

**Anthropology of Sex/Gender Systems**

Code: 101252  
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

Name: Maria Bruna Alvarez Mora  
Email: MariaBruna.Alvarez@uab.cat

**Use of Languages**

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: Yes

**Other comments on languages**

Se recomienda tener un nivel de lectura alto

**Teachers**

Estel Malgosa Gasol  
Laia Narciso Pedro

**Prerequisites**

There are no pre- requisites

**Objectives and Contextualisation**

Third year course of the Degree in Social and Cultural Anthropology, it is taught during the first semester and is part of the subject "General areas of Anthropology."

This subject:

Develops anthropological theory and the analysis of cultural diversity in sex / gender systems.

Criticizes scientific androcentrism and reviews assumptions, concepts and theories, incorporating the gender perspective and feminist research into the social sciences.

It applies the disciplinary knowledge to the identification and the study of the socio-cultural reality linked to the current debates on gender.

This is done by approaching:

Feminist criticism and anthropology: presentation of empirical revisions, theoretical and methodological innovations that gender studies have contributed to classical Social and Cultural Anthropology: ethno-androcentrism, sexism and / or masculinism.

Changes in perspective and related key concepts: from studies on universal women to culturally diverse gender relations.

Debates on gender and status. The knowledge and analysis of the dichotomies, nature / culture, public / private and production / reproduction, and their relation to differences and inequalities.

Relationship and analysis of gender, class, "race" and ethnicity categories.

## OBJECTIVES

At the end of the course the student will be able to:

Identify the transcultural variability of sex / gender systems and know the anthropological theory linked to this question.

Understand sociocultural constructions linked to sex, gender and sexual identity. Apply anthropological knowledge to current socio-cultural problems.

## Competences

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

## Learning Outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Applying the basic concepts of Social and Cultural Anthropology to the understanding of relationships between various societies and cultures.
3. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
4. Identifying main and supporting ideas and expressing them with linguistic correctness.
5. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
6. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
7. Interpreting the cultural diversity through ethnography.
8. Interpreting today's main events from physical, economic, social and cultural diversity.
9. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
10. Summarizing the characteristics of a written text in accordance to its communicative purposes.
11. Theoretically analysing ethnographic examples of cultural diversity in the fields of education, gender and inclusion-exclusion systems.

## Content

- Words, discourses and social constructions of gender

- Anthropology of sex/gender systems
- Sex and gender, gender and sexuality, sex and sexuality
- The social construction of women's alterity. Anthropology and feminism.
- Gender, nature and culture
- Gender, productive and reproductive work
- Public and private spaces
- Anthropology of masculinities
- Gender and powers
- Sex/race, gender/ethnicity, age, disabled: intersectionality
- Gender and violences

## **Methodology**

This Teaching Guide contains all the information related to the subject, none of which can be modified during the course. Each group has a detailed programme that will be delivered at the beginning of the course, with compulsory bibliography, and the detailed instructions of the evaluation activities, described in this Teaching Guide.

The protagonist of the teaching-learning process is the student and under this premise a methodology based on the continuous work has been planned.

### About the sessions:

The subject will be developed through face-to-face sessions, supervised and self-employed.

The face-to-face sessions will always be carried out with the entire class group and will be devoted to the presentation of the contents of the subject by faculty and professionals invited, according to the calendar included in the present Teaching Guide, with the active participation of the student group. In their analysis and discussion, sometimes in small groups so these sessions always involve a prior or later autonomous work.

Autonomous work includes activities such as reading and the comprehensive and analytical study of texts, the comprehensive and analytical vision of audio-visual materials, the search of bibliographic references, the recession of information, observation and writing, among others.

Supervised sessions will be on-site or virtual (with an appointment) specially aimed at contributing to the follow-up of the subject and carrying out the assessment activities

### About the communication:

The communication will be done through Moodle.

