

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

Code	34408
Name	Sociological analysis from a gender-based perspective
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
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
1931 - D.D. in Sociology-Political and Public Adminis. Sciences	Faculty of Social Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
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
1931 - D.D. in Sociology-Political and Public Adminis. Sciences	3 - Asignaturas obligatorias de tercer curso	Obligatory

Coordination

Name	Department
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 waves of feminism. From the 18th to the 21st century

2. EPISTEMOLOGICAL BREAKDOWN AND METHODOLOGY FROM THE GENDER PERSPECTIVE

Incorporation of the gender perspective in social research. Criticism of androcentrism and main gender biases.

3. SOCIALIZATION PROCESSES AND GENDER IDENTITIES

Socialization and socializing institutions: family and school. Gender violence. Diversity and gender identities. Men and equality.

4. THE GENDERED DIVISION OF LABOR

Conceptual reviews of work: monetized and non-monetized. Gender gaps. Double-shift and double presence. Labor market, asymmetries and labor segregation, horizontal and vertical.

5. STATE AND CITIZENSHIP. WOMEN AS A POLITICAL SUBJECT

The institutionalization of equality policies, equal treatment and basic regulations. Women and transformation of spaces of power.

**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
TOTAL	150,00	

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.

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Basic

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Additional

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- VALCÁRCEL, Amelia (2009): Feminismo en el mundo global. Madrid: Cátedra.
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- JABBAZ CHURBA, Marcela; Juan A. Rodríguez del Pino y Mónica Gil Junquero (2020): Narrativas de igualdad y violencia de la juventud. Valencia: Tirant lo Blanch.
- OBIOL-FRANCÉS, Sandra y Villar-Aguilés, Alicia (2022). Hacer emerger lo oculto. Una propuesta de indicadores no androcéntricos para evaluar el trabajo académico (pp. 110-131). En Elena Mut (coord.) Experiencias y saberes emancipadores para la transformación social y la sostenibilidad de la vida desde una perspectiva feminista. València: Quaderns Feministes, Tirant lo Blanch.
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