

COURSE GUIDE

Theory of Democracy: Gender and Interculturalism (21211B3)

Approval date:
 Departamento de Ciencia Política y de la Administración: 19/06/2024
 Departamento de Filosofía del Derecho: 17/06/2024

Grado (Bachelor's Degree)	Grado en Ciencias Políticas y de la Administración	Branch	Social and Legal Sciences
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Module	Ideologías Políticas y Teoría de la Democracia	Subject	Teoría de la Democracia: Género e Interculturalidad
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Year of study	4 ^o	Semester	1 ^o	ECTS Credits	6	Course type	Elective course
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PREREQUISITES AND RECOMMENDATIONS

No more legal requirements than those of being enrolled in the subject, although it is preferable to have passed the subject of the Political Theory in 3rd year. An oral and written comprehension of upper-middle English is advised

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

Contemporary Political Ideologies
 Political Thought in Spain and the world
 Current political theoretical debates
 Theory of Democracy: gender and interculturality

SKILLS

GENERAL SKILLS

- CG01 - Capacity for analysis and synthesis.
- CG02 - Organizational and planning skills.
- CG03 - -
- CG05 - Information management skills.
- CG08 - Ability to work in a team.
- CG09 - Interpersonal relationship skills.
- CG10 - Recognition of diversity and multiculturalism.
- CG11 - Critical thinking skills.
- CG12 - Development of autonomous learning.
- CG13 - Adaptation to new situations.
- CG14 - Ability to develop creative activities.



- CG15 - Leadership skills.
- CG16 - Knowledge of other cultures and customs.
- CG18 - Motivation for quality.
- CG19 - Development of the ability to carry out a process well based on guidelines.

SUBJECT-SPECIFIC SKILLS

- CE04 - Analyze the behavior of political actors and citizens.
- CE06 - Identify classical and contemporary political theories.
- CE16 - Be interested in current theoretical and methodological debates on the need to move towards more pluralistic, integrative and comprehensive approaches in Political Science and Administration.
- CE17 - To acquire a critical and analytical attitude towards political events.
- CE18 - To appreciate the importance of collaborating, participating and getting involved in the analysis of political processes, actors and institutions, as a guideline for the improvement of decision making.
- CE19 - To foster an open, flexible and understanding attitude towards the complex, dynamic, social and ideological nature of politics and public administrations.

LEARNING OUTCOMES

- Know the main currents of contemporary political theory related to issues of gender and interculturality.
- Good initial understanding of theories, approaches, interpretations, methods and techniques, acquiring a critical vision and understanding how it affects our present and future.
- Placing new political information in its theoretical / experimental context.
- Relationing the subject with the different disciplinary fields of Political Science and other social sciences.
- To be aware of how the theoretical problems change over time and how this debate is linked to the social, political and cultural reality of current times.
- To know and handle original sources and historical research texts.

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

- Theme 1. Theory of Democracy. A critical approach
- Theme 2. Feminist Political Theories and their Contemporary debates
- Theme 3. Multiculturalism and Interculturality. Debates on national and ethnic minorities
- Theme 4. Globalization and Cosmopolitan Democracy
- Theme 5. Crisis of Civilization?: State, Ecology and (Post) Human Democracy

PRACTICAL SYLLABUS

RECOMMENDED READING



ESSENTIAL READING

CUNNINGHAM, F. (2001) *Theories of Democracy: A Critical Introduction*, Routledge, London.
BRYSON, V. (2003) *Feminist Political Theory: An Introduction*, Palgrave Macmillan, London
PAREKH, B. (2005) *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Cambridge, Harvard University Press.
NUSSBAUM, M. (2002) (coord.) *For Love of Country? Debating the Limits of Patriotism*, Beacon Press, Boston.
DONALSON, S. (2013) *Zoopolis: A Political Theory of Animal Rights*, Oxford, Oxford University Press.

