

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	770	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Sociology of Gender: Exclusion and Resistance through Intersectional Decolonial Trans, Intersex, Queer, and Feminist Theory		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective/Seminar/Special Background		
<b>PREREQUISITE COURSES:</b>	Priority will be given to students that have been successfully tested in the compulsory course "Sociology of Gender" and compulsory elective course "Gender, Sexuality, Science and Power".		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (written essay in English or French)		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Thematic Analysis and Critical Interpretation:</b> Analyze and critically interpret themes and theoretical approaches in the sociology of gender, emphasizing decolonial, trans-intersex-queer feminism and the history of gendered and racial suppression. <b>(Level 6-7: Advanced knowledge and critical understanding)</b></li> <li>• <b>Application of Theory:</b> Apply theoretical frameworks from decolonial feminist and sociological thought to examine social phenomena linked to gender, race, gender identity, and resistance, while promoting justice and equality. <b>(Level 6: Application of theory to the analysis of social practices)</b></li> <li>• <b>Evaluation of Theoretical Approaches:</b> Evaluate and compare various theoretical and epistemological approaches, including those of Vergès, Lugones, Fanon, Hartman, Haraway, and others. This will involve raising questions about the historical and structural construction of gender and racial identities. <b>(Level 7: Critical and complex analysis)</b></li> </ul>
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- **Synthesis of Critical Insights:** Synthesize and present critical insights into the history of global gendered and racial oppression, highlighting forms of resistance and exploring possibilities for a post-colonial sociology of gender. **(Level 7: Synthesis and self-direction)**
- **Critical Assessment of Texts:** Critically assess and comment on various texts, documentaries, and theoretical works, identifying dominant ideologies and uncovering forms of political and practical resistance that go beyond colonialism. **(Level 6-7: Critical thinking and analysis)**
- **Dialogue and Collaboration Skills:** Develop skills for dialogue and collaboration in group work and discussions, with a focus on critical and transformative outcomes. This will enhance social sensitivity and foster active participation in human rights and equality issues. **(Level 6: Social and cultural competence)**
- **Innovative Research Proposals:** Develop original and innovative theoretical approaches and research proposals related to post-colonial sociology of gender and decolonial feminist theory, aiming to contribute to scientific knowledge and social practices that dismantle gendered and racial discrimination. **(Level 8: Autonomy, innovation, and contribution to knowledge and society)**

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- **Search, Analyze, and Synthesize Information:** Utilize modern technologies to search for scientific sources, analyze theories, and synthesize ideas related to gender, gender inequality, and social structures.
- **Adapt to New Situations:** Engage in interdisciplinary and multidisciplinary work by exploring a variety of texts from different sources to understand complex issues surrounding gendered, racial, and class inequalities.
- **Decision-Making:** Employ critical thinking and dialogue to create effective tools for combating gender discrimination.
- **Independent Work:** Conduct autonomous research to study and produce both theoretical and practical work.
- **Teamwork:** Collaborate through discussions in group presentations, fostering collective management and shared learning.
- **Interdisciplinary Environment:** The course will cover diverse topics and approaches, from sociology to (decolonial) trans-intersex-feminist theory and gender studies, making it suitable for work in interdisciplinary and multidisciplinary contexts.
- **Generation of New Research Ideas:** Encourage theoretical reflections and critical thinking to foster the development of innovative research ideas and approaches.
- **Respect for Multiculturalism:** Engage in discussions and analysis of various theories to cultivate critical thinking and self-reflection.

### (3) SYLLABUS

The course examines the theoretical approaches of the sociology of gender, focusing on a decolonial, intersectional, trans-intersex-queer feminist perspective. Inspired by Auguste Comte, who introduced the term “sociology,” the aim of the course is to understand how a gendered-racial discourse concerning class, gender, racial purity, and ableism is reproduced through gender. The concept of racial oppression and devaluation, which persists in a white-dominated society and science, will also be central to our approach, drawing on the work of Franz Fanon. Furthermore, we will delve into the perspectives of decolonial feminist theory, such as those of Françoise Vergès and María Lugones, as well as the theory of decolonial sociology, such as that of sociologist Julian Go and sociologist Vrushali Patil. This will help us highlight both the history of gendered-racial repression, the role of Euro-American eugenic colonialism through white science, as well as the forms of resistance, and the potential of a postcolonial sociology of gender, in abolishing the construction of a gendered-racial

dimorphism, a discourse of ableism, and the consequent erasure of trans-intersex life, as well as nature.

