

Gender and Society				<b>ECTS code</b> AGS-S-1			
<b>Hours</b> 30	<b>ECTS points</b> 2	<b>Final requirement</b> <i>Graded credit</i>	<b>Year</b> /	<b>Semester</b> /	<b>Form</b> <i>obligatory</i>	<b>Language</b> <i>English</i>	<b>Prerequisites</b> <i>none</i>
<b>Provider</b> <i>University of Opole / Faculty of Philology</i>							
<b>Studies</b>							
<b>Subject</b>	<b>Degree</b>	<b>Organization</b>	<b>Profile</b>	<b>Major/Specialty</b>			
<i>Applied Gender Studies</i>	<i>MA</i>	<i>Full time</i>	<i>Academic</i>				
<b>SPECIALTY SUBJECTS</b>							
<b>Course name</b>		<b>ECTS code</b>	<b>Form</b>	<b>Hours</b>	<b>ECTS points</b>	<b>Instructor</b>	
<i>Gender and Society</i>		<i>AGS-S-1</i>	<i>class</i>	<i>30</i>	<i>2</i>	<i>Dr Borys Cymbrowski</i>	
<b>Forms of evaluation of effects (see below for types of effects)</b> Essay (1,2,3,4,5,9) Oral presentation (1,2,3,4,5,6,7,8,9)							
<b>Methods of instruction/ forms of classroom activity</b>  Class discussion of assigned texts Group work (presentations concerning gender issues in selected areas) Individual essay based on theory and gender-related situations in various aspects (based on the presentations).				<b>ECTS points in relation to student's duties</b>  1 ECTS pt. – 30hours of class participation and preparation for the class 1 ECTS pt. – 30 hours of preparation and essay writing			
<b>Course description</b>  The aim of the course is to introduce students to the various forms gender determines and is determined by other factors in differentiated dimensions of social life. Gender is thought here as one of the crucial indicators of a person's position within social structure which is intertwined with other indicators, like class, ethnicity and race, often in very subtle ways.							
<b>Course objectives</b>  The course is designed to develop skills in identifying gender-relevant phenomena in various dimensions of social life, to pose detailed research questions about them, as well as find hypothetical answers to them. On a more practical level, students should be able to interpret various sources of data containing any information that can be relevant to gender as an important part of overall social stratification.							

## Course content

1. Sex differences in nature and nurture
2. Gender and socialization and education: social roles
3. Gender in language and communication
4. Gender in the family relationships
5. Gender in employment and economy
6. Gender in spiritual life
7. Gender in politics
8. Gender in different political regimes: special scope on communism and post-communism.

## Reading list

### A. obligatory reading (to get a credit):

A.1. used in class

Claire M. Renzetti, Daniel J. Curran, *Women, Men and Society*, Allyn and Bacon, 1995

A.2. used for self -study

Mary Holmes, *What is Gender? Sociological Approaches*, Sage Publications, 2007

### B. supplementary reading:

Ralph Linton, *The Cultural Background of Personality*, D. Appleton Century Company, New York - London 1946.

Simone de Beauvoir, *The Second Sex*, Jonathan Cape, London 1956.

Henrietta L. Moore, *Understanding Sex and Gender*, in: Tim Ingold (ed.), *Companion encyclopedia of anthropology*, Routledge, 2002.

Rosa Ainley (ed.), *New Frontiers of Space, Bodies and Gender*, Routledge, 2001.

Erik Olin Wright, J. Baxter, G. E. Birkelund, *The Gender Gap in Workplace Authority*, "American Sociological Review" 1995, vol. 60, June, pp. 407 - 435.

Erik Olin Wright, *The Non-Effects of Class on the Gender Division of Labor in the Home: A Comparative Study of Sweden and the United States*, "Gender and Society", Vol. 6, No. 2, June 1992, pp. 252 - 282.

Charlotte Burck, Bebe Speed (eds.) *Gender, Power and Relationships*, Routledge, 1995.

Michelle K. Ryan, Nyla R. Branscombe (eds.) *The Sage Handbook of Gender and Psychology*, Sage, 2013.

Alexandra Kollontai, *Communism and the Family*, in: A. Kollontai, *Selected Writings of Alexandra Kollontai*, transl. by Alix Holt, Allison and Busby, 1977.

Göran Therborn, *European Modernity and Beyond: The Trajectory of European Societies, 1945 - 2000*, Sage 1995.

Małgorzata Fidelis, *Women, Communism, and Industrialization in Postwar Poland*, Cambridge UP, 2010

## Effects

### Knowledge

Students:

1. have deepened knowledge about the significance of social studies, particularly the discipline of sociology, in the system of scientific disciplines, about their research subjects as well as their methodological specificity (K\_W02)
2. know the terminology of sociology, its main theoretical frameworks and methodologies, particularly with respect to gender studies (K\_W04)
3. have broadened knowledge of social diversity and inequality (K\_W09)

## Skills

*Students can:*

4. search for, analyze, select, evaluate and use information collected from various sources and presented in various media (K\_U01)
5. apply the terminology, theoretical frameworks, research paradigms and methodological approaches of linguistics, literature and culture studies, as well as social studies (K\_U04)
6. collaborate with other students to define and find a solution to a given problem related to gender issues (K\_U13)

## Social competences

*Students:*

7. cooperates with others in a team, assumes various roles in a group (K\_K04)
8. is able to participate creatively in social projects (K\_K13)
9. is able to share advanced sociological knowledge with both professionals and laypeople (K\_K15)

## Contact

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