# COURSE OUTLINE

## 1. GENERAL

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| **SCHOOL** | Social Sciences |
| **DEPARTMENT** | Sociology |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | **FYLK226** |

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|---:|:---|
| **SEMESTER** | **5 & 7** |

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|---:|:---|
| **COURSE TITLE** | Gender and Social Researvh |

| **TEACHING ACTIVITIES** *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|:---|:---:|:---:|
| | 3 | 5 |
| | | |
| | | |
| *Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.* | | |

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| **COURSE TYPE** *Background, General Knowledge, Scientific Area, Skill Development* | SCIENTIFIC AREA |
| **PREREQUISITES:** | |
| **TEACHING & EXAMINATION LANGUAGE:** | ENGLISH |
| **COURSE OFFERED TO ERASMUS STUDENTS:** | YES |
| **COURSE URL:** | |

## 2. LEARNING OUTCOMES

| **Learning Outcomes** |
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| *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.* |

The aim of this course is for students to deepen their understanding of social research on gender while simultaneously developing critical reading, discussion, and reflection skills.

Specifically, upon completing the course, students will be able to:

- Understand how social research on gender develops in Greece and internationally.
- Recognize key approaches to gender as an analytical category in social research.
- Identify fundamental research fields in gender studies.
- Analyze scientific articles through comprehension questions.
- Evaluate the objectives, methodology, and results of gender-related social research.
- Utilize experience and observation to formulate research questions.
- Collaborate in groups to solve exercises and assignments both in class and online.
- Engage in self-assessment based on individual and overall learning objectives.

| **General Skills** |
|:---|
| *Name the desirable general skills upon successful completion of the module* |

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|:---|:---|
| *Search, analysis and synthesis of data and information, ICT Use* | *Project design and management* |
| *Adaptation to new situations* | *Equity and Inclusion* |
| *Decision making* | *Respect for the natural environment* |
| *Autonomous work* | *Sustainability* |
| *Teamwork* | *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* |
| *Working in an international environment* | *Critical thinking* |
| *Working in an interdisciplinary environment* | *Promoting free, creative and inductive reasoning* |
| *Production of new research ideas* | |

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making

Working independently
Team work
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

## 3. COURSE CONTENT

The course delves into the study of gender as one of the central analytical categories in social sciences and research. It is designed for third- and fourth-year students with a particular interest in gender studies, who have previously attended the introductory course **FYRK293 "Sociology of Gender."**

The course provides a concise mapping of social research on gender, highlighting key milestones in its development both internationally and in Greece. It examines fundamental methodological approaches, such as **standpoint epistemology** and **intersectionality**, and their application in specific research fields. Subsequently, through the study of academic articles and examples, the course focuses on specific areas of research that have been central to the sociology of gender.

## 4. LEARNING & TEACHING METHODS - EVALUATION

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| **TEACHING METHOD**<br>*Face to face, Distance learning, etc.* | Face to face |
| **USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)**<br>*Use of ICT in Teaching, in Laboratory Education, in Communication with students* | Yes |

| **TEACHING ORGANIZATION**<br>*The ways and methods of teaching are described in detail.*<br>*Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*<br><br>*The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.* | *Activity* | *Workload/semester* |
|---|---|---|
| | Lectures | 65 |
| | Study and analysis of bibliography | 20 |
| | Interactive teaching | 20 |
| | Tutorials | 20 |
| | Course total | 125 |
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| **STUDENT EVALUATION**<br>*Description of the evaluation process*<br><br>*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*<br><br>*Please indicate all relevant information about the course assessment and how students are informed* | **Attendance and active participation** (questions & quizzes, discussion forum, group article presentations) – 25%<br><br>**Final written exams** (multiple-choice questions, text analysis, etc.) – 75% |
|---|---|

## 5. SUGGESTED BIBLIOGRAPHY

- Acker, J. (1990), "Hierarchies, Jobs, Bodies. A Theory of Gendered Organisations", *Gender and Society*, 4(2): 139-158.

