

Labour, Economics and Gender

Code: 105806
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OT	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

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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

Teachers

Talina Contreras Davila

Prerequisites

The international analysis of the economic gender gaps, including the statistical output of international agencies, classifies the population in 'women' and 'men'.

Students who disagree with this standard academic language are strongly advised not to enrol in this course. The objective of the course is studying the economic and material inequalities between women and men. Constructive contributions to this approach are welcome. Theories of gender, sexual identities, subjectivities, or those related to any other structural inequalities between individuals are NOT the subject of the course.

Objectives and Contextualisation

This course will have an empirical approach. Its goal is getting the students to learn how to develop an analysis of statistical, demographic and economic data.

In each of the four subjects of the syllabus the contributions of Feminist Economics will be studied, as well as the main international sources of data: ILO, UN, Eurostat and a variety of data from INE.

Competences

- Formulate, argue and discuss your own and others' ideas in a respectful, critical and reasoned way.
- Participate in the preparation, implementation and dissemination of equality policies in the economic sphere (budgets, work organization, structural inequality) and in the labor market (salaries, promotion, conciliation).
- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.

- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.

Learning Outcomes

1. Analyze the application of labor regulations regarding equality in public, private and non-governmental companies.
2. Integrate the gender perspective in the preparation of a budget.
3. Prepare an organized and correct speech, orally and in writing, in the corresponding language.
4. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
5. Use instruments to alleviate or reverse inequalities in the workplace.
6. Use the specific technical vocabulary and own interpretation of the required disciplines.

Content

1. . Identifying and measuring discrimination
 1. Race and gender: individual characteristics as social artifacts
 2. Impact of discrimination on human capital, poverty and participation rates
 3. Antidiscrimination policies and positive discrimination
1. II. Gender differences in health indicators
 1. Physical and mental health in Amartya Sen's capabilities approach.
 2. Health indicators: life expectancy, height and weight. Mortality at delivery.
 3. Gender inequalities in physical and mental pathologies. Addictions.
 4. 'Unborn girls'. Selective abortion, abandonment, and child mortality.
 5. The causes of inequality: nutrition, physical activity, hygiene, access to medical care.
 6. Policies to eliminate gender inequalities in health, and life expectancy.
1. III. Horizontal and vertical segregation in employment.
 1. Definition, causes and consequences.
 2. Gender stereotypes and their relation to segregation in the labor market.
 3. An empirical analysis of male- and female- segregated occupations.
1. IV. International migrations.
 1. Introduction to international migrations.
 2. Trends in the feminization of migrations. Causes, evolution and consequences.
 3. Women's migrations. Entering a segmented labor market, and the global informal labor market.

Methodology

Four complementary learning activities:

1. Lectures.
2. In-class discussion
3. Individual work by the students (reading and information search)
4. Tutorials

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Research paper	35	1.4	1, 3, 2, 4, 6, 5

Assessment

There will be two exams: a mid-term (30% of the final mark) and a final exam (40% of the final mark).

Plus two research papers, each of them 10% of the final mark. One of the two research papers will be orally presented before the class. This presentation will be 10% of the final mark.

The structure of the mid-term and final exams will be the following: a quiz including 20 questions: 50% of the exam's total grade; two essay questions: 50% of the exam's grade.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	40%	2	0.08	1, 3, 2, 4, 6, 5
Mid-term exam	30%	2	0.08	1, 3, 2, 4, 6, 5
Research paper	10%	111	4.44	1, 3, 2, 4, 6

Bibliography

Berik, Günseli and Ebru Kongar (2021), *The Routledge Handbook of Feminist Economics*, Routledge.

Blau, F., Ferber, M., Winkler, A. (2014), *The Economics of Women, Men and Work* (7^a ed.).

Hankivsky O. (2012), "Women's health, men's health, and gender and health: implications of intersectionality", *Social Science and Medicine*, 74: 1712-1720.

<https://www.ncbi.nlm.nih.gov/pubmed/22361090>

Molano, Adriana et al. (2012), *Cadenas globales de cuidados: síntesis de resultados de nueve estudios en América Latina y España*. ONU Mujeres.

https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2012/sintesis_de_nuev

Orozco, Amaia, *Cadenas globales de cuidados*, Documento de trabajo nº 2, Naciones Unidas Serie Genero, Migración y Desarrollo.

Rubio, Philip F. (2001), *A history of affirmative action, 1619-2000*, University Press of Mississippi.

Software

MOODLE

Word processing (with the possibility of conversion to Word and pdfs).

Pdf reader

Power point or similar.

TEAMS

Free software is welcome, as long as the documents can be delivered in the required format.