

# WORK PACKAGE 5

## EMBEDDING GENDER KNOWLEDGE



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# Work Package 5

## Embedding Gender Knowledge

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**Project title:** Systemic Action for Gender Equality  
**Project Acronym:** SAGE  
**Work Package:** 5 – Embedding Gender Knowledge

### The SAGE Consortium Comprises:

(Coordinator)	Centre for Women in Science & Engineering Research (WiSER), Trinity College Dublin	Ireland
	Università degli Studi di Brescia	Italy
	Kadir Has University	Turkey
	Instituto Universitário De Lisboa	Portugal
	Sciences Po Bordeaux	France
	International University of Sarajevo	Bosnia & Herzegovina
(Evaluator)	Queen's University Belfast	UK

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# 1. GENDERED CONTENT, CULTURE AND LANGUAGE

## 1.1 INTRODUCTION

*Work Package 5 - Embedding Gender Knowledge* – aims to develop a “Gender Sensitive Institution” Educational Pack, including: guidelines; gender course modules; a *gender and organisational change* course; and other associated materials.

As a baseline for these forthcoming deliverables, and in order to identify potential gaps in existing courses across the project consortium, an inventory and review of cross-faculty undergraduate and postgraduate curricula was carried out within the newer SAGE partners: *Università degli Studi di Brescia*; *Kadir Has University*; *Instituto Universitário De Lisboa*; *Sciences Po Bordeaux*; and *International University of Sarajevo*.

The results of this exercise were used to determine the gender implications of the current curricula and provide suggestions to overcome any resulting gender inequalities, such as highlighting the achievements of female scientists, or tackling the perception of some fields as gender neutral.

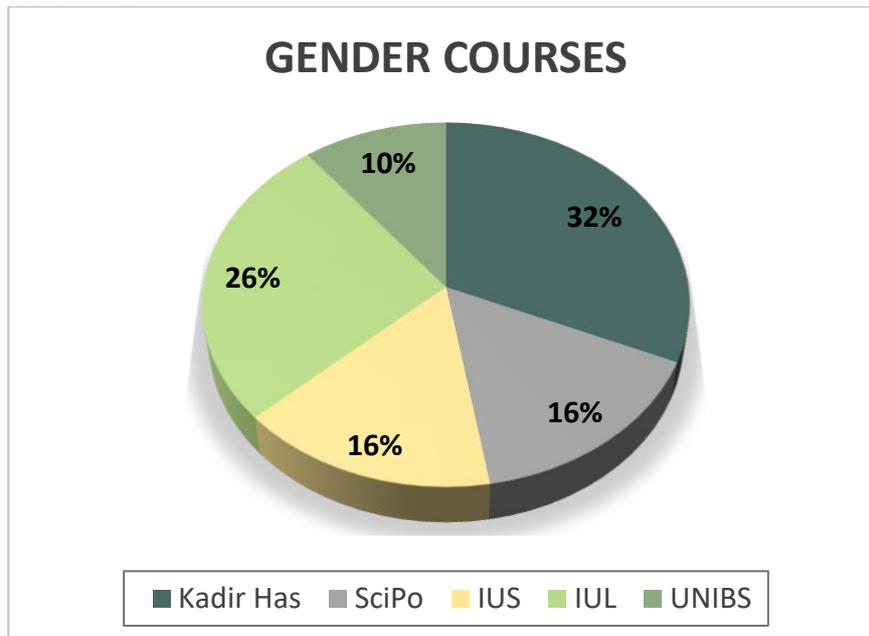
## 1.2 METHODS

Curriculum mapping was carried out in two rounds. First, a data collection template was prepared by the leading SAGE partner and shared with the consortium. It considered what is taught, when and how, as well as the gender of the teaching staff and the target student group - undergraduate or graduate. Next, the template was disseminated among the participating institutions, where feedback was collated from colleagues and a review of the course syllabus. Finally, partners were asked to answer a number of questions about gender inequities or difficulties identified while undertaking the curriculum mapping.

## 1.3 MAIN RESULTS

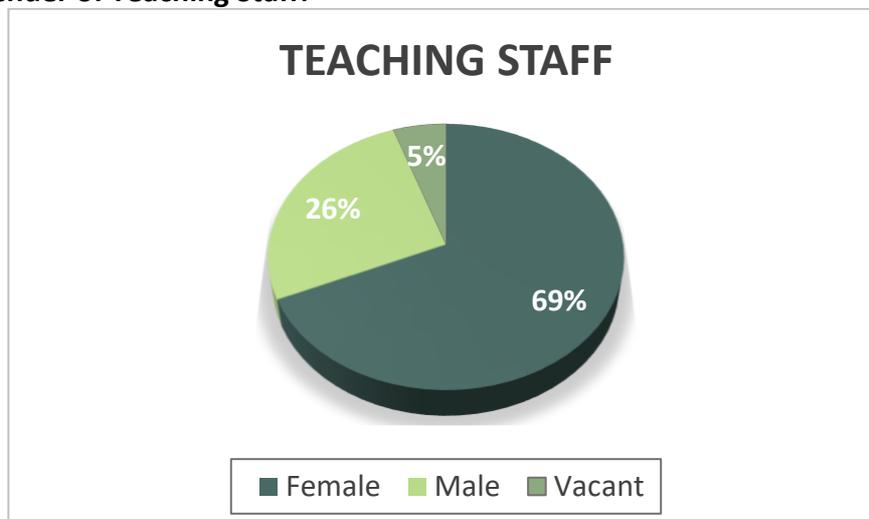
The inventory identified nineteen courses which explicitly address gender or equality issues: six at *Kadir Has University*; five at the *Instituto Universitário De Lisboa*; three at the *International University of Sarajevo*; three at *Sciences Po Bordeaux*; and two at *The Università degli Studi di Brescia*.

**Chart 1 – Gender Courses:**



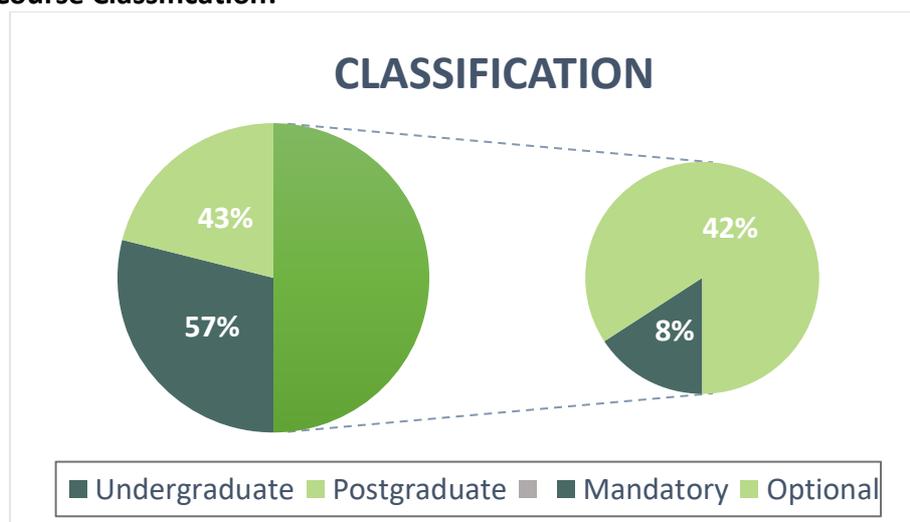
Of nineteen courses: thirteen are taught by women; five by men; and one course is subject to a teaching vacancy.

**Chart 2 – Gender of Teaching Staff:**



Eleven of the courses were offered to undergraduate students and eight to postgraduate students, but only three were classified as mandatory: 'Human Resource Management' and 'Critical Reading and Writing' at the *International University of Sarajevo*; and 'Introduction to Gender Studies' at *Sciences Po Bordeaux*.

Chart 3 – Course Classification:



In addition, some of the partners reported plans to establish an introductory gender module for specialized courses in all study programmes. At the *International University of Sarajevo*, some professors have already introduced gender in other courses, such as *Human Resource Management* and *English* courses.

The team at *Sciences Po Bourdeaux* carried out an additional mapping exercise by sending a short questionnaire to the teaching staff to understand whether or not they consider gender in the content of their courses. 58.3% of respondents declared that they include gender content in their courses, while 42.3% said that the gender dimension is not specifically part of the course. Feedback also noted that gender-related themes, such as feminism, LGBT+ rights and governance regularly come up in class debates, which appears to be normal for a political sciences *grande école*.

#### 1.4 GENDER INEQUALITIES AND DIFFICULTIES IDENTIFIED

None of partners highlighted any active resistance from colleagues during the mapping exercise. In the case of the *International University of Sarajevo*, a passive resistance can be read into the low rate of feedback to the research request. It should be noted, however, that only *Sciences Po* and the *International University of Sarajevo* endeavoured to email colleagues or undertake a survey of teaching staff, while the other organisations relied on a web-search of the syllabus to respond to the data request.

Since most partners carried out the curriculum mapping by consulting the syllabus, it is hard to evaluate the attitude of colleagues to the project. *Sciences Po* fed back that general comments were mostly very enthusiastic about the survey and that colleagues appreciated the opportunity to relate to and think about the gender content of their courses. Nonetheless, one respondent left a very negative comment: "Gender equality, yes. Gender theory, no, it becomes a dictatorship".

According to partners, gender issues are generally explored and taught in a proper way at their institutions. However, *Sciences Po* was the only organisation to include gender content

in the majority of their courses (60% of respondents to the survey of teaching staff) and to make gender courses a mandatory part of the curriculum. Feedback from the other partner organisations highlighted a perception that gender courses are considered less important, as they are only taught in elective courses and mostly at an undergraduate level.

Looking specifically at the gender implications of the overall curriculum, it is generally believed that gender cannot be introduced into some courses or fields of study. At the *Instituto Universitário De Lisboa*, for example, colleagues articulated three main reasons for not including gender in their syllabus. Firstly, there is a general lack of knowledge about gender equality as a key topic in Higher Education and within Horizon2020, which makes it harder to articulate research findings on gender or to teach about gender. Secondly, the fact that the country has made considerable achievements in gender equality over recent years is often cited as argument to minimize the importance of gender in social inequalities. And thirdly, there is an organisation gap, as the University has not yet included gender (in)equality issues amongst its policy priorities.

In order to overcome this resistance and promote the inclusion of gender perspectives in the curricula, feedback from the research suggested that the *Instituto Universitário De Lisboa* undertakes a range of workshops on gender and diversity for small groups of academic staff, combined with a programme of special events to promote the importance of the field and attract more people.

Feedback from the *International University of Sarajevo*, which experiences similar resistance to building gender equality into the curriculum, suggested that a few researchers take up the practice and set examples for others to follow, as well as public lectures and workshops. Feedback from the *Università degli Studi di Brescia* suggested that showing the potential of gender to attract EU funding could provide an incentive, even for the most reluctant colleagues, to consider gender in their curricula.

The context of the feedback from *Sciences Po Bourdeaux* is more nuanced than the data suggests. Among those courses classed as “gender neutral”, academic staff noted the difficulties of integrating the gender dimension into the course design. For example, one teacher explained that his course covers the history and decision-making processes of the EU institutions - even if he were convinced that gender could come up in this class, it would be difficult for him to integrate this dimension into an introductory course of only 18 hours. Another example highlighted was a course on dissertation methodology, where gender is not a factor in the subject matter. In other cases, teachers reported their students’ indifference to the topic, and even active resistance, with complaints that gender is too often discussed to the detriment of other types of discrimination.

