

Postgraduate Certificate Feminisms: Debates, Struggles, and Derivatives



Postgraduate Certificate

Feminisms: Debates, Struggles, and Derivatives

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/humanities/postgraduate-certificate/feminisms-debates-struggles-derivatives

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01

Introduction

The understanding of art and the value of beauty for human beings is one of the developments that philosophy can bring to secondary school students. A different perspective that explains some of the inherent aspects of the concept of humanity. This course will provide you with theoretical knowledge in this field and the specific tools for teaching it, within a training program designed for excellence.





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A Postgraduate Certificate that, in just a few weeks, will allow you to master the content of this academic area with the depth of a full Postgraduate Certificate”

The role of philosophy as a consolatory discipline in the face of the ills and misfortunes of this world has always been fundamental, and it also allows us to better understand our nature, actions, morality, and being. Ultimately, philosophy helps us grow as individuals, mature as people, become more responsible citizens, and improve our professional performance.

In this training, you will have the opportunity to access the most important developments in philosophical thought applied to teaching. Through a comprehensive yet specific syllabus, you will acquire the knowledge and routines necessary for teaching this subject or applying it to other areas of your life.

An opportunity designed to add tremendous value to your resume.

It is worth noting that the syllabus will include the participation of a distinguished International Guest Director, who will offer an exhaustive Masterclass.



A prestigious International Guest Director will offer an intensive Masterclass that will delve into the most innovative teaching systems for the instruction of philosophical analysis. In short, philosophy helps us to grow as people, to mature as individuals, to be more responsible citizens and to improve our work performance"

This **Postgraduate Certificate in Feminisms: Debates, Struggles, and Derivatives** contains the most complete and up-to-date program in the market. Its most notable features are:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ The development of practical cases presented by active experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, discussion forums, and knowledge sharing
- ♦ Communication with the instructor and individual reflection assignments
- ♦ Availability of content from any fixed or portable device with internet connection
- ♦ Banks of supplementary documentation available permanently, even after the course
- ♦ Complementary documentation banks permanently available, even after the course

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A Postgraduate Certificate of high quality, which will allow you to learn with the best training program, enjoying the most advanced and interactive online resources”

Our teaching staff is composed of active philosophy professionals and specialists. In this way, we ensure that we meet the objective of providing the training update we aim for. A multidisciplinary team of trained and experienced professionals who will deliver theoretical knowledge efficiently but, above all, will offer practical knowledge derived from their own experience: one of the distinctive qualities of this training.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning courses, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of , comfortable and versatile multimedia tools that will give you the operability you need in your education.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, with the help of an innovative interactive video system, and through the telepractice and learning from an expert systems, you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

With the most specific learning systems, this Postgraduate Certificate will immerse you in practical learning, allowing you to acquire the necessary competencies for easy application.

The world's largest online university, with the most advanced resources in a high-level educational experience.



02 Objectives

The goal of all our teaching courses is to contribute to the improvement of quality in all educational areas. With our Postgraduate Certificate in Feminisms: Debates, Struggles, and Derivatives, this effort reaches excellence with a program designed to make this subject one of the most comprehensive and interesting in the training program of any educator. An exclusive opportunity for teachers to study with the most prestigious online university in the world.



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The goal of this program is to provide you with the necessary teaching skills to bring philosophy, specifically the analysis of femininity, into the secondary school classroom”



General Objectives

- ♦ Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- ♦ Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- ♦ Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- ♦ Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields





Specific Objectives

- ♦ Acquire a critical perspective on how these issues are approached
- ♦ Gain the basic conceptual tools to understand and participate in ongoing debates
- ♦ Clearly distinguish the topics, references, and debates of the period
- ♦ Acquire theoretical tools to navigate these issues and participate confidently in the discussions they enable
- ♦ Equip students with the theoretical and practical capacity to orient themselves in these issues
- ♦ Provide students with the necessary resources to take a politically responsible stance on these matters
- ♦ Equip students with the conceptual and ethical tools needed to guide public and pedagogical action on these topics

03

Course Management

The Postgraduate Certificate in Feminisms: Debates, Struggles, and Derivatives has been designed and developed by a group of experts in this field, with extensive teaching and research experience. Through their guidance, this Postgraduate Certificate will become a remarkable learning experience, with a full guarantee of quality. Total quality guarantee.