**Week 1:** Presentation of the course.

**Week 2:** Classical Schools of Sociology and the Critique by Julian Go and Vrushali Patil.

**Week 3:** Saidiya Hartman, Lesbian Feminist Theory, and Western Colonialism.

**Week 4:** Donna Haraway: Gender, Race, and Nature in the Context of Western, Colonial (Anthropocene and Pétro-sexo-racial) Science.

**Week 5:** Françoise Vergès: Demography, Contraception, and the Idea of the (Artificial) Womb.

**Week 6:** The Holocaust of Animals: Monsters, Effeminate Organs, Bodies, and Psychism.

**Week 7:** Franz Fanon: White Social Gender, the Invisibility of Intersex Individuals, Ecofeminism, and the Global South.

**Week 8:** Angela Davis, Gayatri Chakravorty Spivak, and the Concept of the “Subaltern.”

**Week 9:** Intersectionality and Françoise Vergès and the Critique of Western Feminism.

**Week 10:** Audre Lorde and the Use of Poetry as a Tool of Resistance. María Lugones and the Decolonisation of gender.

**Week 11:** Ableism and Gina Athena Ulysse and Rasanblaj.

**Week 12:** Decolonial (Trans-Intersex-Queer) Feminist Theory and Post-Colonial Sociology: A Theory of Resistance.

**Week 13:** Summary of the Thematic Units of the Course and Documentary Screening.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. 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.  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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39 hours
	Study and analysis of the existing report	61 hours
	Progress report	10 hours
	Essay Supervision	20 hours
	Essay Write-up	40 hours
	Essay Presentation	10 hours
	Course total	<b>180 hours (6 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p><b>Language of evaluation:</b> Greek – English - French. <b>Methods and criteria of evaluation:</b></p> <p>a) Active presence and participation in the Seminar based on the literature prescribed for the Seminar (20% of final grade),</p> <p>b) Seminar assignment (undertook by groups of two or three students) in collaboration with the tutor. Presenting of the assignment during the Seminar after three meetings with the tutor (30% of final grade),</p>	

	<p>c) Seminar assignment submission in written form at the end of the semester (30% of final grade). The assignment is to be 7,000 words in length, that is 15 A4 pages, Calibri, 11-point font size, 1.15 line spacing).</p> <p>The course includes lectures, papers presentations, discussions, screenings of audiovisual material and written essay.</p>
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## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Προτεινόμενη Βιβλιογραφία:

**A) Εγχειρίδια του μαθήματος**

1. Τζανάκη, Δ. (2025). *Καταργώντας το φύλο και την ευγονική. Ο Ελέφαντας είναι ανάμεσα μας*. Ακυβέρνητες Πολιτείες.
2. 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>.
3. Vergès, F. (2022). *Ένας Φεμινισμός της Από-Αποικιοποίησης*. Τοποβόρος.

**B) Συμπληρωματική βιβλιογραφίαB) Συμπληρωματική βιβλιογραφία**

Butler, J. (2025). *Ποιος φοβάται το φύλο; Αλεξάνδρεια*.

Go, J., & Lawson, G. (Eds.). (2017). *Global Historical Sociology*. Cambridge University Press.

Λέκκα, Β. (επιμ.) (2025). *Αντι-Στάσεις Σωμάτων*. Futura.

Lorder, A (2023). *Sister Outsider*. Κείμενα.

Preciado, P. (2013). *Testo Junkie. Sex, Drugs and Biopolitics in the Pharmacopornographic Era*. Feminist Press.

Tsibiridou, F. (2011). «Moslem Womanhood: Living under male, state, religious and secular hegemonies». Στο E. Eynikel, A. Ziaka (επιμ.). *Religion and Conflict. Essays on the origins of Religious Conflicts and Resolution Approaches*. Harptree Pub.: 340-352.

Vasilaki, R., Souvlis, G. (2025). *Politics of Liberation: Conversation with Theory and History*. Institute Rosa Luxembourg.

Τζανάκη, Δ. (2023). *Τντερσεξ. Η κατασκευή και το καθεστώς αλήθειας του φύλου στη δύση*. Διαλεκτική 4. Ψηφίδες.

- Συναφή επιστημονικά περιοδικά:

- American Journal of Sociology
- Culture-Borders-Gender/Studies
- Φεμινιστικά
- Gender & History
- Jacobin
- Marginalia
- Meridians: feminism, race, transnationalism
- Multitudes
- Post Colonial Studies The Black Scholar