

COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course				
CODE	501544 (FEYP) 501582 (FFP) 501994 (CUSA) 502855 (TTC, Bilingüe)		ECTS Credits	6
Course name (English)	Sociology of Gender Relations and Family			
Course name (Spanish)	Sociología de las Relaciones de Género y de la Familia			
Degree programs	B.A. in Primary Education – Bilingual Section			
Faculty/School	Teacher's Training College (Cáceres)			
Semester	2º	Type of course	Compulsory	
Module	Basic			
Matter	Society, Family, School			
Lecturer/s				
Name		Office	e-mail	Web page
Pilar Bonilla Manzano		3.1 G F.F.P.	pilarbm@unex.es	
Subject Area	Sociology			
Departament	Business Management and Sociology			
Coordinating Lecturer (If more than one)	Pilar Bonilla Manzano			
Competencies / Learning Outcomes				
CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to make value judgements that includes reflection on relevant social, scientific or ethical issues.				
CT3 - To acquire and declare an ethical commitment as a teacher, which needs to enhance the idea of comprehensive education, with critical and responsible attitudes, guaranteeing a true equality between men and women, equal opportunities, universal accessibility for people with disabilities, and the typical values of a culture of peace and of a democracy.				
CT3.1 - To understand the evolutionary character and plurality of contemporary societies and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups				

CT3.2 - To understand and practice the values of democratic societies such as tolerance, solidarity, justice, non-violence, freedom, co-responsibility and equality, and in general terms to use systems of values such as the Declaration of Human Rights.
CT3.6 - To reflect critically and logically on the need to eliminate all forms of discrimination, directly or indirectly, racial, against women, and discrimination due to sexual orientation or disability.
CE23 - To critically analyse and incorporate the most relevant issues of contemporary society that affect the family and school education: social and educational impact of audiovisual languages and screens, gender relation and intergenerational changes, multiculturalism and interculturalism, discrimination and social inclusion, and sustainable development.
CE24 - To understand the historical evolution of the family, the different types of families, lifestyles and education in the family context.
Contenidos
Course outline
The family as an institution and as a social group. The family from a comparative and historical perspective. The concept of family in the XXI century. Social functions of the family. Recent changes in the Spanish family: legal and social pluralism, historical background. The contexts of change. The most significant changes. Childhood and youth in the family The ideology about children. Conflict factors between youth and family. Family attitudes of young people. Social change and models. Woman and family, The social construction of gender roles and identity. New gender roles and family change. Women and work: the sexual division of work from sociology. The feminist movement and the role of women in the transformation of the family. Gender roles and social images of men and women. Parenting practices and parental identities. The role of men in the family environment. The school as an agent for the reproduction and / or overcoming of gender differences and inequalities.
Course Syllabus
Name of lesson1: Introduction to the Sociology of the Family. The family from a social perspective • Contents of topic 1: Sociological theories of the family. Universality and variability: the family in historical perspective, transcultural comparisons. • Description of practical activities for lesson 1: Practical activities based on the application of the teaching methodologies outlined in this plan.
Name of lesson 2: Family and social change • Contents of topic 2: Contexts and indicators of change in Spanish families. Intergenerational relationships: change and conflict.

- Description of practical activities for lesson 2: Practical activities based on the application of the teaching methodologies outlined in this plan.

Name of lesson 3: **Introduction to Gender Sociology. Gender stratification**

- Contents of topic 3: Social stratification and gender stratification. Sociological theories on gender relations. Feminisms and Feminist Theory.
- Description of the practical activities for lesson 3: Practical activities based on the application of the teaching methodologies outlined in this plan

Name of lesson 4: **The social construction of gender**

- Contents of topic 4: Theories on the construction of gender identity. Socialization in the gender system through different agencies of socialization: gender roles and stereotypes.
- Description of the practical activities for topic 4: Practical activities based on the application of the teaching methodologies outlined in this plan.

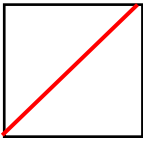
Name of lesson 5: **Women and Society: Work, Power, Presence, and Representation**

- Contents of Topic 5: The sexual division of labor. The incorporation of women into the labor market. Women in the elites: participation in science, politics, culture, and society.
- Description of the practical activities of lesson 5: Practical activities based on the application of teaching methodologies included in this plan.

Name of lesson 6: **Education and Gender**

- Contents of Topic 6: From segregated schools to coeducation. Women and men in the educational system. Inclusive language in the classroom. The role of the educational system in raising awareness and preventing gender-based violence. Equality plans in educational institutions.
- Description of the practical activities of lesson 6: Practical activities based on the application of teaching methodologies included in this plan.

Sustainable Development Goals taken into account

					
☐	☐	☐	☒	☒	☐
					
☐	☒	☐	☒	☐	☐
					
☐	☐	☐	☐	☐	☐

Educational activities

Student workload in hours by lesson		Lecture s	Practical Activities				Monitori ng activity	Homewor k
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	18	7						11
2	20	8						12
3	23	9						14
4	23	9						14
5	23	9						14
6	23	9						14
7	18	7						11
Evaluation	2	2						
TOTAL	150	60						90

L: Lectures (85 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (20 students)

SEM: Problem classes or seminars or case studies (40 students)

SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)

PS: Personal study, individual or group work and reading of bibliography

Teaching methodologies

1. Verbal presentation. Directive teaching. Large group classes aimed at exposing the different concepts and procedures associated with the subject with the help of bibliographic and audiovisual materials.
2. Discussion and debate. The verbal presentation is combined with discussion activities and with questions to be answered by the students in order that they can build new concepts from known concepts (related to other subjects already taken or with other topics of the program with which there are important interrelationships).
3. Annotated reading of bibliographic materials.
4. Viewing audiovisual materials (documentaries, films, etc.) and discussion and debate on them.
5. Exhibition of the work carried out independently. This activity is programmed so that the students present or present the works and materials prepared independently.
6. Taking exams. This activity has the purpose of evaluating the learning results of the students in relation to the objectives or competences that are proposed in the teaching plan of the subjects that make up a subject.
7. Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewings of real situations, scientific and technical documentaries and exhibition of resources; analysis of them. These activities are aimed at introducing theoretical notions and applying competencies of the subjects included from practical assumptions.
8. Experiences and practical applications. This activity, together with the previous one, is aimed at the simulation and practice of the strategies and techniques presented by specialists and professionals, discussion and analysis of scientific-technical documentaries.
9. Analysis and discussion of bibliographic and audiovisual materials.
10. Debates and discussion on current issues related to the subject.
11. Search and consultation of bibliographic material to carry out projects.
12. Analysis of texts, audiovisual materials and sociological data.
13. Preparation of essays.

Learning outcomes

- Understanding concepts, processes and procedures and their application (their use in problem solving and as an analytical tool of reality).
- Ability of the student to relate and integrate the different materials and contents.
- Active participation in the practices carried out in the Seminary-Laboratory and in the Tutorials.
- Show oral and written verbal strategies during oral presentations and monographic works.
- Compilation and synthesis of diverse information on specific topics

Assessment systems

The evaluation of this subject will be carried out in two different ways depending on the evaluation system chosen by the students as agreed in article 4 of the RESOLUTION of October 26, 2020; published in DOE n. 212, of November 3, 2020.

A) Continuous evaluation: in this modality, the evaluation of the students will be carried out at two levels.

Theoretical Part: the evaluation of this part will be carried out through the resolution of a theoretical exercise (written exam, test and / or essays) that will deal with the whole of the subject actually taught by the teaching staff.

With the exam you can obtain a maximum of 6 points out of 10 (60% of the final grade).

The assessment of said exercise will be based on the following evaluation criteria:

- 1.- Degree of assimilation and concretion of the fundamental concepts.
- 2.- Degree of assimilation and concretion of theoretical knowledge.
- 3.- Expository clarity and correct use of spelling and grammar (if applicable).

Practical part: The practical activities will refer to the competences to be developed. Throughout the course, practices of diverse nature will be carried out and evaluated continuously: portfolios, diaries, viewing and analysis of audiovisual material, face-to-face and virtual debates, personal critical comments, participation in forums, completion, defense and presentation of works, tasks and activities, seminars, tutorials, etc.

In this practical part you can obtain a maximum of 4 points out of 10 (40% of the final grade).

To evaluate these activities, the following evaluation criteria will be taken as a reference:

- 1.- Quality of written documents (critical comments, papers, etc.): special attention will be paid to knowledge, organizational, relationship and synthesis skills, as well as to writing and the correct use of language.
- 2.- Degree of participation and quality of interventions in virtual debates and other online activities through the Moodle platform.
- 3.- Attendance and participation in face-to-face activities proposed in class: debates, commented readings, viewing of audiovisual documents, etc.
- 4.- Thematic originality and methodological proposal, quality of the contents and personal effort in the preparation of the works.
- 5.- Clarity and quality in oral presentations.

In this modality, to pass the subject it is necessary to pass each of the parts separately.

B) Alternative final test of a global nature:

This global assessment modality is intended for students who for different reasons will not meet the continuous assessment requirement. Therefore, the student should notify the teacher of the subject, through the virtual campus, of their choice to submit to the

final test or the continuous evaluation of the subject. If the student does not communicate the type of assessment to which they wish to submit to the teacher, it will be understood that they opt for continuous assessment.

This modality will consist of a global test, written exam, test and / or essay (art. 4 of the RESOLUTION of October 26, 2020; published in DOE n.212, of November 3, 2020), that will evaluate on the theoretical-practical contents of the subject, with 100% of the qualification.

The assessment of said exercise will be based on the following evaluation criteria:

- 1.- Degree of assimilation and concretion of the fundamental concepts.
- 2.- Degree of assimilation and concretion of theoretical knowledge.
- 3.- Expository clarity and correct use of spelling and grammar (if applicable).

In the global assessment system, students who have chosen this modality may be required to attend learning activities that are difficult to grade in a final test.

The deadlines for choosing the global modality will be the following: For subjects taught in the first semester, during the first quarter of the teaching period. For subjects taught in the second semester, during the first quarter of the teaching period or until the last day of the enrollment extension period if it ends after that period.

Use of AI and LLM tools

AI tools may be used in classroom learning situations where the teacher authorizes them. They may also be used to improve the presentation of assignments (validating arguments, editing text, editing bibliography), on the condition that a specific section of the work details this use (what AI, how, for what purpose). However, the use of generative AI software and large language models (LLM) (ChatGPT, Copilot, Gemini, Grok...) to generate creative or novel content in class assignments or projects will not be allowed. Violating these guidelines will have the same consequences as submitting work that is not entirely original.

Explanatory notes for both modalities:

More than 10 syntactic and / or grammatical errors in the writing may lead to failure

Plagiarism is considered a serious offense and is penalized with failure in the final grade.

The rating system in force in art. 10 of the RESOLUTION of October 26, 2020; published in DOE n. 212, of November 3, 2020; The results obtained by the students in each of the subjects of the study plan will be graded according to the following numerical scale from 0 to 10, with an expression of one decimal, to which the corresponding qualitative mark may be added: 0 - 4, 9: Fail (SS), 5.0 - 6.9: Pass (AP), 7.0-8.9: Good (NT), 9.0 - 10: Excellent (SB). The Honorable Mention may be awarded to those who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students

enrolled in a subject in the corresponding academic year, unless the number of enrolled students is less than 20, in which case a single Honor Roll may be granted

Bibliography (basic and complementary)

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COMPLEMENTARY BIBLIOGRAPHY:

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VV.AA. (1999). *Revista Política y sociedad*, 32 (monografía sobre género y ciencias sociales).

Other resources and complementary educational materials

LINKS OF INTEREST:

- Instituto Nacional de Estadística (INE): <http://www.ine.es/>
- Centro de Investigaciones Sociológicas: <http://www.cis.es/>
- Federación Española de Sociología: <http://fes-sociologia.com/>
- Ministerio de Sanidad Servicios Sociales e Igualdad. <http://www.msssi.gob.es/>
- Instituto de la Mujer y para la Igualdad de Oportunidades: <http://www.inmujer.gob.es/>
- Instituto de la Mujer de Extremadura:
<https://ciudadano.gobex.es/web/imex;jsessionid=356C7E48C89A3BDD3D97D85B578DE5E8>
- Red de Oficinas de Igualdad: <https://ciudadano.gobex.es/web/igualdad/red-de-oficinas-de-igualdad>
- ODS. ONU. <https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/>
- Instituto Andaluz de al Mujer:
<http://www.juntadeandalucia.es/institutodelamujer/index.php>
- Fundación Mujeres: <http://www.fundacionmujeres.es/>
- Mujeres en Red: <http://www.mujeresenred.net/>
- Instituto de Política Familiar: <http://www.ipfe.org/>
- Portal de la Conciliación: <http://www.elportaldelaconciliacion.com/>
- Instituto de Ciencias para la familia:
<http://www.unav.es/icf/main/instituto.htm>
- Fundación Feminista: <http://www.feminist.org>
- Red de Información Educativa: <http://redined.mecd.gob.es/>
- Recursos Educativos en Red: <http://recursos.educarex.es/index.php>
- Portal institucional sobre Violencia de Género:
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LEGISLATION:

- Ley 39/1999, de 5 de noviembre, para promover la conciliación de la vida familiar y laboral de las personas trabajadoras.
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- Ley Orgánica 1/2004 de 28 de diciembre de Medidas de Protección Integral contra la Violencia de Género.
- Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres.
- Ley 8/2011, de 23 de marzo, de Igualdad entre Mujeres y Hombres y Contra la Violencia de Género en Extremadura.
- Ley 12/2015, de 8 de abril, de igualdad social de lesbianas, gais, bisexuales, transexuales, transgénero e intersexuales y de políticas públicas contra la discriminación por orientación sexual e identidad de género en la Comunidad Autónoma de Extremadura.
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Comments Adaptations RD822-2021

In this form 12A, the following linkages and/or adaptations to RD822-2021 are identified, primarily based on their connection with different SDGs in the following sections:

1. Linking competencies related to the SDGs

- CB3. O4 Quality education
- CT3. O5 Gender equality, O10 Reducing inequalities, O16 Peace, justice, and strong institutions.
- CT3.1 O5 Gender equality, O10 Reducing inequalities, O16 Peace, justice, and strong institutions.
- CT3.2 O5 Gender equality, O16 Peace, justice, and strong institutions.
- CT3.6 O5 Gender equality, O10 Reduction of inequalities, O16 Peace, justice, and strong institutions.
- CE23 O4 Quality education, O10 Reduction of inequalities, O13 Climate action, O16 Peace, justice, and strong institutions,
- CE 24 O4 Quality education, O5 Gender equality, O10 Reduction of inequalities.

2. Content linked to the SDGs

- Social stratification and gender stratification. Sociological theories on gender relations. Feminisms and Feminist Theory.
O5 Gender equality
O10 Reduction of inequalities
- Theories on the construction of gender identity. Socialization in the gender system through various agencies of socialization: gender roles and stereotypes.
O4 Quality education
O5 Gender equality
- The sexual division of labor. The incorporation of women into the labor market. Women in the elites: participation in science, politics, culture, and society.
O5 Gender equality
O8 Decent work and economic growth
O10 Reduction of inequalities
- From segregated schools to coeducation. Women and men in the educational system. Inclusive language in the classroom. The role of the educational system in raising awareness and preventing gender violence. The equality plans of educational institutions.
O4 Quality education
O5 Gender equality
O10 Reduction of inequalities

3. Training activities linked to the SDGs

The diversity of training activities, especially those aimed at enhancing reflection, analysis of reality, and critical thinking, is connected to O4 Quality Education.