

**COURSE DATA****Data Subject**

|                      |   |
|----------------------|---|
| <b>Code</b>          | 34408   |
| <b>Name</b>          | Sociological analysis from a gender-based perspective |
| <b>Cycle</b>         | Grade   |
| <b>ECTS Credits</b>  | 6.0   |
| <b>Academic year</b> | 2020 - 2021   |

**Study (s)**

| <b>Degree</b>   | <b>Center</b>              | <b>Acad. year</b> | <b>Period</b> |
|---|----------------------------|-------------------|---------------|
| 1310 - Degree in Sociology                                    | Faculty of Social Sciences | 2                 | First term    |
| 1924 - D.D. in Political and Public Admin. Sciences-Sociology | Faculty of Law             | 2                 | First term    |
| 1925 - D.D. in Sociology-Political and Public Admin. Sciences | Faculty of Social Sciences | 2                 | First term    |

**Subject-matter**

| <b>Degree</b>   | <b>Subject-matter</b>        | <b>Character</b> |
|---|------------------------------|------------------|
| 1310 - Degree in Sociology                                    | 1 - Sociology                | Basic Training   |
| 1924 - D.D. in Political and Public Admin. Sciences-Sociology | 3 - Year 2 optional subjects | Optional         |
| 1925 - D.D. in Sociology-Political and Public Admin. Sciences | 3 - Year 2 optional subjects | Obligatory       |

**Coordination**

| <b>Name</b>                   | <b>Department</b>                       |
|-------------------------------|---|
| JABBAZ CHURBA, MARCELA ISABEL | 330 - Sociology and Social Anthropology |

**SUMMARY**

The general aim of the subject is to introduce students to the study of one of the most persistent forms of social inequality throughout history: gender social relationships. The subject focuses on its structural nature and conducts research on its reproduction mechanisms while reflecting the androcentrism existent in most of the sociological approaches.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Relationship with other subjects of the same degree

No enrolment restrictions have been specified.

Other types of prerequisites

Basic knowledge on the subject Sociology and the first year subjects that are part of the module Social Sciences is advisable, though not mandatory.

## OUTCOMES

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Write reports and diagnoses on social problems.
- Work in a team with a multidisciplinary perspective.
- Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.
- Apply the principles of the professional code of ethics of sociology and develop a commitment to social problems.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.



- Manage documentary sources and statistics referring to social reality.
- Learn independently and develop initiative in the field of sociology.
- Analyse contemporary society, its structure and dynamics based on sociological concepts and theories.
- Understand and analyse the evolution of sociological theory and its main currents and schools.
- Develop gender perspective and integrate it into the study of social reality.
- Describe and explain social inequalities based on social theories and indicators and detect emerging processes.
- Apply the quantitative and qualitative techniques of sociological data collection.
- Know and use secondary data sources useful for sociology.
- Relate and integrate information on social phenomena from primary and/or secondary sources.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.
- Know the institutions of the welfare society that contribute to safeguarding social rights.
- Know the tools to intervene in situations of social crisis and conflicts.
- Identify and measure social vulnerability factors.

## LEARNING OUTCOMES

Upon successful completion of this subject the student will be able to:

- Know the analytical possibilities of the gender perspective applied to the social sciences.
- Explain the theoretical and conceptual differences between the different feminist perspectives.
- Define the main gender biases that cross social research, as well as the most significant epistemological ruptures driven by feminism.
- Identify social institutions (family, school, peer groups, etc.) and processes that favor the reproduction of dual gender identities.
- Interpret the processes of reproduction of sex - gender identities in contemporary societies.
- Identify the main components of the asymmetries of gendered work, as well as everything related to occupational segregation, vertical and horizontal, by gender.
- Recognize the sociohistorical components of the separation of modernity between the male public and the private - female domestic.



- Describe the processes that characterize inequalities and global gender violence.

## DESCRIPTION OF CONTENTS

### 1. INTRODUCTION TO THE FEMINIST THEORETICAL PERSPECTIVES

The Enlightenment and the feminist vindications: the feminist claim on the equality of women. Feminism and nineteenth-century suffragism: the struggle for women's social and political rights. Liberal feminism in the twentieth century: the second sex and the mystique of femininity. Radical feminism and patriarchal oppression. The feminism of difference and the controversy over equality. From feminism feminisms: lesbian feminism, postcolonial feminism, feminism of postmodernity.

### 2. EPISTEMOLOGICAL BREAKDOWN AND METHODOLOGY FROM THE GENDER PERSPECTIVE

Approach to feminist epistemology. Methodological ruptures, androcentrism and main gender biases. The sex - gender system: conceptual and methodological renovations. Incorporation of the gender perspective in social research: non-codified interviews, focus groups, participant observation and surveys. On the possibilities of a feminist methodology.

### 3. SOCIALIZATION PROCESSES AND GENDER IDENTITIES

Main agents and processes of socialization of gender identities. Devices for the reproduction of gender identities. The sentimental education of women and men, vital duality and gender identities. Families, non-monetarized domestic and care work: reconciliation and persistent gender asymmetries. The contribution of the school to reproduction and change: from the mixed school to coeducation. The hidden curriculum and representations of school success. Homosociability, micromachismos and gender violence.

### 4. THE GENDERED DIVISION OF LABOR

Conceptual and methodological reviews of the concept of work. Monetarized work and non-monetarized work: the feminist accounting of national economies. Double day and double presence - absence of women. Labor market, asymmetries and occupational segregation, horizontal and vertical. New forms of organization of monetarized work: social time, flexibility and precarization processes. Work and interdependencies between gender, social class and ethnic group: global gaps.

### 5. STATE AND CITIZENSHIP. WOMEN AS A POLITICAL SUBJECT

Citizenship rights in Western societies and gender asymmetries. Modernity, political subject and social contract. The political duality between the male public sphere and the female private-domestic sphere. Institutional stratification and inequality of forms of citizenship: insured, assisted, indirect and forgotten beneficiaries. The institutional distance between representation, participation and power. State intervention in the field of reproduction and gender asymmetries. Global political elites, gender and new



global classes.

## WORKLOAD

| ACTIVITY                                     | Hours         | % To be attended |
|--|---------------|------------------|
| Theoretical and practical classes            | 60,00         | 100              |
| Development of group work                    | 20,00         | 0                |
| Development of individual work               | 10,00         | 0                |
| Study and independent work                   | 10,00         | 0                |
| Readings supplementary material              | 20,00         | 0                |
| Preparation of evaluation activities         | 20,00         | 0                |
| Preparation of practical classes and problem | 10,00         | 0                |
| <b>TOTAL</b>                                 | <b>150,00</b> |                  |

## TEACHING METHODOLOGY

Structure for the different sessions of each unit:

A. Introduction of the main ideas and concepts by the teacher (lectures).

B. Classroom activities: reading of texts or viewing of audiovisual materials, relevant for the analysis, exam and commentary of pertinent data; review of other materials related to the contents of the subject (especially those from mass media), always followed by discussion and oral presentations.

## EVALUATION

The result of the evaluation will proceed both from the final exam and from the exercises and practical activities to be carried out, which will be proposed by each teacher at the beginning of the academic year.

The components of the evaluation are the following:

a) 20% of the grade will correspond to the practical exercises that will be carried out in person in the classroom or through the virtual classroom task platform. Some of these activities will be oral, others written; Sometimes they will have to be done individually, sometimes as a team.

b) 20% of the grade will correspond to a work of deepening in the contents of the subject, and that will be specified at the beginning of the course by each teacher (search and analysis of secondary sources, collective sessions of documentary discussion, preparation of group work, critical discussion of readings, presentation of specific topics, etc.).





c) The assessment of regular attendance and active participation of students in classroom sessions, tutorials and, eventually, complementary activities (workshops, seminars, conferences ...) may involve up to 10% of the final grade.

d) The exam will represent 50% of the final grade. This test aims to assess the level of systematization of knowledge, taking into account the ability of analysis and interpretation around the different dimensions and content worked on in the subject.

