

Gender Sociology

Code: 106996
ECTS Credits: 6

2025/2026

Degree	Type	Year
Sociocultural Gender Studies	OB	3

Contact

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Teaching groups languages

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

Prerequisites

There are no preconditions to do this course

Objectives and Contextualisation

This subject aims to introduce students to the main currents of Sociology that focused on the analysis of gender,

The training objectives are:

- To train students in the main currents of Sociology that focused on the social approach to gender;
- To know the most relevant concepts that allow us to analyze gender inequality relations from a sociological perspective;
- To problematize social inequalities in terms of gender;
- To know the specific indicators that allow us to evaluate gender inequality in the global and local context;
- To apply the theoretical bases to the construction of gender indicators;
- To historically systematize gender equality policies from a global and local perspective;
- To analyze public policies to promote gender equality;
- Introduce students to a feminist perspective on public policies;
- Learn about examples of gender equality plans at the municipal level;
- Learn more about gender bias in public policies;
- Learn about the elements for designing public policies for gender equality.

Learning Outcomes

1. CM24 (Competence) Develop basic indicators to evaluate public policies from a gender perspective.
2. CM25 (Competence) Offer basic proposals for unbiased intervention projects to meet social needs related to gender, sexuality, social class, ethnicity, normality and other aspects of social inequality.

3. KM40 (Knowledge) Contrast the different theoretical and empirical approaches to social structure and structural gender inequality.
4. KM41 (Knowledge) Contextualise the main historical processes for political structuring, transformation and intervention related to gender inequality.
5. KM46 (Knowledge) Identify indicators that help identify examples of inequality and exclusion in a specific research project, action plan or public policy evaluation, for the purposes of interpretation and assessment.
6. SM02 (Knowledge) Use technical and interpretative vocabulary specific to the disciplines required in a given project, presentation or assignment, making use of inclusive language.
7. SM35 (Skill) Produce an organised and politically correct speech, orally and in writing, in the relevant language.
8. SM37 (Skill) Use social inequality indicators, especially gender inequality indicators, to draw up intersectional studies and diagnoses for the purpose of intervention.
9. SM40 (Skill) Base your statements on academic publications and/or empirical evidence.

Content

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

A) Key concepts

1. The construction of femininity and masculinity
2. Sex, 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

C) Feminist Controversies

1. Feminist Perspectives on Equality and Difference
2. All Truths Are Touched: (Self)Criticisms and Defenses of the Post-Turn
3. Women and Mothers: Care and Power

Bloc 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
5. Brief look at equality policies in Latin America

C) Analysis of gender biases in public equality policies:

1. Transversality of sex and gender categories - Regulatory framework
2. Feminist approach to public equality policies in Europe: Welfare State and Municipal Plans
3. The (in)(over)visibility of women's problems: public, private and intimate
4. Gender biases in the design, implementation and evaluation of equality policies in the fields of work, health and education

D) Care and markets

1. Crisis of care in Europe and the world
2. The (in)(over)visible care market
3. Care policies: Aging population and life expectancy

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes and seminars	50	2	
Type: Supervised			
Tutorial	10	0.4	
Type: Autonomous			
Reading texts, study, group assignment	90	3.6	

The subject will combine several methodologies:

- Lectures
- Reading of texts (in Spanish, Catalan and English)
- Classroom discussions
- Teamwork
- Individual work

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
Class participation	20	0	0	CM24, CM25, KM40, KM41, KM46, SM02, SM35, SM40
Group assignment	20	0	0	CM24, CM25, KM40, KM41, KM46, SM02, SM35, SM37,

SM40				
Individual assignment	30	0	0	CM24, CM25, KM40, KM41, KM46, SM02, SM35, SM37, SM40
Two-person assignment	30	0	0	CM24, CM25, KM40, KM41, KM46, SM02, SM35, SM37, SM40

General considerations of the evaluation

The student will receive the grade of "Not assessed" as long as he/she has not delivered more than 1/3 of the activities included in the evaluation.

In the event that the tests cannot be taken in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be carried out through forums, wikis and/or discussions of exercises through Teams, etc. The teacher will ensure that the student can access or offer alternative means, which are within their reach.

In the event that the student makes any irregularity that may lead to a significant variation in the grade of any part of the evaluation, this act of evaluation will be graded with 0, regardless of the disciplinary process that may be instructed. In the event that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

Continuous assessment

Students must submit the following evidence:

- 1) Individual assignment on block 1 (30%)
- 2) Work in pairs on block 2 (30%)
- 3) Group assignment in seminar format (Total 20%)

Presentation of readings and dynamization of debate in seminars (10%)

Reading and analysis around a theme of the seminars (10%)

- 4) Class participation - (Total 20%)

Attendance at compulsory seminars (10%)

Participation in debates, answering questions and participating in moments of reflection (10%)

Single assessment

Students may take the single assessment by showing the following evidence by the agreed deadline:

- Individual work on block 1 (40%)
- Individual work on block 2 (40%)
- Individual responses around a theme of the seminars (20%)

Recovery procedure

To participate in the recovery, students must have previously been evaluated in a set of activities the weight of the equivalent to a minimum of 2/3 of the total grade (CONTINUOUS ASSESSMENT) or deliver all the planned tests (SINGLE ASSESSMENT).

