

5.00 credits

24.0 h

Q1


This learning unit is not open to incoming exchange students!

Teacher(s)	Degavre Florence (coordinator) ;Lasserre Audrey ;Lasserre Audrey (compensates Degavre Florence) ;
Language :	French
Place of the course	Bruxelles Saint-Louis
Main themes	<p>Gender plays a major role in structuring societies. It is also an innovative concept that grasps sexual differentiation and the reproduction of inequalities between men and women in an increasingly numerous and varied number of fields. The development of a genuine interdisciplinary approach around these questions has contributed to the emergence of an impressive range of theories and methods. However, the plurality of institutional contexts in which gender is mobilized as well as its privileged but complex relationship with the different branches of feminist theorization and practice make it sometimes difficult to use. If, in theory, any situation or phenomenon is likely to be the subject of a gender analysis, the choice and establishment of a method is certainly an issue in itself.</p> <p>The aim of this course is to introduce students to research methods in gender studies. It teaches different ways of mobilizing the concept in order to produce a critical and emancipatory knowledge. It also examines the epistemological challenges of the research process in the context of gender studies. The aim is to equip students so that they can carry out their own reflections on a subject of their choice. The course also examines whether and how research methods involving gender lead to doing research in a "different" way.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 Read thoroughly, understand and explain the content of articles and studies that mobilize the concept of gender; 2 Formulate a research question by mobilizing the concept of gender; 3 Choose a method for collecting the data needed to carry out your research and anticipate the risks associated with not considering gender; 4 Identify relevant literature (bibliography), select concepts and justify their relationship to gender theories; 5 Identify the challenges raised by the subject/methods chosen in relation to feminist epistemology and clarify your posture vis-à-vis these challenges; 6 Write an essay using scientific language in a gender-neutral style.

Evaluation methods	<p>The final mark is the weighted average of marks 1 and 2. In the final mark, part 1 is worth 8/20 and part 2 is worth 12/20. The modalities of the second examination session are identical to the first session concerning the failed part.</p> <ol style="list-style-type: none"> 1. Produce a dictionary entry based on the recommended readings from the course. Individual work to be submitted in the examination session (10 January at midnight). 3700 sec, excluding references. 2. Apply the reflection on the epistemology of research in gender studies to a specific theme or topic. Group work. 25000 signs. Students will work in groups of three to produce a scientific paper on a topic related to the course material. The subject is to be constructed from a question posed in one of the following disciplinary fields : <ul style="list-style-type: none"> • the study of cultural and aesthetic functions based on corpora (referent teacher: Audrey Lasserre): literature, history, art history, linguistics, communication * and visual arts, philosophy * • disciplinary fields concerned by the study of data from empirical fields, in particular involving care (Lead teacher: Florence Degavre): anthropology, sociology, economics/socio-economics, psychology*, political science*. <p>* for these disciplines, students are encouraged to also consult professors specialised in this discipline.</p> <p>The objective is to produce a reflection on the approach to be followed in order to analyse an object (empirical field, archives, various cultural corpus) using gender. The students will set out the premises for the study of an object with a view to identifying the epistemological issues at stake. The argumentation will indicate the research question and the different stages that will be dealt with. The work will be based on declared theoretical references (articles, author, notions, theoretical current).</p>
Teaching methods	<p>The course is based on :</p> <ol style="list-style-type: none"> 1. Thematic lectures by the teacher and/or guest speakers. 2. Readings covering the different themes mentioned above. The teaching team will propose a selection of texts to be read and prepared before the sessions (one per session). Each student will be able to ask a question about the texts to be read. 3. Peer exchanges and feedback on a draft of the final work (sessions 9&10). <p>Attending the teacher's presentations, asking questions and contributing to the peer exchange is part of the proposed teaching method. In order to respect the learning process of each student, we ask you to</p> <ul style="list-style-type: none"> • to turn off your phones before entering the auditorium and to keep only what you need to take notes with you; • to bring a paper or digital copy of the article to be read to each session. <p>Teachers can receive students on Teams by making an appointment by email in advance. Only emails concerning an absence or a request for an appointment will be answered. It is not possible to communicate by email about course content. Mails must be sent from an institutional address (uclouvain.be, or from another partner university).</p>
Content	<p>Gender is a major element in the structuring of societies and an innovative concept that has become an integral part of the analysis of an increasingly large number of different issues, examining the differentiation of the sexes, the reproduction of inequalities between men and women, and the normative construction of sexualities. The development of a truly interdisciplinary field of study around these issues from the end of the 1960s onwards has enabled the elaboration of a rich range of knowledge, while the diversity of contexts (activist, academic) in which gender is mobilised, as well as its privileged but complex relationship with the different branches of feminist theorisation and practice, have made it an indispensable tool for analysing the experience of domination.</p> <p>Methodologically, gender studies are characterised by their significant pluralism: whether in the techniques of data collection and analysis (quantitative/quali) or in the construction of theoretical knowledge, no approach is exclusive to the field. Their particularity lies in their use of a standpoint epistemology (Harding 2003) to undo possible gender and androcentric biases at all stages of research in the different branches of academic knowledge (Espinola 2012). Gender studies encourages greater reflexivity in research practice, for example in the choice of topics, corpora and investigative or analytical techniques; it questions the critical and emancipatory scope of research, particularly for women and so-called minority groups.</p> <p>The course is concerned with highlighting and reflecting on the epistemological models at play in gender studies in the humanities and social sciences. It questions the methodology of the production of knowledge and introduces the technical aspects of the collection and analysis of data or corpus. The aim is to equip students to carry out a personal reflection on the subject. The course aims to underline the distinctive elements that emerge from research methods that mobilise gender, and that are not seen in research carried out outside of it. Specifically, the course :</p> <ul style="list-style-type: none"> • provides an overview of the different ways in which the concept of gender is mobilised within several major disciplinary families; • deals with the epistemological issues and challenges that arise from research that mobilises the concept of gender • introduces students to the feminist epistemological questioning fuelled by the development of gender stud
Inline resources	<p>A general bibliography, a portfolio of articles and reading guides will help you to participate to the collective reflection. The material will be made available on UCLine.</p>

<p>Bibliography</p>	<p>Bibliographie générale (d'autres textes seront progressivement disponibles sur moodle) :</p> <p>Bereni L., Chauvin S., Jaunait A., Revillard A., 2020 [2008], <i>Introduction aux Gender Studies. Manuel des études sur le genre</i>, Bruxelles, De Boeck, "Ouvertures politiques", (3e éd.).</p> <p>Buikema A., Griffin G. Lykke N., 2011, <i>Theories and Methodologies in postgraduate Feminist Research. Researching Differently</i>, Routledge.</p> <p>Fougeyrollas-Schwebel D., Planté C., Riot-Sarcey M. et Zaidman C., 2003, <i>Le Genre comme catégorie d'analyse. Sociologie, histoire, littérature</i>, Paris, L'Harmattan.</p> <p>Hesse Biber S., Lena Leavy P., 2014, <i>Feminist Reseach Practice: A Primer</i>, Publisher: Sage Publications Inc, Editors, Second edition.</p> <p>Rennes J. (ed), 2021 [2016], <i>Encyclopédie critique du genre, Corps, sexualités, rapports sociaux</i>, Paris: La Découverte, (2e éd. augm.).</p> <p>Tuhiwai Smith L., 1999, <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>, Zed Books, New York.</p> <p>Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams., 2008. <i>The Craft of Research</i>, Third Edition. Chicago: University of Chicago Press.</p>
<p>Faculty or entity in charge</p>	<p>FIAL</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master in Gender Studies	GENR2MC	5		