Students who do not obtain the approved of the subject in the first call, may be submitted to the second following these criteria. In the second call it will not be necessary to repeat the practical activities already carried out throughout the semester.

## REFERENCES

### Basic

- BELTRÁN, Elena y Virginia Maquieira (eds.) (2001): *Feminismos. Debates teóricos contemporáneos*. Alianza: Madrid.
- DÍAZ MARTÍNEZ, Capitolina y Sandra Dema Moreno (2013): *Sociología y género*. Tecnos: Madrid.
- LENGERMANN, Patricia M. y Gillian Niebrugge (2019): *Fundadoras de la sociología y la teoría social. 1830 1930*. CIS: Madrid.

### Additional

- AMORÓS, Celia (1985): *Hacia una crítica de la razón patriarcal*. Barcelona: Antthropos.
- BOURDIEU, Pierre (2000) : *La dominació masculina*. Edicions 62: Barcelona
- BRAIDOTTI, Rosi (2000): *Sujetos nómades*. Barcelona: Paidós.
- BUTLER, Judith (2007): *El género en disputa: el feminismo y la subversión de la identidad*. Barcelona: Paidós.
- CAMPILLO, Neus (2002): *Género, ciudadanía y sujeto político. En torno a las políticas de igualdad*. València: Institut Universitari de Estudis de la Dona.
- CONNELL, Raewyn y Rebeca Pearse (2018): *Género desde una perspectiva global*. València: PUV Universitat de València.
- DURAN, M. Ángeles (2000): *Si Aristóteles levantara la cabeza*. Madrid: Cátedra.
- FRAISSE, Geneviève (2014): *Los excesos del género. Concepto, imagen, desnudez*. Madrid: Cátedra.
- GARCÍA DAUDER, S. y Eulalia Pérez Sedeño (2017): *Las mentiras científicas sobre las mujeres*. Madrid: Libros de la Catarata.



- HARAWAY, Donna J. (1995): Ciencia, cyborgs y mujeres. La reinvención de la naturaleza. Madrid: Cátedra.
- IZQUIERDO, M. Jesús (1998): El malestar de en la desigualdad. Madrid: Cátedra.
- PRIETO, Carlos (ed.) (2007): Trabajo, género y tiempo social. Barcelona: Hacer.
- TELLEZ, Anastasia; Javier E. Martínez Guirao y Joan Sanfèlix Albelda (eds.) (2019): Masculinidades Igualitarias y Alternativas. Procesos, Avances y Reacciones. València: Tirant lo Blanch.
- VALCÁRCEL, Amelia (2009): Feminismo en el mundo global. Madrid: Cátedra.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. CONTENTS**

*Contents of the original teaching guide will be maintained.*

### **2. WORKLOAD AND TIME PLANNING OF TEACHING**

*The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the semester.*

### **3. TEACHING METHODOLOGY**

*The course will consist of face to face sessions, as well as practical activities and collective tutorials established in the original teaching guides. Individual tutorials will be preferably individuals.*

*Regarding affected or vulnerable students, methodology will be adapted to the following activities non face-to-face: individual works, individual projects or reports, study of specific bibliography and/or tutorials through videoconference.*



*If sanitary situation imposes on-line classes, all sessions will be substituted for: materials in virtual classroom, synchronous videoconferencing, registered presentations or other options established by the teaching team. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teaching team will communicate these adaptations through virtual classroom.*

#### **4. EVALUATION**

*The criteria of the teaching guide will be maintained regarding the estimation of each type of activity.*

*For vulnerable or affected students, group activities qualification will be considered in individual activities.*

*In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the following modality will be done: individual written exercise by questionnaire in a virtual classroom synchronous task; individual written proof asynchronous with questions of development in virtual classroom; addition of activities of continuous evaluation.*

#### **5. BIBLIOGRAPHY**

*The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, materials of support will be facilitated through virtual classroom.*