

Arts and Humanities

Guides to
mainstreaming gender
in university teaching

History

Mónica Moreno Seco

Xarxa Vives
d'universitats



THIS COLLECTION OF GUIDES IS PROMOTED BY THE GENDER EQUALITY WORKING GROUP OF THE XARXA VIVES D'UNIVERSITATS [VIVES NETWORK OF UNIVERSITIES]

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PRESENTATION

What is the gender perspective and what relevance does it have in teaching undergraduate and graduate programmes? When applied to a university setting, the gender perspective or gender mainstreaming is a comprehensive policy to promote gender equality and diversity in research, teaching and university management—all areas affected by different gender biases. As a cross-cutting strategy, it involves all policies taking into account the characteristics, needs and interests of both women and men, and distinguishing biological aspects (sex) from culturally and historically constructed social representations (norms, roles, stereotypes) of femininity and masculinity (gender) based on sexual difference.

The Xarxa Vives d'Universitats (XVU) (Vives Network of Universities) encourages a cohesive university community and reinforces the projection and the impact of academe in society by promoting the definition of common strategies, especially in the gender perspective scope of action. It should be highlighted that policies that do not take into account these different roles and diverse needs and are, therefore, gender-blind do not help to transform the unequal structure of gender relations. This also applies to university teaching, where we offer students a compendium of knowledge to understand the world and intervene in their future professional practice, providing sources of reference and academic authority and seeking to promote critical thinking.

Knowledge transfer in the classroom that is sensitive to sex and gender offers different benefits, both for teachers and for students. On the one hand, deepening the understanding of the needs and behaviours of the population as a whole avoids partial or biased interpretations—both theoretically and empirically—that occur when using man as a universal reference or when not taking into account the diversity of the female or male subject. In this way, incorporating gender perspective improves teaching quality and the social relevance of (re)produced knowledge, technologies and innovations.

On the other, providing students with new tools to identify stereotypes, social norms and gender roles helps to develop their critical thinking and skill acquisition that will enable them to avoid gender blindness in their future professional practice. Furthermore, the gender perspective allows teachers to pay attention to gender dynamics that occur in the learning environment and to adopt measures that ensure that the diversity of their students is addressed.

The document you are holding is the result of the biannual 2016-2017 work plan of the XVU Gender Equality Working Group, focused on gender perspective in university teaching and research. At an initial stage, the report entitled *La perspectiva de gènere en docència i recerca a les universitats de la Xarxa Vives: Situació actual i reptes de futur (2017) [Gender Perspective in Teaching and Research at Universities in the Vives Network: Current Status and Future Challenges]*, coordinated by Tània Verge Mestre (Pompeu Fabra University) and Teresa Cabruja Ubach (University of Girona), found that the effective incorporation of gender perspective in university teaching remained a pending challenge, despite the regulatory framework in force at European, national and regional levels of the XVU.

One of the main challenges identified in this report in order to overcome the lack of gender sensitivity in curricula on undergraduate and postgraduate programmes was the need to train teachers in this skill. In this vein, it pointed out the need for educational resources that help teachers provide gender-sensitive learning.

At the second stage, these guidelines for university teaching with a gender perspective has been prepared, under the coordination of Teresa Cabruja Ubach (University of Girona), M. José Rodríguez Jaume (University of Alicante) and Tània Verge Mestre (Pompeu Fabra University). Altogether, eleven guides have been developed—with between one to four guides for each field of knowledge—by expert lecturers and professors from different universities in applying a gender perspective in their disciplines:

ARTS AND HUMANITIES:

HISTORY: Mónica Moreno Seco (Universitat d'Alacant)

ART HISTORY: M^a Lluïsa Faxedas Brujats (Universitat de Girona)

PHILOLOGY AND LINGUISTICS: Montserrat Ribas Bisbal (Universitat Pompeu Fabra)

PHILOSOPHY: Sonia Reverter-Bañón (Universitat Jaume I)

SOCIAL AND LEGAL SCIENCES:

LAW AND CRIMINOLOGY: M. Concepción Torres Díaz (Universitat d'Alacant)

SOCIOLOGY, ECONOMICS AND POLITICAL SCIENCE: Rosa M^a Ortiz Monera and Anna M^a Morero Beltrán (Universitat de Barcelona)

EDUCATION AND PEDAGOGY: Montserrat Rifà Valls (Universitat Autònoma de Barcelona)

SCIENCES:

PHYSICS: Encina Calvo Iglesias (Universidade de Santiago de Compostela)

LIFE SCIENCES:

MEDICINE: M. Teresa Ruiz Cantero (Universitat d'Alacant)

PSYCHOLOGY: Esperanza Bosch Fiol and Salud Mantero Heredia (Universitat de les Illes Balears)

ENGINEERING:

COMPUTER SCIENCE: Paloma Moreda Pozo (Universitat d'Alacant).