*Sciences Po Bourdeaux* believe that these resistances can be overcome through communication about the importance of gender content and raising awareness of the SAGE project. This year, they plan to organize several workshops on gender for both teachers and students. The aim is to highlight to support colleagues to consider the importance of integrating the gender dimension into their courses.

## 1.5 DETAILED DESCRIPTION OF GENDER COURSES

### 1.5.1 Kadir Has University

#### Gender Courses:

- Gender and Law
- Close Relationships and Families
- Body, Space and Performance
- Women and gender studies
- Gender and media
- Gender and politics

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender and Law</b>	<b>Public Law</b>	<b>Undergraduate</b>	<b>3</b>	<b>Optional</b>
<p>This course aims to introduce students to critical approaches to the law provided by feminist legal theory, the LGBTI+ movement and queer theory. The intention is to equip students with conceptual tools that will help them to understand and debate the relationship between gender and the law; to provide students with a critical sensibility about the role of law in the propagation of gender inequality; and to inspire students to think of innovative applications of legal tools in favour of social transformation and equality.</p> <p>The course will cover an introduction to feminist theory and queer theory; discussing the basic concepts of gender, patriarchy, heteronormativity, and gender binary. It will provide an overview of the main issues of feminist legal theory, such as the modern dichotomies of public and private spheres, of mind and body, the concept of equality, the female body and sexuality. Throughout the course, students will examine national and international court rulings to debate the impact of the law on gender inequality; they will discuss the relationship between the law and social movements; and debate the potential roles of the law in social transformation and the elimination of all kinds of discrimination based on gender, gender identity, and sexual orientation.</p>				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Close Relationships &amp; Families</b>	<b>Psychology</b>	<b>Undergraduate</b>	<b>6</b>	<b>Optional</b>
<p>This course is designed to introduce students to the scientific study and understanding of family life, while providing them with a safe environment to examine their attitudes and values regarding relationships and families. Gendered attitudes and behaviours in intimate relationships are discussed each week in light of a different relational construct that becomes the focus of discussion. In particular, there is a focus on conflict and its resolution; as well as a study of intimate violence, during which we talk about various types of violence and the cycle of violence. Honour, jealousy and monogamy are also hot topics of discussion where gendered attitudes and behavioural expectations are questioned. LGBT relationships are purposefully not covered as a “special topic”, rather the course adopts the message that everything we know and learn about heterosexual</p>				

relationships is the same in LGBTI relationships. Instead, the expectation of difference should be carefully questioned.

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Body, Space &amp; Performance</b>	<b>Communication studies</b>	<b>Graduate</b>	<b>N/A</b>	<b>Optional</b>

This interdisciplinary course focuses on “the body”, which is situated at the intersection of gender and sexuality, bringing in feminist, queer, multicultural and postcolonial perspectives.

Throughout the course, students will interrogate “the body” as a space of contested representations, discourses, and ideologies, studying its implications for the politics of performance throughout the past and over this century. They will explore the discursive parameters within which the body has been represented; the arguments used to legitimise and enforce these representations; and the ways in which these representations have changed from the 19th century to the present.

The course will highlight the ways hegemonic taboos shape and define what is permitted and what is prohibited; the ways such taboos are naturalized and internalized to create a norm by which everything else is measured. It will challenge the discourse of normality, using examples from marginalized representations of the body in alternative cultural practices using visual art, film/video/media, performances, popular music, fashion, and culture.

The course will cover the topics of sex; the production of the "exotic"; racialized body; religion; cyber-censorship; and subversive appropriations. These issues will be examined through the lens of feminist and queer theory, critical race theory, postcolonial and globalization studies, social and political theory.

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Women and gender studies</b>	<b>Political science &amp; public administration</b>	<b>Undergraduate</b>	<b>N/A</b>	<b>Optional</b>

This course introduces students to the systematic study of gender and women. Throughout the course students will examine the concept of gender and the ways that cultural ideas of gender impact the everyday lives of men and women.

Topics will be explored under the broad headings of media; law; sexuality; and politics.

The course will look at ideas of masculinity, femininity, sexuality and the ways that they are constructed and reproduced in Turkey. It will also examine the ways that gender affects such topics as media, ideas of beauty, sex, work, parenthood and politics.

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
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<b>Gender and media</b>	<b>Public relations and information</b>	<b>Undergraduate</b>	<b>N/A</b>	<b>Optional</b>
<p>This course is designed to introduce undergraduate students to a range of theoretical debates around gender and its representation in the media by analysing a wide range of formats, including news; television shows; advertising; magazines and print media; cinema; photography; and the internet.</p> <p>The course aims to analyse debates about gender and media in the context of key developments in media and cultural studies; and to evaluate the role of the media in constructing and perpetuating gender stereotypes.</p> <p>Students will be supported to develop a gender-sensitive literacy, applicable to different forms of media; critical research tools; and writing skills from a gender-studies perspective. They will be equipped to identify, summarise and interpret arguments drawn from critical reading and discussion and critically assess a selection of feminist approaches in the analysis of various media forms.</p>				

<b>Course Title</b>	<b>Department</b>	<b>Under/Grad</b>	<b>ECTS</b>	<b>Mandatory /Optional</b>
<b>Gender and politics</b>	<b>Political science and public administration</b>	<b>Undergraduate</b>	<b>N/A</b>	<b>Optional</b>
<p>This course will introduce students to the issue of gender and the ways it intersects with politics. The course will discuss the ways in which gender is political and is politicized, as well as the ways that gender impacts on various political issues. The course will cover issues of gender, sexuality and social control, including the ways that society controls our bodies and regulates how we can use them. It will discuss pornography and examine what kinds of bodies and acts are considered sexually arousing and thus “normal”.</p> <p>Students will learn about social media and the ways that technology now informs and impacts our sexual and dating lives. The course will discuss dating, desire and hooking up, discussing the current realities of dating and the culture of hooking up. Finally, it will turn our attention to issues of sexual pleasure and safety and what individuals are “allowed” to do for sexual pleasure. Throughout all of these topics, the course will analyse the influence of gender, race, sexual orientation, class and religion on these issues and what is considered acceptable and allowable concerning our bodies.</p>				

### 1.5.2 *International University of Sarajevo*

#### **Gender Courses:**

- Human Resource Management
- Critical Reading and Writing
- Gender in International Relations

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Human Resource Management</b>	<b>Management</b>	<b>Undergraduate</b>	<b>6</b>	<b>Mandatory</b>
<p>Gender is one of the key aspects of managing diversity. This course takes a theoretical approach to human resource management.</p> <p>Through analysis of available data, students will focus on the gender pay gap. They will discuss career opportunities for minority and women, which is one of the most persistent reasons why minority women leave companies. And they will discuss how successful organizations are managing this phenomenon as well as the real-life benefits of diversity in the workplace.</p>				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Critical Reading and Writing</b>	<b>English Language and Literature</b>	<b>Undergraduate</b>	<b>6</b>	<b>Mandatory</b>
<p>This course is designed to endow students with the skills essential to critically approach, analyse, and evaluate an array of real-world and literary texts and video materials across different genres, styles, and registers. The course focuses on critically reading and analysing texts on contemporary issues, such as artificial intelligence, satire, social media, and discrimination, using a plethora of both academic and critical thinking skills such as skimming, scanning, analysing, summarizing, inferring, inducing, deducing, and reasoning.</p> <p>The section on discrimination comprises an array of topics, with a particular emphasis on both historical and contemporary views of gender equality and the resulting impacts on geopolitics and the ever-changing global job market.</p> <p>Throughout the course students will study gender in a range of formats, including: ‘If Shakespeare Had a Sister’ – an excerpt from a Room of One’s Own (1929) by Virginia Wolf; stereotypical gender roles in commercial posters; ‘Cinderella Story’ – a video activity focused on gender-reversal situations; a comparison of British Army Recruiting Videos from 1970s and 2018; a statistical analysis of the gender pay gap; and gender-based discrimination in religion, comparing two news articles with opposing views on women’s religious rights.</p> <p>Students taking this course are expected to write a critical assignment on discrimination as a part of their ongoing assessment.</p>				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender in International Relations</b>	<b>International and Public Relations</b>	<b>Undergraduate</b>	<b>6</b>	<b>Optional</b>
<p>This course focuses on the ways in which gender is implicated in the construction of international relations. It explores various feminist and non-feminist approaches to the study of gender, femininity and masculinity in world politics to introduce students to gender analysis in global politics.</p>				

Throughout the course, students will learn to analyse links between gender, conflict and peace; to apply theoretical models and perspectives to understand and explain historical events, actors, institutions and the behaviour of state; to conduct critical analyses of contemporary events; and to evaluate current theories of international security from a feminist perspective.

Students will learn about the key topics of: States, Nations and Citizenship; Conflict, Peace and Violence; Security and Peacebuilding; Militarism; Global Governance; and the Global Political Economy. This course expands on this traditional educational foundation by examining Gender in International Relations; Feminist International Relations; Mainstreaming Gender in International Institutions; Gender and Human Rights; Sexual Violence in War; and Transitional Feminist Politics.

### 1.5.3 *Instituto Universitário De Lisboa*

#### **Gender Courses:**

- Psychology of Gender
- Gender, Emotions and Power
- Sociology of Gender
- Gender, the Military and International Security
- Gender and Social Work: Contemporary Debates

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Psychology of Gender</b>	<b>Department of Social and Organizational Psychology</b>	<b>Graduate</b>	<b>6</b>	<b>Optional</b>
Following the themes of "Gender, Sexualities and Intersectionality" set out in CIS-IUL's strategic plan, this course aims to develop students' skills in the scientific domain of psychology; to empower students to participate in public debates on gender issues and equality; and to give students the theoretical and methodological instruments necessary for research and intervention in processes of social discrimination based on or articulated with gender and sexualities. The program includes three classes dedicated to each of these themes, and one class dedicated to the implications of this perspective on research and intervention. Another class will be dedicated to masculinity studies.				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender, Emotions and Power</b>	<b>Department of Anthropology</b>	<b>Undergraduate</b>	<b>6</b>	<b>Optional</b>
The objectives of the course are: to acquire an historical overview of anthropological approaches to emotions and gender as a category of social differentiation through the analysis of the leading theories and research methodologies; and to be conscious of the diversity and experiential meaning of gender and emotions and their implications for the constitution of power relations.				

Through the reflective innovation introduced by gender studies, the world of academia has witnessed the development of a reflection on emotions in anthropology. Cultural concepts of emotions and gender categories are modelled by their cultural and historical contexts. Through the analysis of these theoretical processes, this course aims to question some Western assumptions, reflected in social sciences as dualisms: man/woman; reason/emotion.

Over the last two decades the perspectives introduced by interpretivism and theory of practice have led to a renewed investment in the study of gender categories and emotions. As dimensions of articulation of individual experience, emotions are constituted through gender categories and become important devices for legitimization of social hierarchies. As such, gender and emotions constitute the backdrop to address questions about power relations. This course aims at illuminating the significance of social dimensions in emotional experience.

