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Aims of the course

This course aims to enable researchers to include a gender perspective either in their PhD theses or in their research projects and in the scientific articles that may result from their investigations.

The materials that follow describe the theoretical framework that sustains the inclusion of a gender perspective in research.

Likewise, the contents will show researchers how to include a gender perspective in each of the phases of the research process: from the selection of topic to be investigated and the choice of sample to the analysis of results and subsequent publication.

This work presents the main sexist biases typical of mainstream investigations and their effect on their final quality.

Finally, the course will also review the relevance of a gender approach in several research fields and will explain specific instances of what a gender analysis involves.

Definition of competencies

- Ability to include a gender perspective in all stages of research.
- Capacity to avoid sexism in research.
- Ability to conduct and present a research project or a PhD project devoid of sexist biases.

The acquisition of these competencies improves the quality of thesis projects and research projects submitted to open competitive calls, as well as of publications resulting from investigations and/or doctoral theses. These competencies are endorsed by European, national and regional regulations, in which a gender perspective is highlighted in the evaluation of research projects.

Contents

- **Unit 1.** Concepts, theories and sexist biases
- **Unit 2.** Including a gender focus on research
- **Unit 3.** Gender and research in Social Sciences and Life Sciences
- **Unit 4.** Gender and research in the Environmental Sciences and Technology (See detailed table of contents below).

Length

Approx. 25 hours.: 4 in-class tuition hours + 21 on-line hours.

Methodology

- Mixed course (face-to-face and online) taught by domain specialists.
- Contents are supported by practical examples that promote critical thinking.
- Each unit contains a final activity to check what has been learnt.

Feedback and assessment

This course is structured around four units: the first two units are of a general nature; the third unit deals with Social Sciences and Life Sciences; and a fourth unit deals with the Environmental Sciences and Technology. Lastly, there is a final task that students must do.

The course starts with a 4-hour in-class session taught by Professor Capitolina Díaz Martínez. Then, each of the four units is sequenced in weekly periods, as follows:

- a) Reading of the unit contents and, if possible, of some suggested readings.
- b) Participation in the course forum with at least one reasoned intervention in relation to the ideas raised in the units 3 and 4.
- c) Submission of the solutions for the task in each unit.

Final task

At the end of the course, each student must apply the acquired contents to some research work of theirs. For this, teaching and research staff will work on the inclusion of a gender perspective in their own research proposal and PhD students will apply the gender perspective to their r PhD thesis.

Unit 1. Concepts, theories and sexist biases

Unit objectives

- * To learn about the theoretical foundations of gender analysis in research.
- * To understand the meaning of the concepts of sex and gender to transfer it to the research process.
- * To approach the implications that the incorporation of gender analysis into research involves.
- * To identify the main sexist biases found in mainstream research.

Contents

1. Introduction

1.1. Gender and research

2. Gender as a category of analysis

2.1. The concepts of *sex* and *gender*

2.2. The social construction of gender

2.3. The biological versus constructivist debate

2.4. The interactions between sex and gender

3. Gender analysis in research

3.1. What does it mean?

3.2. What does it mean? Beyond positivism

4. Sexist biases in the research process

4.1. Sexist biases in research

4.2. Androcentrism (gyneagnosis and misogyny)

4.3. Overgeneralisation

4.4. Gender insensitivity

4.5. Double standards

4.6. Sex appropriateness

4.7. Sexual dichotomy

4.8. Familism

4.9. The criticism of mainstream science from a gender perspective

5. Conclusion

References

Task

Unit 2. Including a gender focus on research

Unit objectives

- * To understand gender analysis as a legal requirement.
- * To learn how to incorporate gender analysis in the phases of the research cycle, based on an understanding of legal requirements.
- * To identify the different issues to be addressed to apply a gender perspective in the research cycle and content.

Contents

1. Legal requirements related to gender research

- 1.1. Equality as a political objective
- 1.2. Gender analysis: A legal obligation
- 1.3. Gender and research in the European Union
- 1.4. Gender and research in the Spanish legislation: Gender Equality Act
- 1.5. Gender and research in the Spanish legislation: Science Act
- 1.6. Gender and research as a legal obligation

2. The cycle of gender-sensitive research

- 2.1. The research cycles
- 2.2. Research methods with a gender focus
- 2.3. Conceptual phase
- 2.4. Proposals phase
- 2.5. Research phase
- 2.6. Dissemination phase

3. Conclusion

References

Task

Unit 3. Gender analysis in Social Sciences and Life Sciences

Unit objectives

- * To learn about the relevance of gender analysis both in Social Sciences and in Life Sciences.
- * To grasp the current scope of gender analysis in these disciplines.
- * To familiarise with techniques for the application of a gender perspective in both fields of study.

Contents

1. Gender analysis in the Social Sciences

- 1.1. What is the relevance of gender in this field?
- 1.2. Gender analysis in the Social Sciences
- 1.3. Gender analysis in History
- 1.4. Gender analysis in Economics
- 1.5. Gender analysis in Psychology
- 1.6. Gender analysis in Sociology
- 1.7. Social research techniques with a gender perspective
- 1.8. Some guidelines to integrate a gender perspective into the different social research techniques

2. Gender analysis in Life Sciences

- 2.1. What is the relevance of gender in this field?
- 2.2. Gender bias in Medicine
- 2.3. Gender as a determinant of health
- 2.4. A note on neurosciences

References

Task

Unit 4. Gender analysis in the Environmental Sciences and Technology

Unit objectives

- * To become aware of the relevance of addressing sex and gender in environmental and technological research.
- * To learn about some gender biases in these two fields of study.
- * To understand how to consider the role of sex and gender in environmental and technological research.
- * To get to know some examples of environmental and technological research with gender as one of the study variables.

Contents

1. Gender analysis in the Environment

- 1.1. What is the relevance of gender in this field?
- 1.2. Gender biases in the environment
- 1.3. Concern for gender in the environment
- 1.4. Gender and climate change
- 1.5. Gender and sustainable management of resources
- 1.6. Gender and renewable energies
- 1.7. Gender and public transport

2. Gender analysis in Technology

- 2.1. What is the relevance of gender in this field?
- 2.2. Gender biases in technology
- 2.3. Gender and Information and Communication Technologies (ICT)
- 2.4. Gender and Robotics
- 2.5. Gender and domestic and care technology

References

Task