Learning to incorporate the gender perspective in subjects merely implies a reflection on the different elements that constitute the teaching-learning process based on sex and gender as key analytical variables. In order to review your subjects from this perspective, the guidelines for university teaching with a gender perspective provide recommendations and instructions that cover all the following elements: objectives; learning outcomes; content; examples and language used; selected sources; teaching methods and evaluation, and management of the learning environment. After all, incorporating the principle of gender equality is not just a matter of social justice but also teaching quality.

Teresa Cabruja Ubach, M. José Rodríguez Jaume
and Tània Verge Mestre, coordinators

1. INTRODUCTION

This guide sets out recommendations for incorporating the gender perspective into history teaching. The author, Mónica Moreno Seco, a lecturer in Contemporary History at the University of Alacant (UA), brings her expertise in historical research with a gender perspective to the lecture room. In fact, her recommendations are based on the consequences of biased analyses and descriptions of the past, i.e. the history of events and social, political or economic landmarks. This biased perspective, which ignores the participation and projects of women and other non-standard individuals, pays no attention to the past when it comes to aspects of social reality that have also shaped history (the relationship with the body, private everyday life or social movements, to name a few). **Gender blindness in history studies**, lecturer Mónica Moreno concludes, reproduces a conventional narrative of the past – one that is incomplete and misrepresentative of historical reality, as it establishes a deliberate and inaccurate hierarchy of the actions, ideas and principles of human beings.

The Guide exemplifies the inclusion of the gender perspective in university teaching through the following subjects: History and Gender, Universal History of the 20th Century and Spanish History of the 20th Century (all of which are part of the curriculum of the University of Alacant's Bachelor's Degree in History). In the latter two subjects, we find **general** proposals that can be extrapolated to other subjects where the gender approach has traditionally been set aside. The Guide also contains recommendations to integrate the gender perspective into bachelor's and master's theses. Moreover, it provides a wide range of easily accessible teaching and educational resources that will facilitate the task of teaching history with a gender approach.

We are sometimes faced with the scepticism of teachers and students towards the gender approach. Mónica Moreno explains that, in order to do justice to the importance of the gender perspective in university settings, it is useful to address other determinants of inequality, such as racist ideology. In her view, examining the intersectionality between gender and other analysis categories (social class, religion, race, age or sexual identity, among others) can also contribute to historical analysis.

2. GENDER BLINDNESS AND ITS IMPLICATIONS

Failure to incorporate the gender perspective into history studies has traditionally resulted in biased approaches to the past, with two major consequences: on the one hand, a historiographical interest focused on the experiences and initiatives of men, whether as leading figures or as groups described in masculine terms (such as armies, political organisations or the workers' movement). The roles and projects of women or other non-standard individuals were barely discussed, other than a few queens or political leaders. On the other hand, gender blindness restricts the questions and topics addressed in historiography to areas of reality linked to power, like politics or wars, and values attached to masculinity, e.g. competitiveness, aggressiveness or audaciousness. Many other aspects of social reality in the past are pushed aside, including the relationship with the body, private everyday life or new social movements, and attitudes like empathy, care or mediation, among others. To sum up, this conventional narrative of the past is incomplete and misrepresentative of historical reality, as it establishes a deliberate and inaccurate hierarchy of the actions, ideas and principles of human beings.

Feminist historiography started in the 1970s by questioning this view of the past and advocating the inclusion of women in historical narratives. In Sohn and Thélamon's words, "Is history without women possible?" This required demonstrating that women had a history, that is, that they were historical subjects in their own right. As a result, progress was made towards a history that incorporated women's experience into the conventional narrative. In the following decade, Scott proposed taking one step further by introducing gender as a category of historiographical analysis. The aim was to go beyond essentialist discourses, emphasising the cultural (i.e. historical and changing) character of identities, with a view to studying the power relations between women and men. In this sense, recent years have witnessed a growing historiographical interest in non-standard masculinities and identities. To the extent that all these achievements are gradually incorporated into research and teaching, it will be possible to bring to the fore the voices of subordinate groups, discover asymmetries, expand the repertoire of subject matters and reassess interpretations, so as to provide a new insight into the past that should allow us to critically explore the present and advance towards a more egalitarian, peaceful and inclusive society.

