



COURSE DATA

DATA SUBJECT

Code: 36564
Name: Gender policies and theories of discourse
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1937 - Double Degree Program in Audiovisual Communication and Journalism	Facultat de Filologia, Traducció i Comunicació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Discurso, ideología y pensamiento	COMPULSORY
1937 - Double Degree Program in Audiovisual Communication and Journalism	Segundo Curso (Obligatorio)	COMPULSORY

COORDINATION

EL KETITI YAHMEDI AOUATEF

SUMMARY

Gender Policies and Discourse Theory is a compulsory course of the Degree in Audiovisual Communication and of the Double Degree in Audiovisual Communication and Journalism that is part of the subject " Discourse, Ideology, and Thought".

Study of the historical-political, socio-economic, ideological and discursive determinations that articulate gender as a social technology, a crucial factor in the shaping of both individuality and the collective imaginary in terms of maintaining conditions of inequality and social vulnerability. Analytical vision of the main schools, movements, trends and authors of contemporary philosophical thought. Study of the main philosophical paradigms of the 20th century. Approach communicative processes, understanding them as elements of cultural dynamics. The analysis of contents is thus linked to the pragmatic and contextualized relationship between transmitters and receivers, with special attention to the problem of contemporary popular culture, in order to reach a socio-cultural evaluation of communication with special emphasis on its critical effects at the ideological level.



The course offers an introduction to gender studies and their main contributions to discourse theory and audiovisual communication. Its objective is to analyze how gender identities are constructed and reproduced through discursive practices and various technological means of communication, such as images, audiovisual narratives, and both spoken and written language. From a perspective of gender mainstreaming and intersectionality, the course examines the connections between language, image, and collective imagination, as well as their influence on the formation of gender identities, the perpetuation of stereotypes, and the creation of social inequalities across different cultures. In addition, it addresses the historical-political, socioeconomic, ideological, and discursive factors that shape gender as a social technology, a key element in the construction of both individuality and collective imagination.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

This course does not require any prior knowledge.

COMPETENCES / LEARNING OUTCOMES

1333 - Degree in Audiovisual Communication

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have an understanding of the different languages, codes and modes of representation used in the different technological and audiovisual mediums such as photography, cinema, radio, television,



electronic image and video, internet etc., through their own individual industries and aesthetics, as well as through the evolution of their social and cultural relevance through time. This should generate the ability to analyse stories and audiovisual works, considering the iconic messages of the texts as products of the social, political and cultural conditions in which they were produced.

Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

DESCRIPTION OF CONTENTS

1. The Fundamental Paradigms in Gender Studies

The fundamental paradigms that have shaped gender studies, an interdisciplinary field that analyzes how differences and inequalities between genders are constructed, reproduced, and transformed in societies. Theories have been developed to explain how gender identities and roles are the result of historical, cultural, and symbolic processes, and how these influence social organization and everyday life.

1.1 History of Feminism

1.2 Feminist Critical Theory

1.3 Gender Theory and Perspective in Communication

2. Gender, Ideology, and Film Narrative

Exploring the relationship between cinematic discourse and the perpetuation of gender stereotypes and inequalities involves analyzing film as an audiovisual language that develops within a complex network of power relations. This network involves various social technologies, such as the culture industry, dominant ideologies, cultural policies, and the dynamics of the economic market. Cinematic creation is influenced by this context, from which it draws, and in turn produces a symbolic discourse that often reflects and reinforces the hegemonic ideology and its vision of society.

2.1 The Concept of "Ideology" in the Theories of Louis Althusser and Jean Baudrillard

2.2 From the Technology of Sex (Michel Foucault) to the Technology of Gender (Teresa De Lauretis)

2.3 Feminist Film Theory



2.4 Laura Mulvey's Methodology for Film Analysis

3. Gender and the Culture Industry

This section examines how the culture industry influences the formation of gender stereotypes, the assignment of socio-sexual roles, and the reproduction of inequalities. Special attention is given to the processes of objectification and alienation present in different audiovisual formats, such as advertising, soap operas, and reality shows, analyzing their impact on the perception and representation of gender in contemporary society.

3.1 Feminist Analysis of Sexism in Audiovisual Media

3.2 Michelle Mattelart's Critical Contributions on Gender Stereotypes in the Culture Industry

3.3 The Soap Opera as a Mechanism for the Perpetuation of Gender Stereotypes

4. Gender and Language

The central role of language in shaping representations of female and male roles is highlighted. The way the concepts of "woman" and "man" acquire specific meanings in different cultural contexts is explored, emphasizing that gender identities are constructed socially and historically through language use. Furthermore, the presence of sexism in linguistic expressions and the challenges this poses today in academic, media, and political spheres are examined.

4.1 Language as a matrix of sexual difference

4.2 The sex/gender system in language

4.3 Introduction to inclusive language

5. Gender and Generative Artificial Intelligence

Gender bias in artificial intelligence and the role of this technology in representing gender identities are addressed. Various social practices that arise and spread through the use of this technology are examined. In addition, the potential of artificial intelligence to generate gender-sensitive content, thus contributing to the promotion of a culture of peace and equity, is highlighted.

5.1 Gender bias in artificial intelligence systems

5.2 Emerging social practices and their dissemination through artificial intelligence



5.3 The potential of artificial intelligence for creating gender-focused content and promoting equity

6. Gender and Representation in the Cinema of Arab Female Directors

A critical overview is proposed of the work of filmmakers who have transformed perspectives on women and gender identities in the Arab world. Through the analysis of selected films, the course explores how these directors address themes such as female autonomy, the struggle against censorship, sexuality, friendship, and resistance to social restrictions.

6.1 Representation of women and gender identities in Arab cinema

6.2 Introduction to the cinema of Arab female directors

6.3 Gender, body, and sexuality in films by women directors.

Learning outcomes

These contents will be reflected in the following learning outcomes:

- Know the codes and modes of representation typical of audiovisual communication.
- Identify the social, cultural and historical relevance of the aesthetic proposals of the audiovisual industries.
- Carry out analysis of stories and audiovisual works.
- Apply audiovisual production and dissemination techniques and processes in their various stages.
- Plan human resources.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Individual or group project	35,00
Independent study and work	25,00
Resolution of case studies	30,00
Total hours	90,00



TEACHING METHODOLOGY

Presencial activities

Face-to-face teaching will follow the following methodologies:

- **Lecture:** Primarily focused on providing a general overview of the subject and the necessary methodological clarifications. It is designed to offer a comprehensive view of the relationship between communication processes and the social construction of gender identities and roles. This session addresses the main theoretical and methodological approaches that help to understand how language, images, and media products contribute to the reproduction of gender stereotypes and inequalities, as well as the possibilities for transformation toward more equal and discrimination-free communication.
- **Resolution of theoretical-practical problems:** Based on the analysis and approach to real or simulated situations, this methodology allows students to apply the concepts and theories learned about gender in communicative contexts. This approach promotes the integration of theoretical knowledge with practical skills, fostering the development of critical and reflective thinking in the face of current challenges in gender-sensitive communication.
- **Case study and analysis:** This approach enables students to apply the theoretical concepts learned to concrete contexts, promoting a critical and contextualized understanding of communicative phenomena. The process begins with the selection of relevant cases, which may range from media representations to situations of inequality or discrimination in different communicative environments.
- **Classroom presentations and group work:** This methodology combines oral presentations of content with collaborative learning, encouraging active participation, critical thinking, and collective knowledge construction. This modality not only reinforces understanding of the topics covered, but also develops communication, teamwork, and leadership skills, which are fundamental for analyzing and transforming communicative practices from a gender perspective.
- **Debates and seminars:** Aimed at the collective construction of critical knowledge through discussion and the exchange of perspectives on the main challenges posed by gender equality in communication processes. The development of debates encourages active participation, respect for diverse opinions, and well-founded argumentation, enabling students to confront ideas, question stereotypes, and challenge sexist communicative practices. Through the review of cases, audiovisual materials, campaigns, and academic texts, critical analysis of media messages and the identification of best practices in the construction of egalitarian discourses are promoted.

Non presencial activities

Students will carry out the following non-face-to-face activities:

- **Independent study and work:** This approach encourages students to take an active and responsible role in their own learning process. It involves reading, analyzing materials, preparing written assignments, and completing individual projects outside the classroom, allowing them to



deepen their understanding of the theoretical and practical content covered in class. Students manage their time, select resources, organize information, and develop research and critical thinking skills, applying concepts of gender and communication to real or simulated situations.

