

Degree	Type	Year
Sociocultural Gender Studies	OB	2

## Contact

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## Teaching groups languages

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

## Prerequisites

There is no official and specific prerequisite to correctly follow the subject. Even so, in order to get the most out of the lessons, readings and exercises, it is recommended that students have a minimum base of knowledge in political and social history of the last two centuries, and in the basic terminology of economics, in addition to having taken the subject Social Analysis Tools taught within the scope of the ESCG Degree. It is also appropriate that they have a correct understanding of written and spoken English, because this competence will facilitate the access to a wider range of resources (bibliographic and audiovisual) with which to work on the different topics raised by the subject, and carry out the exercises of classroom practices.

## Objectives and Contextualisation

The main objective of the subject is the acquisition of knowledge and interpretive tools to achieve:

- A. identify and analyse the various aspects of the relationship between economy and gender inequality;
- B. understand why and how gender inequality and discrimination also depend on asymmetries in the distribution of income and in access to work and resources.

The specific objectives are:

1. understand and use the main macroeconomic concepts, indicators and quantitative and qualitative variables that allow detecting economic phenomena linked to gender inequality;
2. adopt a multidisciplinary and intersectional analysis perspective that allows the integration of economic facts and processes with those of an institutional and sociocultural nature;
3. distinguish the socioeconomic mechanisms that, in the past as well as currently, defined and constructed gender relations, binary and non-binary;
4. identify the factors that drive the reproduction of socioeconomic gender inequality, paying special attention to cultural values, formal and informal norms and institutions that generate hierarchies based on marginalization and discrimination;
5. know what are, and can be, effective political actions to reduce economic gaps between genders, in countries with a medium-high per capita income, as well as in low-income countries (poverty levels, differentiated access to education and health, horizontal and vertical segregation, glass ceiling, sticky floor, etc.)

## Learning Outcomes

1. CM22 (Competence) Formulate your own ideas and debate on other people's ideas in a respectful, critical and reasoned way, incorporating a non-androcentric perspective.
2. CM44 (Competence) Compare gender and age indicators in family nuclei with a potential greater risk of poverty.
3. KM36 (Knowledge) Contextualise social events and legal repercussions related to gender equality from a historical perspective.
4. KM37 (Knowledge) Evaluate the impact of fiscal policies on matters related to inequality and poverty.
5. KM38 (Knowledge) Propose solutions to inequality in the workplace in public, private and non-governmental companies.
6. KM39 (Knowledge) Evaluate how employment equality laws are applied in public, private and non-governmental companies.
7. SM35 (Skill) Produce an organised and politically correct speech, orally and in writing, in the relevant language.
8. SM36 (Skill) Use the technical vocabulary that correctly interprets employment doctrine and case law.

## Content

### Introduction

The economy as a social game crossed by intersectionalities

#### Topic 1

- 1.1. Women and gender in economic theory. A historical overview
- 1.2. Feminist economics: beginnings, consolidation and current variants
- 1.3. The theory of capabilities and human development

#### Topic 2

- 2.1. The sexual division of labour: educational levels, horizontal and vertical segregation
- 2.2. The labour market and gender: occupation, ceilings and gaps
- 2.3. The scourge of non-remuneration and invisibility

#### Topic 3

- 3.1. Neoliberal policies and the globalization process
- 3.2. Poverty has a gender: the European and world maps of scarcity and hunger
- 3.3. The process of integration of markets and women's work. Case studies (Central America, Asia and Europe)

#### Topic 4

- 4.1. Ecofeminism: The Necessary Dialogue between Feminist Economics and Ecological Economics
- 4.2. Ecofeminist Resistances and Environmental Justice: Bodies, Territories and Commons

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes with the use of ITC - Practical classroom exercises	125.5	5.02	
Type: Supervised			
Performing punctuated practices in the classroom - Continuity in attendance and active participation in lessons	15	0.6	

Teaching and learning methodologies used in the subject:

Expository lessons

Classroom discussions

Carrying out practice exercises in the classroom  
 Attendance at seminars  
 Tutoring  
 Reading academic bibliography and reports of interest  
 Use of audiovisual resources (interviews, films, documentaries, podcasts, journalistic reports)  
 Virtual Campus of the subject

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A written exam	45% of the final mark	2	0.08	CM22, CM44, KM36, KM37, KM38, KM39, SM35, SM36
Analysis exercise on a text	20% of final mark	1.5	0.06	CM22, SM35, SM36
Four practical exercises in the classroom	20% of the final mark	6	0.24	CM22, CM44, KM36, KM37, KM38
Subject's follow-up, attendance and participation	15% of the final mark	0	0	CM22, SM35, SM36

The activities subject to evaluation will consist of the INDIVIDUAL REALIZATION of 3 types of tests (A-B-C) and the personal monitoring modality of the subject (D):

A. Four practical exercises in the classroom, distributed throughout the course and focused on issues raised by the various topics of the program. Each main section of the program will correspond to a practice. The practices can only be carried out in person in the classroom and cannot be rescheduled without a compelling justification, duly verified with an official certificate (e.g. medical). Each exercise will score out of 10 and its mark will be worth 5% of the subject final mark. Not completing a practice will result in a mark equivalent to 0, with the corresponding loss of 5%. Together, the score for the 4 exercises will be equivalent to a share of 20% of the subject final mark. At the beginning of the course, will be communicates the calendar with the dates of the 4 tests.

