

**Domestic Work and Everyday Life**

Code: 101150  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500262 Sociology	OT	4

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

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## Objectives and Contextualisation

The subject provides theoretical and empirical tools to analyze, from a gender perspective, the set of work and time that are part of everyday life.

Special attention is paid to:

- the set of subjects, activities, scenarios and social imaginaries that are part of everyday life
- the aspects that explain the incidence of work in everyday life
- the relationship between domestic and care work with employment

## Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.

- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Assessing the contributions of sociological approaches to the study of culture, education, interaction between society and environment, social policy, and work.
- Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Effectively communicating the basic analysis of social phenomena in an elementary level of English.
- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of assessing the quality of their own work.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Comparing the meanings of several theoretical approaches about labour, employment and industrial relations.
2. Comparing the reading of labour, employment and industrial relations from several ideologies of the social reality of Spain and Catalonia.
3. Defining the sociological concepts that interpret labour, employment and industrial relations.
4. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
5. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
6. Developing self-learning strategies.
7. Distinguishing sociological concepts about labour, employment and industrial relations adopted by the actors involved in these policies and conflicts.
8. Distinguishing sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse labour.
9. Distinguishing the explanations of labour inequalities between classes, between genders and between ethnic groups that these actors take for granted.
10. Effectively communicating the basic analysis of social phenomena in an elementary level of English.
11. Generating innovative and competitive proposals in research and professional activity.
12. Identifying the social interpretations of work according with these approaches.
13. Identifying the underlying social phenomena of labour policies and conflicts.
14. Relating the concepts, methods and techniques used to analyse labour with general theoretical and methodological debates.
15. Relating the debates regarding these approaches, that refer to labour, with the historical context in which they emerged.
16. Relating the explanations of labour inequalities with general theoretical and methodological debates.
17. Relating them with the debates about capitalism, power and inequality.
18. Respecting the diversity and plurality of ideas, people and situations.
19. Searching for documentary sources starting from concepts.
20. Students must be capable of assessing the quality of their own work.
21. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

22. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Content

Block I. Theoretical aspects about domestic work and everyday life: from work(s) to double presence

1. Conceptual clarifications. The concept of work. The concept of everyday life. Presences and absences in work and everyday life
2. Historical origins. Female labor activity in capitalism. Social imaginaries around women's work
3. Epistemological origins. The debate about domestic work. The sexual division of labor. The reproduction of the labor force
4. The reconceptualization. Domestic and family work. The theoretical perspective of production/reproduction. The work of production and the work of reproduction. Double presence and ambiguity

Block II. Empirical aspects about domestic work and everyday life: occupation, care work and time use

5. Empirical analysis of employment. Gender inequalities in the labor market. Occupational segregation. Employment discrimination. The total workload
6. The empirical analysis of domestic work. Dimensions and measurement possibilities. From economic quantification to social uses of time. The measurement through the temporal dimension and the content of the tasks. Changes and continuities.
7. The empirical analysis of everyday life. Dimensions and measurement possibilities. Measurement through care work and subjective meanings. Activities (childrean and long-term care) and symbolic representations (gendered structure of everyday life).
8. Work, everyday life and time. Power, negotiation and conflict. Triple-presence, time poverty and everyday well-being. Time policies and social inequalities.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and classroom comprehension activities	24	0.96	2, 1, 3, 5, 9, 7, 8, 13, 12, 14, 15, 16, 17
Type: Supervised			
Discussions	18	0.72	20, 6, 5
Presentations and practical sessions	18	0.72	20, 19, 10, 3, 4, 6, 5, 7, 11, 21, 15, 17, 18
Type: Autonomous			
Reading of texts	55	2.2	2, 1, 10, 3, 4, 6, 5, 9, 7, 8, 11, 21, 13, 12, 14, 15, 16, 17, 18

The training activities include:

- Autonomous activities will involve reading and understanding texts individually (according to mandatory readings and the bibliography of the program) and sharing in small groups of 3 people. These activities also include the development of two individual writings and a group paper that make up a very important part of the ongoing evaluation (see the evaluation section of this Teaching Guide).
- Directed activities will consist of the active participation in the theoretical sessions and the activities of understanding concepts that will be developed in the classroom.
- Supervised activities will include both group presentations in practical sessions and the corresponding classroom discussion. In this case, the schedule of practical sessions, the list of mandatory readings and the schedule of deliveries will be available on the Virtual Campus. Topics will be assigned to the start of the course.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Seminars	10%	2	0.08	22, 20, 1, 10, 3, 6, 5, 9, 8, 11, 13, 12, 14, 15, 16, 17, 18
Two grupal exercises	40%	2	0.08	19, 1, 10, 3, 4, 5, 9, 7, 8, 21, 12, 14, 16, 17, 18
Two individual exercises	50%	3	0.12	22, 20, 19, 2, 1, 3, 4, 6, 5, 9, 7, 8, 21, 12, 14, 15, 16, 17, 18

The course will be evaluated in a continuous way.

The evaluation includes 3 types of activities:

1. Two individual exercises, corresponding to the two blocks of the programme (25% of the final mark, each).
2. Two group exercises based on the seminars (20% of the final mark, each)
3. Seminars (Attendance and participation in seminars is a requirement for the evaluation and 10% of the final mark).

The details of the activities will be available in Campus Virtual.

To average the grades, it will be necessary to have a minimum of 5 in the two individual essays.

You must bear in mind the basic academic rules on how to cite and avoid plagiarism (<https://www.uab.cat/doc/GuiaCitesiPlagiEstudiants>)

### No Evaluation

In accordance to Normativa Acadèmica de la UAB (section 9 article 266), students who have not submitted to 50%, or more, of the evaluation activities will have the "non-evaluation" qualification.

### Re-evaluation

Students will be given the opportunity to review and retake the two individual essays on the day scheduled by the Faculty for the subject's final exam. Seminar activities will not be subject to re-evaluation.

### Unique assessment

In accordance with the Academic Regulations of the UAB, the possibility of the single evaluation is foreseen, which must be notified within the deadlines established for the Faculty. Specifically, the single assessment will consist of an exam about all the programme, an individual essay about the readings of the block I and a specific work about block II. These activities will be carried out and delivered on the same date following the calendar established by the Faculty.

## **Bibliography**

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### Tema 3

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#### Tema 5

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## Software

Office

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	51	Catalan	second semester	morning-mixed
(TE) Theory	51	Catalan	second semester	morning-mixed