- **Group work:** Based on cooperative learning and collective knowledge-building, this methodology promotes active participation, respect for diversity, and the development of communication and social skills. It involves forming heterogeneous teams in which each member assumes specific roles and responsibilities to research, analyze, and present topics related to gender equality and communication.
- **Resolution of practical cases:** This methodology is based on the analysis and approach to real or simulated situations that reflect current issues related to inequality, stereotypes, and sexism in communication processes. Students are faced with specific cases that require identifying the gender factors involved, analyzing causes and consequences from a critical perspective, and proposing solutions grounded in the theoretical and normative frameworks studied.

Educational innovation

This course is part of the educational innovation project P1EE-3900174 "For egalitarian and inclusive technology. Raising awareness about gender bias in digital applications and artificial intelligence", and follows the activities approved by the Service for Continuing Education and Educational Innovation (SFPIE), including: 1. Implementing proactive teaching methodologies within the team to motivate students to learn from a gender perspective.; 2. Creating curricular resources from a gender perspective.

Sustainable Development Goals

This course especially takes into account the following Sustainable Development Goals:

- **SDG 4, Quality Education.** Target 7: ensuring that students acquire the theoretical and practical knowledge necessary to promote sustainable development, human rights, gender equality, a culture of peace and non-violence, global citizenship, appreciation of cultural diversity, and the contribution of culture to sustainable development.
- **SDG 5, Gender Equality.** Target 1: end all forms of discrimination against all women and girls everywhere.

EVALUATION

The general grading system will follow the regulations of the Universitat de València approved by the Governing Council on 30 May 2017. ACGUV 108/2017.

Evaluation in the First Call

The evaluation of the course in the first call will be conducted as follows:



- **Final written test (70%):** based on a comprehensive system that values both the teamwork process and the final product presented. It evaluates the planning and execution of all phases of the production process, from the initial idea, research, and script, to the technical realization. Criteria include adherence to the course instructions and objectives, the use of inclusive language and technical concepts, consultation of provided resources, originality and relevance of the proposal, as well as the quality of the final presentation (both written and audiovisual). This exam is recoverable in the second round.
- **Presentation of outlines, summaries, and proposed texts (20%):** the evaluation of the presentation of outlines, concept maps, and proposed texts is carried out using clear and specific criteria that value both the understanding and synthesis of information as well as the quality of written expression and content organization. This test is recoverable in the second round.
- **Assessment of attitude and participation in class dynamics (10%):** carried out through criteria that allow observing the commitment, willingness, and interaction of students in the learning environment. The main aspects evaluated include: interest and enthusiasm, active participation, respect and coexistence, and responsibility and commitment. This component is not recoverable in the second round.

Evaluation in the Second Call

The evaluation in the second call will maintain, if applicable, the grades obtained in the blocks passed in the first call. The evaluation of the blocks failed or not presented will be carried out in the following way:

- A final **written test (70%):** will be conducted to evaluate the acquired knowledge, mastery of the theoretical and conceptual frameworks of gender theory, as well as its application in the field of audiovisual communication. It is necessary to pass this component in order to pass the course.
- **Presentation of outlines, summaries, and proposed texts (20%):** the evaluation of the presentation of outlines, concept maps, and proposed texts is carried out using clear and specific criteria that value both the understanding and synthesis of information as well as the quality of written expression and content organization.
- **Assessment of attitude and participation in class dynamics (10%):** This component is not recoverable in the second round. The grade obtained in the first examination period will be maintained.

Remarks

- In both the exam and other tests, exercises, or written assignments, spelling and grammatical accuracy will be required. Each mistake will result in a reduction of the grade obtained, which may lead to failure.
- In the event of plagiarism being detected in an evaluation work, it may be scored with a numerical grade of zero, regardless of any disciplinary procedure that may be initiated and, if applicable, the sanction that may be imposed according to current legislation.
- Intellectual honesty is vital in academic communities and for the fair evaluation of students' work. All works submitted in this course must be original authorship. Works involving fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content or authorized by the teaching staff.



REFERENCES

Basic references:

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Additional references:

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- Bodelón González, E., & Giménez-Salinas, A. (Eds.). (2015). *Género y medios de comunicación: Miradas feministas*. Tirant lo Blanch.
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- Federici, Silvia (2010). *Caliban y la Bruja, Mujeres, Cuerpo y Acumulación Originaria*, Traf. De Sueños
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