COMPLEMENTARY READING

- ANDERSON, Benedict (1983): *Imagined Communities*, Verso Editions and NLB, London.
- BENHABIB, Seyla (1991): *Feminismo y posmodernidad: una difícil alianza*, copia mimeografiada.
- (1992): *Situating the Self*, Routledge, New York.
- (1996): *Democracy and difference: Contesting the Boundaries of the Political*, Princeton University Press, Princeton, NJ.
- BUTLER, Judith (1991): *Fundamentos contingentes: el feminismo y la cuestión de la "posmodernidad"*, copia mimeografiada.
- (1992): "Problemas de los géneros, teoría feminista y discurso psicoanalítico", en NICHOLSON, Linda J. (1992): *Feminismo/Posmodernismo*, Feminaria Editora, Buenos Aires.
- CAMPBELL, David (1992): *Writing Security*, University of Minnesota Press, Minneapolis.
- CASTELLS, Carme (comp.) (1996): *Perspectivas feministas en teoría política*, Paidós, Barcelona.
- FLAX, Jane (1995): *Psicoanálisis y feminismo. Pensamientos fragmentarios*, Cátedra, Madrid.
- FRASER, Nancy (1991): *Falsas antítesis: una respuesta a S. Benhabib y J. Butler*, copia mimeografiada.
- (1996): "Redistribución y reconocimiento: hacia una visión integrada de justicia del género", *Revista Internacional de Filosofía Política*, nº 8, U.N.E.D. y U.A.M., Madrid.
- GELLNER, Ernest (1988): *Naciones y nacionalismo*, Alianza, Madrid.
- HARAWAY, Donna (1991): *Ciencia, cyborgs y mujeres*, Cátedra, Madrid.
- HELD, David (1997): *La democracia y el orden global. Del Estado moderno al gobierno cosmopolita*, Paidós, Barcelona.
- (1997): "Ciudadanía y pluralismo", *La Política* nº 3, Paidós, Barcelona.
- KYMLICKA, Will (1996): "Derechos individuales y derechos de grupo en la democracia liberal", *Isegoría* nº 14, C.S.I.C., Madrid.
- KYMLICKA, Will y NORMAN, Wayne (1997): "El retorno del ciudadano", *La Política* nº 3, Paidós. Barcelona
- MILLER, David (1997): *Sobre el nacionalismo*, Paidós, Barcelona.
- NICHOLSON, Linda y FRASER, Nancy (1992): "Crítica social sin filosofía: un encuentro entre el feminismo y el posmodernismo", en NICHOLSON, Linda J. (1992).
- PAREKH, Bhikhu (2005): *Repensando el multiculturalismo*, Ed. Istmo, Madrid.
- PATEMAN, Carole (1996): "Críticas feministas a la dicotomía público/privado", en CASTELLS, Carme (comp.) (1996).
- PHILIPS, Anne (1991): *Engendering Democracy*, The Pennsylvania State University Press, Pennsylvania.
- POOLE, Ross (1993): *Moralidad y modernidad. El porvenir de la ética*, Herder, Barcelona.
- REQUEJO, Ferrán (1996): "Pluralismo, democracia y federalismo. Una revisión de la ciudadanía democrática en Estados plurinacionales", *Revista Internacional de Filosofía Política* nº 7, U.N.E.D. y U.A.M., Madrid.
- SEDGWICK, Eve K. (1998): *Epistemología del armario*, ediciones La Tempestad, Barcelona.
- TAGUIEFF, Pierre A. (1995): "Las metamorfosis ideológicas del Racismo y la crisis del



- antirracismo", en ALVITE, Juan P. (comp.) (1995): Racismo, antirracismo e inmigración, Tercera Prensa, Donosti.
- TAMIR, Yael (1993): Liberal Nationalism, Princeton University Press, Princeton, NJ.
 - TAYLOR, Charles (1993): La ética de la autenticidad, Paidós, Barcelona.
 - (1993) "¿Qué principio de identidad colectiva?", La Política nº 3, Paidós, Barcelona.
 - (1997): Argumentos filosóficos, Paidós, Barcelona.
 - TODOROV, Tzvetan (1991): Nosotros y los otros, Siglo XXI, México.
 - URÍA, Paloma (1992): "Igualdad y diferencia en la historia del pensamiento feminista", en Revista Viento Sur, nº 4, Madrid.
 - WALZER, Michael (1996): "La política de la diferencia: estatalidad y tolerancia en un mundo multicultural", Isegoría, nº 14, C.S.I.C., Madrid.
 - YOUNG, Iris Marion (1990): "Imparcialidad y lo cívico público. Algunas implicaciones de las críticas feministas a la teoría moral y política", en BENHABIB, Seyla y CORNELL, Drucilla (eds.) (1992).
 - (1996): "Vida política y diferencia de grupo: una crítica del ideal de ciudadanía universal", en CASTELLS, Carme (1996).

RECOMMENDED LEARNING RESOURCES/TOOLS

Ethics

<http://www.jstor.org/page/journal/ethics/about.html>

The Journal of Ethics: An International Philosophical Review

<http://www.springer.com/social+sciences/applied+ethics/journal/10892>

Theoria. A Journal of Social and Political Theory

<http://journals.berghahnbooks.com/th/>

Isegoria

<http://isegoria.revistas.csic.es/index.php/isegoria>

Revista Internacional de Filosofía Política

<http://e-spacio.uned.es:8080/fedora/get/bibliuned:revistaInternacionalFilosofiaPolitica/demo:Collection/view>