3. GENERAL PROPOSALS FOR INCORPORATING THE GENDER PERSPECTIVE INTO TEACHING

As a discipline, history is ideal for explaining the difference between sex and gender, as it allows us to compare the values attached to masculinity or femininity over different historical periods and understand their cultural character. This leaves behind discourses that naturalise differences and provide a narrow vision of reality based on binary contrasts. For example, how motherhood was viewed in periods in which mothers became attached to their babies only once the children had reached an age at which they were more likely to survive, as opposed to other periods in which the maternal instinct was idealised. Body care, personal adornments and clothing have also changed over time, which means that hair length or the use of make-up or robes have not always been assigned to a single sex in all historical periods. However, the insistence on change, and therefore on the fact that gender identities are constructed, should not lead us to a linear conception of time, with a bottom-up and automatic evolution towards greater equality; instead, we should highlight the tensions between novelty and continuity in various contexts or acknowledge that marked rises in situations of injustice and inequality can happen at any point in history. When teaching history with a gender perspective, it should also be noted that biological sex is equally subject to historical construction processes.

To explain the importance of the gender perspective in teaching, it is very useful to address other determinants of inequality; for instance, the inconsistency of racist discourses helps question discourses on sexual difference. Moreover, the intersectionality between gender and other analysis categories, such as social category (stratum, class), religion, race, age, sexual identity or nation, among many others, makes it possible to add nuance and highlight the heterogeneity and plurality of experiences of historical subjects. In other words, this interpretation of history sets generalisations and essentialism aside in order to show the wealth and diversity of actions, proposals, emotions and wishes of human beings. In this way, students are warned against narratives that portray women as victims or heroines, encouraging them to look into the past with a focus on how women, and all individuals, are able to reformulate and negotiate, in a more or less ground-breaking way, the standard discourses of the historical context they live in and their own contradictions.

Leaving behind an androcentric history means asking questions such as “Did women have a Renaissance?” (Kelly-Gadol). This will allow us to challenge some interpretations rooted in traditional historiography and draw attention to how women’s historical experience has been ignored and to how we must rethink the chronological division of the past or the selection of historical facts and processes regarded as fundamental, which can be modified by introducing new historical subjects whose experiences differ from those of western, middle-class, heterosexual men. This would lead to a history from the “grassroots up” – i.e. based on subordinate subjects. This history should focus on transnational movements rather than international conflicts and incorporate such issues as the importance of private life, socialisation processes, the stereotypes that emerge in discourses originated in power centres, etc. A non-androcentric history also involves reformulating key historiographical concepts like **work**, **violence**, **progress** or **democracy**, for instance, conventionally defined in masculine terms, in order to expand their boundaries and make them more flexible sometimes, with a focus on the diversity of human experiences in the past. Thus, we can emphasise the importance of unrecognised work, women’s experiences as agents of violence, what progress means to subordinate groups or how the use of the term ‘democracy’ is questioned when many individuals are excluded from it, among many other aspects.

A feminist pedagogy of history should also shed light on singular women and groups of women and people with non-standard identities, by analysing their projects and activities, as well as the different strategies developed by individuals and social groups. In specific subjects on gender history, but also in general subjects, it is necessary to give names, explore genealogies, acknowledge traditions and limits. But we must equally question inherited knowledge, lay bare those schematic and binary conceptions and stereotypes that provide an inaccurate classification of human beings, and raise questions allowing us to develop a critical spirit, accept difference and reflect on both the past and the present. In so doing, we will make students aware of the existing gaps in a history that does not question, and therefore perpetuates, the relations based on inequality and hierarchical power, criticisms that are ever more present in the lecture room and currently raised by students themselves.

4. PROPOSALS FOR INTRODUCING THE GENDER PERSPECTIVE IN HISTORY

4.1 Objectives of the subject/module

Like at other Spanish universities, the curriculum of the University of Alacant's Bachelor's Degree in History sets out the following competences:

General Competence 9: Social commitment to the plurality and diversity of realities in today's society, based on the respect for fundamental rights and equality between men and women; equal opportunities; non-discrimination and universal accessibility of people with disability; and the values of a culture of peace and democracy.