B. An interpretation and analysis exercise in the classroom, scheduled for approx. in the middle of the semester, and based on the writing of a comment on a text related to one of the program issues discussed during the previous weeks of the course. The exercise can only be carried out in person and cannot be rescheduled to another date without compelling justification, duly verified with an official certificate (e.g. medical). The exercise will score out of 10 and its mark will be worth 20% of the subject final mark. Failure to complete the exercise will result in a mark equivalent to 0, with the corresponding loss of 20%. At the beginning of the course, will be announced the date of the test, which will coincide with the day and time of one of the weekly classes.

C. A written exam at the end of the course, based on four essay questions on any aspect of the various sections of the program. Each answer will score out of 10, and the exam final mark will be the average of the 4 scores obtained. The exam final mark will be worth 45% of the subject final mark. During the course, and following the calendar established by the Faculty of Philosophy and Letters, will be set and communicated the date of the test.

D. The quality of the subject's follow-up, measured with: 1. the continuity of attendance throughout the course; 2. active participation in the sessions (answering questions, raising doubts, developing one's own interventions)

and reflections, doing the indicated exercises, etc.); 3. intervention in tutoring and test review. The mark related to the quality of monitoring will be calculated out of 10 and will represent 15% of the subject final mark.

#### Rating of 'Not evaluable'

The student will receive the grade of 'Not evaluable' in the event that he or she has completed a percentage of less than two thirds of the evaluation activities (< 67%).

#### Recovery exam

To have access to the recovery exam, a student must:

- has been evaluated in a set of activities that represents a minimum of two thirds of the total subject mark (> 67% of the total);
- has obtained a subject final mark between 3.5 and 4.9 out of 10.

The recovery exam will consist of 5 exercises: 4 essay questions on the entire program; and 1 comment on one of the graphs worked during the practice exercises. Each answer will be worth a maximum mark of 2.0 points. The student who passes the recovery exam will pass the subject with a mark of 5.0. Otherwise, will be maintained the initial mark obtained with the continuous evaluation process.

#### Single evaluation

In this option, a student will have to do:

- an individual work of analysis and reflection (text of approximately 20 pp.) based on mandatory readings and the contents of the subject developed in classes (40% of the subject final mark);
- oral presentation and discussion of the work with pertinent reflections (10% of the final mark);
- a multiple choice exam with 20 questions on the contents of the program and the practices carried out in the classroom during the course (50% of the final mark). The test will score out of 10 and incorrect answers will have a penalty.

The text of the work will have to be delivered prior to the other two tests, within the deadline of May 31, 2025.

All students involved in this type of test will have to carry out the respective presentations and the multiple choice exam in a single session. Their dates and times will be scheduled and published on the Virtual Campus during the course.

#### Review of qualifications

Prior to each evaluation activity, the teacher will inform the students (via Virtual Campus) of the procedure and the date of review of the marks.

In the event that the tests cannot be taken in person due to force majeure, their format will be adapted (maintaining the weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and/or exercise discussions through Teams, etc. The teacher will ensure that the students can access or offer alternative means that are accessible to everyone.

In the event that a student commits any irregularity that could lead to a significant variation in the mark of an evaluation act, the latter will be punctuated with a mark of 0, regardless of the disciplinary process that may be instituted.

In the event that several irregularities occurred in the evaluation acts of the same subject, the subject final mark will be 0.

Evaluation acts in which there have been irregularities (copy, unauthorized use of AI, mobile phone and other digital devices, etc.) are NOT recoverable.

## Bibliography

### Bibliography and other guiding resources

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## Software

Word, PowerPoint, and Office software; Adobe Acrobat and Microsoft Teams. At the beginning of the course, more specific instructions will be given about: 1. other software tools to use for monitoring and preparing the subject; 2. online research coordination to obtain documentation, audiovisuals and data relevant to the contents of the various topics discussed.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively as a support tool for tasks such as information search, style revision, or text translation, as well as for organizing ideas or structuring drafts. The use of AI to generate complete responses in assessment activities or to replace the student's own critical and reflective work is not allowed.

Students must clearly indicate which parts have been generated using AI, specify the tools used, and include a brief reflection on how these influenced the process and the final result.

Lack of transparency in the use of AI in any graded activity will be considered a breach of academic integrity and may result in partial or total loss of the grade for that activity, or more severe penalties in serious cases.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed