

**Gender Sociology**

Code: 105807  
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OB	2	2

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

**Prerequisites**

None

**Objectives and Contextualisation**

This subject intends to introduce students into the main currents of Sociology focusing on gender analysis, understanding how gender inequality is reflected in life in society and how public powers promote positive changes and actions to promote gender equity.

The training objectives are:

- To train students in the main currents of Sociology that focus on the social approach to gender;
- Get to know the most relevant concepts that allow the analysis of the relationships of gender inequality from the sociological perspective;
- Problematize social inequalities from a gender perspective;
- Get in contact with the specific indicators that allow an evaluation of gender inequality, at both a global and a local level;
- Apply the theoretical frame to the construction of gender indicators;
- Historically systematize gender equality policies from a Global and local perspective;
- Analyse public policies for the promotion of gender equality;
- Bring students closer to a feminist perspective of public policies;
- Point out examples of gender equality plans at a municipal level;
- Deepen the knowledge about gender bias in public policies;

Know the elements for the design of public policies of gender equality.

**Competences**

- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Formulate, argue and discuss your own and others' ideas in a respectful, critical and reasoned way.
- Incorporate the non-androcentric perspective in the work carried out.

- Interpret and explain the history of gender relations, the significance of differences and the processes of generating inequalities in a context of globalization.
- Interpret gender inequalities in relation to sexuality, class, ethnicity and territory based on the concepts and approaches of sociocultural analysis.
- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.
- Proposing corrective actions of the violences that trigger the types and degrees of discrimination on the basis of sex, gender and sexual orientation.
- 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.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

## Learning Outcomes

1. Analyze the impact of the application of social policies with a gender perspective.
2. Analyze theoretically ethnographic examples of cultural diversity in the fields of education, gender and inclusion-exclusion systems.
3. Compare the different theoretical approaches on the social structure with a gender perspective.
4. Define the concepts necessary to understand the social structure in terms of gender.
5. Distinguish the effects of the sex and gender variables in the empirical analyzes.
6. Identify situations of gender inequality in different areas (legal, labor, educational, family) and provide proposals for action to combat them.
7. Make an inclusive use of language.
8. Prepare an organized and correct speech, orally and in writing, in the corresponding language.
9. 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.
10. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
11. Use the specific technical vocabulary and own interpretation of the required disciplines.

## Content

Block 1 - Introduction to Sociology of gender: Key concepts and main sociological currents

a) Key concepts

1. The construction of femininity and masculinity
2. Gender, body and sexuality
3. Socialization in gender
4. Gender roles: work and family

b) Main sociological currents

1. Functionalist perspective
2. Symbolic interactionism
3. Conflict theory
4. Feminist sociological theory

Block 2 - Gender inequality and public policies

a) Social Indicators of gender inequality

1. Introduction social inequalities from a gender perspective: access, quality and results in health, education, employability, participation, economy and uses of time;

2. Gender indicators: Conceptualization, construction and scope;
3. Construction of gender indicators: from the World Bank to the European Institute for Gender Equality;
4. The Index of gender inequality and inequality at the Global level
5. Global indicators, in Europe, in Spain and in Catalonia

b) Brief history of gender equality public policies

1. The Beijing Conference
2. Equality Policies around the World: Equality Act; the Nordic countries and the Mediterranean countries;
3. The construction of the European social model and the role of women;
4. Development of equality policies in Spain and Catalonia

c) Analysis of gender equality public policies

1. The need for Gender Equality policies and the integration of Gender mainstreaming into policies;
2. Gender mainstreaming - Regulatory framework
3. Feminist Approach to the Development of Public Policies in Europe
4. The Welfare State and the Equality Policies
5. Municipal Equality Plans

d) Analysis of gender bias in equality public policies

1. The invisibility of women's problems
2. The duality between public and private
3. Care work and invisible markets
4. Gender bias in the policies for employment
5. Gender bias in health policies

e) Elements for the design of equality public policies

1. Implementation phases of equality policies: Diagnosis, design, monitoring and evaluation of indicators
2. Design of local policies for Gender Equality in the health field
3. Design of policies of gender equality in the educational field

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## Methodology

Master classes

Discussions and comments of texts in the classroom

Readings (in Spanish, Catalan and English)

Group projects

Individual papers

Reflection journals

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## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons and seminars	50	2	1, 2, 3, 4, 5, 7, 11
Type: Supervised			
Tutorial	10	0.4	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11

Type: Autonomous

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Reading and comprehension, study, team work	90	3.6	1, 2, 5, 8, 7, 6, 10, 9, 11
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## Assessment

Students must provide the following evidence:

### 1) Individual papers - (Total 40%)

Completion of 2 individual papers during the course, corresponding to each block.

The weight of each paper is 20% of the final evaluation (Total 40%)

At the beginning of the course, the appropriate guidelines will be given

### 2) Group projects - (Total 40%)

Completion of 4 group work during the course.

The weight of each projects is 10% of the final evaluation

These projects will be carried out on the practical application of the contents of the course, such as the analysis of press clippings, the analysis of equality plans or the reflection on specific public policies

### 3) Class participation - (Total 10%)

Participation in debates, answering to questions and participation in moments of reflection represent 10% of the final evaluation;

### 4) Participation in Journal entries in Moodle platform (Total 10%)

Students are expected to write 4 entries in the moodle platform's journal on topics that are being discussed in class and that will be defined throughout the course. The weight of each entry will be 2.5%

### 5) Definition of Not submitted: The student doesn't submit any individual paper and doesn't participate in group projects

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 (the original weighing will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Instructors will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities, the student will receive a zero as the final grade for the class.

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## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom and moodle participation	20	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11
Individual works	40	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11
Team wok	40	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11

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## Bibliography

Compulsory bibliography

At the beginning of the course, a list of compulsory readings will be offered.

Recommended bibliography

ü RELATED TO BLOCK 1

Acker, J. (1990), Hierarchies, jobs, bodies: A Theory of Gendered Organizations, *Gender & Society*, 4(2), 139-158. <https://doi.org/10.1177/089124390004002002>

Alvarez, Ana de Miguel. La sociología olvidada: género y socialización en el desarrollo de la perspectiva sociológica. *Política y sociedad*, ISSN 1130-8001, Nº 32, 1999, págs. 161-172

Arango, L. G. (2005) ¿Tiene sexo la sociología? Consideraciones en torno a la categoría género. *Revista Sociedad y Economía*, núm. 8, pp. 1-24.

Barrio, C. (2016), [Cuerpo y feminidad los posicionamientos de las mujeres jóvenes de las clases populares obreras, Comunicación oral, Congreso Español de Sociología.](#)

Bird, Chloe & Rieker, Patricia. (1999). Gender matters: An integrated model for understanding men's and women's health. *Social Science & Medicine*. 48. 745-755. 10.1016/S0277-9536(98)00402-X

Butler, J. (2006). *El Género en Disputa*. Paidós Ibérica S.A., Barcelona

Connell, R. W. (1985). Theorising gender. *Sociology*, 19(2), 260 - 272

Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & society*, 19(6), 829-859.

Connell, R.W. 2004. *Gender and Power: Society, the Person and Sexual Politics*. 2 nd edition. Stanford: Stanford University Press

Córdova, R. (2003). El concepto de habitus de Pierre Bourdieu y su aplicación a los estudios de género. *Colección Pedagógica Universitaria* 40: 1-10.

Díaz Martínez. C., Dema Moreno, S. (ed.), (2013). *Sociología y Género*. Editorial Tecnos. Madrid

Edin, K. (2000). What Do Low-Income Single Mothers Say about Marriage? *Social Problems*, 47(1), 112-133. doi:10.2307/3097154

[Holmes, M. \(2007\). Introduction to the sociology of gender. In: M. Holmes. What is gender? Sociological approaches. London: Sage publication, pp. 1-15.](#)

Johansson, Thomas & Klinth, Roger. (2008). Caring Fathers The Ideology of Gender Equality and Masculine Positions. *Men and Masculinities - MEN MASC*. 11. 42-62. 10.1177/1097184X06291899.

