

**COURSE DATA****DATA SUBJECT****Code:** 33914**Name:** History of Women's Education**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	History of education II	ELECTIVES

**COORDINATION**

AGULLO DIAZ M DEL CARMEN

**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 / LEARNING OUTCOMES****1307 - Degree in Pedagogy**



Capacidad crítica y autocrítica.

Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.

Conocer y analizar las políticas educativas, su desarrollo legislativo y su incidencia en las reformas socioeducativas.

Conocer y comprender los Sistemas Educativos y formativos actuales en el contexto internacional.

Know and interpret the historical processes of education and training systems, institutions and organisations.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

Understand the theoretical references that constitute the human being as an active player in education.

## DESCRIPTION OF CONTENTS

### 1. PRELIMINARY QUESTIONS

#### Topic 1: Basic concepts

- Education and instruction of women.
- Sex, gender, and education.
- Gendered education: male and female education.
- A non-androcentric perspective on the history of education.

### 2. A BRIEF OVERVIEW OF WOMEN¿S EDUCATION UNTIL MODERNITY

#### Topic 2. Origin myths, philosophical discourses, and educational practices in antiquity

- The dichotomy of Eve / Lilith.



- From Plato's coeducation to Aristotle's defense of female inferiority.
- Sparta and Athens.

### **Topic 3. Lights and shadows in the Ancien Régime**

- The Christian discourse on female inferiority.
  - The humanist discourse: *The Education of a Christian Woman* by Juan Luis Vives.
  - Excellence as the standard in the education of noblewomen.
  - Power and authority in monasteries and convents.
  - Peasant women, healers, and housewives: learning through practice.
  - Christine de Pisan and the discourse on female excellence.
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## **3. WOMEN'S EDUCATION AND FEMALE IDENTITIES**

### **Topic 4. Enlightenment dialectics on women's education and pedagogical practice**

- From the Enlightenment paradox to the discourse of equality: Rousseau, Condorcet, and Mary Wollstonecraft.
- Between domestic education and schooling: governesses, colleges, and schools.
- Salons and précieuses vs. bachelor women: exclusion from the public sphere.

### **Topic 5. Angels of the home and independent citizens: female identities and education in the 19th and 20th centuries**

- Regenerationism and education.



- The alternative discourse of the labor movement: educational proposals.
- Between two wars: advances and setbacks on the path toward equality.
- The slow integration of women into the Spanish educational system.

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

### **Topic 6. The education of female citizens**

- The construction of a new model: female citizens, modern women.
- Segregated schooling, coeducation, and mixed schools in Republican education policies.
- The feminine model of the Republican school.
- Republican female teachers: a model of citizenship.
- Women in wartime: militiamen and free women.

### **Topic 7. The return of the traditional model: women for God, the Fatherland, and the Home**

- A female pedagogy: gender segregation and feminization of teaching.
- Hard-working and efficient: the conflict between ideology and economy.
- The law on women's political, professional, and labor rights: technocracy and femininity.
- Continuity of the prescriptive model through non-formal education.
- The Catholic Church: activities and Catholic organizations.
- The influence of the Sección Femenina: between myth and reality.



- Tensions and contradictions of informal education.

**Topic 8. Educational proposals for women during the Spanish Transition**

- Feminist, governmental, and progressive pedagogical movement (MRP) proposals.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	30,00
Classroom practices	15,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	3,00
Individual or group project	30,00
Independent study and work	14,50
Preparation of lessons	15,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</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

### **University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence**

The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## **REFERENCES**

**10.1 Basic references.**

- Reference b1: AGULLÓ DÍAZ, M<sup>a</sup> del Carmen (2020) *Mestres valencianes republicanes*. Universitat de València, València
- Reference 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.
- Reference b3: AA.VV. (2010) *Dones i educació. XIX Jornades d'Història de l'educació*. SHEPPLLC. Olot
- Reference b4: BALLARÍN, Pilar. (2001). *La educación de la mujer en la España Contemporánea. Siglos XIX y XX*. Ediciones Síntesis.
- Reference 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.
- Reference b6: RAMOS, Sara (2016) *Entre lo doméstico y lo público*. Biblioteca Nueva. Madrid
- Reference b7: ROBLES SANJUAN, Victoria (2018) *Educadoras en tiempos de transición*. Ed. Catarata, Madrid.
- Reference b8: SÁNCHEZ DE MADARIAGA, Elena (ed.) (2012) *Las maestras de la república*, Ed. Catarata.
- Reference b9: SCOTT, Joan Wallach (2018) *La fantasía de la història feminista*. Institució Alfons el Magnànim. València.
- Reference 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.