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Our teaching approach is based on experience: your own, through our methodology, and that of our instructors, who have extensive experience in the areas they teach”

International Guest Director

Dr. Alexander Carter is a philosopher who has served as **Academic Director of Philosophy and Interdisciplinary Studies** at the Institute of Continuing Education, University of Cambridge. A **specialist in Ethics and creativity theory**, he has designed several models for teaching these areas. He has also supervised undergraduate **research programs** at the Institute and is a Fellow of Fitzwilliam College, where he has helped develop **curricular outlines for Philosophy**. His main interests include the **Philosophy of Wittgenstein**, the **Theology of Simone Weil**, and the **Epistemology of Humor**.

Throughout his career, he has worked in prestigious institutions, where he has balanced her **research** experience with new **teaching methodologies**. In fact, his approach has been developed at the University of Essex, where he has honed his ability to guide people through **philosophical dilemmas**, encouraging **critical and creative thinking**. With over a decade of experience, he has encouraged **reading to adults** of all ages, always promoting the value of **philosophical reflection** in everyday life.

Internationally, Dr. Alexander Carter has been recognized for his unique perspective on **philosophy**, based on the idea of “**serious play**”, in which he investigates the relationship between humor and creative practice. In addition, his ability to generate debate and dialogue has transformed the way philosophers and humanists think and act. Likewise, his Doctorate of **Philosophy** has consolidated his **activism towards philosophy**.

He has also conducted **research** on **freedom** and **fatalism** in **Wittgenstein's** work, and has worked at the **crossing point between humor and creativity**. He has published several **academic articles** and continues to be an influential voice in **contemporary philosophy**, bringing new perspectives to current debates.



Dr. Carter, Alexander

- Director of Philosophy and Interdisciplinary Studies at the University of Cambridge, United Kingdom
- Doctorate of Philosophy from the University of Essex
- Master's Degree in Philosophy and Ancient History from the University of Wales, Swansea and Philosophy from the University of Bristol
- PGCHE - Teaching and Learning in Higher Education from the University of Cambridge

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Thanks to TECH, you will be able to learn with the best professionals in the world"

Management



Dr. Gustavo A. Agüero

- ♦ Researcher and teacher expert in Philosophy and Languages
- ♦ Director of the GRASP 08 Research Group on Comprehension and the relationship between language and thought
- ♦ Teacher in university studies of Philosophy and Languages
- ♦ Doctorate in Philosophy from the University National of Córdoba

Professors

Mr. Amaya, Luis M.

- ♦ Executive Director, Social and Cultural Research Group of Argentina Argentina
- ♦ Professor of Philosophy, Secondary and Higher Education Institute
- ♦ Graduate in Philosophy. National University of Córdoba



04

Structure and Content

The syllabus of the Postgraduate Certificate is designed to gradually cover all the essential topics in learning this subject: from the foundational knowledge of theoretical philosophy to the most current aspects. Ethics in philosophy is broken down in all its dimensions, in a comprehensive approach fully focused on its practical application.



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Incorporate the mastery of this discipline into your CV and push it to a new level of competitiveness”