### About the mentoring:

The mentoring sessions will be held at the following office:

- Teachers Bruna Alvarez y Estel Malgosa

Bruna Alvarez: Despacho B9-233 (Edificio B, 2º piso, Departamento de Antropología)

Estel Malgosa: Despacho B9-217 (Edificio B, 2º piso, Departamento de Antropología)

Los lunes de 14:45-16:45 y miércoles de 11:00-13:30 (concertadas por correo electrónico)

- Teacher Laia Narciso: to be confirmed.

About the writing assignments:

- *Form and Formatting Aspects:* all written works must be submitted

- Through Moodle
- Identified with the NIU
- In Word format
- With the page number
- Indicating the total number of words In Catalan, Spanish or English
- Without spelling and / or grammatical errors
- With citations, notes, references and bibliography in APA format

- *Correction criteria:*

- Quality of the presentation, format, writing and bibliographical references in APA
- Comprehension, amplitude and depth of the analysis of the bibliography, presentations and viewings and their relation with the concepts of the course.
- Presentation of an articulated text through a coherent and academic-based argumentation.
- Linkage of presentations, bibliographies and / or views with ethnographic examples from the press, own experience or ethnographic observation.

- *Scale of qualification:*

To what extent have the objectives indicated in the qualification criteria been achieved?

- 0: Out of deadline or Moodle without accredited justification
- 1-4.9: delivery not based on the required analysis materials in each case or based only on a description or summary of the proposed materials
- 5-6.9: delivery based only on the articulation of the required material analysis
- 7-8.9: delivery based on the proposed materials incorporating additional materials or ethnographic examples -experience, press, observation-
- 9-10: delivery based on the proposed materials incorporating additional materials and ethnographic examples -experience, press, observation-

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Preparation in the classroom of evaluation activities	2	0.08	
Theoretical and practical sessions in large group	16	0.64	

Visionaries and conferences in large group	12	0.48
Type: Supervised		
Classroom evaluation activities	1.5	0.06
Individual and / or group tutorials (face to face and / or virtual)	2	0.08
Type: Autonomous		
Observations, in groups and individuals	10	0.4
Reading, analysis, preparation and writing of individual and group works and study	45	1.8

## Assessment

The evaluation of the subject is understood as a continuous process that extends during the lecture period and is developed through 3 (three) activities.

### Activity 1: Commentary (30%)

Delivery of a critic essay linking 3 texts proposed in the course programme.

### Activity 2: Presentation in group (30%)

Oral presentation in class of a maximum of 10 minutes in groups of three people of an analysis work of a minimum of 10 hours of participant observation or/and audiovisual material chosen by the students, 2 readings to choose between the options proposed in this teaching guide, composed of a compulsory reading and an additional reading, and one extra reading freely chosen. Each reading option can be chosen by only 1 group of students.

This activity is divided in three deliveries:

- A script of the presentation showing the readings and the audiovisual material or participant observation chosen and the reasons why you chose them (20% of the qualification)
- Power point or prezzi of the oral presentation (10% of the qualification)
- Oral presentation (60% of the qualification divided in 40% grade assigned by the teaching staff and 20% grade assigned by the students through the co-evaluation)

### Test (40%)

Individual written test in class on the content of lectures, including compulsory readings, presentations and related viewings

Evaluation normativity:

- "To be considered as having passed the subject, you will need to obtain a minimum grade of 5.0 as an average grade resulting from the marks obtained in each of the activities, considering the percentage of each of them in the final grade."
- "Once the subject has been passed, it cannot be subject to a new evaluation."

- Those who for "attendance at meetings of the collegiate bodies of university representation or other reasons provided for in their respective regulations" [...] "cannot attend programmed evaluation activities at any time, they have the right to be programmed a different day and time for its realization".

- Those who participate in the different assessment activities and they need it, they will receive a justification document for this participation.

