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Укладачка: **Бабенко Світлана Сергіївна**, канд.соціол.наук, доцентка, доцентка кафедри соціальних структур та соціальних відносин, гарантка магістерської освітньої програми "Гендерні студії"

Рецензентки:

Куценко Ольга Дмитрівна, д.с.н., проф., професорка кафедри соціальних структур та соціальних відносин Київського національного університету імені Тараса Шевченка

Малес Людмила Володимирівна, д.с.н., проф., професорка кафедри теорії та історії соціології Київського національного університету імені Тараса Шевченка

Навчально-методичний комплекс дисципліни «**Sociology of Gender**» (**Соціологія гендеру**) затверджено рішенням Вченої ради факультету соціології

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INTRODUCTION

1. COURSE DESCRIPTION

The course Sociology of Gender (4 ECTS) is designed for full time training master sociology students. The course is advanced proceeding with Sociological approach in gender studies, it is aimed at systematization of the applied and theoretical sociological knowledge both international and local, proceeding with integration of sociological advanced research on gender issues. The course is outlining the course author's integrative approach to sociology of gender. The language of instruction is English that enhances the course participants professional and academic English capacity, as well as enables participation of Double degree students from Lund University, also the course is available as an elective course for academic exchange students in the other programs at TSNUK.

The goal of the course is to involve students into analysis within the frame of sociological approach to gender studies, manifestations of gender in modern society, the core results of international comparative studies of gender inequalities; improve critical thinking skills, academic discussions and presentations in English.

Preliminary requirements to students' knowledge and skills:

1. to **know** English at the level of B1 (average level), theoretical foundations of sociology, contemporary sociological research projects, sociological approach to the analysis of social phenomena, terminology, conceptual basis and foundations of modern sociological theory and research.
2. to **be able to** work with sociological data, read professional sociological publications and formulate ideas in English
3. to **have basic skills** in searching and selecting relevant information in English; to use methodologies and conceptual ideas of sociological analysis; to debate the issues; to present and discuss own position on the selected topic.

The course Summary: The course gives the students the systematization of knowledge about the specifics of the sociological approach of gender studies, the current state of gender relations and gender in Ukraine in comparison with other contemporary societies. Students get acquainted with international comparative research that includes gender issues and use this data to further research in the field of gender studies. The course is based on a combination of lectures and practical classes. The main activity in practical classes is discussion, analysis of primary and secondary sociological data. At the end of the course, the students submit an analytical report (up to 10 pages) on the sociological analysis of one of the topical issues of gender policy, based on published publications and sociological data \ or own research intelligence.

The course learning objectives are:

- to focus on core issues of the sociological approach to study and description of social problems of gender;
- to improve critical thinking skills;
- to improve the ability to search and analyze sociological information;
- to improve academic discussion and presentation skills in English;
- to be able to carry out a comparative study of the gender order in different societies,

that are aimed at development of the following competencies:

- 3K08. Awareness of the issue of equal opportunities in society, in particular its gender, racial, age aspects.
- CK01. Ability to analyze social phenomena and processes.
- CK02. Ability to identify, diagnose and interpret social problems of Ukrainian society and the world community.
- CK11. Ability to apply sociological knowledge, skills and abilities to the analysis of gender issues, the ability to do gender analysis.

EXPECTED LEARNING OUTCOMES(PH):

Learning outcomes (PH) (1. knowledge; 2. skills; 3. communication; 4. autonomy and responsibility)		Forms, methods of teaching and learning	Methods of evaluation	% in final grade
Code	learning outcomes			
1.1	to know the results of contemporary sociological research on key social issues	Lectures, workshops	Group work, control work, exam	20
2.1	to be able to work with social information, data from sociological research	Lectures, workshops, individual work	Group work, final work, control work, exam	20
2.2	to be able to identify, analyze and interpret the actual social problems of society development	Lectures, workshops, individual work	Group work, final work, exam	20
3.1	to demonstrate skills of reasoned presentation of own opinion, competent and tolerant discussion with opponents.	Workshops, individual work	Group work	20
4.1	to demonstrate skills of independent research work, mastering of new knowledge	Workshops, individual work	Group work, final work	20

The correspondence of the learning outcomes(PH) of studying the course with Gender Studies program learning outcomes (IP):

Learning outcomes (PH code)	1.1	2.1	2.2	3.1	4.1
Learning outcomes (IP title)					
IP01. To analyse social phenomena and processes using empirical data and modern concepts and theories of sociology.	+			+	+
IP02. To diagnose and interpret the social problems of Ukrainian society and the world community, their causes and consequences.	+	+	+		
IP07. To solve ethical dilemmas in accordance with the norms of professional ethics of the sociologist and universal values.				+	+
IP13. To apply a sociological approach to the analysis of gender issues.		+	+		

EVALUATION AND GRADING

Forms of Student Assessment:

Semester assessment:

1. Group work (PH1.1, PH2.1, PH2.2, PH2.3, PH3.1, PH 4.1): min 12 \max 20 points.
2. Final work (analytical paper) (PH2.1, PH2.2, PH 4.1): min 12 \max 20 points.
3. Control work (PH1.1, PH2.1): min 12 \max 20 points.