Module 1. Gender in Question. Feminism(s): Debates, Struggles, and Derivatives

- 1.1. The Value of the Humanities in Human Issues
 - 1.1.1. Why the Humanities Today?
 - 1.1.1.2. Humanities and the Construction of Citizenship
 - 1.1.1.3. Contribution to the Formation of Critical Judgment
 - 1.1.1.4. Nussbaum and Liberal Education
 - 1.1.2. Philosophy and Gender Issues: A Gourmet Pairing
 - 1.1.2.1. Toward a Historical Ontology. Recovering the Enlightened Foucault
 - 1.1.2.2. The Mother of All Sheep: What Is a Human Being?
 - 1.1.2.3. Criteria and Field of Knowledge
 - 1.1.2.4. A Game Played with Rules
 - 1.1.3. Anthropology and Sociology: Addressing Gender Through 'The Social'
 - 1.1.3.1. Archetypes and Cultures
 - 1.1.3.2. From Structuralism to Clinical Sociology
 - 1.1.4. Psychoanalysis: That Unwanted Visit
 - 1.1.4.1. The Bad News to Feminist Narcissism
 - 1.1.4.2. An Epistemology That Unsettles
 - 1.1.4.3. Freud's Machismo and the Word of the Voiceless
 - 1.1.4.4. Lacan and 'The Hetero'
 - 1.1.4.5. The Feminine and the Queer
 - 1.1.5. Transdisciplinary and Toolbox
 - 1.1.6. What Type of Epistemology for What Type of Issues?
 - 1.1.6.1. Knowledge, From Where?
 - 1.1.6.2. Knowledge and Power: There Is Nothing Outside the Political
 - 1.1.6.3. The Question of Ideology
 - 1.1.6.4. Can Feminism Become Dogmatic?
 - 1.1.7. Knowledge, Colonization, and Decolonization
 - 1.1.7.1. White, Academic, European Women
 - 1.1.7.2. Mestizas, Black, On the Margins
 - 1.1.7.2.1. Cucicanqui: That Interpellation in the Shoe
 - 1.1.7.3. From Fanon to Boaventura de Sousa Santos
 - 1.1.7.3.1. How Does One Think from 'Non-being'?
 - 1.1.7.3.2. What Are the Epistemologies of the South?
 - 1.1.8. What Is a Subject?
 - 1.1.8.1. Subject, Philosophy, and Psychoanalysis
 - 1.1.8.2. Subject and Heteronomy
 - 1.1.8.3. Subject and Autonomy
 - 1.1.8.4. Subject and Freedom
 - 1.1.8.5. Subject and Critical Faculty
 - 1.1.9. What Are Subjectivities?
 - 1.1.9.1. The Structuring and the Structured: That Key Distinction
 - 1.1.9.2. Ethos and Contemporary Issues
 - 1.1.9.2.1. Historical Time and Subjectivity
 - 1.1.9.2.2. Thinking and Being Thought
 - 1.1.9.2.3. No One Is 'Completely' Lucid
 - 1.1.9.3. Mathemas, Representations, and Ways of Being and Doing
 - 1.1.10. Our Time. Slippery and Thorny Etchings
 - 1.1.10.1. The Show of the Self
 - 1.1.10.2. The (Own) Image and Existence
 - 1.1.10.2.1. Is There Life Outside of Individualism?
 - 1.1.10.2.2. When Does an 'Individual' Reveal Themselves?
 - 1.1.10.3. Narcissisms on Demand
 - 1.1.10.4. A 'Full' Freedom
- 1.2. Around the Gender Perspective
 - 1.2.1. What Do We Mean When We Talk About Gender Perspective?
 - 1.2.2. From Women's Studies to Gender Studies
 - 1.2.3. The World Through a Gender Lens
 - 1.2.3.1. New Categories for Old Practices
 - 1.2.3.2. The Thousand Faces of (Non-violent) Violence
 - 1.2.3.3. Making Oppression Visible
 - 1.2.3.4. Can Everything Be Interpreted Through This Lens?
 - 1.2.4. Patriarchy and Hegemonic Masculinity
 - 1.2.4.1. Masculinity Studies
 - 1.2.4.2. Between Man and Masculine
 - 1.2.4.3. The Meaning of Masculinity for Social Analysis

- 1.2.5. The Mandates of Hegemonic Masculinity
- 1.2.6. Gender Stereotypes
 - 1.2.6.1. Performative Representations
- 1.2.7. Gender Socialization
 - 1.2.7.1. Forms of Connection
- 1.2.8. Gender Expectations
 - 1.2.8.1. Future Illusions
- 1.2.9. Violence
 - 1.2.9.1. Collective, Self-inflicted, and Interpersonal
 - 1.2.9.2. Against Women: Sexual, Psychological, Economic and Property, Symbolic.
 - 1.2.9.3. Against Men for Being Men
 - 1.2.9.4. Beyond All Reason: Ubiquity as a Defining Trait
- 1.3. Analysis of Feminisms: First Wave
 - 1.3.1. First Wave
 - 1.3.1.1. Debates and Discussions
 - 1.3.2. Enlightened Feminism
 - 1.3.2.1. Discourses and Criticisms
 - 1.3.3. Critique of the Female Condition
 - 1.3.4. Attribution of the Feminine Condition
 - 1.3.4.1. Redefining Femininity: A New Perspective on the Condition
 - 1.3.5. Civil Rights in Question
 - 1.3.5.1. Towards the Recognition of a Political Subject
 - 1.3.6. Around Power: Sexes and Social Relations
 - 1.3.6.1. The Dispute over Public Space
 - 1.3.7. The Controversy of the Masters of Knowledge
 - 1.3.7.1. The Dispute over Naming and Truth
 - 1.3.8. Controversy with the Masters of Wealth
 - 1.3.8.1. The Dispute over Wealth Distribution and the Double Domination of the System
 - 1.3.9. Intellectual References: Olympe de Gouges, Mary Wollstonecraft, Poullain de la Barre
- 1.4. Analysis of Feminisms: Second Wave
 - 1.4.1. Suffragism
 - 1.4.1.1. Civil Rights, a Fundamental Step
 - 1.4.1.2. Forms, Participation, and Democratic Play
 - 1.4.2. Seneca Falls Declaration of Sentiments: Ecce Mulier
 - 1.4.3. Towards Full Citizenship
 - 1.4.3.1. Becoming a Political Subject in Advanced Industrial Societies
 - 1.4.4. The Emergence of the Popular Classes
 - 1.4.4.1. Expansion of Citizenship, Mass Societies, and Containment Walls in a Bipolar World
 - 1.4.5. Inequalities in Fact and Law
 - 1.4.6. Family, Sexuality and Work
 - 1.4.6.1. Interrogating a Structure
 - 1.4.6.2. The Liberal Understanding
 - 1.4.6.3. The Historical Understanding
 - 1.4.7. Reference Work: The Forms of Subjugation, John Stuart Mill and Harriet Taylor
 - 1.4.8. Betty Friedan and The Feminine Mystique
 - 1.4.9. Shulamith Firestone and The Dialectic of Relationships
 - 1.4.10. Simone de Beauvoir and The Second Sex
- 1.5. Analysis of Feminisms: Third Wave
 - 1.5.1. The Agitated '60s, 'Libertarian Revolutions'
 - 1.5.1.1. May 1968 and Its Impact on Culture
 - 1.5.1.2. The Name of the Father
 - 1.5.2. The Transmutation of All Values
 - 1.5.3. A Libertarian Morality Among Liberals
 - 1.5.3.1. Is That a Revolution?
 - 1.5.3.2. The Libertarian Condition and the Misfits
 - 1.5.3.3. Derivations and Contingency

