UAB
Universitat Autònoma de Barcelona

2023/2024

Gender Sociology

Code: 105807
ECTS Credits: 6

Degree	Type	Year	Semester
2500000 Sociocultural Gender Studies	OB	2	2

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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 tha ttrigger 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

Methodology

Master classes

Discussions and comments of texts in the classroom

Readings (in Spanish, Catalan and English)

Group projects

Individual papers

Reflection jounals

Activities

Title	Hours	ECTS	Learning Outcomes

Type: Directed			
Lessons and seminars		50	2
Type: Supervised			
Tutorial		10	0.4
Type: Autonomous			
Reading and comprehension, study, team work		90	3.6

Assessment

General considerations of the evaluation

The student will receive the grade of "Not assessable" as long as he has
If the tests cannot be taken in person, their format will be adapted (maint
In the event that the student commits any irregularity that could lead to a

Continued avaluation

Students must provide the following evidence:
1) Individual work on block 1 (30%)
2) Work in pairs on block 2 (30%)
2) Group work in seminar format (Total 20%)
Presentation of readings and dynamism of debate in seminar (10%)
Reading and analysis around a theme of the seminars (10%)
3) Participation in class - (Total 20%)
Attendance at mandatory seminars (10%)
Participating in debates, answering questions and participating in momer

Unique assessment

Students will be able to take the single assessment by showing the follov
- Individual work on block 1 (40%)
- Individual work on block 2 (40%)
- Individual answers around a theme of the seminars (20%)

Recoveryprocedure

To take part in the recovery, the student must have previously been asse
To participate in the recovery process, the teacher may require the stude

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom participation	20	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11

Individual work	30	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11
Team woks	20	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11
Work in pairs	30	0	0	1, 2, 3, 4, 5, 8, 7, 6, 10, 9, 11

Bibliography

Compulsory bibliography

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

Recomended 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 jovenes de las clases populares obreras, Comunicación oral, Congreso Español de Sociologia.

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 Ibércia S.A., Barcelona

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

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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). Sociologia 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

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Johansson, Thomas & Klinth, Roger. (2008). Caring FathersThe 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, andMental 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 Politica. 263.

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

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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 (Suppl 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;

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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.

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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.

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Observatorio de Género sobre Economía, Política y Desarrollo (2018) Guia de Género para Politicas públicas más transformadoras (online)

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Rico, M., Gómez-Limón, J.A., (2011) Propuesta metodológica para la construcción de indicadores sintéticos de igualdad de género. El caso del mediorural deCastilla y León, Vol 69, No 1

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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

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Software

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