

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	759	SEMESTER	
COURSE TITLE	Gender, Sexuality, Science and Power		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		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>	Compulsory Elective/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

<b>Learning outcomes</b> <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> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze and critically evaluate historical and theoretical approaches concerning the relationship among gender, race, class, age, body, sexuality, science, and power through a decolonial, trans-intersex-queer feminist perspective. (Level 6-7: Knowledge and critical analysis, with emphasis on historical-cultural connection)</li> <li>• Apply theoretical tools and methods for analyzing scientific and social narratives around gender, race, sexuality, body, and identities, enhancing the understanding of power structures and oppression. (Level 6: Application of theory in critical and analytical work)</li> <li>• Identify and compare different epistemological and theoretical approaches (e.g., psychiatry, genetics, psychoanalysis, eugenics) and comment on their role in the formation and reproduction of gender and sexual discrimination. (Level 7: Critical evaluation and synthesis of theoretical approaches)</li> <li>• Develop critical approaches to the history and functioning of science and practices (e.g., DSM, eugenics, genetics) in constructing and interpreting gender and sexuality identities. (Level 7-8: Synthesis and innovation)</li> <li>• Present and discuss authentically and critically the broader social, cultural, and political consequences of scientific practices surrounding gender, race, sexuality, and the body, promoting dialogue and active participation. (Level 6-7: Social and cultural competence)</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluate and comment on the historical relationship between science and power, advocating for the decolonization of scientific narratives and practices and the search for alternative theoretical approaches. (Level 7: Autonomy, innovation, and contribution to knowledge)</li> <li>• Develop skills in collaborative work and scientific discourse using critical analysis and theoretical tools to contribute to critical thinking and developing policies and practices for equality and the respect of gender and sexual identities. (Level 6: Social and cultural competence)</li> <li>• Produce authentic, innovative theoretical approaches and research methodologies that promote decolonial, post-traditional critique in shaping science, gender, and sexuality, actively contributing to the development of scientific and social theory and practice. (Level 8: Autonomy, innovation, contribution to knowledge and society)</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>• Search, analyze, and synthesize data and information using necessary technologies: researching scientific sources, analyzing theories, and synthesizing ideas related to gender, gender inequality, and social structures, leveraging modern technological platforms, literature, and tools</li> <li>• Adaptation to new situations: Working in multidisciplinary and interdisciplinary environments using a variety of texts from different sources to understand complex issues related to gender, racial, and class inequalities</li> <li>• Decision-making: Utilizing critical dialogue to create valuable tools for combating gender discrimination</li> <li>• Autonomous work: Conducting independent research activities to study and produce theoretical and practical work</li> <li>• Teamwork: Engaging in discussions, group presentations, and collaborative management.</li> <li>• Working in an interdisciplinary environment: The various 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>• Producing new research ideas: Promoting theoretical reflections and critical thinking to encourage the development of innovative ideas and research approaches</li> <li>• Respect for multiculturalism: Discussions, analysis, and deepening theories will cultivate critical thinking skills and a self-critical attitude</li> </ul>	

### (3) SYLLABUS

In this course, we will examine the complex and contentious relationships between gender, sexuality, science, and power through a decolonial, intersectional, trans-intersex-queer-feminist approach. Through titles such as *"Open Some Female Corpses," "Patriarchy and Forensic Medicine," "Patriarchy and Criminal Anthropology,"* and *"Patriarchy, Eugenics, and Genetics,"* we will analyze how scientific practices, forensic medicine, criminology, psychiatry, psychoanalysis, and genetics have shaped the construction and interpretation of gender and sexuality, reinforcing patriarchal structures and the colonial framework of Western white normativity. The historical interconnections between psychoanalysis, psychobiology, and eugenics, as well as genetic practices, will be highlighted, alongside how these are challenged or reproduced through contemporary theoretical and social movements, such as queer genetics. Through this genealogy, we will understand how the scientific, social, and cultural construction of gender and sexuality operates as an axis of power and resistance, demonstrating the need for decolonization and critical revision of scientific narratives surrounding the body, psyche, and identity.

**Week 1:** Presentation of the course  
**Week 2:** *Open Some "Female Corpses"*  
**Week 3:** *Open the Psyche of Salpêtrière and the "Third" Gender*  
**Week 4:** Gender, Misogyny, and Criminal Anthropology  
**Week 5:** Eugenics, Genetics, and the Science of Gender. Forms of New Whiteness  
**Week 6:** Forensic Psychiatry and the Psychopathology of Gender  
**Week 7:** Gender, Sexuality, and Psychoanalysis. The Body Without Organs  
**Week 8:** Sexology, Genealogy, Demography, Gender, and Western Science  
**Week 9:** Gender, Chromosomes, Hormones, and the Genocide of Intersex  
**Week 10:** DSM. Biological Psychiatry and the Birth Control Pill  
**Week 11:** AIDS. Homophobia, Transphobia, and Biomedical Discourse  
**Week 12:** Pirate and Terrorist of Gender  
**Week 13:** Recap of the thematic units of the course and documentary screening

#### (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
	Study during semester	75
	Study for examination	33
	Examination	3
	Course total (25 hours per ECTS)	150 hours (6 ECTS)
<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 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**

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>

Τζανάκη, Δ. (2018). *Φύλο και Σεξουαλικότητα. Ξεριζώνοντας το «Ανθρώπινο»*. Ασίνη.

**B) Additional References**

Αβραμοπούλου, Ε., Χαλκίδου, Α. (2022). *Αντι-κείμενα σεξουαλικότητας. Κριτικές θεωρίες, διεπιστημονικές αναγνώσεις. Τόπος*.

Αθανασίου, Α. (2007). *Ζωή στο Όριο. Δοκίμια για το σώμα, το φύλο και τη βιοπολιτική*. Εκκρεμές

Butler, J. (2025). *Ποιος φοβάται το φύλο; Αλεξάνδρεια*.

Go, J., & Lawson, G. (Eds.). (2017). *Global Historical Sociology*. Cambridge University Press.

Λέκκα, Β. (επιμ.) (2025). *Αντι-Στάσεις Σωμάτων*. Futura.

McClintock, A. (2001). *Double Crossings: Madness, Sexuality and Imperialism*. Ronsdale Press.

Preciado, P. (2013). *Testo Junkie. Sex, Drugs and Biopolitics in the Pharmacopornographic Era*. Feminist Press.

Τζανάκη, Δ. (2016). *Ιστορία της (Μη) Κανονικότητας. Η Σφίγγα πρέπει ν' αυτοκτονήσει. Ο Οιδίποδας επικρατεί*. Ασίνη.

**- Related academic journals:**

- American Journal of Sociology
- Culture-Borders-Gender/Studies
- Gender & Society
- GLQ
- Jacobin
- Journal of Post Colonial Cultures and Societies
- Marginalia
- Meridians: feminism, race, transnationalism
- Multitudes
- The Black Scholar
- Φεμινιστικά