- The ones who carry out any irregularity that can lead to a significant variation of the qualification of an evaluation activity, this and the whole subject will be qualified with 0, regardless of the disciplinary process that can be instructed.

- The copy or plagiarism, both in the case of the works and in the case of examinations, constitutes a crime that will be sanctioned with 0 (zero) to the activity, loss of the right to re-evaluate and the entire subject will be failed. Remember that a work that reproduces all or a part of the work of a partner is considered a "copy". "Plagiarism" is to present all or part of an author's text as its own, without mentioning the sources, either on paper or in digital format. See UAB documentation on "plagiarism" at:

[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

- The delivery of evaluation activities 2 days outside the deadline will have a maximum grade of 8. Between 2 and 7 days, the maximum grade will be 5.

#### About the re-evaluation

They can re-evaluate those who:

- Have obtained an average grade of the 3 (three) activities of at least 3.5

- The re-evaluation will consist of a single test and will take place between on the day, time and place programmed by the Faculty.

- The mark obtained in the re-evaluation will constitute the final grade of the subject.

#### Evaluation in case of virtual teaching

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
10 min. grupal presentation on 10 hours audiovisual material or participant observation and 2 articles	30%	27	1.08	11, 2, 4, 10, 9
Critic essay linking three compulsory texts	30%	28	1.12	1, 3, 5, 6, 8
Written test on the compulsory bibliography, invited conferences and the lectures	40%	6.5	0.26	11, 5, 6, 4, 7

## Bibliography

## General Readings

- Aixelà Cabré, Y. (2005). *Género y antropología social*. Sevilla: Editorial Doble J.
- Essed. Ph., Goldberg, T. & Kobayashi, A. (2009). *A companion to Gender Studies*. Oxford: Wiley-Blackwell.
- Fausto-Sterling, A. [2000] (2006). *Cuerpos sexuados. La política de género y la construcción de la sexualidad*. Barcelona: Editorial Melusina.
- Héritier, F. (1996). *Masculino/Femenino. El pensamiento de la diferencia*. Barcelona: Ariel.
- Lewin, E. (2006). *Feminist Anthropology. A Reader*. Oxford: Blackwell.
- Lancaster, R. & di Leonardo, M. (eds.) (1997). *The Gender/Sexuality Reader: Culture, History, Political Economy*. London: Routledge.
- Laqueur, T. (1994). *La construcción del sexo. Cuerpo y género desde los griegos hasta Freud*. Madrid: Cátedra/Universidad de Valencia (Serie Feminismos).
- Martín Casares, A. (2006). *Antropología del Género. Culturas, mitos y estereotipos sexuales*. Madrid: Cátedra.
- Moncó, Beatriz. (2011). *Antropología del género*. Madrid: Síntesis.
- Moore, H. [1988] (1991). *Antropología y feminismo*. Madrid: Cátedra.