- Adkins, L. (2001), "Cultural Feminization: "Money, Sex and Power" for Women", *Signs*, 26(3): 669-695.

- Brah, A. (1999), "Scent of Memory: Strangers, Our Own, and Others", *Feminist Review*, 61: 4-26.

- Carrigan, T., Connell, B., Lee, J. (1985), "Toward a new sociology of masculinity", *Theory and Society,* 14 (5): 551-604.

- Chafetz, J. S. (1999), "The varieties of gender theory in sociology", in *Handbook of the Sociology of Gender*, NY: Kluwer, 3-23.

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- Erel, U. (2015), "Thinking migrant capitals intersectionally: Using a biographical approach", in L. Ryan, U. Erel, A. D'Angelo (eds), *Migrant Capital. Networks, identities and strategies*, London: Palgrave Macmillan, 18-32.

- Frankenberg, R. (1993), "Growing up White. Feminism, Racism and the Social Geography of Childhood", Feminist Review, 45: 51-84.

- Hochschild, A. (2013), *So How's the Family and Other Essays*, Berkeley: University of California Press.

- Ludvig, A. (2006), "Differences between Women? Intersecting Voices in a Female Narrative", *European Journal of Women's Studies*, 13(3): 245-258.

- Maynard, M. (1994), "Methods, practice and epistemology: The Debate about Feminism and Research", in M. Maynard, J. Purvis (eds.), *Researching Women's Lives from a Feminist Perspective*, London: Routledge, pp. 10-26.

- McCall, L. (2005). "The complexity of intersectionality", *Signs*, 30(3), 1771-1800.

- Mohanty, C. T. (1984), "Under Western Eyes: Feminist Scholarship and Colonial Discourses", *boundary 2,* 12(3): 333-358.

- Oakley, A. (1989), "Interviewing Women", in Helen Roberts (επιμ.), *Doing Feminist Research*, London: Routledge & Kegan Paul, 30-61.

- Oksala, J. (2016), "Microphysics of power", in L. Disch, M. Hawkesworth (eds.), *The Oxford Handbook of Feminist Theory*, 472-489.

- Phoenix, A. and Bauer, E. (2012), "Challenging gender practices: Intersectional narratives of sibling relations and parent–child engagements in transnational serial migration", *European Journal of Women's Studies*, 19(4): 490-504.

- Ramazanoglu, C. (1989), "Improving on sociology: the problems of taking a feminist standpoint", *Sociology*, 23(3): 427-447.

- Richardson, D. (2020), "Conceptualising Gender", in D. Richardson, V. Robinson, *Introducing Gender and Women's Studies*, 5th ed., London: Red Globe Press, 8-23.

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- Staunes, D. (2003). "Where have all the subjects gone? Bringing together the concepts of intersectionality and subjectification", *Nora*, 11(2): 101-110.
- Walby, S., Armstrong, J. and Strid, S. (2012), 'Intersectionality: Multiple inequalities in social theory', *Sociology*, 46(2): 224–40.
- Yuval-Davis, N. (2015), "Situated Intersectionality and Social Inequality", *Raisons politiques*, 58: 91- 100.

*Related academic journals:*

*Feminist Review*
*European Journal of Women's Studies*
*Journal of Modern Greek Studies*

# ANNEX OF THE COURSE OUTLINE

## Alternative ways of examining a course in emergency situations

| | |
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| **Teacher (full name):** | Zavvou Alexandra-Evangelia |
| **Contact details:** | a.zavvou@uoc.gr |
| **Supervisors: (1)** | Yes |
| **Evaluation methods: (2)** | Written examination with distance learning methods |
| **Implementation Instructions: (3)** | 2 hour exam, questions administered by the course instructor, written responses uploaded onto e-learn platform, grading (1-10 points), percentage of written exam in final grade 100%, monitoring through open camer |

**(1)** Please write YES or NO

**(2)** Note down the evaluation methods used by the teacher, e.g.
  ➢ *written assignment* or/and exercises
  ➢ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

**(3)** In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises:** the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods:** the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.