

**COURSE DATA****Data Subject**

<b>Code</b>	33914
<b>Name</b>	History of Women's Education
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2024 - 2025

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	76 - History of education II	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
AGULLO DIAZ, M DEL CARMEN	120 - Comparative Education and History of Education

**SUMMARY**

History of Women's Education is an optional subject, worth 4.5 credits, offered in the Bachelor's Degree in Pedagogy. It seeks to make women visible in the history of education in an attempt to elaborate a non-androcentric rewriting that analyses how the gender variable has conditioned spaces, activities, organisations, curricula, and even women's access to various levels of education.

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**



There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1307 - Degree in Pedagogy

- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and interpret the historical processes of education and training systems, institutions and organisations.
- Capacidad crítica y autocrítica.
- Conocer y comprender los Sistemas Educativos y formativos actuales en el contexto internacional.
- Conocer y analizar las políticas educativas, su desarrollo legislativo y su incidencia en las reformas socioeducativas.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Skills in analysis and synthesis.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Students must be able to understand the educational reality from the complexity of its genesis and historical development, going beyond the merely practical aspects of teaching.

To this end, they must be able to:

- perform a historical analysis of the origin, causes and consequences of traditional undervaluation and subordination of women;
- study, analyse and assess the differential impact of the successive ways in which both sexes have understood education, as well as the specific proposals in this regard;
- analyse and reflect on the gap between the theoretical discourse and the educational reality of women in history;
- analyse and reflect on progress and resistance in the construction of an egalitarian education system for men and women, from a historical perspective, with special reference to Spain;
- study, analyse and assess the impact of the voice and presence of women in the evolution of their social role and their education, with reference to Spain.



## DESCRIPTION OF CONTENTS

### 1. PRELIMINARY CONCEPTS

Unit 1: Basic concepts

Women's education and instruction.

Sex, gender and education.

Gendered education: male and female education.

A non-androcentric look at the history of education

### 2. BRIEF OVERVIEW OF WOMEN'S EDUCATION UNTIL MODERNITY

Unit 2. The myths of the origins, philosophical discourses and educational practices in antiquity

- The dichotomy of Lilith and Eve.

- From Platos mixed education to the Aristotelian defence of female inferiority.

- Sparta and Athens.

Unit 3. Lights and shadows in the Old Regime

The Christian discourse of female inferiority.

The humanist discourse: The Instruction of a Christian Woman by Juan Luis Vives.

Excellence as the norm in the education of women of nobility.

Power and authority in monasteries and convents.

Peasant women, female healers and housewives: training through practice.

Christine de Pisan and the discourse of female excellence.

### 3. EDUCATION OF WOMEN AND FEMALE IDENTITIES

Unit 4. The Enlightenment dialectic on the education of women and the pedagogical practice

From the Enlightenment paradox to the discourse of equality: Rousseau, Condorcet and Mary Wollstonecraft.

Between home education and schooling: governesses, schools and colleges.

Salons and the beauties as compared with high school graduates: exclusion from the public sphere.

Unit 5. Ángeles del Hogar and independent citizens: female identities and education in the 19th and 20th centuries

Regenerationism and education.

The alternative discourse of the labour movement. Educational proposals.

Between two wars: advances and setbacks on the path to equality.

The slow incorporation of women into the education system in Spain.



**4. WOMEN'S EDUCATION IN CONTEMPORARY SPAIN**

Unit 6. The education of female citizens

- The construction of a new model: female citizens, modern women.
- Segregated school, mixed school and co-education in the republican educational policies.
- The female model of the republican school.
- Republican teachers: model of female citizens.
- Women in times of war: militiawomen and free women.

Unit 7. The return of the traditional model: mujeres para Dios, para la Patria y para el Hogar

- A female pedagogy: gender separation and feminization of education.
- Laboriosas y eficientes: the conflict between ideology and economy.
- The law of political, professional and labour rights of women: technocracy and femininity.
- The continuity of the prescriptive model through non-formal education.
- The Catholic Church: Catholic activities and organisations.
- The influence of the Sección Femenina: between myth and reality.
- Tensions and contradictions of informal education.

Unit 8: Proposals on women education during the Transition period

- Feminist proposals, government proposals and proposals by the MRP (Movements for Educational Reform): coincidences and divergences.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	3,00	0
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	4,50	0
Preparation of evaluation activities	5,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	5,00	0
<b>TOTAL</b>	<b>112,50</b>	



## TEACHING METHODOLOGY

### Theory classes

Presentation of contents by the lecturer or students to justify, frame and clarify the different thematic contents.

### Practical classes

Reading, analysis and critical assessment of sources. Individual and group comments on historical-pedagogical documents.

### Seminars and workshops

Search for documentary sources and studies on women and their education in the formal, non-formal and informal spheres. Introduction to the main strategies and techniques of historical-pedagogical research.

### Study and group work

Study of the contents covered in theory classes, practical sessions, seminars and workshops. Design, preparation and written and oral presentation of group assignments.

## EVALUATION

### 1. Continuous assessment

- Evaluation of individual or group assignments on topics indicated by the lecturer. Special emphasis will be placed on the skills for searching bibliography and information; the temporal organisation of the work performed; the organisation of ideas and arguments; proper writing and presentation; scientific criteria (index, presentation, citations, conclusion, bibliography, appendices ...). These assignments can be carried out orally or in writing, individually or in small groups.
- Evaluation of the study of original documents, novels, films, documentaries ...
- Common activities (conferences, seminars, exhibitions ...).