## Recomended Readings

- Bennett, L. R. & Davies, S. G. (eds.) (2015). *Sex and sexualities in contemporary Indonesia. Sexual Politics, Health, Diversity and Representations*. New York: Routledge.
- Bernstein, E. & Jajobsen J. R. (2012/2013). Introduction. *The Scholar and Feminist Online* 11.1-11.2: Gender, Justice, and Neoliberal Transformations.
- Bourdieu, Pierre. (2008). *La dominación masculina*. Madrid: Anagrama
- Brodkin, K. (2006). Toward a Unified Theory of Class, Race, and Gender. In Lewin E. (ed.). *Feminist Anthropology. A Reader*. (p. 129-146). Oxford: Blackwell.
- Butler, J. [2004] (s/f). El parentesco es de antemano heterosexual? *Debate Feminista* 3-35.
- Castells, M. & Subirats, M. (2008). *Mujeres y hombres. ¿Un amor imposible?* Madrid: Alianza.
- Coll-Planas, G. et al. (2008). Cuestiones sin resolver en la Ley integral de medidas contra la violencia de género: las distinciones entre sexo y género, y entre violencia y agresión, *Papers* 87:187-204.
- Constable, Nicole. (2009). The Commodification of Intimacy: Marriage, Sex, and Reproductive Labor, *Annual Review of Anthropology* 38:49-64.
- Cruz, C. [2006] (2010). Financiación para el desarrollo, género y derechos de las mujeres, En Maquieira, V. ed. *Mujeres, globalización y derechos humanos* (p. 425-476). Madrid: Cátedra.
- Faur, E. (2005). Masculinidades y familias. En Di Marco, G. coord. (2005). *Democratización de las familias* (p. 91-110). Buenos Aires: UNICEF.
- Fitó, Carme (2010). *Identidad, cuerpo y parentesco. Etnografía sobre la experiencia de la infertilidad y la reproducción asistida en Cataluña*. Barcelona: Bellaterra.
- Foucault, M. [1976] (1991). *The History of Sexuality I. La voluntad de saber*. México: Siglo XXI.
- Ginsburg, F. (2006). Procreation Stories: Reproduction, Nurture, and Procreation in Life Narratives of Abortion Activists. In Lewin E. *Feminist Anthropology. A Reader* (p. 235-249). Oxford: Blackwell.

- Ginsburg, F. & Rapp, R. (1991). The politics of reproduction, *Annual Review of Anthropology* 20:311-343.
- Ginsburg, F. & Rapp, (1995). Introduction. Conceiving the New World Order. En Ginsberg, F. & Rapp, eds. *Conceiving the NewWorld Order: The Global Politics of Reproduction* (p. 1-13). Berkeley: University of California Press.
- Héritier, F. (1996). *Masculino/Femenino.El pensamiento de la diferencia*.Barcelona: Ariel.
- Inhorn, M. C. & D. Birenbaum-Carmelli. (2008). Assisted Reproductive Technologies and Cultural Change, *Annual Review Anthropology* 37:177-196.
- King, Diane E. &Stone, Linda (2010). Lineal masculinity: Gendered memory within patriliney, *American Ethnologist* 37(2):323-336.
- Krause, E. L. (2012). "They Just Happened". The curious case of the Unplanned Baby, Italian low fertility, and the "end" of rationality. *Medical Anthropology Quarterly* 26(3):361-382.
- Krause E. & De Zordo, S. (2012). Introduction. Ethnography and biopolitics: tracing 'rationalities' of reproduction across the north-south divide. *Anthropology & Medicine* 19(2):137-151.
- Lamas, M. (2004). Violencia simbólica, mujeres y prostitución, En Marquina Espinosa, A. (comp.). *El ayer y el hoy: Lecturas de Antropología Política. Volumen II. El futuro* (p. 453-466). Madrid: UNED ediciones.
- Lewellen, T. (2006). *Género y poder, Introducción a la Antropología Política*. Barcelona: Bellaterra.
- Lombardo. E. & Bustelo, M. [2007] (2009). Los 'marcos interpretativos' de las políticas de igualdad en España y Europa: conclusiones, En Bustelo, M. & Lombardo. E. eds. *Políticas de igualdad en España y en Europa* (p. 161-196). Madrid: Cátedra.
- Mahmood, S. [2008] (2011). Teoría feminista y el agente social dócil: algunas reflexiones sobre el renacimiento islámico en Egipto, En Suárez Navas L. & Hernández, R. A. *Descolonizando el feminismo. Teorías y prácticas desde los márgenes* (p. 165-222). Madrid: Cátedra.
- Marchesi, M. (2012). Reproducing Italians: contested biopolitics in the age of 'replacement anxiety". *Anthropology &Medicine* 19(2):171-188.
- Markens, S. (2007). *Surrogate Motherhood and the Politics ofReproduction*. Berkeley: University of California Press.
- Markens, S. (2010/2011). Interrogating Narratives about the Global Surrogacy Market. *The Scholar and Feminist Online*, 9.1-9.2: Critical Conceptions: Technology, Justice, and the Global Reproduction Market.
- Marre, D. (2009). Los silencios de la adopción en España. *Revista de Antropología Social* 19: 97-126.
- Mishtal, J. (2014). Reproductive Governance in the New Europe. Competing Visions of Morality, Sovereignty and Supranational Policy. *Anthropological Journal of European Culture* 23(1):59-76.
- Mishtal, J. (2012). Irrational non-reproduction? The 'dying nation' and the postsocialist logics of declining motherhood in Poland. *Anthropology & Medicine* 19(2):153-169.
- Moore, H. [1988] (1991). *Antropología y feminismo*. Madrid: Cátedra.
- Moore, Lisa J. (2002). Extracting Men from Semen. Masculinity in Scientific Representations of Sperm, *Social Text* 73(20): 4, 91-119.
- Morgan. L. & Roberts, E. (2012). Reproductive governance in Latin America. *Anthropology & Medicine* 19(2):241-254.
- Morris, R. (1995). All Made Up: Performance Theory and the New Anthropology of Sex and Gender. *Annual Review of Anthropology* 24:567-592.