Specific Competence 4: Proper use of the most relevant concepts, categories, theories and topics of all branches of historical research (economic, social, political, cultural, gendered, among others) and acknowledgement of the relevance that economic, political, cultural and social contexts have in research.

Through these two competences, broad goals can be integrated into various general subjects. While these goals do not refer directly to gender relations or identities, they allow lecturers to incorporate the gender perspective and feminism if they so decide. Examples include:

- Identifying the various ways in which power was structured in past societies.
- Developing a critical spirit to encourage debate on social, cultural and political problems.
- Distinguishing political transformations, social movements and their impact on cultural changes.
- Situating the main political players in their cultural, social and economic context.

The UA's Bachelor's Degree in History also includes a Year 4 optional subject called History and Gender, with the goals listed below:

- Understanding the theoretical contributions of women's and gender studies applied to the study of historical reality.
- Understanding the role played by gender in constructing images, discourses, standard systems, institutional models and forms of subjectivity.

- Learning the methods, techniques and analysis tools for critically examining historical sources with a gender perspective.
- Identifying the evolution of gender relations in economic, social, political and cultural contexts.
- Encouraging critical perspectives among students with a view to promoting social situations of equality between men and women.

4.2 Contents of the subjects/modules

In the first example we selected, the subject **History and Gender**, which as indicated above is a Year 4 optional subject in the University of Alacant's Bachelor's Degree in History, the contents have been structured into several modules. The first module comprises a variety of theoretical and methodological lessons, in which students are introduced to such topics as the basic concepts of gender history (androcentrism, patriarchy, gender, agency, intersectionality and others), the distinction between gender history and women's history, the historiographical evolution of gender history, the main ideological debates in this field and basic guidelines on source analysis in gender and women's history. The aim is to familiarise students with advances in historiography and encourage reflection on the gaps they can observe in their experience as learners, thus offering alternatives for their future as researchers and secondary teachers – the professional careers that holders of bachelor's degrees in history are more likely to pursue.

A second module of this subject focuses on the experience of women and men in the Middle Ages. The contents emphasise the existing hierarchies between women and men, the strength of religious, legal or medical discourses, as well as the strategies developed by subordinate groups. Lessons deal with family networks, work and transfer of technical know-how in the rural and urban worlds; public spaces and private spaces: power centres and production and social reproduction centres; ideological discourses and social realities: women and men in the political system; and, finally, thinking, religiousness, culture and gender. The third module addresses gender relations in the Late Modern Period from a chronological perspective, covering the main changes experienced by gender identities between the 19th and 21st centuries. Emphasis is placed on gender discourses in the political cultures of the period, the uneven presence of women and men in social activism, the evolution of feminist thinking and the three waves of the women's movement, from the origins of feminism and suffragism to today's

feminist debates. These two modules aim to introduce students to two different and equally valid options to discuss gender history in secondary classrooms and present the main historiographical debates in the field, which could provide guidance for future research.

Another example is the subject **Universal History of the 20th Century**, in which contents relating to gender are addressed from a cross-sectional perspective. Specifically, it can cover the impact of the total wars (World War I and World War II) on how masculinity and femininity were shaped and the different ways in which women and men experienced both. The aim is to focus on the need to rethink the concept of war, which concerns not only armies (with a growing presence of women) but also the civil population – at the same time, a victim of military destruction and a participant in the military efforts of the warring nations. Reference is also made to wartime propaganda, which employs allegories and discourses with gender connotations. When revolutionary processes are explained, like the Russian Revolution of 1917 or the Chinese Revolution of 1949, the subject deals with the presence of women's groups in activism and the gender policies implemented by communist parties once in power, with contradictions between tradition and modernity, which help question the concept of revolution. When analysing the interwar period, emphasis is placed on the major social changes occurred in gender identities, with the “new modern woman” and the visibility of homosexuality, and the advances in the democratic system brought about by suffragist demands. Fascism and its reactionary gender policies should also be analysed, as feminising and anti-feminist policies were implemented that marked a return to the patriarchal family model and discriminatory legislation. The objective is to examine the scope and limits of concepts like democracy and fascism.