**10.2 Classic free references of feminism.**

- Reference f1 BEBEL, August (1980) *La mujer, en el pasado, en el presente, en el porvenir*, Ed. Fontamara.
- Reference f2 BUTLER, Judith (2021) *Problemes de gènere*. Angle Barcelona.
- Reference f3 DE BEAUVOIR, Simone (1968) *El segon sexe*, Ed. 62. Barcelona.
- Reference f4 DE PIZAN, Christine (2022) *La ciutat de les dames*, Cal Carré.
- Reference f5 FEDERICI, Silvia (2018) *Caliban i la bruixa: dones, cos i acumulació primitiva*. Virus.
- Reference f6 FRIEDAN, Betty (2016) *La mística de la feminitat*, Càtedra
- Reference f7 HOOKS, Bell (2024). *Teoria feminista: del marge al centre*, Tigre de paper.
- Reference f8 IRIGARAY, Luce (2010) *Ética de la diferencia sexual*, Ellago Ediciones.
- Reference f9 KOLLONTAI, Alexandra (2015) *Autobiografía de una mujer sexualment emancipada*, Horas y horas.
- Reference f 10 MILLET, Kate (2017) *Política sexual*, Càtedra.
- Reference f11 RICH, Adrienne (2011) *Sobre mentiras, secretos y silencios*, Horas y horas.
- Reference f12 STUART MILL, J i TAYLOR, Harriet (2013) *La subjugació de les dones*, Edicions de la ela geminada, Girona.
- Reference f13 WOLLSTONECRAFT, Mary (2014) *Vindicació dels drets de la dona*, Art de la memòria.
- Referència f14 WOOLF, Virginia (2014) *Una cambra pròpia*, Temeraria.

**10.3 Complementary references.**



- Reference 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
- Reference c2 ARENAL, Concepción (2009) La mujer del porvenir. La educación de la mujer. E-LITTERAE.
- Reference c.3 GRANA, I., TRIGUEROS G., ROBLE, V. (2022). Participación Política y Educación de las Mujeres durante la Dictadura de Primo de Rivera: las Asamblístas, HSE-Socil and Education History, vol. 11 No.1 February 2022 pp. 80-105.
- Reference c.4: BEARD, Mary (2017). La veu i el poder de les dones [Women & Power: A Manifesto]. Arcàdia, 2017
- Reference c5: BOLUFER, Mónica (1998) Mujeres e Ilustración. La construcción de la feminidad en la España del siglo XVIII, Alfons el Magnànim, València.
- Reference c6: GARRIDO, Elisa, FOLGUERA, Pilar, ORTEGA, Margarita, SEGURA, Cristina, (1997) Historia de las mujeres en España. Ed. Síntesis. Madrid.
- Reference c7: GONZÁLEZ GUTIÉRREZ, Patricia (2018). La educación femenina en Roma: rompiendo tópicos, en VV.AA. Investigación y Género. Reflexiones desde la investigación para avanzar en igualdad. Sevilla. SIEMUS.
- Reference c8: PÉREZ GARZÓN, Juan Sisinio (2011) Historia del feminismo. Ed. Catarata. Madrid.
- Reference c9: SÁNCHEZ ROMERO, Marga (2022) Prehistoria de mujeres, Ed. Destino, Barcelona
- Reference c10: VIVES, Juan Luis (1995) Instrucción de la mujer cristiana, Fundación Universitaria española.
- Reference c11: ZURRIAGA i AGUSTI, Ferran (2016) Les mestres freinetistes del anys 30. Càtedra Enric Soler i Godes, Castelló.