Rorty, R. [1990] (1993). *Feminismo y pragmatismo*. Presentado en el Ciclo de Conferencias Tanner sobre Valores Humanos en la Universidad de Michigan (7 de diciembre de 1990). Versión castellana de Martha Hernández. Revisada por María Pía Lara. RIFP / 2: 37-62.

Rosaldo, M. (1974). *Mujer, cultura y sociedad: Una visión teórica*, En Harris, Olivia y Kate Young, comp.. *Antropología y feminismo* (p. 153-181). Barcelona: Anagrama.

Scott, J. [1986] (1990). *El género, una categoría útil para el análisis histórico*, En Lamas, Marta Compiladora. *El género: la construcción cultural de la diferencia sexual* (p. 265-302). México: PUEG.

Stolcke, V. (1996). *Antropología del género. El cómo y el por qué de las mujeres*, En Prat, J. & A. Martínez (eds). *Ensayos de Antropología Cultural. Homenaje a Claudio Esteva-Fabregat* (p. 335-344). Barcelona: Editorial Ariel.

Touraine, Alain. (2007). *El mundo de las mujeres*. Barcelona: Paidós.

Wacquant, LJD. (1995). *The Pugilistic Point of View: How Boxers Think and Feel about Their Trade*. *Theory and Society* 24(4):489-535.

Walley Ch. J. (2006). *Searching for "Voices": Feminism, Anthropology, and the Global Debates over Female Genital Operations*, Lewin E. (2006). *Feminist Anthropology. A Reader* (p. 333-357). Oxford: Blackwell.

Yanagisako, Silvia J. y Collier, Jane F. (1987), *Toward an Unified Analysis of Gender and Kinship*, En Collier, Jane F. y Yanagisako, Silvia J. (eds.). *Gender and Kinship. Essays toward a Unified Analysis* (14-50). Standford: Standford University Press.

Zaretsky, Eli (2001). *Bisexualidad, capitalismo y el ambivalente legado del psicoanálisis*. *New Left Review* 8:92-117.

#### Recomended Visual materials

Armengou, M. & Belis, R. (2002). *Els nens perduts del franquisme*, Parte 1, Parte 2, TV3, programa 30minuts (20 y 27 de enero de 2002).

Armengou, M. & Belis, R. (2012). *Torneu-me el fill!*. TV3.

Armengou, M. & Belis, R. (2015). *Els internats de la por*. TV3.

Armengou, M. & Belis, R. (2016). *Jo també vull sexe!* TV3, 60 min. (documentary)

Ashford, M. (2013-2016). *Masters of Sex*. USA: Round Two Productions, Sony Pictures Television, Timberman-Beverly Productions, 4 temporadas, 46 episodios de 54 min.