Revista Internacional de Pensamiento Político

<http://www.pensamientopolitico.org/index05.htm>

Foro Interno

<http://revistas.ucm.es/index.php/FOIN>

Revista de Estudios Políticos

<http://www.cepc.es/publicaciones/revistas/revistaselectronicas>

Political Theory

<http://ptx.sagepub.com/>

European Journal of Political Theory

<http://ept.sagepub.com/>

The Journal of Political Philosophy

<http://www.wiley.com/bw/journal.asp?ref=0963-8016&site=1>

Revista Internacional de Filosofía Política

<http://e-spacio.uned.es:8080/fedora/get/bibliuned:revistaInternacionalFilosofiaPolitica/demo:Collection/view>

Contemporary Political Theory

<http://www.palgrave-journals.com/cpt/index.html>

Journal of International Political Theory

<http://www.eupublishing.com/journal/jipt>

Studies in Social and Political Thought

<http://ssptjournal.wordpress.com/>

Journal of Social and Political Thought



<http://www.yorku.ca/spot/jspot/>
Dissent
<http://www.dissentmagazine.org/>
New Left Review
<http://www.newleftreview.org/>
European Journal of Political Theory
<http://ept.sagepub.com/>

TEACHING METHODS

- MD01 - Lecture/exhibition
- MD02 - Discussion and debate sessions
- MD07 - Seminars
- MD08 - Simulation exercises
- MD09 - Analysis of sources and documents
- MD10 - Group work
- MD11 - Individual work

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

For the development of the teaching-learning process, different pedagogical actions will be developed that will allow the students to acquire the programmed competences. The theoretical classes will allow the teacher-student interaction to inform students of the competences and content of the subjects and show their concepts and fundamental theories. The students will develop fundamentally cognitive skills, of great importance so that they begin to develop their Individual and group work, which will be reviewed and structured for a correct orientation of its development in the time allocated to practical classes, supervised works and tutorials. Through these activities will acquire, above all, instrumental skills. The seminars, group work and individual students assignments will revert in the development of generic and attitudinal competences that permeate the entire teaching-learning process. With this, the teaching-learning process will be an active and significant process. The debates raised in classes, seminars and group work will allow students to be active and protagonist of their own learning process.

- Final test based on the theoretical and practical content: 70% of the final grade.
- Individual and in groups assignments. Short comments on articles, videos or other documents: 30% of the final grade

EXTRAORDINARY EXAMINATION DIET

For the development of the teaching-learning process, different pedagogical actions will be developed that will allow the students to acquire the programmed competences. The theoretical classes will allow the teacher-student interaction to inform students of the competences and content of the subjects and show their concepts and fundamental theories. With this, the students will develop fundamentally cognitive skills, of great importance so that they begin to develop their Individual and group work, which will be reviewed and structured for a correct orientation of its development in the time allocated to practical classes, supervised works and tutorials. Through these activities will acquire, above all, instrumental skills. The seminars, group work and individual students assignments will revert in the development of generic and



attitudinal competences that permeate the entire teaching-learning process. With this, the teaching-learning process will be an active and significant process. The debates raised in classes, seminars and group work will allow students to be active and protagonist of their own learning process.

- Final test based on the theoretical and practical content: 70% of the final grade.
- Individual assignments. Short comments on articles, videos or other documents: 30% of the final grade

SINGLE FINAL ASSESSMENT (evaluación única final)

In the cases of a single final evaluation contemplated by the Evaluation and Qualification Standards of the students of the University of Granada (approved in extraordinary session of the Government Council of May 20, 2013), it may include a proof to ensure that the student has acquired all the competences described in this Teaching Guide, an end that -in his case- will be specified in the Teaching Guide of the subject (Please, contact the lecturer for this case)

ADDITIONAL INFORMATION

It is forbidden to plagiarize or copy in documents submitted for evaluation. The students are obliged to observe the elementary rules on the authenticity of the exercises of evaluation and privacy of the same.

Any infraction in this sense will void any right that these rules recognize the student and, in accordance with current legislation, may result in the opening of the file and the corresponding penalty. (Regulation of teaching planning and the organization of examinations of the University of Granada: Title IV, Chapter I, Article 29).

STUDENTS ORIENTATION AND ASSISTANCE: UGR Office for Prevention and Response to Harassment (OPRA): <https://www.ugr.es/info/perfiles/estudiantes/atencion-social-igualdad-inclusion-sostenibilidad/igualdad-prevencion-response-harassment> Unit of Equality and Conciliation of the UGR: <https://viis.ugr.es/areas/igualdad-conciliacion> Gabinete

Psicopedagogico/Unit of Academic Guidance of the UGR: <https://ve.ugr.es/secretariados-y-unidades/orientacion> UGR Student Assistance Service: <https://ve.ugr.es/servicios/asistencia-estudiantil/>

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos \(https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad\)](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

