Patriarchy. *Feminist Anthropology*, 3(2), 307–314.

3.Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241-1299. <https://doi.org/10.2307/1229039> (from p. 1241 to p. 1265)

4. Nothdurfter, U., & Nagy, A. (2017). Yet another minority issue or good news for all? Approaching LGBT issues in European social work education. *European Journal of Social Work*, 20(3), 374–386.

5. Select one of the following articles:

· Collins C.C. (2011). Child welfare and domestic violence worker's cultural models of domestic violence: an ethnographic examination. In J. Wies, H.J. Haldane (eds.), *Anthropology at the front lines of gender-based violence* (pp. 107-128). Vanderbilt University Press.

· Monaco, S. (2022). Different in Diversity: An Intersectional Reading of LGBT Parenting. *Culture e Studi del Sociale*, vol. 7(2), 234-252.

- Youdell, D. (2005). Sex–gender–sexuality: How sex, gender and sexuality constellations are constituted in secondary schools. *Gender and Education*, 17(3), 249–270.

6. Select one of the following readings:

	<p>Fazlalizadeh, T. (2019). Introduction. In T. Fazlalizadeh, <i>Stop Telling Women to Smile. Stories of Street Harassment and How We're taking Back Our Power</i> (pp. VII-XXIII), New York: Seal Press.</p> <p>· Lamia H. (2023). Allah, In <i>Hijab butch blues: A memoir</i> (pp. 52-65). Random House Publishing Group.</p>
<b>Bibliografia facoltativa</b>	<ul style="list-style-type: none"> <li>• Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. <i>American Anthropologist</i>, 104(3), 783–790.</li> <li>·</li> <li>• Lamia H. (2023). Musa, In <i>Hijab butch blues: A memoir</i> (pp. 68-87). Random House Publishing Group</li> <li>• Lorde, A. (1997). The Uses of Anger. <i>Women's Studies Quarterly</i>, 25(1/2), 278–285.</li> <li>• Butler, J. (2015). <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge, Taylor &amp; Francis Group (pp. 175-193)</li> <li>• The Combahee River Collective, A black feminist Statement (pp.116-122), + Feinberg L., Transgender liberation: a movement whose time has come (pp. 148-158). In C. McCann &amp; K. Seung-Kyung, <i>Feminist theory reader. Local and global perspectives</i>. Routledge</li> <li>• Della Rocca, M., &amp; Zinn, D. L. (2019). Othering Honor-Based Violence: The Perspective of Antiviolence Operators in Northern Italy. <i>Human Organization</i>, 78(4), 325–334.</li> <li>• Hicks, S., &amp; Jeyasingham, D. (2016). Social Work, Queer Theory and After: A Genealogy of Sexuality Theory in Neo-Liberal Times. <i>British Journal of Social Work</i>, 46(8), 2357–2373.</li> <li>• Moore H. (1994). The problem of explaining violence in the social sciences. In P. Harvey, &amp; P. Gow (eds.), <i>Sex and violence: Issues in representation and experience</i> (pp.138-155). Routledge.</li> <li>• Nothdurfter, U., &amp; Nagy, A. (2017). Yet another minority issue or good news for all? Approaching LGBT issues in European social work education. <i>European Journal of Social Work</i>, 20(3), 374–386.</li> <li>• Rubin, G. (1975). The Traffic in Women. Notes on the «Political Economy» of Sex. In R. Reiter (ed.) <i>Toward an Anthropology of Women</i> (157-210). Monthly Review Press.</li> </ul> <p><b>Additional texts or changes will be communicated during the course.</b></p>
<b>Altre informazioni</b>	

Obiettivi di Sviluppo Sostenibile (SDGs)	Parità di genere
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