Final assessment is the Exam (PH1.1, PH2.1, PH2.2, max 40 \min 24 points).

-- conditions of admission to the final exam:

For students who have scored a total of less points than a critical minimum of **36** points, *due to reasonable documented causes*, to get an admission to Exam, it is compulsory to submit written works, that is, to work out missed workshops for each topic of discipline and the final work.

Evaluation organization:

1. Group work – during the workshops, topics 1-6.
2. Final work (analytical paper) – it must be performed on topical issues of gender research and on the basis of review on articles published in professional highly rated English-language journals as well as own analytical work, topics 3-6 (by schedule).
3. Control work – after topic 6.

Table of the course grades:

Відмінно / Excellent	90-100
Добре / Good	75-89
Задовільно / Satisfactory	60-74
Незадовільно / Fail	0-59

Table of the course grades correspondence to Academic mobility and Double Degree program grades:

ECTS scale	100-points scale in TSNUK	Correspondence Scale	TSNUK Exams
A	90 -100	95	Excellent
B	85-89	87	Good
C	75 – 84	80	
D	65-74	70	Satisfactory
E	60-64	62	
F	1-59		Fail

COURSE STRUCTURE AND THEMATIC PLAN

№	Topic	Hours		
		lectures	workshops	Individual work
1.	Sociological Approach in Gender Studies	2	2	10
2.	Gender in Relations and Institutions	2	2	10
3.	Gendered Social Structures	4	2	10
4.	Gendered Social Institutions	4	4	10
5.	Qualitative, Quantitative, and Mix Methodologies in Sociology of Gender	4	4	10
6.	Intersectional Analysis in Gender Studies	4	4	20
	Control Work		2	10
	Total	20	20	80

Total 120 hours, including:

Lectures – **20 hours**.

Workshops - **20 hours**.

Individual work - **80 hours**.

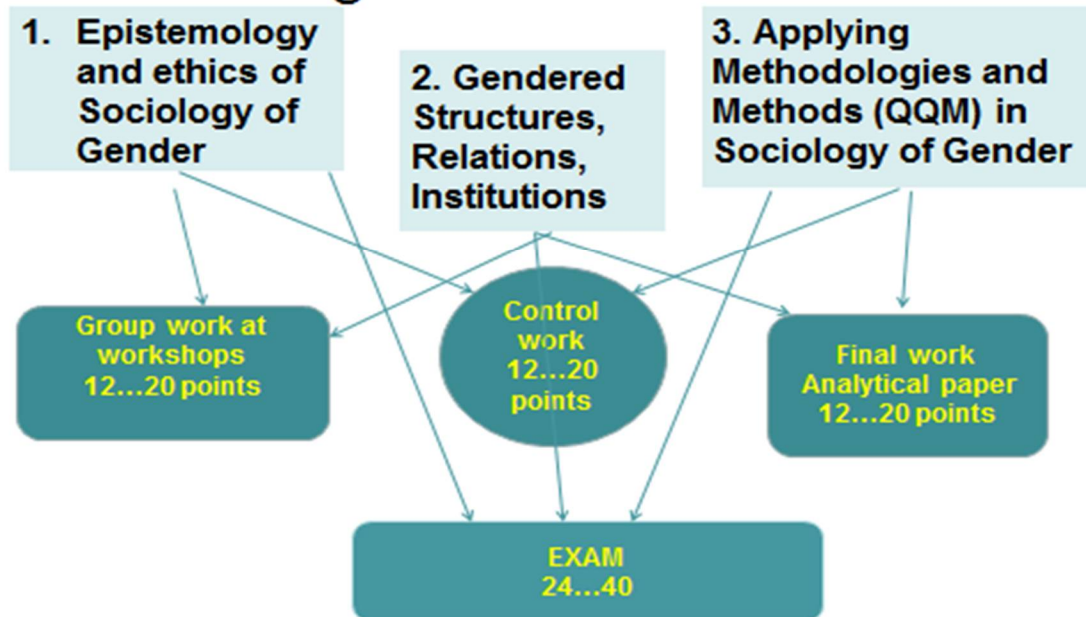
2. COURSE LOGIC AND CONTENT

How sociology of gender is organized as academic discipline and a research field? These are the organizing questions of this course. At the level of sociological theorizing, there is a debate about whether there are grounds to single out the sociology of gender as a special sociological theory, or whether it is worth talking about a gender approach in sociology. At the level of research methodology grounds debates it is a question of expediency of application of methodology of sociological researches of gender issues or application of feminist and gender epistemology of researches into sociology.

