Analytic Program

1. Identification data:

Name of the learning unit:	**Gender studies**
Guided time (theory and practice):	**40**
Guided time per week:	**2**
Total autonomous time:	**20**
Modality:	**Scholarized**
Number and type of academic period:	**1st, 2nd semester**
Type of learning unit:	**compulsory**
Cycle:	**first**
Curricular area:	**General initial formation (ACFI-G)**
UANL credits:	**2**
Elaboration date:	**07/03/2019**
Responsible for elaboration:	**M.C. Ludivina Cantú Ortiz, Dr. María Eugenia Flores Treviño**
Date of last actualization:	**10/03/2020**
Responsible for actualization:	**M.C Ludivina Cantú Ortiz, Dra. María Eugenia Flores Treviño Dra. Luz Alejandra Escalera Silva, Dra. María Petra Segovia Chávez, Dra. Myrna Elia García Barrera**

2. Presentation:

Throughout the history of humanity, women have been the receptacle of violence in the socio-patriarchal system that has prevailed in the world, which has sustained human relations. In an effort not to victimize the lives of women, feminist studios propose to make visible through analysis and scientific reflection, the sources that originate violence. In this learning unit (UA) it is intended that the students are able to identify the epistemological field of gender studies; distinguish feminist contributions that have contributed to the knowledge of the gender perspective throughout history and that seek gender equality. To develop a critical look at the devices of power; the construction of stereotypes, stigmas, social and discursive representations, which re-signify gender culture. It consists of three phases: in the first phase: Culture and Culture of gender the conceptual field of the foundations of the subject is addressed; in the second phase Epistemological field and historical route: movements, feminisms and masculinities, the contents allow to distinguish the construction of the feminine and the masculine in the patriarchal culture; the third phase Constituents of gender culture: Identification and application: emerging issues such as parity, coexistence, diversity and problems will be located in the environment and in its area

concerning ideology, equality/inequality, equity, and inclusion/exclusion. Later they will select a problem of the social context to review it from the concepts learned in this UA, the purpose is to propose alternative solutions.

3. Purpose:

In this UA the students will recognize the culture of gender as a form of coexistence between people, from the diversity of   ideologies, points of view, ways of living and coexisting,   based   on the respect to difference, human rights,   equality,   equity and inclusion, taking into account the elements that determine the way to interpret symbolically the distinction *male-female,* the social relations between women and men, as well as its roles in today's society, to influence the construction of a more just, more egalitarian, more democratic society, without prejudice towards gender culture, which manifests itself symbolically in the non-sexist use of language, and which allows the development of critical thinking that leads to   more supportive individual and collective behaviors.

This UA aims   to develop the general competences that will allow (4.2.2.1.) structure the information   according to the communicative purpose and the   textual type used (5.1.1.1.), identifying ideas, concepts, data of the case or situation to be studied, (9.1.1.2.) with a permanent attitude of commitment and respect for all people from different cultures and contexts, (10.1.1.) showing interest in the events and problems surrounding him and (12.1.1.3.) generating ideas and possible innovative solutions (14.2.2.1) with respect for the ideas of   others.

The UA Culture of gender constitutes a UA of fundamental learning for the formation of the profile of the graduates of the Area of General Initial Training of the Autonomous University of Nuevo León, is linked with the UA Project of life of the UA of Humanities, since in it "from the knowledge of himself , analyzes their autonomy and responsibility by relating it to current ethical problems, as well as their attitude towards the environment and others".

4. Competencies of the graduation profile:

General competences to which this learning unit contributes:

Instrumental competences:

1. Master your mother tongue in oral and written form with correctness, relevance, timeliness and ethics adapting your message to the situation or context,

for the transmission of scientific ideas and findings.

4. Employ logical, critical, creative and purposeful thinking to analyze natural and social phenomena that allow you to make relevant decisions in your sphere of influence with social responsibility.

Personal and social interaction skills:

1. Maintain an attitude of commitment and respect for the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context in order to promote environments of peaceful coexistence.
2. Intervene in the face of the challenges of contemporary society locally and globally with a critical attitude and human, academic and professional commitment to contribute to consolidating general well-being and sustainable development.

Integrative competences:

12. Build innovative proposals based on a holistic understanding of reality to help overcome the challenges of the interdependent global environment.
14. Resolve personal and social conflicts in accordance with specific techniques in the academic field and your profession for proper decision-making.

Specific competences to which the learning unit contributes:
Each educational program will align the specific competencies according to the disciplinary context declared in the graduation profile.

5. Phase structure:

Phase 1. Gender Culture and Culture.

Element of competence: Distinguish the conceptual field of gender culture through knowledge of the meanings of the concept of culture, with a critical attitude and social commitment, so that it is possible to understand gender culture, as a subsystem of general culture.

Evidence	Performance criteria	Learning activities	Content	Resources

1. Delimitation of the conceptual field (text) (PIA advance 1).	1. Delivers as evidence a text that contains the conceptual field that forms the Culture and the Culture of gender, coherent, with cohesion and clarity.
	 2. Your document complies with the extension of 2 to 5 quartiles.
	 3. It complies with spelling and punctuation standards.
	 4. Take care that the presentation of your work is formal.
	 • Delivery individually and on time
		The teacher makes an introduction to the subject of culture through a sociodrama. The student attends and comments in the classroom the activity carried out by the teacher on culture. The student investigates and individually reviews the reading path of the contents of the assigned phase in an extra classroom way.
		 • Reports to the group, participating in a panel dynamic, information attached to the topic of culture
			1. What is culture?:
			  - Key aspects.
			
			 2. The construction of gender:
			  Historical background.
			 -Sex: differences, biological identity and sexual roles.
			 -Gender: sexual orientation, models of sex-gender relationship.
				• Geertz, C. (2003). "Descripción densa: Hacia una teoría interpretativa de la cultura". En *La interpretación de las culturas*. Barcelona: Gedisa, pp.17 a 40.
				 • Geertz, C. (2003). "La ideología como sistema cultural". En *La interpretación de las culturas*. Barcelona: Gedisa, pp.171 - 202.
				 • Lamas, M. (2007). *El género es cultura*. (V Campus Euroamericano de Cooperación Cultural). Obtenido de

product written for review at the end of the phase.	requested as a result of its reading. The student collectively participates in a group discussion in the classroom with the results of their extra-classroom research on gender culture and gender construction. The student participates as a group in a "Brainstorming" with the results of the inquiry into the gender category. The students write a text in an extra classroom way: "Delimitation of the conceptual field of gender culture" from their readings and discussions. 4. Delivery su evidence to the professor individually.		perio.unlp: https://perio.unlp.edu.ar/catedras/system/files/3.p_lamas_m._el_genero_es_cultura.pdf • Conway, J., Bourque, S., y Scott, J.W. (2013). "El concepto de género". A Llamas, M. (Ed.) *El género: la construcción cultural de* la *diferencia sexual.* México: UNAM/PUEG, pp. 21-34 March 1990 • Lamas (2013). "La Antropología feminista y la categoría de género". En *El género: la construcción cultural de la diferencia sexual.* México: UNAM/PUEG, pp. 97-126.

Phase 2. Epistemological field and historical journey: movements, feminisms and masculinities.

Element of competence: Distinguish the construction of the masculine and the feminine in culture, from a critical perspective, from the knowledge of the history of women, the transcendent contributions of the theorists, women's movements, theories of feminism and masculinities to integrate their academic and social experiences.

Evidence	Performance criteria	Learning activities	Content	Resources
2. Video by team "The construction of the masculine and the feminine".	• Delivers as evidence a script that contains the fundamental events in the history of women and social and feminist movements, coherent, with cohesion and clarity. • Reproduces the text-script elaborated. • Relates the problems of its context. Complies with: 1. The extension of 2 to 5 quartiles. 2. Spelling and punctuation rules. • Take care that the presentation of your work is formal.	1. Research and review in an extra classroom way, the assigned reading path. (weighted). 2. Participates individually actively and pertinently in a group debate moderated by the teacher with the results of his/her work (introduction to the subject). • 1st. Progress in the Writing of a text-script: "The construction of the masculine and the feminine". **For the content, the student** 1. Views the movie "Billy Elliot" in an extra-classroom way. Discusses the movie and the issues presented in class.	• History of women. • Women's social movements. • Feminist movements. • Sex-gender system. • Feminisms and masculinities.	• Scott, J.W.(2008). " Hacia una historia feminista". En *Género e Historia*. pp.33-48. • Ramos Escandón, C. (1992). "La nueva historia". En *Género e Historia: La Historiografía sobre la mujer*. pp. 7-37. • Tbébaud, F.(2000). "Movilización de hombres, movilización de mujeres". En Duby, G y Perrot, M.(Eds.). *Historia de las mujeres. 5. El* pp. 49 -62. • Tbébaud, F. (2000). "¿Guerra de los hombres, paz de las mujeres?" En Duby, G y Perrot, M.(Eds.). *Historia de las mujeres. 5. El siglo XX.*, pp.85- 95.