Regarding the Cold War, topics addressed include the evolution of gender policies in the western world and women's growing access to education and the labour market, as compared to the communist bloc. This contrast reveals contradictions and allows us to question concepts such as western democracy and popular democracy. In a context marked by the rise of new social movements, reference is made to second-wave feminism and the leading feminist thinkers of the time, as well as to the emergence of the LGBT movement. When it comes to the evolution of geographical areas like Africa or the Muslim world following decolonisation, focus is placed on the need to challenge biased conceptions about the role of women in non-western societies and legislative changes affecting them; for instance, when studying the transition of secular political projects towards Islamism. The analysis of the new international order after the Cold War addresses the gender-related

consequences of the new wars and genocides and includes some references to feminism today.

The third example is the subject **Spanish History of the 20th Century**, again with a cross-sectional approach to gender history. The first block is introductory and covers the main debates and problems facing 20th century Spain; the gender perspective is incorporated when defining concepts like *democracy* and *dictatorship*. This block, which also deals with the use of images and allegories with a gender-related content in different nationalisms and Spanish militarism, presents the debates on gender discourses in Catholicism and secularism, or the presence of women and men in religious and secular movements. The blocks devoted to the socio-economic evolution of the country explore women's participation in each economic sector and encourage reflection on the difficulties in quantifying female employment, often informal in nature, and the distinction between productive and reproductive work. The different migration strategies of women and men can also be mentioned, in addition to the presence of both genders in social conflicts and in the labour movement. The aim is to question concepts such as *worker*, often formulated in exclusively masculine terms, and highlight the contradictions between discourse (egalitarian) and practices (many times exclusionary) in 20th century trade unions and the intersectionality between gender and class. When it comes to political cultures and parties, we can analyse, for instance, the use of gender-related images in ideological statements, the place occupied by women's groups or singular female figures, and the demands for specific rights.

The study of Primo de Rivera's or Franco's dictatorships explores the gender policies of both regimes, with legislation that restricted social and political rights while opening up spaces of power for women with ideological affinities. Through this contradiction, we can reflect on the complex relationships between individuals and undemocratic regimes, from support to opposition, covering a wide range of social attitudes. The colonial wars and the Spanish Civil War offer a chance to analyse how gender permeates wartime and national discourses and how the presence or absence of women and men, both on the battlefield and on the home front, was treated. In so doing, we can go beyond a limited interpretation of war and refer to it in terms of total war; especially in the first case, this also allows us to introduce gender-race intersectionality. Finally, by analysing the democratic systems in place during the Second Republic and currently, we reflect on concepts such as citizenship and democracy while addressing advances in women's rights and the emergence of political participation for men and women alike and the rise of the feminist movement, both in the 1930s and in the 1970s.

4.3 Subject assessment

Assessment must consider not only knowledge, but also skills and values. Aspects to be assessed include:

- use of the main concepts of gender studies, or interpretation from a gender approach of the basic concepts of the subject, placing emphasis on their historical contextualisation;
- incorporation of the plurality of experiences of women and men in the past, considering the diversity of subjectivities and gender identities, in order to go beyond schematic or essentialist views and historical determinism;
- references to specialised literature on gender history and women's history;
- reading sources with a focus on standard and non-standard gender discourses;
- interest in introducing subordinate historical subjects into the historical narrative, seeking to question androcentric interpretations and include intersectionality.

In generic subjects, these principles can be promoted through exams (either multiple-choice or open-response tests) that should include a minimum number of questions about women's and gender history. Tests should contain questions about remarkable historical figures or events (including women) and ask students to accurately define concepts or incorporate the experience of women and subordinate groups into historical processes. Open-response tests allow learners to compare different situations, observe the evolution of certain processes under a diachronic approach, apply concepts, analyse sources with a gender perspective, criticise enduring stereotypes, etc.

Furthermore, as previously noted, aspects to be assessed through these exams, everyday classroom activities and continuous assessment include:

- use of inclusive language, avoiding the generic masculine form;
- respect for opinions different from one's own and openness to dialogue;
- ability to empathise with human beings who lived in the past and with other students;
- acceptance of principles of equality and diversity.

4.4 Modes of organising teaching dynamics and methods

The presence of female and male students in bachelor's degrees in history is quite balanced, with men slightly outnumbering women. The dynamics taking place in these settings often reproduce patriarchal relationships, as men tend to participate more in theoretical classes and seminars and are more vocal in their views. To dispel potential feelings of insecurity, lecturers should change this situation by encouraging women to participate, and their ideas should be seen as important. Verbal and non-verbal language should be properly used by lecturers and students alike to avoid exclusions.