Baird, J. and Lahl, J. (2013). *Eggsploitation*. Pleasant Hill, CA: The Center for Bioethics and Culture.

Barbé, A. (2018). *En femme*. España, 103 min. (documentary)

Barris, K. (2014-...). *Black-ish*. USA: ABC Studios / Cinema Gypsy Productions / Principato-Young Entertainment, 4 temporadas, 96 episodios de 20 min.

Bauer, J., Gradus, R., Jones, R., et al. (2017). *Hot Girls Wanted: Turned On*. USA: Netflix, 1 temporada, 6 episodios de 46 min.

Becerra, C. (2015). *Mujeres invisibles*. La Plata: CUR.  
<https://www.youtube.com/watch?v=FuzqINaCAT4&feature=youtu.be>

Béchar, C. (2015). *Loba*. España: COMPACTO, 80 min. (documentary)

Bollaín, I. (1999). *Flores de otro mundo*. España: La Iguana Films / Alta Films S.A, 100min.

Bourdieu, P. *La dominación masculina*, Parte 1, Parte 2

Butler, J. (2011). Your behavior creates your gender. Big Think, 3 min.

Campos, R. (2017-...). Las chicas del cable. España: Bambú Producciones / Netflix, 1 temporada, 8 episodios de 50 minutos.

Centeno, A. & De la Morena, R. (2015). Yes, we fuck! España, 60 min. (documentary)

Chase, D. (1999-2007). The Sopranos. USA: HBO, 6 temporadas, 86 episodios de 50 min.

Cherry, M. (2004-2012). Mujeres desesperadas. USA: ABC, Cherry Productions, 8 temporadas, 180 episodios de 40 min.

Cohen, B. and Shenk, J. (2016). Audrie & Daisy. Estados Unidos: Netflix, 95 min.

Condon, B. (2004) Kinsey. USA: Fox Searchlight Pictures, 118 min.

Daniels, L. (2009). Precious. USA: Lee Daniels Entertainment / Smokewood Entertainment Group, 105 min.

De Ocampo, I. (2011). Evelyn. España: La voz que yo amo, 96 min.

Dominici, M. (2003). Le clitoris, ce cher inconnu. Francia-Reino Unido; Cats, Dogs Films / Sylicone / ARTE France, 60 min. (Documentary).

Fabiánová, D. (2009). La luna en tí. ARTE G.E.I.E. - STV - Ubak Producciones / Avenue B Productions.

Fernández Martorell, M. (2010). ¿No queráis saber por qué las matan? Por nada. España: Canónigo Films, S.A, 84 min.

Fogelman, D. (2016-...). This is Us. USA: Rhode Island Ave. Productions, Zaftig Films, 20th Century Fox Television, 2 temporadas, 36 episodios de 60 min.

Fontaine, A. (2016). Las inocentes [Les innocents]. Francia-Polonia, 100 min.

Ganatra, N., Bangs, L, Adlon, P. et al (2016-...). Better things. USA: 3 Arts Entertainment / Pig Newton, 1 temporada, 20 episodios de 30 min.

Gungor, Mark (2009). Historia de dos cerebros Parte 1, Parte 2, Parte 3, Parte 4

Hooper, T. (2015). The danish girl [La chica danesa]. Reino Unido: Focus Features / Working Title Films, 120 min.

Kelley, D. (2017). Big Little Lies. USA: HBO, 1 temporada, 7 episodios de 60 min.

Kiarostami, A. (2002). Ten. Irán-USA-Francia: Abbas Kiarostami Productions / Key Lime Productions / MK2 Productions / Zeitgeist Films, 91 min.

King, M. (2017). The good fight. USA: CBS Network, 1 temporada, 10 episodios de 60 min.

Kohan, J. (2013-...). Orange is the new black. USA: Netflix / Lionsgate Television, 6 temporadas, 78 episodios de 60 min.

