

**Psychosocial Construction of Identities and
Diversities**

Code: 105789
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	1

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: No

Teachers

Beatriz San Roman Sobrino

Prerequisites

There are no prerequisites for this course.

Objectives and Contextualisation

This subject offers fundamental knowledge related to the following goals:

- To understand the psychosocial factors (personal and interactional, historical and cultural) that intervene in the configuration of gender identity, gender expression and sexual orientation.
- To understand how power relations influence the intersectional constitution of dominant social categories.
- To analyse the processes of subjection and subjectivation involved in the intersectional construction of identities.
- To analyse the processes of performative constitution of identities in concrete interaction contexts.
- To develop a critical perspective towards the effects of oppression of the normative sex-gender system.

Competences

- Emit judgments on relevant aspects related to gender as a function of significant data on the psychological configuration of the human being, as well as those come from the physical and social environment.
- Incorporate the non-androcentric perspective in the work carried out.
- 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 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.

- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

Learning Outcomes

1. Distinguish the effects of the sex and gender variables in the empirical analyzes.
2. Document psychosocial processes by looking for examples in everyday life.
3. Identify, in the field of health, the importance of gender identity, roles and sociocultural beliefs.
4. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
5. 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.
6. 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.

Content

The subject deals with the following contents:

- Psychosocial construction of individual and collective identities.
- Construction of gender identity in childhood.
- Psychosocial construction of identity throughout the life cycle.
- Analysis of the construction of identities in areas of intersectional coexistence.
- Power relations and social categorization.
- Processes of subjection and agency.
- Gendered, sexual and affective diversity.

Methodology

Based on the orientation and information of the informative classes, students will develop group assignments involving (1) search for documentation; (2) reading and analysis of material; (3) review of practical cases; (4) oral presentations. The assignments are tutored and presented to the class.

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			
Lectures	45	1.8	1, 2, 3, 6
Type: Supervised			
Case study analysis	20	0.8	1, 2, 3, 4, 5, 6
Oral presentations	5	0.2	2, 3, 4, 5, 6
Tutorials	5	0.2	2, 3, 5, 6
Type: Autonomous			
Analytic Reading	30	1.2	1, 3, 6

Assignments	30	1.2	2, 4, 5, 6
Search for documentation	15	0.6	1, 2, 3, 6

Assessment

- To pass, the student must obtain a weighted average of the assessment activities equal to or greater than 5. To be included in the average, EV1 score (Exam) must have a value equal or greater than 4 (on a scale of 0 to 10).
- A course grade will not be earned if less than two Ev2 (assignments) are submitted.
- The student can recuperate failed assignments if obtains a final mark between 3 and 5. The recuperation will have a similar format, and the maximum total score of the assignment will be 5.
- Evidences with plagiarism will have a null grade and the grade coordinator will be informed so to take appropriate action.

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1: Exam	30%	0	0	1, 2, 3, 6
Ev2: Assignments	40%	0	0	1, 2, 3, 4, 5, 6
Ev3: Oral Presentation	20%	0	0	2, 3, 4, 5, 6
Ev4: Participation in Class	10%	0	0	1, 5

Bibliography

Basic References:

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- Else-Quest, Nicole M., y Janet Shibley Hyde. 2022. *The Psychology of Women and Gender*. 9a edició. Los Angeles: SAGE Publications, Inc.
- Spade, Joan Z., y Catherine G. Valentine. 2019. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. 6a edició. Los Angeles: SAGE Publications, Inc.

Complementary References.

- Calvo García, Guadalupe. 2013. "La construcción de la identidades sexuales en la adolescencia. Cuatro estudios de caso de mediadoras y mediadores del programa educativo Forma Joven." Doctoral Thesis, Universidad de Cádiz, Cádiz.
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- Egaña Rojas, Lucía. 2016. "Trincheras de carne. Una visión localizada de las prácticas postpornográficas en Barcelona." Ph.D. Thesis, Universitat Autònoma de Barcelona.
- Gandarias Goikoetxea, Itziar. 2016. "Hasta que todas seamos libres: Encuentros, tensiones y retos en la construcción de articulaciones entre colectivos de mujeres migradas y feministas en Euskal Herria." Ph.D. Thesis, Universitat Autònoma de Barcelona.
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- Gartzia, Leire, Aitor Aritzeta, Nekane Balluerka, and Esther Barberá. 2012. "Inteligencia emocional y género: más allá de las diferencias sexuales." *Anales de Psicología* 28(2).
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- Monforte, Javier, and Joan Úbeda-Colomer. 2019. "'Como una chica': un estudio provocativo sobre estereotipos de género en educación física." *Retos* (36):74-79.
- Pérez i Quintana, Anna. 2013. "La influència dels estereotips de gènere en l'emprenedoria: una aplicació en el context de Catalunya." Ph.D. Thesis, Universitat de Barcelona.
- Reverter-Bañón, Sonia. 2016. "Reflexión crítica frente al neurosexismo." *Pensamiento. Revista de Investigación e Información Filosófica* 72(273):959-79.
- Voria, María Andrea. 2014. "Géneros contingentes. Luchas por el reconocimiento en contextos de crisis social." Ph.D. Thesis, Universitat Autònoma de Barcelona.

Software

Article 169 of the UAB statutes states that teaching at the University is developed in a framework of coexistence and solidarity based on the principles and values of an open and democratic society. It is for this reason that, although there is no mandatory software, we recommend using free software.