	• Timely delivery of the written product for review at the end of the phase.	of the cores of meaning of the film, with respect to the social problems it addresses. • Individually reads and summarizes the stage readings. • It reports information attached to the requested topic as a result of its extra-classroom reading. • By teams and in an extra-classroom way, he designs a collective presentation on the results of his research. • The teams make the presentation of papers. **For content 5 the student:** • Watch "The Danish Girl" and write a comment argued about the masculine and feminine, from the theory, about the film, in an extra-classroom way. (weighted activity). • Participate in a discussion forum in the group, with your comments.	• Scott, J. W. (1992). "El problema de la invisibilidad". En Ramos Escandón, C. *Género e Historia: La Historiografía sobre la mujer*. pp. 38-65. • Ramos Escandón, C. (2016). Historiografía. Apuntes para una definición en femenino. En Línea: http://www.debatefeminista.pueg.unam.mx/wp-content/uploads/2016/03/articulos/020_09.pdf Para el contenido 4: • Boff L., and Muraro R. (2007). "The New Consciousness" . In *Female and Male*.pp.17-88 • Boff L., y Muraro R. (2007). "Punto de mutación". En *Femenino y Masculino*. 91-199. Para el contenido 5: • Lomas, C. (Ed.)(2003). "Masculino, femenino y plural", "Identidades masculinas y cambios socioculturales". En

| | | Chooses two of the suggested readings and comments on them based on theory, by binas, then presents his work to the group.
• He builds in the classroom, by team, from his readings, the definition of the concept of Feminism. | | *¿Todos los hombres son iguales? Identidades masculinas y cambios sociales.* pp. 11 a 144.
• Lomas, C. (Ed.) (2004). "¿Los chicos no lloran?", "Cómo se enseña y cómo se aprende a ser hombres (la construcción social de la masculinidad)". A *Los chicos también lloran. Identidades masculinas, igualdad entre los sexos y coeducación.* pp. 9 a 80.
• Valcárcel, A. (2019). *Feminism in the global world* . Madrid: Cátedra.
• documents.
• Documentaries.
• films.
• conferences.
• Sitios web.
• Redes sociales, etc. |

Phase 3. Constituents of gender culture: identification and application.

Element of competence: Distinguish the constituents of the gender culture from the identification of the problems and emerging issues detected in their social environment, to propose proposals or alternative solutions with a gender perspective.

Evidence	Performance criteria	Learning activities	Content	Resources
3. Glossary of terms applied to a real situation of the glossary (advance PIA 2). 4. 1st Draft report (pia advance 3).	• Writes a coherent text in an extra-classroom way, which contains the definition and application of the concepts: parity, coexistence, diversity, equity, inclusion, exclusion, violence with cohesion and clarity and relates them to a situation of reality. • The work adheres to spelling and punctuation rules, has a formal presentation and the extension of 2 to 5 quartiles. - Timely delivery of the written product for review at the end of the phase.	• Compile individually and in an extra-aulic way, a glossary of terms. • Identify by team cultural expressions (songs, television programs, videos, commercials, films, publications in the press, popular language, legal documents, legal, academic, social networks, etc.) and participate actively and pertinently with their findings. • Analyze in binas these manifestations desde the perspective of gender, and provide information attached to the requested topic. • Present their work to the group.	1. Emerging Issues on the Gender Agenda: Parity, coexistence, diversity and others. • Problems concerning: Ideology, equality/inequality, equity, and	• Convención sobre la Eliminación de Todas las Formas de Discriminación contra la Mujer. • Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women, known as the Convention of Belém do Pará • Ley General para la Igualdad de Hombres y Mujeres. • Ley de Acceso de las Mujeres a una vida libre de Violencia para el Estado de Nuevo León. • Protocolo de atención para casos de violencia de género (UANL). • documents. • press. • Documentaries.

