

COURSE PROGRAM

Academic Year: 2026/2027

Identification and characteristics of the course				
Code	502855 FFP (Bilingual)		ECTS Credits	6
Course name (English)	Sociology of Gender Relations and Families			
Course name (Spanish)	Sociología de las Relaciones de Género y Familias			
Degree programs	Primary Education (Bilingual)			
Faculty/School	Teacher's Training College (Cáceres).			
Semester	1	Type of course	Basic training	
Module				
Matter				
Lecturer/s				
Name		Office	E-mail	Web page
Pilar Bonilla Manzano		1506-J-04	pilarbm@unex.es	
Subject Area	Sociology			
Department	Business Management and Sociology			
Coordinating Lecturer (If more than one)				
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.				

* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

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.

Contents

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.

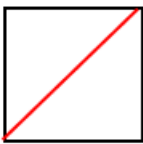
Name of lesson 2: FAMILY AND SOCIAL CHANGE

- Contents of topic 2: Contexts and indicators of change in Spanish families. Intergenerational relationships: change and conflict. The framework for the protection of childhood and adolescence and the elderly population.
- 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: gender roles and stereotypes. The social construction of human sexuality. Violence against women • 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 labour and incorporation into the labour market. Reconciliation of work, family, and personal life. Women in the elites and participation in science, politics, and culture. Measures to guarantee equality of treatment and opportunities. • 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 schooling to coeducation. Inclusive language in the classroom. Awareness-raising and prevention of gender-based violence, sexual violence, and critical digital literacy. Equality plans in educational centres as a tool for transformation • Description of the practical activities of lesson 6: Practical activities based on the application of teaching methodologies included in this plan.

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

Educational activities *								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	19	7						12
2	20	8						12
3	26	10						16
4	27	11						16
5	27	11						16
6	29	11						18
Assessment **	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

** Indicate the total number of evaluation hours of this subject.

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 solving problems and as an analytical tool of social reality). • Student's ability to relate and integrate the different materials and contents. • Active participation in the practices carried out in the Seminar-Laboratory and in the Tutorials. • Display oral and written verbal strategies during oral presentations and monographic assignments. • Collection 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 second opportunity will be established in which the student can choose again whether they wish to maintain or change the evaluation modality for the extraordinary examination period.

- If the subject was taught in the first semester, the student will have the first 4 weeks of the second semester to change their modality (even if there are no classes, the same procedure that was carried out at the beginning of the first semester will be enabled).
- In the case that the subject was taught in the second semester and given that there is no material time to allocate 4 weeks before the extraordinary examination period, a period of one week (seven calendar days) is established from the first day that the review of exams for the ordinary June examination period begins. It will be understood that students who do not respond will MAINTAIN the same evaluation modality they had for the previous ordinary examination period.

1. CONTINUOUS EVALUATION:

This modality evaluates students' learning in a comprehensive manner and requires a commitment to the in-person development of the subject.

- Attendance Requirement: To opt for this modality, attendance at sessions in person is mandatory. Each teacher will establish the minimum attendance percentage (linked both to large group classes and practical activities) that they consider necessary in their group to maintain the right to be evaluated through this method.
- Change/Loss of the modality: Failure to meet the attendance percentage set by the teacher or not passing practical activities that by their nature are considered non-recoverable, will result in failing the ordinary call. In this case, students may choose to take the final comprehensive test in the extraordinary call, as indicated above.
- Theoretical Part (60% of the final grade): Assessment through a theoretical exercise (written exam, test, and/or essay). Maximum of 6 points out of 10.
- Practical Part (40% of the final grade): Evaluation of portfolios, journals, debates, audiovisual analysis, and assignments. Maximum of 4 points out of 10.

Passing condition: To pass the subject in continuous assessment, it is mandatory and inescapable to pass each part (theory and practice) separately with a minimum grade of 5 out of 10 in each block.

To evaluate both parts, the following evaluation criteria will be taken as reference:

1.- Quality of written documents (critical comments, assignments, etc.): special attention will be paid to knowledge, organizational, relational, and synthesis skills, as well as writing and correct use of language.

2.- Degree of participation and quality of contributions in virtual debates and other online activities through the Moodle platform.