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Sociology of Gender</b>	<b>Department of Sociology</b>	<b>Undergraduate</b>	<b>6</b>	<b>Optional</b>
<p>The objective of the course is to familiarize students with the main debates on the issue of Gender, conceptually as well as in the social spheres where gender differentiation and inequality are central.</p> <p>The course covers: the problem of gender, difference and inequality; sex, gender and the social construction of unequal difference; social relations of gender and masculine domination; gender theories from the Enlightenment to the beginning of the 20th century; the normative canon of the 20th century; functionalist perspectives and the theory of sex roles; synchro-medicine and the concepts of gender role and identity; first, second and third wave feminisms and queer theory; contemporary critical theories; gender and society - the institutions of the gender order; gender, family and kinship; gender and political and economic power; gender and labour; gender, body and sexuality; gender, identity, masculinities and femininities; and gender and Inequality.</p>				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender, the Military and International Security</b>	<b>Department of Sociology</b>	<b>Graduate</b>	<b>6</b>	<b>Optional</b>
<p>This course introduces students to a variety of theoretical perspectives and empirical processes linking gender to the dynamics of security and armed conflict, both at the domestic and international levels.</p> <p>It aims to provide students with theoretical and analytical tools to understand the historical and cross-cultural connections between gender, war and peace; and the way gender operates at the distinct analytical levels of social institutions and interaction. It aims to comparatively analyse gender integration processes in the armed forces of western democracies, focusing on the variety of processes through which gender informs the politics and practices of the military. And it aims to identify and discuss the</p>				

implications and challenges of a new gender regime in international security which has been developing since the approval of UNSC Resolution 1325 in 2000.

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender and Social Work: Contemporary Debates</b>	<b>Department of Sociology</b>	<b>Graduate</b>	<b>6</b>	<b>Optional</b>
The objectives of the course are: to critically introduce the problematic of gender; to present a critical overview of gender theories; to deepen knowledge on gender relations and inequalities and their effects on different populations and fields of social life; and to articulate the role of gender studies within social work.				

#### 1.5.4 *Sciences Po Bordeaux*

##### **Gender Courses:**

- Gender Studies and International Relations
- Gender and Education
- Introduction to Gender Studies

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender Studies and International Relations</b>	<b>Political Science</b>	<b>Graduate</b>	<b>1.5</b>	<b>Optional</b>
In recent years, women's- and gender-related issues have become highly salient on the international stage. This can be seen in the development of gender mainstreaming strategies in each and every international organization, ranging from the European Union to the World Bank, and the creation of UN Women in 2010. Gender equality shows an unprecedented level of diffusion within national politics. Taken together, these examples suggest that gender issues have become institutionalized in international organizations and that they may well have a significant impact on nation states' policies.				
These developments cannot be taken for granted and many questions remain unanswered. This course analyses the internationalization of gender-related issues, their institutionalization in the global governance structures and processes, and the limits thereof. It questions the real impact and consequences of gender-sensitive policies; and asks how we can account for a successful and legitimate gender mainstreamed approach.				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Gender and Education</b>	<b>Political Science</b>	<b>Graduate</b>	<b>N/A</b>	<b>Optional</b>
The course explores issues of gender and education in African countries.				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Introduction to Gender Studies</b>	<b>Political Science</b>	<b>Undergraduate</b>	<b>N/A</b>	<b>Mandatory</b>
<p>Why are there inequalities between men and women? What is the link between biological sex and social roles? Can women be considered as a homogeneous social group? Can men? How can intersectionality be defined? This course offers an introduction to gender studies, through different disciplines and concrete examples.</p> <p>The first part of the course introduces students to the concepts used in social sciences to analyse inequalities based on sex.</p> <p>The second part of the course approaches the questions of sex and gender in the debate between nature and culture. Does sex determine gender? Are social roles the consequence of sex? These questions will be addressed in terms of biology, the history of sciences and anthropology.</p> <p>The third part of the course focuses on gender studies in political science, discussing issues of citizenship, voting and political behaviour.</p>				

### 1.5.5 *Università Degli Studi di Brescia*

#### **Gender Courses:**

- Theories and Politics of Equality
- Anti-discrimination Law

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Theories and Politics of Equality</b>	<b>Law</b>	<b>Graduate</b>	<b>6</b>	<b>Optional</b>
<p>This course explores the main waves of feminism (equality feminism, difference feminism and post-feminism) and introduces learners to the concept of gender and its application to the universe of legal phenomena. In doing so, the different meanings of the principle of equality are addressed and deepened in relation to gender, ethnicity, race, religion, age, disability and sexual orientation.</p>				

Course Title	Department	Under/Grad	ECTS	Mandatory /Optional
<b>Anti-discrimination law</b>	<b>Law</b>	<b>Graduate</b>	<b>6</b>	<b>Optional</b>
<p>This course focuses on anti-discrimination law in the field of labour. It explores and addresses the concepts of direct discrimination; indirect discrimination; associative discrimination; and harassment.</p> <p>Students will analyse derogations and exceptions to European law and its transposing legislation. They will examine positive action and positive discrimination; reasonable adjustments and remedies. Finally, the course will examine examples of anti-discrimination case law in practice and the how courts address the burden of proof.</p>				

## 2. GUIDELINES FOR INTEGRATING SEX AND GENDER INTO SCIENTIFIC RESEARCH

### 2.1 WHAT IS THE DIFFERENCE BETWEEN “SEX” AND “GENDER”?

The terms “sex” and “gender” are not always easy to understand and are often used interchangeably. Put simply, sex refers to the biological difference between men and women, whereas gender – a term which first appeared in the 70s with the development of women’s studies – is the social construction of the roles and expectations that are attributed to one sex or the other. Consider French writer and feminist Simone de Beauvoir’s famous remark that one is not *born*, but rather *becomes*, a woman.<sup>1</sup>

Men and women are taught almost from birth how to behave in society in accordance with the biological sex they have been assigned. This will influence, for example, the toys a child is given or plays with (*cars are for boys and dolls for girls*), the clothes we wear (*dresses are for girls, not for boys*), the sports we play (*rugby is a boy’s sport*) and later on in life, the courses we choose to study at university (*science and maths are for boys, literature and psychology are for girls*) or even our profession (*men are professors, scientists, and managers, while women are nurses, teachers and secretaries*). Today, such examples may appear rather stereotypical, but just consider the following facts:

- only 18% of the world’s top-ranking universities are led by women<sup>2</sup>;
- less than 11% of nurses registered in Britain are men<sup>3</sup>;
- make-up and fashion-related play is still explicitly marketed to girls, while train sets, construction toys and model kits will generally still have boys pictured on the packaging<sup>4</sup>;
- women make up only 14.4% of all people working in the fields of science, technology, engineering and maths (STEM) in the UK, despite accounting for about half of the workforce<sup>5</sup>.

However stereotypical they might appear to us, clearly there is still some way to go in the deconstruction of these gendered representations.

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<sup>1</sup> “On ne naît pas femme, on le devient”, in S. de Beauvoir, *Le deuxième sexe*, Paris : Gallimard, 1949.

<sup>2</sup> <https://www.ecu.ac.uk/blogs/far-women-come-higher-education/>

<sup>3</sup> <https://www.economist.com/britain/2018/08/18/a-shortage-of-nurses-calls-for-the-recruiting-of-more-men>

<sup>4</sup> <https://theconversation.com/beyond-pink-and-blue-the-quiet-rise-of-gender-neutral-toys-95147>

<sup>5</sup> <https://www.theguardian.com/science/head-quarters/2018/mar/08/bridging-the-gender-gap-why-do-so-few-girls-study-stem-subjects>

Of course, nothing should prevent women – or men – from engaging in activities or professions traditionally assigned to the other sex, but even though there may have been some progress made over the years, habits are hard to break and, more importantly, we need to be aware of gendered roles in order to evolve into a more equal society, free from discrimination.

## 2.2 WHY INTEGRATING SEX AND GENDER INTO SCIENTIFIC RESEARCH MATTERS

Even scientific research is not free from gender stereotypes and segregation. Reports show, for example, that women are still under-represented in some areas of scientific research, particularly in the STEM fields<sup>6</sup>.

There are three ways in which gender can be integrated into scientific research<sup>7</sup>:

1. Gender equality in research teams;
2. Gender-sensitive research, where gender is considered at every stage of the research project;
3. Gender-specific research, where gender is the field of study itself.

### 2.2.1 Gender-balanced research teams:

Promoting gender balance in working groups and research teams contributes to closing the gaps in the participation of women and to improving their careers. Ensuring a gender balance in the research team will also improve the quality of the research simply by providing a more diverse outlook and by considering all the potential talent available in a particular research field. It has also been shown that men and women prefer to work in a mixed environment<sup>8</sup>, and that this improves the quality of collaboration and, therefore, the performance of the team.<sup>9</sup>

To ensure a better gender balance in research teams, we need, for example:

- To pay attention to potential gender bias in deciding on who will take part;
- To create an environment that fosters equal working conditions (fair access to funding, consideration of working hours and family responsibilities);
- To be aware that there may be resistances;
- To evolve professionally in a more gender-balanced network.

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<sup>6</sup> See the report: C. Hill, C. Corbett, A. St. Rose, *Why so few? Women in Science, Technology, Engineering and Mathematics*, [https://www.aauw.org/aauw\\_check/pdf\\_download/show\\_pdf.php?file=why-so-few-research](https://www.aauw.org/aauw_check/pdf_download/show_pdf.php?file=why-so-few-research)

<sup>7</sup> These guidelines are concerned with the first two.

<sup>8</sup> Gender in EU-funded research, Yellow Window, <http://www.yellowwindow.com/genderinresearch>

<sup>9</sup> J. B. Bear, *The role of gender in team collaboration and performance*, [https://www.researchgate.net/publication/228196582\\_The\\_Role\\_of\\_Gender\\_in\\_Team\\_Collaboration\\_and\\_Performance](https://www.researchgate.net/publication/228196582_The_Role_of_Gender_in_Team_Collaboration_and_Performance)

The fact that a lot of funding for research today is conditioned by integrating gender at all stages of a project (see for example the Horizon 2020 research programme or the Marie Skłodowska-Curie Actions (MSCA) Fellowship) underlines the importance given to gender equality and gender mainstreaming in research.

### **2.2.2 Gender-sensitive research:**

A gender-sensitive approach to research is important because we need to take into consideration the differences that exist between men and women, whether they be biological- or gender-based. Being aware of the gender dimension in research content improves the scientific quality and the relevance of the results. In health sciences for example, the male body is often used as the norm, which can lead to misdiagnosis of an illness or neglecting health problems in one sex because they are generally associated with the other. Take, for example, myocardial infarction (heart attack), which has long been associated with work-related stress in the older man. Because of this, the illness is under-diagnosed (or diagnosed too late) in women, and a woman who suffers from chest pain is more likely to be prescribed anti-depressants, while a man will be sent to a cardiologist. Failing to consider the gender dimension of this illness means that the majority of deaths linked to heart disease concern women.

In the field of social sciences, the gender dimension is often crucial as we are focusing on societal questions. In political science, for example, a research project on war and conflict studies cannot ignore the role women play, even if they are not directly involved in armed struggle.

