

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	754	SEMESTER	
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, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory/General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (written essay in English or French)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
<ul style="list-style-type: none"> <li><b>To analyze and interpret</b> various theoretical approaches and movements in gender sociology and decolonial feminist thought, identifying their specific dimensions and connections within historical, cultural, and social contexts.</li> <li><b>To critically evaluate</b> positions and theories related to gender, such as structural functionalism, the Frankfurt School, and poststructuralist approaches, assessing their application in different cultural and social environments, especially from a decolonial perspective.</li> <li><b>To recognize and describe</b> the dimensions of oppression and discrimination based on gender, race, class, sexuality, and other social conditions, focusing on intersecting inequalities and the dynamics of resistance.</li> <li><b>To interpret</b> the historical evolution of feminist and sociological movements, understanding how gender as identity and social practices have been shaped through historical and cultural processes, with particular emphasis on the colonial dimension.</li> <li><b>To apply theoretical tools</b> and critical approaches in analyzing social phenomena related to gender, identity, and resistance, especially in processes of decolonization, and to propose possible solutions or approaches to promote social justice.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>To evaluate and critically comment</b> on documentaries, texts, and scholarly works, identifying their main positions, arguments, and theoretical dimensions, and to contribute to open dialogue about the challenges and goals of gender sociology.</li> <li>• <b>To develop skills</b> for systemic and intertextual analysis of intersecting forms of oppression and resistance, actively participating in discussions and assignments with critical thinking and approaches rooted in respect and dialogue.</li> </ul>	
<b>General Competences</b> <i>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?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting 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>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> <li>• <b>Searching, analyzing, and synthesizing data and information using relevant technologies:</b> searching for scientific sources, analyzing theories, and synthesizing ideas related to gender, gender inequality, and social structures, utilizing modern technological platforms, bibliographies, and tools.</li> <li>• <b>Adapting to new situations:</b> working across disciplines and in interdisciplinary environments with a variety of texts from different sources to understand complex issues related to gender, racial, and class inequalities.</li> <li>• <b>Making decisions:</b> using critique and dialogue as tools to develop effective strategies for combating gender discrimination.</li> <li>• <b>Independent work:</b> conducting autonomous research activities to study and produce theoretical and practical projects.</li> <li>• <b>Group work:</b> engaging in discussions, collaborative presentations, and teamwork to foster cooperation and collective management.</li> <li>• <b>Working in an interdisciplinary environment:</b> the diversity of topics and approaches, from sociology to (decolonial) trans-intersex-feminist theory and gender studies, will make the course suitable for interdisciplinary and cross-thematic frameworks.</li> <li>• <b>Generating new research ideas:</b> promoting theoretical reflection and critical thinking to encourage innovative ideas and research approaches.</li> <li>• <b>Respecting multiculturalism:</b> through discussions, analysis, and deepening into theories, cultivating critical thinking and self-critical attitudes.</li> </ul>	

### (3) SYLLABUS

By exploring the various meanings of power and the interpretation-taxonomization of life, gender is analyzed in relation to different sociological schools, aiming to understand the connections between gender identity and these schools of thought. The goal is to provide an introductory understanding of how gender has been introduced and is interpreted by sociological schools, as well as through de-colonial sociology. It does not merely aim to study a genealogy of gender, but to understand why we arrive at the need for a de-colonial, intersectional, trans-intersex, and queer feminist theory and sociology. The aim is to uncover the overlapping forms of oppression, classification, and inequality that continue to develop and persist today, and to explore resistance against these forms of oppression through our theoretical sociological tools.

**1st Week:** Course Introduction

**2nd Week:** Critique of Structural Functionalism, Classical Marxism, and Weberian Sociology through a Decolonial Feminist Perspective. Examination of the First Wave of Feminism and the Silence Surrounding Black Women, as well as Lesbian, Intersex, and Trans Femininities and Masculinities.