1. Write a coherent extra-classroom text: 1. Identifies a problem in its environment, relates the concepts of content to the problem; it justifies and argues the link with cohesion and clarity. 2. His work adheres to spelling and punctuation rules. 3. Take care that the presentation is formal. It has an extension of 5 to 8 quartiles. - Timely delivery of the written product for **review** to **the End of the phase.**	**For content 3 the student:** Perform a search on a gender issue detected in your environment. He reports his findings orally. Review the problem from the field of knowledge studied and argue about the selection of the object of study. She presents the first advance of her work "Emerging issues/ gender issues in my social environment" to the group to receive feedback on the relevance of perspectives for the applicationof gender studies in the chosen topic. (weighted activity).	inclusion/exclusion, violence and others. • "Emerging issues/ gender issues in my social environment"."Emerging issues/ gender issues in my social environment".	• films. • conferences. • Sitios web. • Redes sociales. • Bibliografía del curso.

		• The student makes an oral presentation "Emerging issues / gender issues in my social environment" (weighted activity). • Deliver the 1st. Drafting your IAP, according to the heading provided, **at the end of the phase.** The teacher and the student follow the reading path carried out in the First and Second Phase and its correlation with the document chosen for the analysis of the Phase Two.		

6. Assessment of learning:

Phases	Aspect to be evaluated	percentage
first	Oral presentation	5%
	Reading map	5%
	Evidence 1: delimitation of concepts (**1er Advance PIA**).	10%
second	Arguments	5%
	Evidence 2: Video: construction of the masculine and feminine	10%
third	Evidence 3. Glossary of terms applied to a real situation in the glossary. (**Advance PIA 2**). Exhibition "Emerging issues / gender problems in my social environment".	10%
	Evidence 4. 1st. Draft report. (**PIA Advance 3**).	25%
Integrative Product		30%
	Total	100%

7. Integrative   learning product:

Report of a documentary research that contains the analysis on a topic related to gender culture, identifying the problem, dimensions of the problem, causes and solutions.

Considerations for the development of the PIA:

1. It is ideal that it is elaborated during the UA, gradually in phases 1 and 2.
2. A text of 10 to   16 quartiles in APA 6 format, where a report containing a documentary research on a topic related to gender culture is presented,   identifying the problem, dimensions of the problem, causes and solutions.
3. It must have the following characteristics:

1. Relevance of the topic and contribution of the work to the area of study.
2. clarity an electric approach to the problem.
3. adaptation of the theoretical framework to the purposes of the work.
4. relevance of the data and methodology for the purpose of the work; and
5. coherence of discourse and clarity of wording.
6. timeliness of references and relevance of citations.
7. relevant and integral use of the theoretical underpinnings addressed in the Learning Unit.
8. novel design of the problem addressed.
   a) demonstration of the social and cultural impact of the subject studied.

8. Fuentes de consulta:

Boff L., y Muraro R. (2007). *Femenino y Masculino*. Buenos Aires: Trotta,Editorial. En línea: https://es.scribd.com/document/349957975/Boff-Leonard-Y-Muraro-Rose-Femenino-Y-Masculino

Crawford, M. (2006). *Transformations. Women, Gender and Psychology.* Boston: Mc-Graw-Hill.

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Lamas, M. (2007). *El género es cultura*. (V Campus Euroamericano de Cooperación Cultural). En línea: perio.unlp: https://perio.unlp.edu.ar/catedras/system/files/3.p_lamas_m._el_genero_es_cultura.pdf

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Lomas, C. (2004). *The boys cry too. Male identities, gender equality and coeducation.* Barcelona: Paidós. Martínez-Collado, To.

(2008). *Tendenci@s. Feminist perspectives in current art* . Spain Murcia: CENDEAC.

Offen, K. (2015) *Feminismos europeos, 1700-1950. Una historia política*. España, Akal.

WHO. (2018). *Gender and health*. Online: who.int: https://www.who.int/es/news-room/fact-sheets/detail/gender

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Organización de los Estados Americanos (OEA), 1988. *Convención Interamericana para Prevenir, Sancionar y Erradicar la Violencia contra la Mujer.* Comisión Interamericana de Mujeres. Belém do Pará recuperado el 13 de mayo de 2020 en https://www.oas.org/es/mesecvi/docs/Folleto-BelemdoPara-ES-WEB.pdf.

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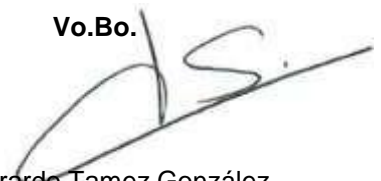Wollstoncraft, M. (2005) *Vindicación de los derechos de la mujer*. Madrid: Istmo.

Curricular Area General University Training approved by the H. advice student the 9 of June of 2005	**Vo.Bo.** Dr. Gerardo Tamez González Director del Sistema de Estudios de