In research that requires quantitative or qualitative analysis, a researcher must bear in mind the way questions are formulated, as they may not be perceived in the same way by respondents of different genders.

Gender-sensitive research, therefore, demands that we consider gender at every stage of the process where it is appropriate:

- In formulating the question
- In gathering the team and organizing the work
- In deciding upon the research methods used
- In data collection and analysis
- In the presentation/reporting of the findings.

### 2.2.3 Useful resources:

- ✓ If you would like to see how a gender-sensitive approach can be applied to your research field, the *Yellow Window* project provides a series of case studies to illustrate how gender-sensitive research can be applied to the fields of health; food, agriculture and biotechnology; nanoscience and nanotechnologies; energy; the environment; transport; socio-economic science and the humanities; science in society and specific activities of international cooperation:  
<http://www.yellowwindow.com/genderinresearch>
- ✓ Stanford University's *Gendered Innovations* website also provides case studies in diverse research fields related to engineering, science, the environment and health and medicine:  
<http://genderedinnovations.stanford.edu/fix-the-knowledge.html>
- ✓ The FP7 GARCIA project provides a toolkit for integrating a gender-sensitive approach into research and teaching:  
[http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA\\_working\\_paper\\_6.pdf](http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_6.pdf)

## 2.3 HOW TO INCORPORATE SEX / GENDER INTO RESEARCH DESIGN, DATA COLLECTION AND RESEARCH FINDINGS / RESULTS / REPORTING

Sex and gender can interfere with all stages of the research process, from strategic considerations for defining priorities, developing theoretical concepts and formulating questions, to designing methodologies, analysing data and disseminating results. Since gender is built on perceived differences between sexes, it is crucial to distinguish between gender and sex when incorporating both variables into the research process.

### 2.3.1 Research design

Not only can new ideas or opportunities be identified, but many problematic outcomes can be avoided by incorporating sex and gender analysis into research from the start of the process. Researchers must be aware that their choices and priorities may have implications in terms of sex or gender and should know how to address them.

#### a. Contextual factors

Institutional and political factors, as well as working conditions, personal attitudes and relational factors may interfere with the setting up of research priorities and may raise issues related to sex and gender. Those factors may influence researchers' choices, which define the potential impact of the research on gender equality. For example, research interferes with gender equality whenever a developing technology benefits men more than women:

- engineers have designed seatbelts that do not safeguard pregnant women and fetuses, who can be injured even in low-impact automobile collisions;
- software developers produce “pink” games for girls, thus reinforcing gendered stereotypes about women’s interests;
- despite heart disease being a major killer of women, it has long been considered and thus studied as a male disease, as already mentioned in the previous paragraph.

*b. Defining priorities*

In order to make evidence-based judgments about integrating sex or gender into research priorities, sponsors and researchers need to know if the study should differentiate between women and men, and, if so, which specific women or men. For instance:

- sponsors and researchers leading studies on assistive technologies that help the elderly remain independent need to know that the majority of older people and their caregivers are women, but they also need to access the available evidence regarding the influence of sex (sex differences in age signalling) and gender (gender differences in how men or women experience aging) on care of the elderly.

Establishing priorities according to gender assumptions rather than evidence may result in lost opportunities for new scientific findings. For example:

- the focus on testis-determining factor (TDF) historically resulted in scientists overlooking the role of ovarian development in sex determination.

*c. Theoretical framework*

Researchers should revisit theories and concepts of sex and gender, as well as rethinking the articulation of their own theories and concepts with sex and gender, whether research directly involves humans as research objects or not. If research does not directly involve humans, the theoretical framework should consider and clarify the likelihood of differentiated gender relations to the research. Since theories and concepts are crucial for explaining and categorizing phenomena, they play a major role in defining:

- the interest in research topics and questions;
- the most suitable methods;
- the results that count as evidence and those that counter it;
- the appropriate interpretation of the evidence.

It is important that the theoretical framework defines decisive aspects of sex and gender that may result in bringing new evidence. Therefore, theories and concepts must be underpinned by the best available information on sex and gender. For instance:

- in Europe and the U.S.A., men account for nearly a third of osteoporosis-related hip fractures, but they have been underdiagnosed because the disease has traditionally been defined as a postmenopausal women’s disease.

*d. Research questions*

Research priorities, theories and concepts directly interfere with the research design by delimiting the questions (not) asked. Whenever sex and gender are central in formulating research questions:

- researchers should not ignore the current state of knowledge on the topic in their area of research, as well as what remains to be known as a result of not considering sex and gender;
- researchers should know how far assumptions about sex and gender are underpinned by evidence or by gender stereotypes. Not only does research based on stereotypes fail to achieve scientific objectivity and capture attitudes and behaviours, but products resulting from this research miss gender diversity;
- researchers should also be aware that sex and gender may limit the research questions. For instance, researchers asked how coronary angiography could be made safer for women after realising that angiography can cause bleeding complications, especially in women.

### **2.3.2 Data collection**

Sex and gender come into play whenever both the biological basis of female / male distinctions and cultural attitudes are important variables for analysis. In order to unravel sex or gender differences in the data, research methods should shift from representative surveys by questionnaire to qualitative interviews or focus group. In addition, samples and testing groups should be gender balanced.

*a. Choosing the right methodology*

Researchers should choose the most appropriate methodology - i.e. the right methodological strategy and tools - to ensure that:

- sex and gender differences (if any) will be collected;
- sex and gender differences and the possible interactions between sex, gender and other factors will be analysed throughout the research steps and included in the final publication.

*b. Incorporating sex in the analysis*

Incorporating sex in the analysis involves much more than analysing and reporting results by sex. It also includes:

- incorporating sex in tasks, such as selecting a set or subset of individuals, which may be crucial to gather the most accurate data. For instance, in a SAGE study of student discourses about gender equality, it was crucial to form gender balanced focus groups in order to observe the discussion dynamics between men and women.

Telephone interviews are another example, since the perceived sex (i.e., the gender) of the interviewer may interfere with the answer of research subjects;

- reporting the sex of research subjects or considering the sex of the user / customer to identify research gaps and prevent over-generalizing findings;
- recognising differences between women and men, such as physical changes associated with aging and with reproductive biology (puberty, the menstrual cycle, pregnancy and menopause);
- collecting and reporting data on factors which intersect with sex - such as socioeconomic status, age or even lifestyle (physical activity, use of tobacco, alcohol or other drugs) - though biological sex gives rise to differences between men and women, focussing exclusively on sex may limit findings by overlooking the major role of other variables. For instance, though designers of prostheses for total knee arthroplasty observed statistically significant differences between the anatomy of women and men's knees anatomy, ultimately, height was the principal factor for prosthesis selection.

*c. Incorporating gender in the analysis*

Incorporating gender in the analysis requires researchers to be aware that, as a social construct, not only is gender a linguistic, cognitive and analytical category, pervasive in science, health/medicine and engineering, but men and women may have differing needs and expectations for outcomes and may interpret their needs influenced by stereotypes and normative expectations because societies are essentially structured around a gendered division of labour. It is therefore crucial for the researcher to reflect on cultural attitudes and particularly on those "taken-for-granted", invisible assumptions that affect research. For example:

- engineers observed the workflow of employees in direct contact with customers (mostly women) and were able to redesign the software – originally based on managers' non-scientific assessments of their needs - in ways that improved the performance of the employees.

*d. Analysing interaction and intersection*

Sex and gender interact, whether by forming differing bodies, cognitive and emotional abilities, disease patterns; by shaping the ways researchers collect and analyse data or engineers plan cars, buildings and other infrastructures. For instance, gender differences in how men or women report pain and how male or female physicians treat pain in men or women are a clear example of gender shaping sex, while sex differences in pain signalling play a role in the cultural interpretation of pain as being feminine or masculine. Whenever sex and gender influence data results, researchers should recognise:

- how gender shapes sex;
- how sex influences cultural patterns;
- how difficult it is to identify the specific influences of each factor independently.

Furthermore, sex often interacts with gender while being intersected by factors such as age, race, socioeconomic status, geographic location, language or religion. For example, as far as brain development is concerned, those social and cultural factors interfere with the interaction between sex attributes (such as genes, chromosomes or hormones) and gender attributes (such as parental stimuli, formal education or the media).

### **2.3.3 Reporting and disseminating research results**

When reporting and disseminating research results, researchers should consider the following aspects:

- including relevant gender differences that arose throughout the course of the project in presented statistics, tables, figures and descriptions;
- reporting when sex differences are not detected in the analyses;
- disseminating research through institutions, departments and journals that focus on gender, along with mainstream research journals;
- publishing articles, chapters in books, etc. on gender-related findings;
- checking that the language used is always inclusive.

## **2.4 IN-DEPTH ANALYSIS: HOW TO BE GENDER SENSITIVE IN SCIENCE**

The examples used above testify to the fact that we need to carefully consider gender/sex differences in scientific research. As we approach the era of the Fourth Industrial Revolution, one of the defining characteristics of our age is our collection of vast amounts of data from various sources. Different academic disciplines study this data and try to discover the patterns that will drive scientific discovery. Though this discovery is often multidisciplinary, it often requires the support of physical and fundamental sciences. The design of different algorithms to analyse this wide range of data needs to address issues of gender/sex so that future scientific discovery does not exhibit a gender/sex bias.

To adopt gender sensitivity in science, we need to consider gender/sex in all phases of scientific discovery. To assist researchers, this section outlines the questions that need to be posed and pondered upon in each phase of the process:

#### **a. Research Ideas**

- If the research involves humans as research objects, has the relevance of gender to the research topic been analysed?
- If the research does not directly involve humans, are the differentiated relationships of men and women to the research subject sufficiently clear?
- Have you reviewed literature and other sources relating to gender differences in the research field?
- What are the possible applications of this research regarding the different genders? Should different solutions be devised based on these applications?

**b. Proposal**

- Does the methodology ensure that (potential) gender differences will be investigated: that sex/gender-differentiated data will be collected and analysed throughout the research cycle and be part of the final publication?
- Does the proposal explicitly and comprehensively explain how gender issues will be handled (e.g. in a specific work package)?
- Have potentially differentiated outcomes and impacts of the research on women and men been considered?

**c. Research**

- Are questionnaires, surveys, focus groups etc. designed to unravel potentially relevant sex and/or gender differences in your data?
- Are the groups involved in the project (e.g. samples, testing groups) gender balanced? Are data analysed according to the sex/gender variable? Are other relevant variables analysed with respect to sex/gender?

**d. Dissemination**

- Do analyses present statistics, tables, figures and descriptions that focus on the relevant gender differences that came up in the course of the project?
- Are institutions, departments and journals that focus on gender included among the target groups for dissemination, along with mainstream research journals?
- Have you considered a targeted publication or event for gender-related findings?

**e. Exploitation / Evaluation**

- Does the evaluation present statistics, tables, figures and descriptions that focus on the relevant gender differences that came up in the course of the project?
- Have you undertaken a gendered list of individuals and organisations useful for exploitation aims?
- Have you considered a specific gender-focussed publication or event for your evaluation?
- Is the language used always inclusive?
- Does the evaluation consider Gender Equality progression within the organisation(s) during the project life-cycle?

If scientific discovery considers Gender Equality at all phases of scientific research, it will address unintended societal challenges in a more comprehensive way. This will result in research applications that will more successfully tackle the needs of different genders.

