1. **Title of the module**

SOCI5440 (SO544) Gender, Work & Equality

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: School of Social Policy, Sociology & Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring Term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Sociology – optional module

BA Social Policy – optional module

Other relevant degrees offered by SSPSSR and as an elective module for students outside SSPSSR

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Explain the nature of the relationship between ‘work’ and ‘gender’, with a systematic understanding of the current debates around these issues
3. Possess a systematic understanding of the nature of division of labour in modern day society, and the debates and trends in the division of labour
4. Possess a systematic understanding of the role of social norms, social and national institutions in the way work is divided between men and women
5. Identify and critically evaluate the key factors influencing the division of labour both in the labour market and within the household
6. Identify and critically evaluate the main policy developments in Britain and in Europe in the area of the work-life balance and family policies
7. Critically evaluate, and be aware of, the relevant social scientific literature and empirical evidence (including qualitative and quantitative evidence) in the field (in particular, major research studies of recent years)
8. Demonstrate an ability to assess and critically evaluate the validity of explanations given for the problem of the gender inequalities prevalent in our labour market and the relevance of difference policy responses
9. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
10. Demonstrate the ability to undertake independent research using library and on-line resources
11. Communicate using a range of methods to both specialist and generalist audiences
12. Demonstrate an ability to use research method tools (quantitative or qualitative) to explain a research question
13. Critically evaluate a research method (quantitative and qualitative) used in an academic or social study
14. **A synopsis of the curriculum**

The key focus of this course is to provide students with a good understanding of issues surrounding gender and the labour market in a comparative sociological perspective. The course is designed around the core research questions in the gender inequality literature in relation to work-life balance in the context of family, company, the labour market and the welfare states. The module starts off examining the key questions of whether there is a gender wage gap and each week discusses the potential explanation of why there is a gender gap, starting with the preference theory – women earn less because they make bad choices in their lives, moving on to more structural problems restricting women’s choices. We also examine some of the key methods which gender inequality research has used recently.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & society*, 4(2), 139-158.
* Bianchi, S. M., Sayer, L. C., Milkie, M. A., & Robinson, J. P. (2012). Housework: Who did, does or will do it, and how much does it matter?. *Social forces*, *91*(1), 55-63.
* Esping-Andersen, G. (2009*). Incomplete revolution: adapting welfare states to women's new roles*. Cambridge: Polity.
* Schober, P. S. (2013). The parenthood effect on gender inequality: Explaining the change in paid and domestic work when British couples become parents. *European Sociological Review*, 29(1), 74-85.
* Williams, J. C., Blair-Loy, M., & Berdahl, J. L. (2013). Cultural schemas, social class, and the flexibility stigma. *Journal of Social Issues*, 69(2), 209-234.
* Williams, J. (2000). *Unbending gender: Why family and work conflict and what to do about it*: Oxford University Press.
1. **Learning and teaching methods**

Total Contact time: 22 hours

Private Study time: 128 hours

Total Study time: 150 hours

1. **Assessment methods**
	1. Main assessment methods

Coursework – mini research project (2000 words) – 40%

Coursework – essay (3,000 words) – 60% - pass compulsory

* 1. Reassessment methods

100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X |  | X | X | X |
| Seminar | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Research Project(2000) words | X | X | X | X |  |  |  | X | X | X |  |
| Essay (3000 words) | X | X | X | X | X | X | X | X | X |  | X |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module deals with the cross-national variation in the gender practices/division of labour across Europe, and the world. Each week the lectures will look at the international differences in the topic, and thus will gage the interest of not only British but International students. During the seminars, students are also encouraged to look at practices across Europe/the world, and this cross-national variation will be an element tested through the modules aforementioned assessments. Internationalisation is thus strongly embedded in the subject content, and will be a part of the assessment tasks.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 13/07/18 | Major | 2019/20 | 5,8,9,11,12,13 | No |
| 31/01/21 | Major | 2021/22 | 5,6,7,8,9,11,12,13,14 | No |