The resources used in the lecture room and the images projected in theoretical or practical lessons are also noteworthy; in both cases, lecturers are advised to select and analyse them with a gender approach in mind. Accordingly, historical texts should be interpreted considering the gender discourses of the period in which they were written. Texts authored by women or alluding to women's historical experience should be included if possible. As for images, gender stereotypes are to be avoided (e.g. in Prehistory, men hunted and women looked after children and sick people); instead, lecturers should introduce images of women and subordinate groups, or analyse why they are absent from numerous historical images.

Regarding groupwork in practical sessions and seminars, mixed groups can be encouraged, in which the leader and speaker roles rotate or are shared between women and men.

During class presentations of group assignments, PowerPoint and other files must contain images and ideas that reflect the diversity of experiences of women and men in the past. Furthermore, all group members must be encouraged to speak.

This is also advisable in group tutoring sessions, so that lecturers do not focus only on a few people. In individual tutoring sessions, whether face-to-face or online, lecturers can increase students' self-esteem and confidence by taking their special needs into account and showing respect and empathy.

4.5 Teaching methods

Theoretical sessions allow lecturers to introduce theoretical concepts used in gender studies, as well as issues concerning women and people with non-standard identities, or which encourage reflection on the hetero-patriarchal

bias of historical discourses and the absence of many groups from conventional historical narratives.

An option during **seminars** is reading academic literature that helps students reconsider limited views of the past; for instance, in order to compare the experience of women and men in Prehistorical pictorial representations, in the political systems of ancient times, in everyday life during the Middle Ages, in the spaces of power of the Early Modern Period, or in relation to work and social activism in the Late Modern Period. Debating and reflecting on these texts can broaden students' views and help them think about absent elements or stereotyped discourses in other texts.

Case studies and practical activities involving interpretation and analysis of historical sources encourage students to critically analyse the use of language in each historical period and the overrepresentation of powerful and pioneering men, to the detriment of other groups and historical experiences. Texts by women authors can help challenge traditional views; for example, writings by intellectual women from different historical periods or the voices of popular women that can be found in documents of various kinds. The contradictions and limits of these texts should also be pointed out by intersecting gender with other categories present in the historical context under study. Material culture offers many possibilities as well, through the analysis of how objects were used or the images they contain.

Abundant audio-visual material featuring historical content is also available (cinema, documentaries, blogs, etc.), together with literary works, which can be analysed through the basic methodology of gender and women's history.

Finally, **fieldwork** opens up exciting opportunities to reflect on gender history, e.g. through the discourse of history museums. These museums usually show archetypal representations of women and men, while some exhibits contribute to the development of new egalitarian approaches. Visits to archaeological sites or landmark buildings from a certain period or related to a certain process invite students to question the traditional historical narrative and propose alternative exhibition tours that do not ignore the experience of underrepresented historical subjects.

5. TEACHING RESOURCES

Below is a list of publications and links to useful teaching resources (oral, written and visual) and considerations on how to use them:

AGUADO, Ana M. *et al.* (1994). *Textos para la historia de las mujeres en España*. Madrid: Cátedra.

BALLARÍN, Pilar, M.; BIRRIEL, Margarita; MARTÍNEZ CÁNDIDA and ORTIZ, Teresa, *Las mujeres y la historia de Europa* (<http://www.helsinki.fi/science/xantippa/wes/wes21.html>).

BBC. *Women who changed History*: <http://www.bbc.co.uk/history/sections/famous-figures> (an example of the abundant audio-visual material offered by the BBC on women's and gender history).

CABALLÉ, Anna (dir.) (2003). *La vida escrita por las mujeres. Obras y autoras de la literatura hispánica e hispanoamericana*, 4 vols. Barcelona: Círculo de Lectores.

Cadernos SACAUSEF núm. VIII: Género e Recursos Educativos Digitais, coordinado por Teresa Pinto. Portuguese Ministry of Education and Science, Directorate-General for Innovation and Curricular Development, Lisbon, 2011.

DE LA ROSA, Cristina; DUEÑAS, M. Jesús; DEL VAL VALDIVIESO, M. Isabel; SANTO TOMÁS, Magdalena (coords.) (2007). *Nuevos enfoques para la enseñanza de la Historia: Mujer y género ante el espacio europeo de educación superior*. Madrid: Col. Laya.

DE LA ROSA, Cristina; DUEÑAS, M. Jesús; DEL VAL VALDIVIESO, M. Isabel; SANTO TOMÁS, Magdalena (coords.) (2010). *Innovación educativa e Historia de las relaciones de género*. University of Valladolid.