This position of gender sociology in the context of other disciplines makes it possible to teach this course at the master's level as an open advanced dialogue with students on the main issues of discussion of the subject and method of gender sociology and apply research-based teaching methods. This method is that, *first*, the course is built as a process of sociological research for students, in which students need to go through all stages of research: from formulating research questions, selecting relevant publications and sources, their critical analysis and review, to research methodology, work with empirical facts, their systematization and interpretation with appeal to the theoretical foundations of the chosen concept. *Secondly*, the course is based on the latest discussions on the sociology of gender within the modern American, European and post-communist sociological traditions. The main focuses of the course are the construction of knowledge on the sociology of gender, and gender as a focus (subject) of sociological theorizing and research.

Gender is not an innocent classification in sociology, but rather a highly contested category. We will look at when society is gendered and how sociology is meeting the challenge when gender became a category of inquiry and the approach when gender produces the social world. We will also consider how knowledge of gender always intersects with class, race, sexuality, and nationality and look precisely at intersectional analysis. In order to proceed with your own MA research you will work on sociology of gender epistemology, research design and research methodology issues. Each class will be a discussion of the readings as well as a discussion of how the readings relate to our everyday lives, and are represented in mass culture and media. Mapping the current state of sociological research on gender related issues in Ukraine is also one of the course focus. Everyone will have to prepare an assignment to each workshop's topic, and the group work on it is expected in the class.

Logic of the course



TOPIC 1. SOCIOLOGICAL APPROACH IN GENDER STUDIES

Analysis of published handbooks and available syllabi entitled Sociology of gender shows its multiconceptuality. Sociology of gender is presented between interdisciplinary gender studies and several approaches to positioning of sociology of gender in sociology.

Firstly, Sociology of gender is considered as a subfield of sociology and is presented as a middle range theory with a special focus that get gendered society in focus. Secondly, Sociology of gender is considered as a feminist critical revision of the grounds of sociology and suggestion of the feminist perspective to analysis of the social issues within the frame of basic concepts inquiry (a way of knowledge construction). Thirdly, Sociology of gender is considered as a sociological analysis of gender issues, when using the methodology and methods of sociological research, gender is in focus of the inquiry.

Key concepts

Gendered, gendered society, feminist critical perspective

Questions to discuss

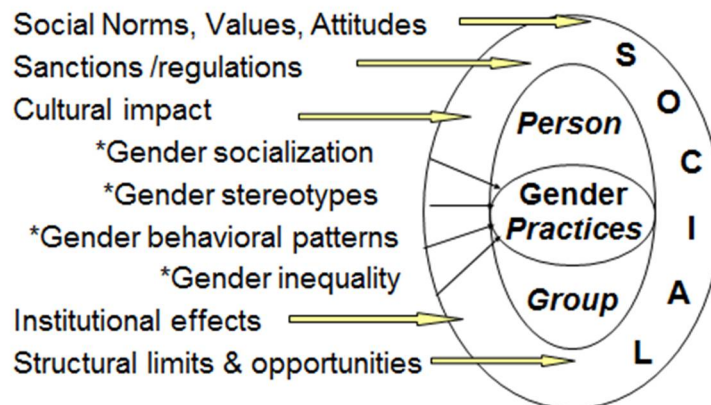
1. What does "gendered society" (M.Kimmel) mean? Apply the definition and give examples from mass media and sociological research findings.
2. How to define key principles in analyzing the society (or community, class, ethnic group, etc) as gendered?
3. What are the key issues in sociological way to research of gender agenda?
4. How the feminist perspective in sociology formulates its revision and positive program?

Workshop T1. Sociology of Gender: Mapping the discipline

Practical assignments:

1. Using the scheme below suggest the logic of sociological research on one of gender practices. Use the concrete example (i.e. motherhood, fatherhood, political leadership, housekeeping, etc).

Gender as Focus of Sociological Study



2. **Practical Assignment on Critical Thinking:** Revise three basic axioms of classical sociology within the frame of the feminist epistemology. Give “pro” and “counter” arguments to each of that and develop a conclusion
 - *the causes of social facts lie in the social sphere: to explain the social phenomenon via another social phenomena influence (E.Durkheim axiom)*
 - *“free of value” approach: researcher need to study social facts, not to evaluate them (M.Weber axiom)*
 - *“sociological imagination” : to make a step behind the common sense knowledge (Ch.R.Mills, Z.Bauman axiom)*

3. Practical Assignment for individual work:

Compare the content of the textbooks and handbooks on Sociology of gender (chapter\subchapter titles – see the recommended reader to this topic). What is in common and what is different? Formulate 3-5 points.