Katz, J.N. (2005). The Invention of Heterosexuality In *Sex, Self, and Society: The Social Context of Sexuality*. Ed. Tracey L. Steele. Thomson. p. 50-61

Leek, Cliff & Kimmel, Michael. (2013). Conceptualizing Intersectionality in Super-ordination: Masculinities, Whitenesses, and Dominant Classes. *Routledge International Handbook of Race, Class, and Gender*. Routledge

Lorente, M. (2009). *Los nuevos hombres nuevos. Los miedos de siempre en tiempos de igualdad*. Barcelona: Ediciones Destino;

March, A. (1982). Review Essay: Female Invisibility in Androcentric Sociological Theory. *Insurgent Sociologist*, 11(2), 99-107

Sayer, L. 2005. Gender, Time and Inequality. *Social Forces* 84, 1: 285-303

Simon, R. 2002. Revisiting the Relationships among Gender, Marital Status, and Mental Health. *The American Journal of Sociology* 107(4):1065.

Stone, P. (2011) Getting to Equal: Progress, Pitfalls, and Policy Solutions on the Road to Gender Parity in the Workplace. *The Inequality Reader*. Ed. David B. Grusky and Szonja Szelényi. 2nd ed. Boulder, CO: Westview, 337-44.

West, C. and D. H. Zimmerman. Doing Gender. *Gender and Society*, Vol. 1, No. 2, 1987, pp. 125-151;

Wingfield, A. (2009). Racializing the glass escalator: Reconsidering Men's Experiences with Women's Work. *Gender and Society*, 23(1), 5-26.

#### ü RELATED TO BLOCK 2

Abril, P. (2009) Per què són necessàries les polítiques d'igualtat de gènere adreçades als homes?, *Revista Barcelona Societat, Ajuntament de Barcelona*

Alberdi, I. (2003). El feminismo y la familia. Influencia del movimiento feminista en la transformación de la familia en España. *Arbor*, CLXXIV(685), 35-51.

Alcaniz Moscardó, M. (2015) Género con clase: la conciliación desigual de la vida laboral y familiar. *RES. Revista Española de Sociología*, no 23, p. 29-55.

Alfama, Eva. (2015). Género, poder y Administraciones públicas: sobre la (im)posibilidad del cambio hacia una mayor igualdad. Una revisión de la literatura. *Revista Espanola de Ciencia Política*. 263.

Artacoz, L., Cortès, I., Borrell, C., (2009) Les desigualtats de gènere en la salut a Barcelona, *Revista Barcelona Societat, Ajuntament de Barcelona*

Astelarra, J. (2005) Políticas públicas de igualdad en España y Europa, a M. De la Fuente (dir.) *Repensar les polítiques de gènere des de l'àmbit local*. Barcelona: Institut de Ciències Polítiques i Socials, Col. Ciutats i Persones.

Borrell C, García-Calvente MM, Martí-Boscà JV, (ed.). (2004) Informe de la Sociedad Española de Salud Pública y Administración Sanitaria (SESPAS) 2004. La salud pública desde la perspectiva de género y clase social.; 18 (Supl 1)

Bustelo, M.; Lombardo, E. (2005) "Mainstreaming" de género y análisis de los diferentes "marcos interpretativos" de las políticas de igualdad en Europa: el proyecto MAGEEQ", *Aequalitas: Revista jurídica de igualdad de oportunidades entre mujeres y hombres*, núm. 17, pp. 15-26.

Carrasco, C. (2007), [Estadísticas sota sospita: proposta de nous indicadors des de l'experiència femenina](#). Barcelona: Institut Català de les Dones;

Comisión Europea (2007) Guía de integración de la dimensión de género en las políticas de empleo ([online](#))

Consejo de Europa, (1999) Mainstreaming de género. Marco conceptual, metodología y presentación de "buenas prácticas". Informe final de las actividades del Grupo de especialistas en mainstreaming (EG-S-MS), (versión español e inglés), Instituto de la Mujer, Ministerio de Trabajo y Asuntos Sociales, Serie documentos, número 28, Madrid, pp. 26.