Educando en Igualdad. Un recorrido por la Historia de las mujeres, 2013: <http://www.educandoenigualdad.com/portfolio/un-recorrido-por-la-historia-de-las-mujeres/>

La fábrica de la memoria. Recuperación de la historia de las mujeres: <http://fabricadelamemoria.com/>

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Mujeres en la Historia: short biographies at <http://www.mujeresenlahistoria.com/>

Museos de Mujeres: <http://www.mecd.gob.es/cultura/areas/museos/mc/ceres/catalogos/catalogos-tematicos/patrimoniofemenino/presentacion/enlaces-a-museos-de-mujeres.html>

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Una historia de mujeres, Generalitat de Catalunya: <http://patrimoni.gencat.cat/es/historias/una-historia-de-mujeres>

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Women's History Videos & Activities: <https://www.teachervision.com/womens-history-videos-activities>

6. TEACHING HOW TO CARRY OUT GENDER-SENSITIVE RESEARCH

When designing and writing a bachelor's thesis, a master's thesis or a historical study with a cross-cutting gender perspective, students should take the following aspects into account.

First, when selecting the object of research, students should reflect on the presence of women and men in the process or fact under study. If there is an imbalance, they should think about the causes of this situation; analyse discourses from a gender perspective; determine the relations established between women and men, in terms of equality or hierarchy; draw the consequences that the object of study chosen has for women and men; and find out if gender is a significant factor when analysing other power relations, among other possibilities.

Second, to formulate the starting hypothesis and set objectives, students should incorporate the above issues to the maximum extent possible.

Third, it is important to highlight to students that the specialised literature on the object of study should include works that address gender-related aspects. This will allow them to learn more about the legislative and symbolic framework of the period studied, its standard discourses, and academic advances or knowledge gaps about the presence and relevance of women and men in the selected context.

In the fourth place, the selection and analysis of primary sources can also be based on a gender perspective. While selecting sources (whether material, written or oral), students may reflect on the experience of women and men, as well as on the explicit or implicit gender discourses in these sources. In this sense, they should try to find sources by or providing information on subordinate groups, with a view to studying documents, objects and accounts from women and people with non-standard identities. Sample design (e.g. in oral interviews) must also reflect a gender balance.

During the source analysis stage, besides analysing those documents that refer to both women and men, students should re-examine the sources that, on first reading, appear to provide information on men only. This will help them reflect on the causes of such disparity, the values revealed by this selection and the language used. In general, when studying sources, quantitative data should be disaggregated by sex, in order to determine the participation of women and men in the processes under study and interpret this reality. Attention should be paid

to women's and men's participation and importance in works on economics, social dynamics, political proposals or cultural manifestations; they should be situated in each historical context, to avoid the risk of developing ahistorical interpretations. Focus should also be placed on the complexity of human relations, avoiding victim-heroine labels and any kind of essentialism, and admitting that individuals' opinions and actions may contain contradictions, limits and nuances. To the maximum extent possible, intersectionality can be introduced to reflect on the various ways of social hierarchisation of the period under study, including gender.

Discourse analysis can address the following aspects: what women and men are or should be like, as described by the sources; attention to underrepresented voices, whether male or female; using gender as a tool to reinforce other power mechanisms; the generic use of the masculine gender and the difficulty distinguishing the real men and women behind this language, among others.

In the fifth place, the following aspects should be borne in mind by students drafting their bachelor's or master's thesis: using inclusive language; disaggregating quantitative data by sex in tables and graphics; incorporating images that reflect the diversity of human societies and historical experiences; highlighting the presence of voices and opinions of subaltern or minority groups; considering the plurality and heterogeneity of historical experiences; addressing the complex relations between individual and norm; and pointing out the capacity for agency of, as well as the different strategies followed by, the women and men studied. Women historians should be identified in the list of works cited; therefore, even when the APA referencing style is used, the full names of the referenced authors, both men and women, must be provided.

Finally, for dissemination purposes, students can make contributions to general conferences (for instance, those organised by associations specialising in different historical periods) or events devoted to women's and gender history, like AEIHM (Spanish Association for Research in Women's History) or IFRWH (International Federation for Research in Women's History). Specialist publications also exist, both journals (*Arenal. Revista de Historia de las Mujeres*; *Gender & History*; *Cuestiones de Género*; *Clepsydra: revista de estudios del género y teoría feminista*; *Asparkía*; *Feminismo/s*; *European Journal of Women's Studies*, etc.) and book series on gender in prestigious publishing houses, including Cátedra, Icaria or Fundamentos. It should be noted that academic journals specialising in history also publish works with a gender perspective.