- 1.5.4. The Private as Political
- 1.5.5. The Politicization of Desire
 - 1.5.5.1. Desire, Politics, and New Normativity
 - 1.5.5.2. Is Every Desire Political?
 - 1.5.5.3. Is Every Desire Truth?
- 1.5.6. Desnaturalize / Politicize / Resignify
- 1.5.7. A New Epistemology
 - 1.5.7.1. We Are No Longer What We Were...
 - 1.5.7.2. New Categories for the 'Openness' of the Condition
 - 1.5.7.3. Thinking (oneself) Without a Telos
- 1.5.8. A Constructivist Anthropology
- 1.5.9. Structuralism, Post-Structuralism and Beyond
- 1.5.10. Butler and Identities
- 1.6. Analysis of Feminisms: Fourth Wave
 - 1.6.1. Since When and Why. A Necessary Justification
 - 1.6.2. Postmodernism and Post-Structuralism
 - 1.6.2.1. Deconstruct, Decenter, Dislocate
 - 1.6.2.2. Shattering Signifiers...
 - 1.6.3. The Radicalization of the Political
 - 1.6.3.1. Everything Is Political
 - 1.6.3.2. And Contingency?
 - 1.6.3.3. Declared Enemies
 - 1.6.4. Sorority as a Battering Ram
 - 1.6.4.1. Sorority and Empathy
 - 1.6.4.2. Sorority and Truth
 - 1.6.4.3. Is Everything Sorority?
 - 1.6.5. What Is the Need for Identities? Beyond...
 - 1.6.6. Science as an Ally
 - 1.6.7. Cyborgs
 - 1.6.8. Queers
 - 1.6.9. Sorority as a Battering Ram
 - 1.6.10. Preciado and What the Countersexual Manifesto Represents
- 1.7. Contemporary Debates
 - 1.7.1. Contemporary Debates
 - 1.7.1.1. How Are Differences Conceived?
 - 1.7.1.2. How Are Identities Formulated?
 - 1.7.1.3. How Is Intervention in the Body Understood?
 - 1.7.1.4. Parenthoods. New Approaches: New Truths?
 - 1.7.2. The Emergence of Radicalism. Political Postulates in Gender Discourse
 - 1.7.3. Scientific Discourse and Nomadic Identities
 - 1.7.4. Gender Discourse and Freedoms: Approaches from Philosophy
 - 1.7.5. Patriarchy—Still Present Today? In What Forms? A Reflection
 - 1.7.6. What Is Pedagogy Based on Cruelty?
 - 1.7.7. Conflict and Violence Analysis: Eliminating the Other
 - 1.7.8. Punitiveness and "Death to Males"
 - 1.7.9. The Denial of Sexual Difference
 - 1.7.10. Feminisms, Epochs and Subjectivities
- 1.8. Debates and Struggles
 - 1.8.1. Towards 'The Revolution'. A New Utopia?
 - 1.8.2. Revolution, Emancipation, Rebellion. Much More than Random Signifiers
 - 1.8.3. Capitalist Discourse and Contestation/Subsumption Practices
 - 1.8.4. Liberation, Freedom and Gender
 - 1.8.5. Does Feminism(s) Understand Sexuality?
 - 1.8.6. Epoch, Revolt and the Voice of the Master
 - 1.8.7. Can any Feminism(s) become Segregationist?
 - 1.8.8. What Kind of Epistemologies for What Kind of Struggles?



