



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Gender and Feminist Thought: Society Education Culture and Politics - 37936*

*Last update 19-11-2024*

*HU Credits: 4*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 2026*

*Semester: Yearly*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Tanya Zion-Waldoks*

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*Coordinator Office Hours: By personal appointment, coordinated by email*

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Teaching Staff:

Dr. tanya zion-waldoks

Course/Module description:

The course introduces students to foundational texts, inspiring personas, burning issues, and central ways of thought and practice developed by diverse feminisms and the field of gender studies. Broadly, the course examines the multiple meanings of the category "gender" and its complex connections to other power structures such as class, ethnicity, sexuality, religion, nationality, and race; and analyzes the ways these intersecting categories function in shaping, conserving and transforming identities, experiences, structures and power relations in society and culture, and in knowledge production about them. We will discuss phenomena and approaches that relate to the local and global, to past and present, with a special focus on the current Israeli context. The course also enables students to critically examine their own life experiences while connecting with, and challenging, course materials. The course structure merges several lines of inquiry: a theoretical-chronological axis (that showcases central approaches in feminisms and gender studies, with an eye to how these developed historically and in different cultural and geographical areas); a thematic axis (that addresses key issues and approaches in different academic disciplines and areas of social life); a local-personal axis (that accompanies students' personal growth processes in relation to their own life stories, and develops skills needed to investigate questions they are curious about). The content and pedagogical process of this course moves back and forth between the personal and the political, the local and the global, theory and action, and past, present and future.

Please note: In this course, students may also write a seminar paper (according to the course guidelines). Seminar papers are separate from and in addition to the final paper and different grades for each.

Course/Module aims:

The course aims to familiarize students with the world of gender studies and diverse feminisms - to clarify key concepts, introduce central theories and debates. The course will also enable students to reflect critically on their personal life experiences and understanding their connections to wider contexts, including honing their skills to name, analyze, express, challenge and take action.

Learning outcomes - On successful completion of this module, students should be able to:

- Demonstrate an understanding of central approaches in feminisms and gender studies, including identifying their central characteristics, distinguishing between them and their main points of contention
- Utilize gender (and its intersection with other categories and axes of power) as an

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*analytical tool for understanding social, cultural, political and economic structures and how they are organized and justified, locally and globally.*

- To identify connections between the personal and the political and express that through naming phenomena from daily life in their larger social context and vice versa*
- To intelligently apply a variety of critical gendered thought and practices, to challenge inequality, including in relation to students' own personal, familial, communal, and national life experiences.*
- To critically examine claims through a number of different perspectives, including being aware of the limitations of each point of view, its basic assumptions and the lacunae in the existing knowledge.*
- To take a stand regarding the readings and craft your claim clearly while bringing supportive arguments and addressing missing, contradictory information or information that weakens the argument.*
- To draft open questions that challenge the taken for granted, promote further inquiry, stemming from the student's personal interest in and curiosity about the course materials*
- Take responsibility for your own learning*

Attendance requirements(%):

85

*Teaching arrangement and method of instruction: Frontal lectures; active student participation - class discussions, teamwork and individual projects, reflexive writing; guest lecturers; inclusion of cultural materials such as multimedia and archival materials*

Course/Module Content:

- Key concepts (gender as social construct, intersectionality, etc)*
  - Waves and approaches in feminisms (liberal, radical, marxist, cultural, post-colonial, black, Mizrahi, post-modern, religious, transnational etc)*
- As time allows and in line with the interest of the students, we will touch upon some of the following topics:*
- Gender issues in education*
  - Gender issues in knowledge production and research*
  - Gender issues in society, economics and politics*
  - Gender issues in culture, art, and media*
  - Gender issues in law, religion, nationality*
  - Issues in feminist activism*
  - Issues in masculinity studies, LGBT and queer studies*



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Additional Reading Material:

Grading Scheme:

Additional information:

*This course will be primarily conducted frontally in class (with some possible online learning, asynchronous prerecorded lectures, zoom discussions or media materials to be watched independently). The course will be highly interactive and requires active participation and engagement with the materials by students.*

*Attendance and participation in classes are mandatory. When technologically possible classes will be recorded. However, recordings will only be made available to students who had to miss a lesson for justifiable reasons. Permission to watch recordings will be given on a personal basis, contingent on a request to the lecturer, as well as towards the end of the semester for review of the materials prior to submitting assignments.*