[Dávila Díaz](#), M. (2004) Indicadores de Género, Guía Practica, Sevilla: Instituto Andaluz de la Mujer ([online](#))

Dávila, M. (2004), "Indicadores de género", Jornadas de la Unidad de Igualdad y Género, "Mainstreaming de género: conceptos y estrategias políticas y técnicas", 26 y 27 de octubre de 2004, Sevilla

- De la Fuente, M (dir.) (2005) Repensar les polítiques de gènere des de l'àmbit local. Barcelona: ICPS.
- De la Fuente, M (dir.) (2008) Polítiques locals dels temps. Gènere, ciutat i benestar quotidià. Barcelona: ICPS
- Durán Heras, M. Angeles: El valor del tiempo ¿cuántas horas te faltan al día?, Madrid, Espasa-Calpe, 285 págs.
- Federación Española de Municipios y Provincias: area de Igualdad, (2006), Documento marco para la gestión de las políticas locales de igualdad, Madrid ([online](#))
- Mcdaniel, Susan. (2010). Gøsta Esping-Andersen, Incomplete Revolution: Adapting Welfare States to Women's New Roles. The Canadian Journal of Sociology. 35.
- Gregory, J.(1999) Gender Mainstreaming: closing the gap between theory and practice, ponencia presentada a la conferencia sobre 'Women and Political Action: debating ways forward for feminists'. Middlesex University, 18 y 19 Junio 1999.
- Institut Català de les Dones (2006) Guia per al disseny i la implantació d'un pla d'igualtat d'oportunitats a les universitats, Col·lecció: Eines ([online](#))
- Instituto Europeo de la Igualdad de Género, (2017) Sintesis para 2017, Luxemburgo ([online](#))
- Instituto Vasco de la Mujer, Guía para la medición de los impactos de las políticas de empleo y reactivación económica en las mujeres ([online](#))
- Jacquot, S. (2015). Transformations in EU Gender Equality: From Emergence to Dismantling. London: Palgrave.
- Lewis. J. (2009) Work-Family balance, gender and policy. Chetelham: Edward Elgar
- Llei 17/2015, del 21 de juliol, d'igualtat efectiva de dones i homes.
- Lombardo, E. (2003): "El mainstreaming de género en la Unión Europea", Aequalitas. Revista Jurídica de Igualdad de Oportunidades entre Mujeres y Hombres, vol. 10-15, Mayo-Diciembre 2003, pp. 6-11
- Macias, M., Cuentas, S., Pino, E. (2018), Guia per elaborar un pla de polítiques d'igualtat de gènere de les administracions locals, Associació Catalana de Municipis ([online](#))
- Observatorio de Género sobre Economía, Política y Desarrollo (2018) Guia de Género para Políticas públicas más transformadoras ([online](#))
- Programa de las Naciones Unidas para el Desarrollo (2018), Índices e indicadores de desarrollo humano, Actualización estadística de 2018
- Rico, M., Gómez-Limón, J.A., (2011) Propuesta metodológica para la construcción de indicadores sintéticos de igualdad de género. El caso del mediorural de Castilla y León, [Vol 69, No 1](#)
- Ruiz Cantero, M. T. (2009) Sesgos de género en la atención sanitaria. Escuela Andaluza de Salud Pública, Consejería de Salud, Junta de Andalucía
- Tobío, C.(2012) Cuidado e identidad de género. De las madres que trabajan a los hombres que cuidan. Revista Internacional de Sociología, [S.l.], v. 70, n. 2, p. 399-422
- Valarino, I., (2018) El techo de cristal en el sector público: Acceso y promoción de las mujeres a los puestos de responsabilidad, in Revista Española de Sociología, Vol. 27, Número 3, Septiembre 2018
- World Bank. (1995). Toward gender equality : the role of public policy : an overview. Development in Practice. Washington, D.C.

## Software

Teams will be used to install on personal computers and in classrooms