DISCIPLINE DesCRIPTION

1. Information about the program

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| 1.1 Higher education institution | Babeş–Bolyai University, Cluj–Napoca |
| 1.2 Faculty | Faculty of Political, Administrative and Communication Sciences |
| 1.3 Department | Political Science |
| 1.4 Field of study | Political Science |
| 1.5 Level of study | Undergraduate |
| 1.6 Study program / Qualification | Political Science  Office hours: Fridays from 2-4 pm  Room 207 FSPAC second floor str. Minerilor nr. 85  Email: toma.burean@ubbcluj.ro |

2. Information about the discipline

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| 2.1 Discipline title | | | Gender studies | | | | | | |
| 2.2 Course lecturer | | | | | Dr. Toma Burean toma.burean@ubbcluj.ro | | | | |
| 2.3 Seminar assistant | | | | | Dr. Toma Burean | | | | |
| 2.4 Year of study | 1 | 2.5 Semester | | 2 | | 2.6. Evaluation type | E | 2.7 Discipline type | DS Optional |

3. Total estimated time (hours of didactic activities per semester)

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| 3.1 Number of hours per week | 4 | | of which: 3.2 course | | 2 | 3.3 seminar/laboratory | 2 |
| 3.4 Total hours in the study plan | 56 | | of which: 3.5 course | | 28 | 3.6 seminar/laboratory | 28 |
| Time distribution: face to face 4 hours; individual study 3 hours | | | | | | | Hrs |
| Studying the manual, course reader, bibliography and notes: | | | | | | | 1X14 |
| Supplementary documentation in the library, on electronic platforms and in the field: | | | | | | | 1X14 |
| Preparing seminars/laboratories, homework, syntheses, portfolios and essays: | | | | | | | 1X14 |
| Tutorials | | | | | | |  |
| Examinations | | | | | | | 7 |
| Other activities: .................. | | | | | | |  |
| 3.7 Total hours of individual study | | 42 | |
| 3.8 Total hours per semester | | 98 | |
| 3.9 Number of credits | | 4 | |

4. Prerequisites (where applicable)

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| 4.1 based on the curriculum | * Not required |
| 4.2 based on competences | * Not required |

5. Conditions (where applicable)

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| 5.1 for the course | If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to repeat it in the next academic year. Attendance at seminars is required by university regulations to a level of 75%. Students who do not comply with this, will not be accepted for the final examination. The notion of plagiarism is defined in accordance with the Department of Political Science regulations: http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/ |
| 5.2 for the seminar/laboratory | If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to repeat it in the next academic year. Attendance at seminars is required by university regulations to a level of 75%. Students who do not comply with this, will not be accepted for the final examination. The notion of plagiarism is defined in accordance with the Department of Political Science regulations: http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/ |

6. Accumulated specific competencies

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| Professional competencies | The implementation of fundamental social and political theories in understanding, analyzing and evaluating the socio-political organization  Analysis of a concrete situation through applying some principles, theories and fundamental methods in the political science field.  Conceiving, individual or in a team, of a project on social on political theories  Using adequately the main concepts from political science field  Using the conceptual framework from political science in assessing the relevance and impact of socio-political theories  Using the fundamental concepts from political science in describing and explaining the genesis and evolvement of political events  Support, promotion and communication of ideas and social and political values  Appropriate use in professional communication of the concepts in the field of political ideas  Adequate use of fundamental concepts in the interpretation of concrete socio-political situations  Ensuring effective management of relations within public and private organizations and institution organizations  Application of assimilated knowledge in simulating leadership and management of an organization  Explanation and interpretation of methods for the management and leadership of an organization |
| Transversal competencies | Managing information to solve complex tasks in specific context (reception, transmission, processing, storing business information in documents profile), including the use of advanced level of international languages ​​and intermediate or advanced a second languages |

7. Discipline objectives (from the accumulated competencies grid)

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| 7.1 General objective | The goal of this course is to introduce students to a complex interdisciplinary domain such as gender studies. It combines feminist studies, masculinity studies and LGBTQ queer studies. These domains are vast and what sticks them together is a looking glass with which we will look to different domains, behaviours in politics and social studies. We will look how our perspectives change by looking through the lenses of gender studies.  Upon completion students will have developed:   1. An understanding of the complexity of gender studies 2. Knowledge of the intersectional relationship between LGBTQ+ and other groups 3. Knowledge of skills needed to examine issues related to gender and feminism |
| 7.2 Specific objectives | The discipline aims to introduce some basic concepts of social science research: Gender, gender identity, gender/sex roles, gender ideology, gender differences, feminism.  Student will acquire: critical thinking skills about gender issues, skills for critically reading written and visual text, knowledge of selected theories of feminism, competence in using methods for interdisciplinary feminist analysis, reflective skills for exploring the role of social diversity in shaping their own values |