- 1.9. Derivatives
 - 1.9.1. Voluntary Interruption of Pregnancy: Legalization and Counter-Offensive
 - 1.9.2. Me Too: Corporate Sorority?
 - 1.9.3. Agenda, What Agenda? What Is at Stake?
 - 1.9.4. Public Protests and Public Lynchings: Does the End Justify the Means?
 - 1.9.5. On the Risk of 'Being Talked About'
 - 1.9.6. Battlefield and Strategies
 - 1.9.7. Hegemony and Legitimacy.
 - 1.9.8. Is There a Scientific Feminism?
 - 1.9.10. Institutionalization of Conflict and the Party System
- 1.10. By Way of (In)Conclusion
 - 1.10.1. Gender and 'Attitude in Modernity', from Foucault to Kant
 - 1.10.2. Abandon the Enlightenment?
 - 1.10.3. Why an Ontogenesis for Politics Would Be Necessary
 - 1.10.4. Is a Feminist Policy beyond Possible Normativity?
 - 1.10.5. To Foreclose or Not to Foreclose—That Is the Question
 - 1.10.6. Of Dead Dogs and their Howling: From Freud to Lacan
 - 1.10.7. A Necessary Debate on Manhood
 - 1.10.8. The Risks of Postulating Posthuman Extremes
 - 1.10.9. In the Meantime... What to Do with the Victims?

05 Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

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*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

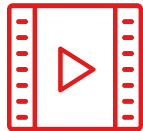
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

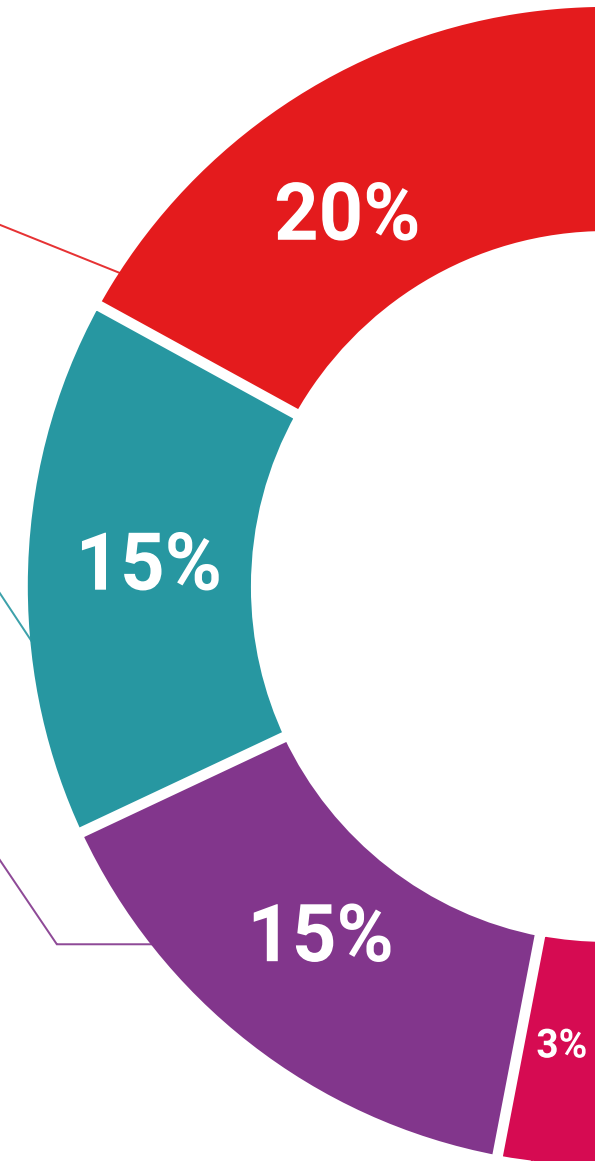
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