3.- Attendance and participation in in-person activities proposed in class: debates, commented readings, viewing of audiovisual documents, etc.

4.- Thematic originality and methodological proposal, quality of content, and personal effort in the preparation of assignments.

5.- Clarity and quality in oral presentations.

2. FINAL ALTERNATIVE GLOBAL ASSESSMENT

This modality of evaluation of a global nature is intended for students who choose this option within the deadlines established by current regulations. Therefore,

the student must notify the course faculty, through the virtual campus, of their choice to take the final exam or the continuous assessment of the subject. In case the student does not communicate to the faculty the type of assessment they wish to undergo, it will be understood that they opt for continuous assessment.

This modality will consist of a global-type test, written exam, test and/or development. To ensure the acquisition of all competencies, the global evaluation exam will assess 100% of the content and will consist of two mandatory blocks

1. Theoretical Content Block: (Multiple choice and/or short answer questions).
2. Practical Content Block: (Development exercise or case analysis based on the practical methodologies of the subject).

Passing condition: To pass the subject through this comprehensive test, it will be necessary to pass both blocks (theoretical and practical) independently with a minimum grade of 5 out of 10 in each of them. The final grade will not be averaged if one of the two blocks has a grade below 5, ensuring that the subject cannot be passed without demonstrating the minimum practical competencies.

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

1. Degree of assimilation and concretion of fundamental concepts.
2. Degree of assimilation and concretion of theoretical knowledge.
3. Clarity of presentation and correct use of spelling and grammar (if applicable).

Students being assessed in extraordinary sessions have not attended class and, therefore, cannot receive any grade for in-person activities and must take the exam in the final modality.

Use of AI and LLM Tools

Artificial intelligence (AI) tools may be used in classroom learning situations where the teacher authorizes them. They may also be used for improving the presentation of assignments (validation of arguments, text editing, bibliography editing), provided that a specific section of the work details such use (which AI, how, for what). However, the use of generative AI software and large language models (LLM) (ChatGPT, Copilot, Gemini, Grok...) will not be allowed to generate creative or novel content in the completion of class exercises or assignments. Failure to comply with 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 writing may result in failure.
- Plagiarism is considered a serious offense and is penalized with failure in the final grade.
- The grading system in force will be applied as specified in art. 10 of the RESOLUTION of October 26, 2020; published in the DOE No. 212, on November 3, 2020; the results obtained by students in each of the subjects of the curriculum will be graded according to the following numerical scale from 0 to 10, with one decimal place, to which the corresponding qualitative grade may be added: 0 - 4.9: Fail (SS), 5.0 - 6.9: Pass (AP), 7.0 - 8.9: Remarkable (NT), 9.0 - 10: Outstanding (SB). The mention of Honorable Mention may be awarded to those who have obtained a grade equal to or higher than 9.0. Their number shall 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 only one Honorable Mention may be granted.

Bibliography (basic and complementary)

BIBLIOGRAFÍA BÁSICA:

Díaz Martínez, C. y Dema Moreno, S. (eds.). (2013). *Sociología y Género*. Madrid: Tecnos.

Giddens, A. (2010). *Sociología*. Madrid: Alianza.

Macionis, J. y Plummer, K. (2011), *Sociología*, Madrid: Prentice Hall.

BIBLIOGRAFÍA COMPLEMENTARIA:

Acker, S. (1995). *Género y educación. Reflexiones sociológicas sobre mujeres, enseñanza y feminismo*. Madrid: Narcea.

Alberdi, I. (1999). *La nueva familia española*. Madrid: Taurus.

Amorós, C. (1991). *Hacia una crítica de la razón patriarcal*. Barcelona: Anthropos.

- Alberdi, I. y Matas, N. (2002). La violencia doméstica. Informe sobre los malos tratos en España. Colección de Estudios Sociales, nº 10. Fundación La Caixa.
- Alberdi, I; y Escario, P. (2007). Los hombres jóvenes y la paternidad. Fundación BBVA.
- Amorós, C. y De Miguel, A. (eds.). (2007). Teoría feminista: de la ilustración a la globalización. De la ilustración al segundo sexo. Madrid: Minerva Ediciones.
- Aparisi, A. (2011). Persona y género. Madrid: Aranzadi.
- Buttarelli, A. Et al (2001). Una revolución inesperada. Simbolismo y sentido del trabajo de las mujeres. Madrid: Narcea.
- Bourdieu, P. (2000). La dominación masculina. Barcelona: Anagrama.
- Calhoun, Light y Keller (2010). Sociología, 7ª Edición. Madrid: McGraw Hil.
- Casado, E. (2001) Sociología de Género en Rodríguez Caamaño, y Manuel J. (Coord.) (2001). Temas de Sociología, 2 vols., Madrid: Huerga y Fierro Eds.
- Ceballos, E. (2014). Coeducación en la familia: una cuestión pendiente para la mejora de la calidad de vida de las mujeres. Revista Electrónica Interuniversitaria de Formación del Profesorado, 17 (1), 114.
- CES (2011). Tercer Informe sobre la situación de las mujeres en la realidad sociolaboral española. Disponible en <http://www.ces.es/documents/10180/18510/Inf0111>.
- Cobo, R. (1995). Género, en Amorós, C. (dir.) 10 palabras claves sobre la mujer, Estella, Verbo Divino.
- De Beauvoir, S. (2005). El segundo sexo. Madrid: Cátedra.
- De la Cruz Redondo, A., & García Luque, A. (2025). Cerrando brechas: género y competencias digitales en la formación inicial del profesorado para una ciudadanía digital igualitaria. Feminismo/s, (45), 22–66. <https://doi.org/10.14198/fem.2025.45.02>
- De Miguel Álvarez, A. (1996). El conflicto de géneros en la tradición sociológica, en Sociológica. Revista de Pensamiento Social, 1, pp. 125 a 147.
- De Miguel Álvarez, A. (2015). Neoliberalismo sexual. El mito de la libre elección. Madrid: Cátedra.
- Delgado, M. (1993). Cambios recientes en el proceso de formación de la familia. REIS, 64, 123-154.

- Delgado Ontivero, L. S. (2019). Locus de género: Masculinidades y espacios urbanos en contextos de cambio. *Asparkia. Investigació Feminista*, (35), 45–66. Recuperado a partir de <https://www.e-revistas.uji.es/index.php/asparkia/article/view/3763>
- Deschner, K. (1993). *Historia sexual del cristianismo* (1.ª ed.). Zaragoza: Yalde, S.L.
- Díez Nicolás, J. (1983). La familia en Europa y el cambio social. *REIS*, nº 21, pp.: 11-31.
- Donati, P. (2003). *Manual de Sociología de la Familia*. Pamplona: Eunsa.
- Dowling, C. (1998). *El complejo de cenicienta*. Barcelona: Grijalvo.
- Durán, A. (1996). *Mujeres y hombres en la formación de la Teoría Sociológica*. Madrid: CIS.
- Esping Andersen, G., (Coord.). (2013). *El déficit de natalidad en Europa. La singularidad del caso español*. Colección de Estudios Sociales de la Fundación la Caixa. Volumen 36.
- Fondón Ludeña, A., & Alzás García, T. (2023). Educación en igualdad y Sociología de las Relaciones de Género: resistencias culturales de la transformación social. *Revista de Sociología de la Educación-RASE*, 16(1), 76–91. <https://hdl.handle.net/10115/30298>
- Friedan, B. (2009). *La mística de la feminidad*. Madrid: Cátedra.
- Fuster García, F. (2007). Dos propuestas de la Ilustración para la educación de la mujer: Rousseau versus Mary Wollstonecraft, en *A Parte Rei: Revista de Filosofía*, nº 50
- García García, J., & Alzás García, T. (2022). Roles de género y actitudes hacia las STEM. Análisis exploratorio en una clase de secundaria. *Cuestiones de Género: De la Igualdad y la Diferencia*, (17), 51–72. <http://hdl.handle.net/10662/19549>
- García Pérez, R.; Quiñones, C; Espigares, M (2013). La organización escolar coeducativa. Indicadores de género y colaboración de los centros en los planes de igualdad, en *Profesorado. Revista del Currículum y Formación del Profesorado*. Vol. 17, nº 1 (enero abril).
- Garrido Medina, L. y Gil Calvo, E. (1993). *Estrategias familiares*. Madrid: Alianza.
- Garrido Ortolá, A. (2022). Reivindicaciones feministas de la cuarta ola: la transnacionalización de la protesta. *Asparkia. Investigació Feminista*, (40), 191–216. <https://doi.org/10.6035/asparkia.6184>
- Gil Calvo, E. (1992). *La mujer cuarteada. Útero, deseo y Safo*. Barcelona: Anagrama.

- Gracia, E., & Merlo, J. (2016). Intimate partner violence against women and the Nordic paradox. *Social Science & Medicine*, 157, 27–30. <https://doi.org/10.1016/j.socscimed.2016.03.040>
- Iglesias, J. y Flaquer, L. (1993). Familia y análisis sociológico en España. *REIS*, 61, 57-76.
- Lerner, G. (2017). La creación del patriarcado. Pamplona: Katakarak Liburuak.
- López-Ossorio, J. J., González Álvarez, J. L., Buquerín Pascual, S., García, L. F., & Buela-Casal, G. (2017). Risk factors related to intimate partner violence police recidivism in Spain. *International Journal of Clinical and Health Psychology*, 17(2), 107–119. <https://doi.org/10.1016/j.ijchp.2016.12.001>
- Mattiazzi, M. (2025). IA y lenguaje: ¿Nuevas formas para antiguas discriminaciones? Un estudio de caso en Google Translate y Canva. *Feminismo/s*, (45), 118–138. <https://doi.org/10.14198/fem.2025.45.05>
- Martín López, E. (2002). Familia y sociedad: una introducción a la sociología de la familia. Madrid: Rialp.
- Muñoz González, B., Rivero Jiménez, B., & García Perales, N. (2019). Turismo sexual y eventos deportivos. *Eracle. Journal of Sport and Social Sciences*, 2(1), 55–63. <https://doi.org/10.6093/2611-6693/6196>
- Nuño, L. et al. (1999). Mujeres: de lo privado a lo público. Madrid: Tecnos.
- Osborne, R. (2009). Apuntes sobre violencia de género. Barcelona: Edicions Bellaterra.
- Papí, N. (2003). Un nuevo paradigma para el análisis de las relaciones sociales: el enfoque de género, en *Feminismo/s* nº 1, pp. 135-148.
- Ritzer, G. (2001). Teoría sociológica moderna (5ª ed.). Madrid: McGraw Hill.
- Rodríguez C. y Peña, V. (2005). Identidad de género y contexto escolar. *REIS*, nº 112, pp. 165 a 194.
- Segalen, M. (1997). Antropología histórica de la familia, Madrid: Taurus
- Samardzic, T., Barata, PC, Morton, M. y Yen, J. (2024). Silencio y voz de mujeres jóvenes en el contexto de la violencia masculina. *Violencia contra las mujeres* , 31 (8), 1880-1908. <https://doi.org/10.1177/10778012241236673>
- Solé Romeo, C. (2011). Historia del feminismo (siglos XIX y XX). Pamplona: Eunsas.
- Tostado Calvo, O., Alzás García, T., & Yuste Tosina, R. (2024). Factores predisponentes y detonantes de la violencia de género en la juventud universitaria: una revisión sistemática

de la literatura de los últimos 20 años. *Investigaciones Feministas*, 15(1), 5–18.
<http://hdl.handle.net/10662/24608>

Subirats, Marina (2013). *Forjar un hombre, moldear una mujer*. Barcelona: Aresta Mujeres

Valcarcel, A. (1991). *Sexo y filosofía. Sobre mujer y poder*. Barcelona: Anthoropos.

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

Other resources and complementary educational materials

INTERESTING LINKS:

- 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 la 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/1>
- 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: <http://www.violenciagenero.msssi.gob.es>

FILMOGRAPHY:

1. Agresti, A. (2002). *El sueño de Valentín*. Argentina.
2. Al-Mansour, H. (2012). *La bicicleta verde*. Arabia Saudí.
3. Anderson, J. (2007). *The winner (La ganadora)*. EEUU.
4. Bollaín, I. (2003). *Te doy mis ojos*. España.
5. Bollaín, I. (2007). *Mataharis*. España.
6. Burman, D. (2006). *Derecho de familia*. Argentina.

7. Cardona, I. (2008). Un novio para Jasmina. España.
8. Cardoso, P. (2002). Las mujeres de verdad tienen curvas. EEUU.
9. Caro, N. (2005). En tierra de hombres. EEUU.
10. Chadha, G. (2005). Quiero ser como Beckham. Reino Unido y Alemania.
11. Condon, B. (2004). Kinsey. EEUU.
12. D'Alatri, A. (2002). Comprométete. Italia.
13. Daldry, S. (2002). Las horas. EEUU.
14. Gabron, S. (2015). Sufragistas. Reino Unido.
15. Gilbert, B. (1990). No sin mi hija. EEUU.
16. Hormann, S. (2009). Flor del desierto. EEUU.
17. Leder, M. (2018). Una cuestión de género. EEUU
18. León de Aranoa, F. (1996). Familia. España.
19. León de Aranoa, F. (2005). Princesas. España.
20. Mañá, L. (2011). Clara Campoamor, la mujer olvidada. España.
21. Marshall, R. (2005). Memorias de una Geisha. EEUU.
22. Martínez Lázaro, E. (2007). Las 13 rosas. España.
23. Melfi, T. (2016). Figuras Ocultas. EEUU.
24. Metha, D. (2005). Agua. Canadá e India.
25. Mihăileanu, R. (2011). La Fuente de las Mujeres. Francia.
26. Monteverde, A. (2007), Bella. EEUU.
27. Murer, Fredi M. (2006). Vitus. Suiza.
28. Newell, M. (2003). La sonrisa de Mona Lisa. EEUU.
29. Spielberg, S. (1985). El color púrpura. EEUU.
30. Wexler, T. (2011). Hysteria. Reino Unido
31. Zambrano, B. (1999), Solas. España.

LEGISLATION:

- Ley 39/1999, de 5 de noviembre, para promover la conciliación de la vida familiar y laboral de las personas trabajadoras. <https://www.boe.es/buscar/act.php?id=BOE-A-1999-21568>
- Real Decreto-ley 6/2019, de 1 de marzo, de medidas urgentes para garantía de la igualdad de trato y de oportunidades entre mujeres y hombres en el empleo y la ocupación <https://www.boe.es/buscar/act.php?id=BOE-A-2019-3244>
- Ley Orgánica 1/2004 de 28 de diciembre de Medidas de Protección Integral contra la Violencia de Género. <https://www.boe.es/buscar/act.php?id=BOE-A-2004-21760>
- Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres. <https://www.boe.es/buscar/act.php?id=BOE-A-2007-6115>
- Ley 8/2011, de 23 de marzo, de Igualdad entre Mujeres y Hombres y Contra la Violencia de Género en Extremadura. <https://www.boe.es/buscar/doc.php?id=BOE-A-2011-6651>
- 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. <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-5015-consolidado.pdf>
- Ley 4/2011, de 7 de marzo, de educación de Extremadura.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 340, de 30 de diciembre de 2020. <https://www.boe.es/eli/es/lo/2020/12/29/3>

- Convenio del Consejo de Europa sobre prevención y lucha contra la violencia contra las mujeres y la violencia doméstica (Convenio de Estambul).
- Decreto 107/2022, de 28 de julio, por el que se establecen la ordenación y el currículo de la Educación Primaria para la Comunidad Autónoma de Extremadura. Diario Oficial de Extremadura, 151, de 5 de agosto de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/07/28/107/dof/spa/pdf>
- Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia. Boletín Oficial del Estado, 134, de 5 de junio de 2021. <https://www.boe.es/eli/es/lo/2021/06/04/8/con>
- Ley Orgánica 10/2022, de 6 de septiembre, de Garantía Integral de la Libertad Sexual. Boletín Oficial del Estado, 215, de 7 de septiembre de 2022. <https://www.boe.es/eli/es/lo/2022/09/06/10/con>
- Ley Orgánica 2/2023, de 22 de marzo, del Sistema Universitario. Boletín Oficial del Estado, 70, de 23 de marzo de 2023. <https://www.boe.es/eli/es/lo/2023/03/22/2/con>
- Ley Orgánica 10/2022, de 6 de septiembre, de Garantía Integral de la Libertad Sexual, BOE» núm. 215, de 07/09/2022 <https://www.boe.es/eli/es/lo/2022/09/06/10/con>