Finally, students can participate in awards for research with a gender perspective. The most important award for doctoral theses is AEIHM's; for master's theses, examples include the Presen Sáez Award, run by the Coordination Centre for Gender Studies of Valencian Public Universities, and those organised by universities themselves.

7. EDUCATIONAL RESOURCES

7.1 Webography

A list of available websites on teaching material and/or studies or research groups and projects including gender or a gender perspective.

- AEIHM-Spanish Association for Research in Women's History: <http://aeihm.org/>
This website has a specific section for teaching material and reflections on gender and women's history: <http://aeihm.org/historia/bibliografia-y-materiales>
- IFRWH-International Federation for Research in Women's History: <http://www.ifrwh.com/>
- — *Arenal. Revista de Historia de las Mujeres*: <http://www.ugr.es/~arenal/>
- — University of Alacant's "University, Teaching, Gender and Equality" Network: <https://web.ua.es/va/unidad-igualdad/proyectos/xarxa-universitat-docencia-genero-i-igualtat.html>

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7.3 Course plans

Some websites on subjects dealing with gender and women's history:

- AEIHM: <http://aeihm.org/historia/historia-mujeres-genero-estudios-grado>
AEIHM: <http://aeihm.org/historia/historia-mujeres-genero-estudios-posgrado>
- University of Alacant's Gender Equality Unit: <https://web.ua.es/va/unidadigualdad/docencia-igualdad/biblioteca/historia/index-historia.html>

Examples of compulsory subjects:

- History and Gender (University of Barcelona): <http://www.ub.edu/grad/plae/AccessInformePD?curs=2017&codiGiga=361406&idioma=CAT&recurs=publicacio>
- Women and Men in History (Universitat de València): <https://webges.uv.es/uvGuiaDocenteWeb/guia?APP=uvGuiaDocenteWeb&ACTION=MOSTRAR-GUIA.M&MODULO=34055&CURSOACAD=2018&IDIOMA=C>
- Gender and History (University of Murcia): <https://aulavirtual.um.es/umug-docente-tool/htmlprint/guia/RsUTUNif0LBRz54VymFUCECJIKfw2R8YsCPl-poCW1HDhcbVUWn7>

8. FURTHER INFORMATION

AUDEM-University Association for Women's Studies:

<http://www.audem.es/>

Research centres at universities:

<https://ieg.ua.es/es/enlacesdeinteres/enlaces-de-interes.html>

Network of Women's Documentation Centres and Libraries:

<http://www.inmujer.gob.es/CentroDoc/ServiciosCentroDoc/docs/DirectorioRed-CentrosDocumentacion01.pdf>

RINGS-The International Research Association of Institutions of Advanced Gender Studies:

<http://ringsgender.org/>

EPWS-European Platform of Women Scientists:

<http://epws.org/>

ATGENDER-The European Association for Gender Research, Education and Documentation:

<https://atgender.eu/>

The lack of incorporation of the gender perspective into history has traditionally led to a biased look at the past, where historiographical interest has focused on male experiences. As a result, the conventional narrative of the past is incomplete and poorly adjusted to historical reality.

The Guide of History to mainstreaming gender in university teaching offers proposals, examples of good practices, teaching resources and consultation tools that will allow to look at the past to know the present critically and walk towards a more egalitarian, peaceful and inclusive society in the future.



Check out the guides from
other disciplines at vives.org

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Universitat Abat Oliba CEU. Universitat d'Alacant. Universitat d'Andorra. Universitat Autònoma de Barcelona. Universitat de Barcelona. Universitat CEU Cardenal Herrera. Universitat de Girona. Universitat de les Illes Balears. Universitat Internacional de Catalunya. Universitat Jaume I. Universitat de Lleida. Universitat Miguel Hernández d'Elx. Universitat Oberta de Catalunya. Universitat de Perpinyà Via Domitia. Universitat Politècnica de Catalunya. Universitat Politècnica de València. Universitat Pompeu Fabra. Universitat Ramon Llull. Universitat Rovira i Virgili. Universitat de Sàsser. Universitat de València. Universitat de Vic · Universitat Central de Catalunya.