### 2. Final assessment

- Written test on the units covered. Special attention will be paid to the proper acquisition and understanding of knowledge

## REFERENCES





### Basic

- Referència b1: AGULLÓ DÍAZ, M<sup>a</sup> del Carmen (2020) *Mestres valencianes republicanes*. Universitat de València, València

Referència b2: AGULLÓ DÍAZ, M<sup>a</sup> del Carmen; JUAN AGULLÓ, Blanca (2020) *Mestres de mestres. 150 anys de formació de mestres valencianes*. PUV, València.

Referència b3: ALFARO, Virginia, FRANCIA, Rosa (2001) *Bien enseñada : la formación femenina en Roma y el occidente romanizado*, Universidad de Málaga.

Referència b4: AA.VV. (2010) *Dones i educació. XIX Jornades d'Història de l'educació*. SHEPPLC. Olot

Referència b5: MORANT, I. [Isabel] & Ríos, R. E. [Rosa E.] & Valls, R. [Rafael ] (dirs.) (2023). *El lugar de las mujeres en la historia. Desplazando los límites de la representación del mundo*. Universitat de València.

Referència b6: RAMOS, Sara (2016) *Entre lo doméstico y lo público*. Biblioteca Nueva. Madrid

Referència b7: ROBLES SANJUAN, Victoria (2018) *Educadoras en tiempos de transición*. Ed. Catarata, Madrid.

Referència b8: SÁNCHEZ DE MADARIAGA, Elena (ed.) (2012) *Las maestras de la república*, Ed. Catarata.

Referència b9: SCOTT, Joan Wallach (2018) *La fantasia de la història feminista*. Institució Alfons el Magnànim. València.

Referència b10: VV.AA. (2007) *Monografía Historia de la educación de las mujeres en Historia de la educación*. Revista interuniversitaria. Ed. Universidad de Salamanca, nº 26

Aquesta bibliografia serà substituïda/completada en cada tema dependent de les possibilitats d'accés.

### Additional

- Referència c1: ALIC, Margaret (1991) *El legado de Hipatia: historia de las mujeres en la ciencia desde la Antigüedad hasta finales del siglo XIX*. Siglo XXI

Referència c2 ARENAL, Concepción (2009) *La mujer del porvenir. La educación de la mujer*. E-LITTERAE

Referència c.3 BALLARÍN, Pilar (2001): *La educación de la mujer en la España contemporánea*. Siglos XIX y XX. Ed. Síntesis.



Referència c.4: BEARD, Mary (2017). La veu i el poder de les dones [Women & Power: A Manifesto]. Arcàdia, 2017

Referència c5: BOLUFER, Mónica (1998) Mujeres e Ilustración. La construcción de la feminidad en la España del siglo XVIII, Alfons el Magnànim, València.

Referència c6: GARRIDO, Elisa, FOLGUERA, Pilar, ORTEGA, Margarita, SEGURA, Cristina, (1997) Historia de las mujeres en España. Ed. Síntesis. Madrid.

Referència c7: GONZÁLEZ GUTIÉRREZ, Patricia (2021) Soror. Mujeres en Roma. Desperta Ferro ediciones, Madrid.

Referència c8: PÉREZ GARZÓN, Juan Sisinio (2011) Historia del feminismo. Ed. Catarata. Madrid.

Referència c9: SÁNCHEZ ROMERO, Marga (2022) Prehistoria de mujeres, Ed. Destino, Barcelona

Referència c10: VIVES, Juan Luis (1995) Instrucción de la mujer cristiana, Fundación Universitaria española.

Referència c11: ZURRIAGA i AGUSTI, Ferran (2016) Les mestres freinetistes del anys 30. Càtedra Enric Soler i Godes, Castelló.

- Referències llibres clàssics del feminisme.

Referència f1 BEBEL, August (1980) La mujer, en el pasado, en el presente, en el porvenir, Ed. Fontamara.

Referència f2 BUTLER, Judith (2021) Problemes de gènere. Angle Barcelona.

Referència f3 DE BEAUVOIR, Simone (1968) El segon sexe, Ed. 62. Barcelona.

Referència f4 DE PIZAN, Christine (2022) La ciutat de les dames, Cal Carré.

Referència f5 FEDERICI, Silvia (2018) Caliban i la bruixa: dones, cos i acumulació primitiva. Virus.

Referència f6 FRIEDAN, Betty (2016) La mística de la feminidad, Càtedra

Referència f7 HOOKS, Bell (2024). Teoria feminista: del marge al centre, Tigre de paper.

Referència f8 IRIGARAY, Luce (2010) Ética de la diferencia sexual, Ellago Ediciones.

Referència f9 KOLLONTAI, Alexandra (2015) Autobiografia de una mujer sexualment emancipada, Horas y horas.

Referència f 10 MILLET, Kate (2017) Política sexual, Càtedra.



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Referència f11 RICH, Adrienne (2011) Sobre mentiras, secretos y silencios, Horas y horas.

Referència f12 STUART MILL, J i TAYLOR, Harriet (2013) La subjugació de les dones, Edicions de la el·la geminada, Girona.

Referència f13 WOLLSTONECRAFT, Mary (2014) Vindicació dels drets de la dona, Art de la memòria.

Referència f14 WOOLF, Virginia (2014) Una cambra pròpia, Temeraria.

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