## 2.5 GENDER GAPS IN LITERATURE: WHY IT IS IMPORTANT TO SAY IT

The purpose of a gender/sex perspective in the literature analysis is twofold. It should be interpreted, on the one hand as the use of sources authored by female scholars and, on the other hand, as the integration of the gender/sex perspective in the research cited.

Quoting works by female researchers could have a positive impact the careers of women by ensuring circulation and visibility of their studies to new scholars and increasing their citation impact (h-index), which should also be interpreted in a gender perspective as a means of reducing gender inequalities in the field of academia. The measurement of scientific excellence and performance around the world is in fact intertwined with the socio-cultural context, usually gender insensitive, and so can relegate female researchers to the margins of the academia.

For example, one interesting meta research article<sup>10</sup> reports that a gender gap in publishing still persists, particularly in surgery, computer science, physics, and maths. It is particularly accentuated in authorship positions associated with seniority and in prestigious journals. Authors also note that journals invite male scholars to submit papers at approximately double the rate of women.

The inclusion of a gender/sex perspective in the literature analysis ensures the integration of the concepts of sex and gender in relation to data, methods, results and objectives, through comparison, rupture or continuity with respect to previous works. The growing appreciation of this perspective in different fields of sciences should be strengthened, deepened and fostered through rigorous review of available sources. For example, McGregor et. Al (2016)<sup>11</sup> have developed a literature review of the sources available for the study of the impact of sex and gender in medical research, providing a wide bibliography of tools to integrate those concepts in research design and methodology.

An analysis of the literature should then explain whether, and to what extent, sources quoted adopted a gender/sex perspective (including animals, tissues and cells), both from the point of view of research design and from the impact/effect/results or implications of the research itself. It should be underlined in which aspect/stages of the research gender and/or sex were integrated. If there is no source adopting a gender/sex perspective, the author should try to make the gap explicit and discuss it.

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<sup>10</sup> Holman L., Stuart-Fox D., Hauser C.E. (2018), *The gender gap in science: How long until women are equally represented?*, PLoS Biology, 16(4).

<sup>11</sup> Mcgregor A.J., Hasnain M., Sandberg K., Morrison M.F., Berlin M., Trott J. (2016), *How to study the impact of sex and gender in medical research: a review of resources*, Biol Sex Differ, 7(46).

## **2.6 HOW TO SUPPORT WOMEN TO ATTAIN KEY POSITIONS AND TO PARTICIPATE IN SCIENTIFIC SELECTION COMMITTEES**

In order to have larger involvement of women in scientific and selection committees we need to address the issue through both a top-down and a bottom-up approach. This section outlines the issues that need to be considered at Managerial (top-down) and Principal Investigator (bottom-up) levels.

In each approach, the goal is to:

- Encourage equal participation of men and women in research teams at all levels
- Create working conditions and a culture that allow men and women to have equally fulfilling careers.

In both top-down and bottom-up approaches, there are a number of common actions to fulfil these goals:

- ensure open and impartial selection procedures by using mixed selection panels; training panel members on gender bias, advertising open posts widely, explicitly encouraging women to apply; and accommodating atypical career patterns;
- use explicit, precise and transparent selection and evaluation criteria, by setting standards that are relevant to the pursuit of scientific knowledge; using appropriate indicators of performance that fit the productivity of both men and women;
- create a positive work culture by ensuring: equal working conditions (pay, opportunities for training, access to grants and funding, work-life balance); awareness of different possibilities in terms of geographical mobility, and accommodation of private commitments or different career structures.

In addition, below are a number of coordinated actions, which can support women to attain leading positions and to participate in scientific and selection committees.

### **2.6.1 Top-down actions**

- Senior management is trained in unconscious bias and takes time to carefully consider gender in decision making processes;
- Senior management actively promotes Gender Equality in the organisation;
- The organisation has a Gender Equality Policy and continuously monitors gendered data (including participation in scientific and selection committees);
- The management organises leadership workshops;
- The management organises dissemination skills workshops.

### **2.6.2 Bottom-up actions**

- Principal investigators cultivate contacts with both men and women;
- Create a mixed network of collaborators;

- Plan gender-equal working conditions;
- Involve men and women in writing the proposal;
- Manage and monitor gender equality;
- Create unbiased evaluation processes;
- Create informal and formal support groups.

## 2.7 HOW TO SUPPORT WOMEN TO ATTAIN KEY POSITIONS AND TO PARTICIPATE IN SCIENTIFIC EDITORIAL BOARDS

Editorial boards, especially senior boards, play a central role in defining excellence in research and science. They may determine, and at the same promote, success in a particular field of study. Women are generally under-represented or sometimes even absent from senior boards, especially in specific fields such as STEM and medicine<sup>12</sup>. For example, a 2016 study on “Gender Representation on Journal Editorial Boards in the Mathematical Sciences”<sup>13</sup> reported that women account for just 8.9% of mathematical sciences journal editorships, concluding that the degree of underrepresentation on mathematical sciences journal editorial boards is deeper than in the field itself.

Each journal’s editorial and advisory board can play a role in controlling and excluding researchers, but they can also take on a pivotal role in eliminating gender bias and promoting innovation by influencing *who* can publish *what*. The correlation between the gender of journal editorial leaders and that of editorial members was confirmed in a study in 2015<sup>14</sup> that highlighted how the female gender of the editor-in-chief and associate editor-in-chief positively affected women’s participation in journal boards.

Journals should be aware of the proportion of women and men that are part of the top editorial board (including Scientific Committees), and endeavour to include more women and scholars using a gender/sex perspective in the field among their senior positions. They should continually monitor gender equality in the composition of their workforce, editorial board, and contributing researchers to ensure that there is no selection bias favouring men. Women and scholars with a gender/sex perspective should be encouraged to play a leading role and to cooperate in deciding the composition of the top editorial board; in setting the topic/call for articles that the journal will cover; in identifying peer reviewers; and in the financial decision-making process of the journal.

<sup>12</sup> Kennedy B.L., Lin Y., Dickstein L.J. (2001), Women on the editorial boards of major journals, *Acad Med.*, 76(8), 849-851; Cho, A.H., Johnson, S.A., Schuman, C.E., Adler, J.M., Gonzalez, O., Graves, S.J. et al. (2014), *Women are underrepresented on the editorial boards of journals in environmental biology and natural resource management*, *PeerJ*, 2, e542.

<sup>13</sup> Topaz C.M., Sen S. (2016), *Gender representation on journal editorial boards in the mathematical sciences*, *PLoS One*, 11, e0161357.

<sup>14</sup> Ioannidou E., Rosania A. (2015), *Under-representation of women on dental journal editorial boards*, *PLoS One*, 10(1), e0116630.

## 2.8 HOW TO DRAFT A GENDER-SENSITIVE CALL FOR ARTICLES

The gender gaps highlighted above in the scientific literature demonstrate that the call for articles/papers has a significant influence over the visibility, circulation and validation of gender equality research and gender perspective in sciences and higher research institutions. Calls for articles/papers could be used to foster a gender perspective and promote equality both through the language adopted and the content of contributions welcomed, influencing authors as well as referees. Call for articles/papers should use a gender-neutral or gender-inclusive language to avoid bias towards a particular sex or gender.

The call should requires authors to clarify, even in the title and the abstract, when only one gender/sex is included in the study; to state if a gender/sex perspective intervened in the literature review; to adequately explain if gender/sex is integrated into the research design, study process and in presenting and discussing the effects and results of the study.

If the author does not adopt a sex/gender perspective in any of the previous points, referees and editorial boards should encourage him/her to apply it when possible or to justify the lack of it before accepting the paper for the publication.

## 2.8 CHECK LIST OF GENDER-SENSITIVE ACTIONS FOR RESEARCH PROPOSALS/ARTICLES

Below is a check-list of gender-sensitive actions that should be undertaken before submitting a research proposal or an article:

### 2.8.1 Team

- ✓ Is the team experienced and aware of gender related issues? If not, might they benefit from some training?
- ✓ Is there a gender balance in the team and among the team leaders?
- ✓ Can all members combine work and family life in a way they find satisfactory?
- ✓ Is the gender balance in your team also reflected in the number of working hours?
- ✓ Is there a balanced number of young scientists - both women and men?
- ✓ Are there equal opportunities for women and men to participate in project management positions?
- ✓ Is the project management team trained to monitor the project from a gender perspective?

### 2.8.2 Design

- ✓ Have you analysed the relevance of sex/gender to the research topic?
- ✓ Have you checked if men and women and/or male and female subjects are differently related to the research problem?
- ✓ Have you reviewed the literature and other sources relating to sex and gender differences in the research field?

- ✓ Does the proposal explicitly and comprehensively explain how gender issues will be handled? If gender issues will not be included, is there a statement explaining why not?
- ✓ Does the methodology ensure that (potential) sex/gender differences are investigated? (e.g. will sex/gender differentiated data be collected, analysed and included as part of the final publication?)
- ✓ Have you considered the possibility that there will be different outcomes and impacts of the research on women and men?

### 2.8.3 Research

- ✓ Have you disaggregated and analysed the data by gender/sex?
- ✓ Are the research tools (questionnaires, surveys, focus groups, etc.) designed to disclose potentially relevant sex and/or gender differences in your data?
- ✓ Are the groups involved in the project (e.g. samples, testing groups) sex/gender-balanced?
- ✓ If you use interviews, do you include questions aimed at gathering information on how a particular situation may affect women and men differently?
  - Remember that the gender dimension often remains invisible.
- ✓ Have you considered the gender of the interviewee, focus group leader, etc.?
  - Some people may feel more comfortable with a researcher of the same gender, depending on sensitivity of the subject to be discussed.

### 2.8.4 Results

- ✓ Will the project results benefit the lives of both women and men? Do you explain that in the final publication?
- ✓ Do analyses present statistics, tables, figures and descriptions that focus on sex/gender differences?
- ✓ Are you using gender-sensitive language? (e.g. avoid overusing masculine pronouns)
- ✓ If the final publication contains images, are these representatives of the reality of women and men? Did you avoid stereotypical images?
- ✓ Is there a specific need to address your outcomes to women or men?
- ✓ Have you included stakeholders that focus on gender among the target groups for dissemination, along with mainstream research conferences or journals?

## 3. GENDER COURSE DESIGN

The section sets out Sage's proposed syllabus of courses to embed gender knowledge in participating organisations as part of the "Gender Sensitive Organisation" educational pack.

### 3.1 GENDER, FAMILY AND WORK-LIFE BALANCE

#### 3.1.1 Prerequisites:

There are no prerequisites for this course.

#### 3.1.2 Course Description:

Gender and family are inherently intertwined social elements. For the purposes of this course, the construct of family is examined not as a separate, private sphere in society, but as an institution that is deeply embedded in the public domain. As such, the family is an ideal social institution to observe how gender impacts on work-life balance. Family life involves everyday interactions within which women and men articulate paid and unpaid work by negotiating gender; creating gender strategies; and either perpetuating or challenging gender meanings.

This course offers an introduction to the study of how gender impacts on family life and how men and women reproduce or challenge existing gender structures by combining paid work, care and domestic tasks.

The aims of this course are: to sensitise students to impacts of gender on family life and the methods working parents use to balance paid work, care and household tasks; (to articulate the crucial role work and family life play in perpetuating gender inequality; and to explore the roles of women, men, and public policy in challenging the gendered division of work within the family.

Throughout the syllabus, students will explore the challenge of analytically detangling gender and family by discussing the articulation of paid and unpaid work. Specifically, students will explore:

- Why it is important to investigate the role of gender in family life
- Why the study of families is pivotal to better understanding gender as the fundamental basis of social order
- The importance of reporting evidence that families are relationship contexts through which gender patterns are maintained
- The ways in which family relationships challenge gender structures
- The role gender plays in how power works within families
- How gender impacts on the articulation of work and family life
- How the achievement of work-life balance reveals gender (in)equalities
- The role of family policy in supporting gender equality

- Why encouraging women to return to work after maternity leave is just as important for gender equality as involving men in family work and household tasks.

Students will become acquainted with the gendered structuring of family life, examine interactions between family members and the balance of power within a family to establish the role these elements play in gender (in)equality. The curriculum includes texts on family studies, the feminist contribution to the study of families as gendered institutions, negotiation and power between working parents, the articulation of work and family life, as well as the role of men and family policy on gender equality.

Course topics include: family roles, (hetero)norms and marriage patterns through the gender lens; gender and power in intimate relationships; the gendered division of paid and unpaid work within the family; gender, work-life balance and family policy; the involvement of the father in family work and the role of men in gender equality. Through successful completion of this course, students will be prepared to critically analyse the interweaving of gender and family and to better reflect upon the consequences of the articulation of work and family life for reproducing gender structures such as the division of labour and power.

### 3.1.3 Course Objectives:

The objectives of this course are to:

1. improve students' sensitivity to the relentless gender inequality in family life;
2. improve students' ability to pinpoint how families contribute to perpetuating gender structures;
3. raise students' awareness of the role of family policy in tackling gender inequality;
4. raise awareness of the importance of involving both women and men in family life and gender equality.

Upon successful completion of this course, students will be able to:

1. understand families as institutions within which broader structures, such as gender structures, impinge on everyday interactions, reproducing inside of them the divisions that exist outside;
2. visualise the role of gender structures in underpinning the balance of power within the family and negotiation between parents in order to achieve a work-life balance;
3. identify gender equality principles underlying family policies;
4. apply the critical tools of gender and family studies in their academic, personal and occupational lives.

### 3.1.4 Overview of the Lectures:

Session	Topic
1.	Family Roles, (Hetero)Norms and Marriage Patterns Through the Gender Lens
2.	Gender and Power in Intimate Relationships

3.	The Gendered Division of Paid and Unpaid Work Within the Family
4.	Gender, Work-Life Balance and Family Policy
5.	The Involvement of the Father in Family Work and the Role of Men in Gender Equality

### 3.1.5 Recommended Reading:

-  Bass, Brooke Conroy (2015). Preparing for parenthood? Gender, aspirations and the reproduction of labor market inequality. *Gender & Society* 29(3): 362-85.
-  Björnberg, Ulla, and Kollind, Anna-Karin (2005). *Individualism and Families: Equality, Autonomy and Togetherness*. Oxford: Routledge.
-  Bourdieu, Pierre (2001). *Masculine Domination*. Stanford: Stanford University Press.
-  Cadoret, Anne (2008). The contribution of homoparental families to the current debate on kinship. In Edwards, Jeanette, and Salazar, Carles European (eds). *Kinship in the Age of Biotechnology*. Oxford: Berghahn Books, 79–96.
-  Carrington, Christopher (1999). *No Place Like Home: Relationships and Family Life Among Lesbians and Gay Men*. Chicago: University of Chicago Press.
-  Cech, Erin A. (2016). Mechanism or myth? Family plans and the reproduction of occupational gender segregation. *Gender & Society* 30(2): 265-288.
-  Connell, R. W. (2003). *The Role of Men and Boys in Achieving Gender Equality*. Brasilia: United Nations.
-  Crawford, Mary, and Unger, Rhoda (2004). *Women and Gender. A Feminist Psychology*. New York, NY: McGraw-Hill.
-  Crompton, Rosemary (2006). *Employment and the Family. The Reconfiguration of Work and Family Life in Contemporary Societies*. Cambridge: Cambridge University Press.
-  Crompton, Rosemary, Lewis, Susan, and Lyonette, Clare (eds) (2007). *Women, Men, Work and Family in Europe*. Hampshire: Palgrave Macmillan
-  Delphy, Christine, and Leonard, Diana (1992). *Familiar Exploitation. A New Analysis of Marriage in Contemporary Western Societies* Cambridge: Polity.
-  Elliott, Karla (2016). Caring masculinities: theorizing an emerging concept. *Men and Masculinities* 19 (3): 240-259.
-  Evans, Mary, and Williams. Carolyn (eds) (2010). *Gender: The key concepts*. Oxfordshire: Taylor & Francis.
-  Finch, Janet, and Mason, Jennifer (1993) *Negotiating Family Responsibilities*. London: Routledge.
-  Gelles, Richard J. (1994). *Contemporary Families: A Sociological View*. London: Sage.
-  Haas, Linda, and Rostgaard, Tine (2011). Fathers' rights to paid parental leave in the Nordic countries: Consequences for the gendered division of leave, *Community, Work & Family* 14(2): 177-195.
-  Hobson, Barbara (ed.) (2002). *Making Men into Fathers. Men, Masculinities and the Social Politics of Fatherhood*. Cambridge. Cambridge University Press.
-  Karu, Marre, and Tremblay, Diane-Gabrielle (2018). Fathers on parental leave: an analysis of rights and take-up in 29 countries. *Community, Work & Family* 21(3): 344-362.
-  Keck, Wolfgang, and Saraceno, Chiara (2013). The impact of different social-policy frameworks on social inequalities among women in the European Union: The labour-

- market participation of mothers. *Social Politics: International Studies in Gender, State and Society* 20 (3): 297-328.
-  Korpi, Walter (2000). Faces of inequality: Gender, class, and patterns of inequalities in different types of welfare states. *Social Politics* 7(2): 127-191.
-  Kurdek, Lawrence A. (2004). Are gay and lesbian cohabiting couples really different from heterosexual married couples? *Journal of Marriage and Family* 66(4): 880-900.
-  Lewis, Jane (2001). The decline of the male breadwinner model: Implications for work and care. *Social Politics* 8(1): 152–169
-  Lewis, Jane, Campbell, Mary, and Huerta, Carmen (2008). Patterns of paid and unpaid work in Western Europe: Gender, commodification, preferences and the implications for policy. *Journal of European Social Policy*, 18(1): 21–37.
-  Morgan, David H. J. (1996). *Family Connections: An Introduction to Family Studies*. Cambridge: Polity Press.
-  Pierson, Paul (2000). Three worlds of welfare state research. *Comparative Political Studies* 33(6/7): 791-821.
-  Ray, Rebecca, Gornick, Janet C., and Schmitt, John (2010). Who cares? Assessing generosity and gender equality in parental leave policy designs in 21 countries. *Journal of European Social Policy* 20(3): 196-216.
-  Rosa, Rodrigo (2018). The consequences of gender in homogamic couples. *Sociology* 52(1): 39-54.
-  Scambor, Elli, Bergmann, Nadja, Wojnicka, Katarzyna, Belghiti-Mahut, Sophia, Hearn, Jeff, Holter, Øystein Gullvåg, Gärtner, Marc, Hrženjak, Majda, Scambor, Christian, and White, Alan (2014). “Men and gender equality: European insights”. *Men and Masculinities* 17(5): 552-577.
-  Scott, Jacqueline, and Dex, Shirley (2009). Paid and unpaid work: Can policy improve gender inequalities? In Miles, Joanna K., and Probert, Rebecca (eds), *Sharing Lives, Dividing Assets: An Interdisciplinary Study*. Oxford: Hart, 41-60.
-  Thébaud, Sarah (2010). Masculinity, Bargaining and breadwinning. Understanding men’s housework in the cultural context of paid work. *Gender & Society* 24(3): 330-354.
-  Walker, Alexis J. (1999). Gender and family relationships. In: Sussman, Marvin B., Steinmetz, Suzanne K., and Peterson, Gary W. (eds) *Handbook of Marriage and the Family*. Boston, MA: Springer, 438-474.
-  Wall, Karin (2014). Fathers on leave alone: Does it make a difference to their lives? *Fathering* 12(2): 196–210.
-  Wall, Karin, Cunha, Vanessa, Atalaia, Susana, Rodrigues, Leonor, Correia, Rita, Correia, Sónia Vladimira, and Rosa, Rodrigo (2016). *White Book - Men and Gender Equality in Portugal*. Lisbon: ICS-UL/CITE.

## 3.2 GENDER AND THE LAW

### 3.2.1 Prerequisites:

There are no prerequisites for this course.

### 3.2.2 Course Description:

The course will look, from a gender perspective, at how legal norms are situated in a broader social context and can, at the same time, influence it.

As a social practice, law should not be interpreted as isolated from the social and cultural context in which it is conceived and its role in the construction of social order should be critically assessed. Law represents an arena in which gender identities, norms and roles are confirmed, structured or modified and in which certain gender relations are conceived. Gender is an important component in how law is created, defined, or implemented.

Throughout the course, the law will be critically considered as a tool both to reinforce and to challenge and change social gender roles, expectations and hierarchies. The intimate intertwining of the law and culture in dynamic interaction processes will be critically assessed to examine the impact on women's lives.

Students will examine major feminist legal theory approaches that critically analyse and contextualise the political, moral and ideological factors that produce cultural norms and attempt to grasp the critical and complex elements of the "law subject" as an abstract and universal one.

Classes will offer an overview of the European legal system and policies (laws, treaties and directives) as well as specific case-law particularly influenced by gender, including: gender-based violence; migration; sex work; functional diversity; employment equality; work life balance; sexual and reproductive rights and health; active ageing; media and advertising representations. Classes will take a comparative approach, focusing on case studies from different EU member states.

Finally, the course will reflect on EU gender equality law and how it is being transposed into national law.

### **3.2.3 Course Objectives:**

The objectives of this course are as follows:

- to critically assess the interaction of law, society, and gender;
- to understand basic analytical concepts relevant to feminist legal theory;
- to reflect on theoretical and topical feminist debate;
- to understand European integration from a gender perspective;
- to evaluate and interpret member state policies and legal systems from a gender perspective.

Upon successful completion of this course, students will be able to:

- understand how Law and Politics can be shaped by a specific conceptualization of gender and how they relate to broader social and historical processes;
- identify and analyse gendering in law and politics and relevant issues about gender within the judicial field;

- apply gender and feminist theories to judicial material and discussions;
- analyse policies from the point of view of their effects on women's lives;
- become familiar with European laws, treaties and directives about gender equality, non-discrimination, and women rights.

### 3.2.4 Overview of the Lectures:

Session	Topic
1.	Introduction to the course
2.	One size fits it all... or maybe not! How to start developing a feminist approach to the law
3.	Gender in the law and the law in gender. How society, gender and law are intertwined
	<b><i>Feminist Legal Theory:</i></b>
4.	<ul style="list-style-type: none"> <li>• the foundations</li> </ul>
5.	<ul style="list-style-type: none"> <li>• the liberal equality approach</li> </ul>
6.	<ul style="list-style-type: none"> <li>• the sexual difference approach</li> </ul>
7.	<ul style="list-style-type: none"> <li>• the dominance approach</li> </ul>
8.	<ul style="list-style-type: none"> <li>• the postmodern or anti-essentialist approach</li> </ul>
	<b><i>Gender Issues:</i></b>
9.	<ul style="list-style-type: none"> <li>• Employment, equality, and work life balance in the EU legal system. <ul style="list-style-type: none"> <li>- Case study: Italy</li> </ul> </li> </ul>
10.	<ul style="list-style-type: none"> <li>• The European States' duty to respect and protect women's sexual and reproductive health and rights (SRHR). <ul style="list-style-type: none"> <li>- Case study: Malta</li> </ul> </li> </ul>
11.	<ul style="list-style-type: none"> <li>• Gender-based violence. The Istanbul Convention. <ul style="list-style-type: none"> <li>- Case Study: Bulgaria</li> </ul> </li> </ul>
12.	<ul style="list-style-type: none"> <li>• Women with functional diversity. <ul style="list-style-type: none"> <li>- Case Study: Spain.</li> </ul> </li> </ul>
13.	<ul style="list-style-type: none"> <li>• Birds of passage are (also) women. Approaching migration from a gender perspective. <ul style="list-style-type: none"> <li>- Case Study: Germany</li> </ul> </li> </ul>
14.	<ul style="list-style-type: none"> <li>• Sex work and the law. <ul style="list-style-type: none"> <li>- Case Study: Netherlands.</li> </ul> </li> </ul>
15.	<ul style="list-style-type: none"> <li>• Forever young. How the EU rethinks ageing. <ul style="list-style-type: none"> <li>- Case Study: Romania</li> </ul> </li> </ul>
16.	<ul style="list-style-type: none"> <li>• I'm just drowned that way... Women and girls' representation in the media and advertising. <ul style="list-style-type: none"> <li>- Case Study: Sweden</li> </ul> </li> </ul>
17.	National implementation of EU gender equality law. A comparative perspective. <ul style="list-style-type: none"> <li>- Part 1</li> </ul>
18.	National implementation of EU gender equality law. A comparative perspective. <ul style="list-style-type: none"> <li>- Part 2</li> </ul>
19.	National implementation of EU gender equality law. A comparative perspective. <ul style="list-style-type: none"> <li>- Part 3</li> </ul>

### 3.2.5 Required Reading:

-  Burri, Susanne, & van Eijken, Hanneken (2014). *Gender equality law in 33 European countries: How are EU rules transposed into national law*, European Commission, Directorate-General for Justice: Brussels.
-  European Asylum Support Office (2017). *An Introduction to the Common European Asylum System for Courts and Tribunals: A Judicial Analysis*, <https://www.easo.europa.eu/sites/default/files/public/BZ0216138ENN.PDF>
-  Fineman Albertson, Martha (2005). Feminist Legal Theory. *Journal of Gender, Social Policy & the Law* 13: 22-34.
-  Giomi Elisa, Sansonetti, Silvia & Tota, Anna L. (2013). *Women and Girls as Subjects of Media's Attention and Advertisement Campaigns: The Situation in Europe, Best Practices and Legislations*, [http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/474442/IPOL- FEMM\\_ E T\(2013\)474442\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/474442/IPOL- FEMM_ E T(2013)474442_EN.pdf)
-  MacKinnon, Catharine A. (1991). Difference and Dominance: On Sex Discrimination. In: Bartlett Katherine T. & Kennedy Rosanne. *Feminist Legal Theory*, Vestwiew Press; Boulder.
-  Williams, Joan C. (1991). Deconstructing Gender. In: Bartlett Katherine T. & Kennedy Rosanne. *Feminist Legal Theory*, Vestwiew Press; Boulder.
-  Wing, Katherine A. (ed.) (1997). *Critical Race Feminism: A Reader*. NYU Press: New York.

## 3.3 THE SOCIAL CONSTRUCTION OF MASCULINITIES, FEMININITIES AND GENDER-BASED VIOLENCE

### 3.3.1 Prerequisites:

There are no prerequisites for this course.

### 3.3.2 Course Description:

Every aspect of our life, from tone of voice, through the way we move, to the norms of how we are supposed to behave is related to our gender. In the thousands of minor activities that make up our daily lives, we reproduce our gender-related status and create the images of masculinity and femininity.

This course introduces students to issues regarding masculinity, femininity and gender-based violence (GBV) within the broader debates on gender and sexuality. Students will be familiarised with the gender roles, the idea of patriarchy and how to critically analyse these categories existing in collective consciousness. The subject will tackle societal, political and historical concerns within a contemporary feminist framework, considering both local and

global perspectives and explore the possibilities of challenging the ways we imagine and perform gender roles.

Students will be introduced to a myriad of domestic and international GBV issues, from dating violence, campus sexual harassment and assault, to sex trafficking and GBV in the context of war. The classes will cover both research (assessing GBV, evaluating GBV prevention and intervention programs) and practice (services available to prevent or respond to GBV). The ultimate goal of this course is to demonstrate the importance of gender and feminist theory in the analysis of domestic violence, and to equip students with the tools to engage in a further academic research or in a policy making processes.

The course will utilise material from a range of theories and adopt an intersectional approach and encompass issues surrounding race and class, while linking it to gender, sexuality and violence.

### **3.3.3 Course Objectives:**

The aim of this course is to:

- introduce students to the social constructs of masculinity and femininity;
- critically analyse gender roles and the patriarchy;
- support students to develop a comprehensive understanding of current theories and practices regarding masculinity, femininity and gender-based violence;
- demonstrate the importance of gender and feminist theory in the analysis of domestic violence;
- equip students to use a gender theory in further academic research.

Upon successful completion of the course, students will be able to:

- understand the social and cultural contexts on masculinity, femininity and their relationship with gender-based violence by utilising critical, analytical and methodical approaches;
- understand the importance of GBV research topics and apply this knowledge (and the learned skills) to real world settings;
- explore more general themes related to gender studies to analyse the social, historical and cultural processes that inform masculinity, femininity and gender-based violence studies;
- undertake rigorous academic work that upholds ethical integrity through articulating their knowledge in both oral and written mediums;
- appreciate and recognise the diverse range of backgrounds within the course and contribute to group projects in an effective manner.

### 3.3.4 Overview of the Lectures:

Session	Topic
1.	Course introduction and overview: Understanding the Social Construction of Gender
2.	Femininities & Masculinities
3.	Sexual harassment and assault on campus; dating violence; digital violence; and domestic violence
4.	Transgender and Gender Non-Conforming Community: the Violence Faced as a Result of Challenging the Gender Binary
5.	Politics, Conflict, War and GBV

### 3.3.5 Recommended Reading:

-  Ridgeway, C.L. (2009). Framed Before We Know It: How Gender Shapes Social Relations. *Gender & Society*, 23(2): 145-160.
-  Bordo, S. (1993). *Unbearable weight: Feminism, Western culture, and the body*. Berkeley, Calif: University of California Press.
-  Wies J.R., Haldane H.J. (2015). *Applying Anthropology to Gender-Based Violence: Global Responses, Local Practices*. New York: Lexington Books.
-  Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity rethinking the concept. *Gender & Society*, 19(6): 829-859.
-  Foucault, M. (1978). *We Other Victorians. The History of Sexuality. Volume 1: An Introduction*. Paris: Éditions Gallimard.
-  Kimmel, M. (2008). *Guyland: The Inner World of Young Men*. New York: HarperCollins.
-  Coston, B. M., & Kimmel, M. (2012). Seeing privilege where it isn't: Marginalized masculinities and the intersectionality of privilege. *Journal of Social Issues*, 68(1): 97-111.
-  Walby, S. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell.
-  Pascoe, C.J. (2005). 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities*, 8(3): 329-346.
-  Hooks, bell (2004). *We real cool: Black men and masculinity*. New York: Routledge.
-  Messerschmidt, J. W. (2000). Becoming "real men" adolescent masculinity challenges and sexual violence. *Men and Masculinities*, 2(3): 286-307.

## 3.4 LABOUR SECTORIZATION BY GENDER: HORIZONTAL AND VERTICAL SEGREGATION

### 3.4.1 Prerequisites:

There are no prerequisites for this course.

### 3.4.2 Course Description:

*It is through gainful employment that woman has traversed most of the distance that separated her from the male; and nothing else can guarantee her liberty in practice. Once she ceases to be a parasite the system based on her dependence crumbles; between her and the universe there is no longer need for a masculine mediator.*

Simon de Beauvoir

*The kids are great. But going to work that's like, hmmm, that's like another reason to live. Since I went to work, I'm more interested in life and life's more interested in me.*

Store manager & mother of three

This course is designed to promote understanding and knowledge of the different aspects of “gender gaps” appearing within the labour market. The term “gender gap” usually refers to the proportionate difference in wages between men and women. While this is the most frequently observed of the “gender gaps”, this course will introduce students to gaps in opportunity and other workplace parameters, including working conditions. The course uses case studies to augment theoretical explorations and data, where available, to demonstrate how many societal, economic or industrial factors govern the gender gap within the labour market. This multidisciplinary approach puts the course at the intersection of sociological, economic, feminist, legal, and industrial relations theories.

Through this course, students will move away from conventional economic theory of the free and open labour market, where supply, demand and individual skills (education, experience and personality traits) are the only factors governing the price of labour. The course identifies the gap in conventional theory, by highlighting the unexplained differences that persist after accounting for those ‘human capital’ variables and looks instead to labour market segmentation as a theoretical framework to examine the problems of low pay and unemployment in certain groups.

Using labour segmentation theory, students will learn to quantify and qualify the influence of “regulation distance”<sup>15</sup> on the gender gap and examine the conscious and unconscious application of subjective hiring criteria in high and low regulation labour markets. The course also studies the impact of how heterogeneous the workforce in the market is on the gender gap and discusses the concept of male and female dominated occupations. Students will learn how to identify labour markets (the film industry, for example) where segmentation theory lacks some recursive refinement to serve as an explanation for the observed gender gap due to its reliance on occupations and sectors to compartmentalise the labour market. By taking a closer look at a single occupation, the course will discuss the under-represented in the higher-level positions, or vertical segregation.

During the course, students will answer a number of questions about the interplay between different factors contributing to the gender gap:

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<sup>15</sup> notion of how (coarsely) finely are conditions of employment for a specific worker (un)regulated (collective agreements, legislation, or other instruments)

- How does labour market segmentation theory differ from classical economic theory when it comes to explaining labour market laws?
- What is meant by “regulation distance” and how can it be observed and quantified?
- How does “regulation distance” influence the gender gap and does gender-dominance within the occupation matter?
- What is the relationship between regulation (content, proximity) and the culture and norms of the dominant groups?
- How do trade unions shape the regulation content and proximity?
- How do closely regulated and market proximal occupations differ in key facets like subjective / objective employment criteria, role of unions, social capital and rule of law?
- How do the public and domestic spheres influence regulation and *norms*?

The course will explore the interplay between *norms* of groups in power, the content and proximity of regulation, and how to ascertain if and how much regulation is necessary with respect to governing norms about women’s employment. Upon completion of the course, students should be able to identify all engendering elements of the varieties of gender gap, when given data for a particular labour market or occupation and apply this knowledge of theoretical and ideological ideas to real world applications.

### **3.4.3 Course Objectives:**

The aims of this course are:

1. to give students a robust theoretical framework to analyse the aspects of the gender gap encountered in different labour markets and occupations;
2. to provide students with tools and methods to hypothesize about ideological influence lines within labour market theory;
3. to accentuate, with help of case studies, the practical relevance of theoretical considerations visited during the class;
4. to equip students with the knowledge and skills necessary for the development of efficient gender equality policies for different occupational constellations.

Upon successful completion of this course, students will be able to:

1. exemplify the difference between labour segmentation theory and classical economic theory’s approach to explaining labour market laws;
2. recognize labour market regulation content, instruments and proximity;
3. relate results of statistical data analysis to different theoretical notions of regulation proximity, gender-uniform workforce, gender gap, human capital variables;
4. identify the interactions between regulation distance and labour segmentation on the gender gap;
5. navigate the landscape of stakeholders involved in creating and governing the labour market and differentiate between public, domestic sphere, historical and ideological influences on gender gap creation.

### 3.4.4 Overview of the Lectures:

Sessions	Topic
1 & 2	Introduction to labour market segmentation theory, in comparison with the classical economic theory
3 & 4	Content of labour market regulation and influence of <i>norms</i>
5 & 6	Labour market segmentation and regulation distance as modifiers of the gender gap
7 & 8	Gender Confounded by Class: constrained (in) equality
9 & 10	The interaction of the domestic and market spheres on laws of the labour market
11 & 12	Gender Gap in Academia (low regulation distance, mixed-gender composition occupation)
13 & 14	Cross-national comparison of gender gaps, identifying explanations for cross-national differences.

### 3.4.5 Recommended Reading:

-  Cotter, David A. et al. (2001). Women's work and working women – The demand for Female Labour. *Gender & Society* 15(3): 429–452.
-  Croft A. et al. (2015). An Underexamined Inequality: Cultural and Psychological Barriers to Men's Engagement With Communal Roles. *Personality and Social Psychology Review* 19(4): 343–370.
-  Gottfried, Heidi (2015). Why workers' rights are not women's rights. *Laws* 4(2): 139-163.
-  International Labour Office – Geneva (2017). World Employment and Social Outlook: Trends for women 2017.
-  Laufer, J. et al. (2018). Research Frontiers in Comparative Gender Equality Policy: Contributions from the Study of Equal Employment Policy Practice in France and Canada (5 articles). *Fr Polit* 6(1): 232–327.
-  Miller W. et al. (1999). A National Study of Gender-Based Occupational Segregation in Municipal Bureaucracies: Persistence of Glass Walls? *Public administration Review* 59(3): 218-230
-  Peck, Jamie A, (1989). The Labour Market Segmentation Theory. *Labour and Industry* 2(1):119-144.
-  Peetz, David and Murray, Georgina (eds.) (2017). *Women, Labor Segmentation and Regulation – Varieties of Gender Gaps*. Basingstoke, United Kingdom: Palgrave Macmillan.
-  Petreschu-Prachova, M and Spiller. M.W. (2016). Women's Wage Theft: Explaining Gender Differences in Violations of Wage and Hour Laws. *Work and Occupations* 43(4): 371-400.
-  Pocock, Barbara (2016). Holding up Half the Sky? Women at work in 21<sup>st</sup> century. *Economics and Labor Relations Review* 27(2): 147-163.



Valet, Peter (2018). Social Structure and the Paradox of the Contented Female Worker: How Occupational Gender Segregation Biases Justice Perceptions of Wages. *Work and Occupations* 1: 1-27.

## 3.5 GENDER MAINSTREAMING IN POLITICAL SCIENCE RESEARCH

### 3.5.1 Prerequisites:

The course is designed for Master's students in Political Science. Students are required to have completed a course on Research methods in Political Science. No prerequisite regarding Gender Studies.

### 3.5.2 Course Description:

Gender plays a major role in structuring societies. It is also a sociological concept that covers sexual differentiation and the reproduction of inequalities between men and women in political science.

There are two dimensions in political science that need to be taken into account: politics as an *academic discipline* and politics as a *practice*. Historically, both dimensions have been subjected to a real, enduring male domination. This male domination can be found, for example, in the gender-gap in political science literature. Political science is therefore a gendered discipline, despite the fact that as a discipline it has often assumed that researchers are impartial. But behind the research (design, theories, methods and analysis), the teaching and the writing, gender bias can have enormous consequences on the results presented, as gender structures shape the choice of methods and tools. It is thus essential to be constantly aware of this gender bias.

After a brief introduction to the concepts of sex and gender, and the evolution of gender theory as a discipline in political science, this course focuses on gender mainstreaming, defined as the "systematic integration of equal opportunities for women and men into an organisation and its culture and into all programmes, policies and practices; into ways of seeing and doing"<sup>16</sup>.

The question of *resistance*, which has emerged in gender mainstreaming, is also dealt with in this context: "Teaching gender in a mainstreamed context is more difficult than teaching a course on gender because the most hostile or uninterested students tend to select themselves away from a specialized course" (Kramer and Martin 1988: 133).

The course will also look at why it is important to integrate gender into political science. It will teach students how to use gender-sensitive research methods, analyse statistics from a gendered perspective and write a gender-sensitive research proposal. Finally, the course provides an overview of gender equalities in academic careers to ensure that students are

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<sup>16</sup> 'Science Policies in the European Union: Promoting Excellence through Mainstreaming Gender Equality.' A Report from the ETAE Expert Group on Women and Science. European Commission, 2000

fully aware of the difficulties in terms of career opportunities in academia and how to overcome them.

### 3.5.3 Course Objectives:

The aim of this course is to:

- introduce students to the concepts of sex and gender, and the evolution of gender theory as a discipline in political science;
- provide students with a detailed understanding of gender mainstreaming and the question of resistance;
- communicate the importance of integrating gender into political science;
- provide students with the tools to undertake gender-sensitive research;
- give an overview of the gender gap in political science careers and tools to overcome this.

Upon successful completion of this course, students will be able to:

- read, understand and explain the content of articles, studies and reports that mobilize the concept of gender;
- formulate a research question by mobilizing the gender dimension;
- choose a design method for data collection and anticipate the bias and the risks associated with not considering gender;
- understand the challenges of gender mainstreaming in political science.

### 3.5.4 Overview of the Lectures:

For each lecture topic, recommended reading has been identified. Students are asked to read the proposed texts prior to each session in order to initiate discussion in class.

Session	Topic
1.	Introduction: The Concepts of Sex and Gender Explained
2.	Evolution of the Discipline: Gender Theory in Political Science
3.	Resistance to Gender Theory and Gender Mainstreaming
4.	Bringing Women In: Gender Mainstreaming in Political Science
5.	Political Science, a Gendered Discipline: How to Make Political Science a Gender Equitable Discipline?
6.	The importance of gender-sensitive research methods in Political Science A discussion of qualitative methods.
7.	Gender and Statistics A discussion of quantitative methods and gender of researchers
8.	Gender Inequalities in Political Science classrooms
9.	How to write a gender-sensitive dissertation proposal (Master's dissertation or PhD)
10.	An overview of Gender Inequalities in Academic Careers

### 3.5.5 Recommended Reading:

For each lecture topic, recommended reading has been identified. Students are asked to read the proposed texts prior to each session in order to initiate discussion in class.

Session	Recommended Reading
1.	<p>Oakley, Ann (2015). <i>Sex, Gender and Society</i>, Routledge.            → specifically the introduction and Chapter 6 ‘Sex and Gender’.</p> <p>To go further, watch the conference by Prof. Ann Oakley at the University of Edinburgh <a href="#">here</a>, entitled ‘The Invention of Gender: Social Facts and Imagined Worlds.’</p>
2.	<p>Bereni, Laure; Chauvin, Sébastien; Jaunait, Alexandre and Revillard, Anne (2012). <i>Introduction aux études sur le genre</i>, De Boeck, 2<sup>ème</sup> édition revue et augmentée.</p> <p>Kramer, Laura (2005). <i>The Sociology of Gender</i> (2nd Edition), Roxbury Publishing Co.</p>
3.	<p>Stambolis-Ruhstorfer, Michael and Tricou, Josselin (2017). Chapter 5: Resisting ‘Gender Theory’ in France: A Fulcrum for Religious Action in a Secular Society in Kuhar, Roman and Paternotte, David, <i>Anti-Gender Campaigns in Europe. Mobilizing against Equality</i>, Rowman and Littlefield International.</p> <p>See the other chapters in the book for Germany, Italy, Belgium, Croatia, etc</p>
4.	<p>Kramer, Laura and Martin, George T. (1988). ‘Mainstreaming Gender: Some Thoughts for the Non specialist’. <i>Teaching Sociology</i>, 16 (2): 133-140</p> <p>Sénac-Slawinski, Réjane (2008). Du <i>Gender Mainstreaming</i> au paritarisme : genèse d’un concept controversé in Dauphin, Sandrine and Sénac-Slawinski, Réjane, <i>Gender mainstreaming, De l’égalité des sexes à la diversité ? Cahiers du Genre n°44</i>, L’Harmattan: 27-47.</p>
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7.	<p>Grant, Linda; Ward, Kathryn B. and Xue Lang, Rong (1987). Is There An Association between Gender and Methods in Sociological Research? <i>American Sociological Review</i>, Vol. 52, No. 6: 856-862</p>
8.	<p>Staudinger, Alison (2018). Beyond Gender Neutrality in Scholarship of Teaching and Learning and the Classroom in Levintova, Ekaterina M. and Staudinger, Alison Kathryn (ed.), <i>Gender in the Political Science Classroom</i>, Indiana University Press.</p> <p>Mueller, Daniel (2018). Gendered Representation in Political Science Textbooks in Levintova, Ekaterina M. and Staudinger, Alison Kathryn (ed.), <i>Gender in the Political Science Classroom</i>, Indiana University Press.</p>
9.	<p>Toolkit <i>Gender in EU-funded Research</i>, by Yellow Window Management Consultants, Engender, Genderatwork. Document available on line:  <a href="https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf">https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf</a></p>

10.	<p>Murgia, A. (Ed.), Poggio, B. (Ed.). (2018). <i>Gender and Precarious Research Careers</i>. London: Routledge.  Book available online: <a href="https://www.taylorfrancis.com/books/e/9781351781428">https://www.taylorfrancis.com/books/e/9781351781428</a>  The Introduction and Chapter 1: 'Gender and precarious careers in academia and research: Macro, meso and micro perspectives', by Rossella Bozzon, Annalisa Murgia, Barbara Poggio.  Chapter 7: 'Implementing measures to promote gender equality and career opportunities of early career researchers' by Florian Holzinger, Helene Schiffbänker, Sybille Reidl, Silvia Hafellner, Jürgen Streicher.</p>
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-  Norris, Pippa. and Inglehart, Ronald (eds) (2000). The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective. *International Political Science Review*, 21 (4): 441-463.
-  Waylen, Georgina (2012). Gender matters in politics, *The Political Quarterly*, 38(4): 24-32.