Lahl, J. and Eppinette, M. (2014). Breeders: A Subclass of Women? [Criadoras: ¿Una clase inferior de mujeres?]. Pleasant Hill, CA: The Center for Bioethics and Culture, 52 min.

Lamas, M. (2011). Claves para el análisis de género, Parte 1, Parte 2, Parte 3 Lamas, M. (2011). Los retos del feminismo.

Lehman, Z. (2015-...). Casual. USA: Casual Production. 3 temporadas, 30 episodios de 25 min.

Lewin, B. (2012). The sessions. USA: Fox Searchlight Pictures, 98 min.

Linhart, V. (2007). No se nace mujer, Parte 1 de 5, Parte 2 de 5, Parte 3 de 5, Parte 4 de 5, Parte 5 de 5

Mujeres en el Franquismo.

Loach, K. (1994). Ladybird, Ladybird. Gran Bretaña: Channel Four Films / Parallax Pictures, 102 min.

Malépart-Traversy, L. (2016). Le clitoris. Montreal: Mel Hoppenheim School of Cinema, 3,17 min. (Animated Documentary)

Manchevski, Milcho (1994). Before the Rain. Gran Bretaña-Francia-Macedonia.

Marre, D. (2011). La encrucijada en los acogimientos y adopciones en España ¿una nueva etapa? Parte 1, Parte 2

Morano, R., Barker, M., Dennis, K., Sigismondi, F. Skogland, K. (2017-...). El cuento de la criada. USA: Hulu / MGM, 2 temporadas, 20 episodios de 60 min.

Nahman, M. Atomised Mothers. A short film about isolation, 'austerity', and the politics of parenthood. Bristol: University of the West of England (UWE), Bristol SPUR grant, 21 min.

Olivier, J. (2016). L'eau sacrée. Belgium, 56 min. (Documentary).

Olsen, M. (2006-2011). Big Love. USA: HBO / Anima Sola Productions / Playtone Productions, 5 temporadas, 53 episodios de 60 min.

Perdomo, A. (2013). Nacidos vivos. Buenos Aires: Grupo de Boedo Films / INCAA, 78 min.

Perdomo, A. (2016). Cada 30 horas. Buenos Aires: INCAA, 73 min.

Price, A. (2010-2013). Borgen. Dinamarca: DK Fiktion, 3 temporadas, 30 episodios de 58 min.

Reyes, F. (2010). En mis tacones. Honduras, 30 min.

RTVE. (2011). Madres de alquiler. Para todos La 2

RTVE. (2012). Todo por un hijo. Comando actualidad.

Sadowska, M. (2017). The Art of Loving: The Story of Michalina Wislocka [El arte de amar]. Polonia: Watchout Productions / TVN / Orange / Agora, 117 min.

Soloway, J. (2014-2017). Transparent. USA: Amazon Studios, 4 temporadas, 40 episodios de 29 minutos.

Stefaniak, J. & O'Loughlin S. This is my body [Este es mi cuerpo].

Swanberg, J. (2016). Easy. USA: Netflix, 8 episodios de 30 min.

Valcárcel, A. La agenda pendiente. 20 min.

Weiner, M (2007-2015). Mad Men. USA: AMC, 7 temporadas, 91 episodios de 45 min.

White, R. (2017). The keepers. USA: Film 45 / Tripod Media. Distribuida por Netflix, 1 temporada, 7 episodios de 60 min.

Willimon, B. (2013-...). House of Cards. USA: Netflix, 5 temporadas, de 65 episodios de 50 min.

Willimon, B. King. M. (2009-2016). The Good Wife. USA: CBS, 7 temporadas, 156 episodios de 45 min.

Yorkey, B. (2017). Por trece razones. USA: Netflix, 1 temporada, 13 episodios de 60 min.

Zbanic, Jasmila (2005). Grbavica. [El secreto de Esma]. Alemania-Austria-Bosnia Herzegovina-Croacia.