<b>3rd Week:</b> The Chicago School and W.E.B. Du Bois; Exploring Racial and Gender Models Beyond the West.
<b>4th Week:</b> Critical Theory and the Frankfurt School. "You Are Not Born a Woman" — A Critique of Patriarchy and Power.
<b>5th Week:</b> Neoliberalism; The Sociology of Everyday Life. Biomedical Discourse, the Globalization of Social Gender, and Whiteness.
<b>6th Week:</b> Second Wave Feminism; Social Gender and Feminist Sociology.
<b>7th Week:</b> Third Wave Feminism; Poststructuralism and Foucaultian Theory. The Concept of Gender as Neither Biological nor Social.
<b>8th Week:</b> Neo-Marxism and Deleuzian Marxism. Paths of Gender Resistance; "Bodies Without Organs."
<b>9th Week:</b> Decolonial Feminist Theory and Decolonial Sociology.
<b>10th Week:</b> (Black) Lesbian Postcolonial Feminist Theory; Intersecting Inequalities, Intersectional Feminism and the Example of Jineolojî.
<b>11th Week:</b> Queer, Trans, and Intersex Decolonial Feminist Theory.
<b>12th Week:</b> Documentary.
<b>13th Week:</b> Review of Course Themes.

#### (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>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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.</i>  <i>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	39 hours
	Study during semester	75 hours
	Study for examination	33 hours
	Examination	3 hours
	Course total	<b>150 hours (6 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Language of evaluation:</b> Greek, French and English (in the case of foreign exchange students).  <b>Methods of evaluation:</b> Written exams.  <b>Evaluation criteria:</b> Understanding the content of the course.	

#### (5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography:**  
**A) Basic Textbooks**  
 Αθανασίου, Α. (2007). *Ζωή στο Όριο. Δοκίμια για το σώμα, το φύλο και τη βιοπολιτική*. Εκκρεμές.

Τζανάκη, Δ. (2025). *Καταργώντας το φύλο και την ευγονική. Ο Ελέφαντας είναι ακόμη ανάμεσα μας*. Ακυβέρνητες Πολιτείες.  
Τζανάκη, Δ. & Κουρούτζας Χ. (2024). *Φύλο, Επιστήμη και Κοινωνία: Queer αναγνώσεις της (ανθρώπινης) υποτέλειας*. [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <http://dx.doi.org/10.57713/kallipos-332>.

**B) Additional References**

Butler, J. (2025). *Ποιος φοβάται το φύλο; Αλεξάνδρεια*.  
Deleuze, G., & Guattari, F. (2016). *Ο Αντι-Οιδίπους. Καπιταλισμός και Σχιζοφρένεια (Πρώτο Βιβλίο)*. Πλέθρον.  
Foucault, M. *Ιστορία της Σεξουαλικότητας 1. Η βούληση για γνώση*. Πλέθρον, Αθήνα 2011.  
Go, J. (2016). *Post Colonial Thought and Social Theory*. Oxford University Press.  
Go, J., & Lawson, G. (Eds.). (2017). *Global Historical Sociology*. Cambridge University Press.  
Haraway, D. (1989). *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. Verso Books.  
Preciado, P. (2013). *Testo Junkie. Sex, Drugs and Biopolitics in the Pharmacopornographic Era*. Feminist Press.  
Ρεθυμνιώτακη, Ε., Μαροπούλου, Μ., & Τσακιστράκη, Χ. (2016). *Φεμινισμός και Δίκαιο* [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-713>  
Τζανάκη, Δ. (2023). *Ίντερσεξ. Η κατασκευή και το καθεστώς αλήθειας του φύλου στη Δύση*. Διαλεκτική, 4, Ψηφίδες.  
Vergès, F. (2022). *Ένας Φεμινισμός της Από-Αποικιοποίησης*. Τοποβόρος.  
**- Related academic journals:**  
Φεμινιστικά  
Culture-Borders-Gender/Studies  
Marginalia  
Jacobin  
Multitudes  
American Journal of Sociology  
The Black Scholar  
Meridians: feminism, race, transnationalism