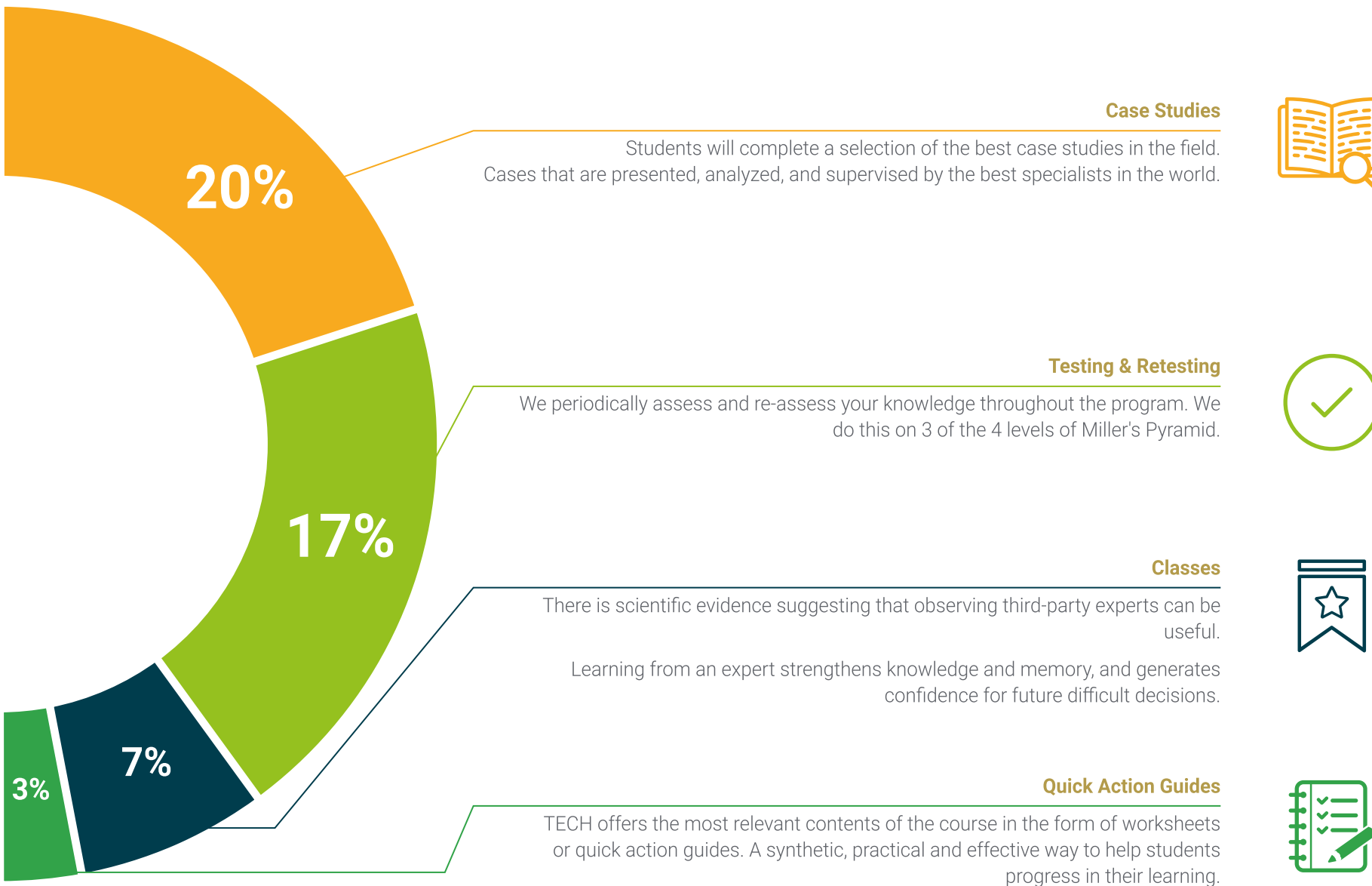
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





06 Certificate

The Postgraduate Certificate in Feminisms: Debates, Struggles, and Derivatives guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



“

Include in your training a Postgraduate Certificate in Civics, Gender, and Politics: an advanced qualification that adds significant value to the career of any philosophy professional”

This private qualification will allow you to obtain a **Postgraduate Certificate in Feminisms: Debates, Struggles** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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Title: **Postgraduate Certificate in Feminisms: Debates, Struggles**

Modality: **online**

Duration: **6 weeks**

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Postgraduate Certificate Feminisms: Debates, Struggles, and Derivatives

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- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Feminisms: Debates, Struggles, and Derivatives