8. Contents

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| 8.1 Course | | Teaching methods | | Observations |
| Course Structure. Bibliography, web resources, exams. | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to pay attention and suggest topics of discussion - |
| 1Introduction to the field of gender studies. Feminism is for everybody | | Exposure of a set of concepts and theories on this course. | | Students are required to read the literature indicated in the syllabus |
| 2. Gender identity, gender ideology, gender roles, intersectionality. Defining the concepts | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 3.Body, gender and body issues. Major approaches to the body in social and cultural theory: naturalism and social-constructionism. Corporal representations and practices | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 4. The world of men. How manhood is built | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 5. Angry white men | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 6. What is patriarchy? | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 7. Queers, Dykes, Gays, Welfare Queens | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 8. Transgender, transsexual, transvestite. | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 9. Micropolitics of gender. Gender at the job and gender at University | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 10. Social movements of LGBT rights. Feminist politics, feminist and queer manifestos | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 11. Reproductive rights | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 12. Abolish the Family. Family abolitionist theories | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| 13. The history of Feminism in Eastern Europe | | Exposure of a set of concepts and theories on this course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus |
| Mandatory bibliography   1. Introduction to the field of gender studies   Mandatory reading:  Bell hooks. 2000. Feminism is for everybody chapters 1 and 2  2. Gender identity, gender ideology, gender roles, intersectionality. Defining the concepts  Mandatory reading:  West Candace and Don H. Zimmerman. 2017. Doing Gender. In The Gendered Society Reader. Michael Kimmel and Amy Aronson editors. Oxford University Press134-146  Rosalind Barnett and Caryl Rivers. 2017. Men and women are From Earth. In The Gendered Society Reader. Michael Kimmel and Amy Aronson editors. Oxford University Press 131-133  3. Body, gender and body issues. Major approaches to the body in social and cultural theory: naturalism and social-constructionism. Corporal representations and practices  Judith Lorber (1994) “How Many Opposites? Gendered Sexuality”, in Judith Lorber, Paradoxes of Gender, New Haven and London: Yale University Press  4. The world of men. How manhood is built  Michael Kimmel.2018. Guyland. chapter 1  5. Angry white men  Kimmel, Michael. 2013. Angry white men. Chapter 1  6. What is patriarchy?  Bell Hooks. Understanding patriarchy  Allan Johnson, “Patriarchy, The System: An It, Not a He, a Them, or an Us” chapter 2 in Introduction to Women’s, Gender & Sexuality Studies  7. Queers, Dykes, Gays, Welfare Queens.  Cathy Cohen. Punks, Bulldaggers and Welfare queens. The radical potential of queer politics  8. Transgender, transsexual, transvestite.  Judith Lorber. 2016. Men as women and women as men: Disrupting Gender. The Gender Society Reader. Oxford University Press.  9. Micropolitics of gender. Gender at the job and gender at University  Judith Lorber (1994) “Guarding the Gates: The Micropolitics of Gender”, in Paradoxes of Gender, New Haven and London: Yale University Press, pp. 225-52  Srinivasan, Amia. 2021. On Not Sleeping with your students. Chapter in The Right to Sex.Bloomsburry Publishing. pages 123-148  10. Social movements of LGBT rights. Feminist politics, feminist and queer manifestos  Fahs, Breanne. 2020. Burn It Down. Feminist Manifestos for the Revolution. Verso. Introduction. The Bleeding Edge: On the Necessity of Feminist Manifestos.  Redstockings Manifesto chapter 26.  I want a president. Zoe Leonard 1992 chapter 1.  11. Reproductive rights.  Ferguson Kathy E. 2018. Birth Control (New). Chapter 43. In Introduction to Women’s Gender and Sexuality Studies. Interdisciplinary and Intersectional Approaches editors L Ayu Saraswati, Barara L Shaw and Heather Rellihan. Oxford University Press  Twine France Winddance. 2018. The Industrial Womb chapter 44 . In Introduction to Women’s Gender and Sexuality Studies. Interdisciplinary and Intersectional Approaches editors L Ayu Saraswati, Barara L Shaw and Heather Rellihan. Oxford University Press  12. Abolish the Family. Family abolitionist theories  Lewis Sophie. Abolish the Family. 2022. A manifesto for Care and Liberation. Chapter 1. But I Love My Family. Verso.  13. The history of Feminism in Eastern Europe  Ghiț Alexandra. 2024. Ecaterina Arbore. 1911. The Working Women in the Struggle towards Emancipation in Zsófia Lóránd, Adela Hîncu, Jovana Mihajlović Trbovc, Katarzyna Stańczak-Wiślicz. Texts and Contexts from the History of Feminism and Womens Rights East Central Europe. Second Half of the Twentieth Century. CEU Press  And read also the Introduction | | | | |
| 8.2 Seminar / laboratory | Teaching methods | | Observations | |
| Course Structure. Bibliography, web resources, exams. | Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus | |
| Introduction to the field of gender studies. | Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus | |
| Gender, gender identity, gender ideology, gender roles. Defining the concepts | Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus | |
| Body, gender and body issues. Major approaches to the body in social and cultural theory: naturalism and social-constructionism. Gender inscriptions on the body | Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus | |
| 4. The world of men. How manhood is built | Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus | |
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| 11. Reproductive rights | Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples. | | Students are required to read the literature indicated in the syllabus | |
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9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program’s corresponding field

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| The course intends, among others, to develop students’ critical thinking and their general understanding of social issues and problems. |

10. Evaluation

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| Type of activity | 10.1 Evaluation criteria | 10.2 Evaluation methods | 10.3 Weight in final mark |
| 10.4 Course | Evaluation of expert knowledge taught in class. Assessment of exposure and clarity of expression level of specialized knowledge taught in class | 50% final written exam | 50% |
| 10.5 Seminar/laboratory | 10% active attendance  20% social intervention  20% presentation of a manifesto | Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions. | 50% |
| 10.6 Minimum performance standard | | | |
| If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to repeat it in the next academic year.  Attendance at seminars is required by university regulations to a level 75%. The notion of plagiarism is defined in accordance with the Department of Political Science regulations | | | |

Date Course lecturer signature Seminar assistant signature

22.02.2025 

Data avizării în departament Semnătura directorului de departament

22.02.2025 