

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	762	SEMESTER	
COURSE TITLE	Femicide- Femicide as a Sexist, Political and Colonial Phenomenon		
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
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
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

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> <ul style="list-style-type: none"> • 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 • Guidelines for writing Learning Outcomes
<ul style="list-style-type: none"> • To acquire in-depth knowledge regarding the theoretical and historical association of femicide and feminicide with structures of patriarchy, colonialism, and the concept of modernity, utilizing critical theoretical tools and insights from sociology, history, law, and cultural studies. • To analyze and interpret social, political, and legal practices that reinforce and disseminate violence against women and femininities, emphasizing the role of the state, science, and social movements, through a decolonial perspective. • To critically evaluate the roots, consequences, and dynamics of femicide and violence in different historical and geographical contexts, promoting actions for social change and resistance. • To apply interdisciplinary and critical approaches to the analysis of social phenomena, developing research and institutional ideas for preventing and addressing violence and oppression. • To elevate critical and self-critical thinking into authentic practical action, enhancing social responsibility and respect for diversity and human rights. • To develop and present arguments and research ideas, strengthening their research, communication, and collaborative skills in diverse international and interdisciplinary environments.
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i>

<i>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>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
<ul style="list-style-type: none"> • Search, analyze, and synthesize data and information, using necessary technologies: The course enhances the ability to search and evaluate data, theoretical and historical texts, and synthesize comprehensive analyses. • Adaptation to new situations: Exploring different fields, historical periods, and social structures. • Decision-making: Critical thinking and dialogue are tools for creating proper instruments to combat violence. • Work in an interdisciplinary environment: The course is embedded in a framework of cultural, historical, sociological, and political analysis. • Exercise of critical and self-critical thinking: Through the critical analysis of theoretical texts. • Promotion of free, creative, and inductive thinking: The course content and methodology encourage reflective and innovative thinking. • Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues: The focus on gender, oppression, and resistance enhances sensitivity and responsibility toward social inequalities and issues of rights and respect. • Respect for diversity and multiculturalism: Analyzing different social and cultural environments strengthens respect for and acceptance of diverse identities and cultures. • Teamwork and working in an international environment: Discussing and presenting theoretical and social issues promotes teamwork, communication, and understanding in an international and multicultural context. • Production of new research ideas and project design/management: Analyzing and reflecting on data and theoretical tools fosters critical and creative thinking, stimulates the production of new ideas, and encourages the design of studies or projects. 	

(3) SYLLABUS

<p>The purpose of the course is to explore femicide and feminicide not only as crimes but as structural, political, class-based, and colonially constituted phenomena, identifying their relationship with state impunity, racism, necropolitics, and epistemicide. The course will focus on analyzing femicide and feminicide as phenomena directly linked to patriarchy, the colonial construction of gender, and class inequalities through Western science, as well as the role of the state in shaping, legitimizing, and reinforcing these phenomena through hegemonic masculinity and power. Through critical approaches and foundational theoretical texts, we will examine how the state has used science, legal frameworks, and political strategies to establish and manage violence against women and femininities, reinforcing patriarchal, class-based, and colonial structures. We will analyze how the historical evolution of the concept of “femicide” reflects the state’s persistent effort to control “female” race, gender, knowledge, and science, as well as the establishment of a “Third” world. We will investigate how policies, legal regulations, and practices of repression, such as patriarchal family law, measures addressing demographic “issues,” policing, and campaigns of “moral control” against “common” femininity or sex work, have shaped the social field in which violence against women and femininities is legitimized or concealed. Finally, we will discuss how active forms of collective resistance and social advocacy, as well as theories such as abolitionist feminism, promote the abolition of all forms of oppression and violence, focusing on dismantling the root structures that make them possible.</p> <p>Week 1: Presentation of the course</p> <p>Week 2: Definitions and dimensions of femicide-feminicide in Western and colonial contexts</p> <p>Week 3: From the burning of witches to criminology, forensic medicine, and sociology. From philosophical interpretations of violence and crime to modern scientific concepts and definitions—a diachronic analysis.</p>
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Week 4: <i>I, Pierre Rivière having Slaughtered My Mother, My Sister, and My Brother...</i> : A case of Parricide in the 19th century. Patriarchy and the construction of violence through the military
Week 5: How sexual abuse extended state control over the female body
Week 6: Femicide as a practice of repression and the shaping of the “Other” woman
Week 7: Women do not die “by men” but within a makind system that allows them to die. Colonialism, racism, hegemonic masculinity, interpretations of whiteness, and femicide
Week 8: Femicide and colonial repression: From colonization to practices of forced abortions and sterilizations in the “Third” World
Week 9: Femicide, feminicide, and ethnic cleansing in human “ruins”
Week 10: (Trans-intersex) women/men as victims and active opponents in conflict: How (trans and intersex) women and sexworkers resisted by creating movements, memories, and cultural narratives of resistance
Week 11: The historical and contemporary use of sexual violence as a weapon in war and peace
Week 12: Abolitionist Feminism and Theories of Radical Abolition of Violence
Week 13: Recap of the thematic units of the course

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students.	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39
	Study during semester	75
	Study for examination	33
	Examination	3
	Course total (25 hours per ECTS)	150 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION <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>	<p>Language of evaluation: Greek, French and English (in the case of foreign exchange students).</p> <p>Methods of evaluation: Written exams.</p> <p>Evaluation criteria: Understanding the content of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

A) Basic Textbooks

Davis, A. (2018). *Φεμινισμός της Κατάργησης, Θεωρίες και Πρακτικές του Καιρού μας. Ενδέκατη ετήσια διάλεξη στη μνήμη του Νίκου Πουλαντζά 2017*. Νήσος.

Russell, D. (2023). *Οι ορισμοί της γυναικοκτονίας*. Έρμα.

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

Cvetkovich, A. (2003). *An archive of feelings: trauma, sexuality, and lesbian cultures*. Durham, NC: Duke University Press

Dawson, M., & Vega, M. (2023). *The Routledge International Handbook on Femicide and Feminicide*. Routledge.

Federici, S. (2014). *Ο Κάλιμπαν και η Μάγισσα. Γυναίκες, Σώμα και Πρωταρχική Συσσώρευση*. Εκδόσεις των Ξένων.

Φουκώ, Μ. (2024). *Εγώ, ο Πιερ Ριβιέρ, που έσφαξα τη μητέρα μου, την αδερφή μου και τον αδερφό μου...* Κέδρος.

Heineman, E. *Sexual Violence in Conflict Zones: From the Ancient World to the Era of Human Rights*. University of Pennsylvania Press.

Mbembe, A. (2020). *Νεκροπολιτική*. Το Άρθρο. Οι Εκδόσεις των Συναδέλφων.

Vergès, F. (2025). *Φεμινιστική θεωρία της βίας. Για μια αντιρατσιστική πολιτική της προστασίας*. Εκτός Γραμμής.

- Related academic journals:

- American Journal of Sociology
- Culture-Borders-Gender/Studies
- Feminist Critique: East European Journal of Feminist and Queer Studies
- Jacobin
- Marginalia
- Meridians: Feminism, Race, Transnationalism
- Multitudes
- The Black Scholar