To participate in the recovery process, the teacher may require the student to have obtained an average grade 3.5 final

Use of Artificial Intelligence (AI) - Restricted Use:

"For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for the development of assignments, and only for support tasks such as bibliographic or information searches, text correction, or translations. The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in this graded activity will be considered a breach of academic integrity and may result in a partial or total penalty on the grade for the activity, or more severe sanctions in serious case

Bibliography

Compulsory readings

When the course starts, the list of readings will be delivered

Recommended readings

Corresponding to BLOC 1

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

Acker, Joan (1992). From Sex Roles to Gendered Institutions, *American Sociological Association* 21(5), 565-569

Acker, Joan (2006). Inequality regimes: Gender, class, and race in organizations, *Gender and Society*, 20(4), 441-464.

Adam, Barbara (1995), *Timewatch: The social analysis of time*. Cambridge: Polity Press

Alfama, Eva; Miró, Neus; Martí, Marc; Giménez, Laura; Obradors, Anna i González, Robert (2004). Género y movimientos sociales: la participación de las mujeres en la Plataforma en Defensa del Ebro, VII Congreso Español de Ciencia Política y de la Administración

Biglia, Barbara i Luna, Ester (2012). Reconocer el sexismo en espacios participativos. *Revista de Investigación en Educación*, 10(1), 88-99

Borderías, Cristina; Carrasco, Cristina; Alemany, Carme. (eds) (1994). *Las mujeres y el trabajo. Rupturas conceptuales*. Madrid: FUHEM-Icaria.

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

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*. 2nd edition. Stanford: Stanford University Press

CHAPPELL, Louise (2006). Comparing Political Institutions: Revealing the Gendered Logic of Appropriateness *Politics Gender*, 2(2), 223-235.

CHAPPELL, Louise i WAYLEN, Georgina (2013). Gender and the hidden life of institutions *Public Administration*, 91(3), 599-615.

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

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

DELPHY, Christine (1980) The main enemy [1977]. *Feminist Issues*, 1(1), 23-40.

FRASER, Nancy (2016). Rethinking the Public Sphere: A Contribution to the Critique of Actually, *Social Text*, 25/26, 56-80

FREEMAN, Jo (2017). *La tiranía de la falta de estructuras* [1970]. Madrid: Utopía pirata

GILLIGAN, Carol (2000). *La ética del cuidado* [1982], Barcelona: Cuadernos de la Fundació Víctor Gífols i Lucas, 30.

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

PATEMAN, Carol (1995). El contrato sexual [1988], Barcelona: Ed. Anthropos

_ (1996). Críticas feministas a la dicotomía público/privado, Barcelona: Ed. Paidós

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

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.

VERGE, Tània i DE LA FUENTE, Maria (2014). Playing with Different Cards: Party Politics, Gender Quotas and Women's Empowerment. International Political Science Review, 35(1),67-69.

WEST, Candace, & ZIMMERMAN, Don H. (1987). Doing Gender, Gender and Society, 1(2), 125-151.

Sembrant cures

Corresponding to Bloc 2

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

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.

Azpiazu, Jokin (2015). Hombres y feminismo: del privilegio del confort a la incomodidad de la implicación política en cuestiones feministas. Papeles Del CEIC, International Journal on Collective Identity Research, 2, 4.

Bustelo, M.; Lombardo, E. (2005) "Mainstreaming" de género y análisis de los diferentes "marcos

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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.

Borràs Català, Vicent i Moreno Colom, Sara (2021). La crisis de la COVID-19 y su impacto en los trabajos: ¿Una oportunidad perdida? Anuario IET de Trabajo y Relaciones Laborales, 7(7), 187-209.

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

Carrasco, Cristina, Borderías, Cristina i Torns, Torns (2011). El trabajo de cuidados. Historia, teoría y políticas, Madrid: Ediciones Catarata

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.

Cordoni, Elena (1993) Las mujeres cambian los tiempos, Cuadernos de Relaciones Laborales, 2, 221-237

Dávila Díaz, M. (2004) Indicadores de Género, GuíaPractica, 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)

FRASER, Nancy (2016). Rethinking the Public Sphere: A Contribution to the Critique of Actually, Social Text, 25/26, 56-80

FRASER, Nancy(2000). ¿De la redistribución al reconocimiento? Dilemas de la justicia en la era «postsocialista» a FRASER, Nancy i BUTLER, Judit (2000). ¿Reconocimiento o redistribución? Un debate entre marxismo y feminismo. Madrid: Traficantes de Sueños

Mcdaniel, Susan. (2010). Gøsta Esping-Andersen, Incomplete Revolution: Adapting Welfare States to Women's New Roles. The Canadian Journal of Sociology. 35.

Instituto Europeo de la Igualdad de Género, (2017) Sintesis para 2017, Luxemburgo (online)

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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

Lorente, M. (2009). Los nuevos hombres nuevos. Los miedos de siempre en tiempos de igualdad. Barcelona: 7

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

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)

MERGAERT, Lut i LOMBARDO, Emanuela (2014). 'Resistance to implementing gender mainstreaming in EU research policy', in: Weiner, Elaine and Heather MacRae (eds): 'The persistent invisibility of gender in EU policy' European Integration online Papers (EIoP), Special issue 1, 18, 1-21.

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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

TORNS, Teresa, BORRÀS, Vicent, MORENO-COLOM, Sara i RECIO, Carolina (2006). Les polítiques de temps: un debat obert, Dossiers del Temps, Ajuntament de Barcelona

Software

There isn't specific software

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	Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed