

Domestic Work and Everyday Life

Code: 101150
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OT	4	0

Contact

Name: Pilar Carrasquer Oto
Email: Pilar.Carrasquer@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

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Objectives and Contextualisation

The focus of the course is the gender perspective in work and labour studies. In particular, the subject is oriented to the study of those activities that the concept of work, built under industrialization, forgets or does not consider sufficiently relevant. In particular, it focuses his attention on the analysis of Domestic and Care work, and its impact on Labour activity and the Everyday life of both genres.

The main objective is to show:

- First of all, all those subjects, those activities, scenarios and social imaginaries that have to do with this type of work.
- Secondly, all the aspects that explain the incidence of work in everyday life, in welfare societies.

Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Assessing the contributions of sociological approaches to the study of culture, education, interaction between society and environment, social policy, and work.
- Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Effectively communicating the basic analysis of social phenomena in an elementary level of English.
- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of assessing the quality of their own work.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Learning Outcomes

1. Comparing the meanings of several theoretical approaches about labour, employment and industrial relations.
2. Comparing the reading of labour, employment and industrial relations from several ideologies of the social reality of Spain and Catalonia.
3. Defining the sociological concepts that interpret labour, employment and industrial relations.
4. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
5. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
6. Developing self-learning strategies.
7. Distinguishing sociological concepts about labour, employment and industrial relations adopted by the actors involved in these policies and conflicts.
8. Distinguishing sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse labour.
9. Distinguishing the explanations of labour inequalities between classes, between genders and between ethnic groups that these actors take for granted.
10. Distinguishing the underlying relationships of employment, labour and collective bargaining of specific policies or conflicts.
11. Effectively communicating the basic analysis of social phenomena in an elementary level of English.
12. Expressing the debates regarding these approaches, that refer to labour.
13. Generating innovative and competitive proposals in research and professional activity.
14. Identifying the social interpretations of work according with these approaches.
15. Identifying the underlying social phenomena of labour policies and conflicts.
16. Relating the concepts, methods and techniques used to analyse labour with general theoretical and methodological debates.
17. Relating the debates regarding these approaches, that refer to labour, with the historical context in which they emerged.
18. Relating the explanations of labour inequalities with general theoretical and methodological debates.
19. Relating them with the debates about capitalism, power and inequality.
20. Respecting the diversity and plurality of ideas, people and situations.
21. Searching for documentary sources starting from concepts.
22. Students must be capable of assessing the quality of their own work.
23. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Content

1. First conceptual clarifications- The concept of work- Work as the center of the project of life- Work and everyday life.- Presences and absences in work and everyday life.
2. Historical origins of domestic labor. Women's work activity in capitalism- Social imaginaries on women's work.
3. Epistemological origins of domestic labor. The debate on domestic labor- The sexual division of labor - The

reproduction of labor force. Reproductive factors.

4. Reconceptualization of work.- Domestic and family work.- The theoretical perspective of production / reproduction.- The twofold presence.- Female ambiguity in relation to work

5. The empirical analysis of work. - Gender inequalities in the labor market.- Female occupational segregation.- Female labor discrimination. - Gender inequalities and total workload.

6. Dimensions and possibilities of measurement of domestic and family work- The economic quantification- The measurement through the use of time. - The everyday life.

7. Work, time and everyday life. -The uses of time. -The sexual structure of everyday life. -The symbolic representations on men and women time. -

8. Public policies -Reconciling work and family life. - Time policies. -The future of social needs and the emergence of care work.

Methodology

The training activities are of three types:

- autonomous activities will involve reading and understanding texts individually (according to mandatory readings and the bibliography of the program) and sharing in small groups of 3 people. These activities also include the development of two individual writings and a group research paper that make up a very important part of the ongoing evaluation (see the evaluation section of this Teaching Guide).
- The activities directed will consist of the active presence to the theoretical sessions and the activities of understanding concepts that will be developed in the classroom.
- Supervised activities will include both group presentations in practical sessions and the corresponding classroom discussion. In this case, the schedule of practical sessions, the list of mandatory readings and the schedule of deliveries will be available on the Virtual Campus. Topics will be assigned to the start of the course. Research should also be prepared and drafted as a group.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and classroom comprehension activities	24	0.96	2, 1, 3, 5, 9, 7, 8, 10, 12, 15, 14, 16, 17, 18, 19
Type: Supervised			
Discussions in the classroom	18	0.72	22, 6, 5
Presentations and practical sessions in the classroom	18	0.72	22, 21, 11, 3, 4, 6, 5, 7, 12, 13, 23, 17, 19, 20
Type: Autonomous			
Reading of texts	55	2.2	2, 1, 11, 3, 4, 6, 5, 9, 7, 8, 10, 12, 13, 23, 15, 14, 16, 17, 18, 19, 20
Writing and preparation of two individual essays and a group research work	28	1.12	

Assessment

The course will be evaluated in a continuous way.

The evaluation includes 3 types of activities, detailed below:

1) a group work (3 people) (20% final mark).

2) Two individual essays, corresponding to the two blocks of the programme (1500 words, each; 2 subject readings, minimum; 30% of the final grade, each).

3) Seminars (attendance and implementation of practices, group, 20% final mark).

The details of the activities will be available on the virtual campus. To make the average of the grades you will need to have a minimum of 5 in both rehearsals and group work. Reassessment Students will be able to revise and re-deliver the two individual essays on the day provided by the faculty for the final exam of the subject, which will also be the delivery date of the final project. Seminars and group work will not be re-evaluated.

In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of those students who have been enrolled before may consist of a single synthesis examination. The students who wish to be evaluated this way should contact the professor at the beginning of the semester.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Research group work	20%	2	0.08	22, 21, 2, 1, 11, 3, 4, 5, 9, 7, 10, 12, 13, 15, 14, 17, 18, 19, 20
Seminars	20%	3	0.12	21, 1, 11, 3, 4, 5, 9, 7, 8, 10, 12, 23, 14, 16, 18, 19, 20
Two individual papers	30% (each)	2	0.08	22, 21, 2, 1, 3, 4, 6, 5, 9, 7, 8, 10, 12, 23, 14, 16, 17, 18, 19, 20

Bibliography

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