What is the best structure of a textbook would you suggest to have for our classes? Based on the comparative analysis of the available handbooks develop your own concept and logic of Sociology of gender. What is missed and has to be added to include global and local dimensions of the sociology of gender? Please, argue (1-2 pages or 2-3 slides Power point)

Group work during the workshop is based on practical assignment 3:

Cascade discussion on mapping the Sociology of gender advanced content and developing the roadmap for the further classes.

Recommended reader Topic 1:

- *Linda L. Lindsey* Gender: Sociological Perspectives. Routledge, 2020. - Chapter 1. The Sociology of Gender: Theoretical Perspectives and Feminist Frameworks Pp. 3-37,
- *Kimmel M.* (2011) *The Gendered Society*. Oxford University Press. “Degendered society?”, pp 408-415
- *Raewyn Connell* *The Sociology of Gender in Southern perspective* \ Current Sociology 2014 Volume: 62 issue: 4, page(s): 550-567 <https://doi.org/10.1177/0011392114524510>
- *Amy Wharton* (2012) *The Sociology of Gender. An introduction to theory and research*. Wiley-Blackwell (Introduction) Pp.3-27
- *Handbook of the Sociology of Gender* (eds. Barbara J. Risman et al/) Springer, 2018. Pp 19-44
- *Abbott P., Wallace C., Tylor M.* *Introduction to Sociology: feminist perspective*. Springer, 2005. Chapter 1 Feminism and sociological imagination. Pp.16-56
- *Handbook of the Sociology of Gender* (ed. J.S.Ghafetz) Springer, 2006. Chapter 1. The Varieties of Gender Theory in Sociology. P.3-24

TOPIC 2. GENDER IN RELATIONS AND INSTITUTIONS

Institutionalization of Gender in Sociological Research proceeded via to dimensions: Autonomy and Integration. Autonomy dimension proceed with Gender (feminist, women) studies as an interdisciplinary field of study, opening the specialized journals and departments in Universities. Gender inequalities are the basic ground for the analytical frameworks. The core features are: Interdisciplinary, intersectionality, transnationality, reflexivity, feminist perspective in empirical research. Integration dimension deals with inclusion of gender themes and issues as a focus of the research within the frames of sociology; increasing of sensitivity of sociology to gender inequalities issues, women and the other gender groups experience, revisions of theories and methods of the research

Key concepts

Gendered institutions, gender sensitivity in research, feminist epistemology

Questions to discuss:

- Core challenges to sociological research by feminist epistemology
- Innovations and traditions in study of gender issues. How does intersectionality work as a research methodology of gender inequalities study?
- Feminist epistemologies and ethics questions on gender inequality research. Formulate 3-5 ethic points relevant to your MA Research topic and argue how does it includes gender sensitive approach.

Workshop 2. Sociological and Feminist research of gender: epistemology, methodology, institutionalization

Practical Assignments for individual work:

1. Gender Research published in Gender studies journals

- Select one of Gender studies journal(s):

Signs: Journal of Women in culture and Society;

European Journal of women studies;

Feminist review; Feminist theory

Gender lens

Gender research (Гендерные исследования) Kharkiv, UA yearly, from 1998, last issue 2018)

Feminist Critics (Критика феміністична)Kyiv, UA from 2018

feminist.krytyka.com

- Check the content (titles) if they have gender(research, analysis, approach), count % of gender issues in comparison to all the other
- Check the abstracts of articles on gender issues. Which topics and approach, method etc. is used the most?
- Write the review (2-3 pages) or present it in power point (3-4 slides)

2. Research with inclusion of gender related issues in core sociological journals in Ukraine

- Select one of sociological journal(s) published in Ukraine:

Sociology: Theory, Methods, Marketing

Ukrainian Socium

Visnyk of T.Shevchenko National University of Kyiv. Sociology

Visnyk of V.N.Karazin National University of Kkarkiv. Sociology

Visnyk of I.Franko National University of Lviv. Sociology

Proceedings of Sociological Association of Ukraine annual conferences:

Ukrainian Sociological Journal and Methodology, Theory and Practice of the Sociological Analysis of the Modern Society. *Kharkiv University Publisher.*

Or published in English (International Sociology, European Sociology, Currant sociology, etc)

- Check the content (titles) if they have sociological (research, analysis, approach), count % of sociological in comparison to the other disciplines
- Check the abstracts of sociological articles. Which topics and sociological approach, method etc. is used the most?
- Write the review (1-2 pages) or present it in power point (3-4 slides)

Group work is based on practical assignment – group1 and group 2 accordingly:

Discuss in a small group your findings on the journals analysis, and develop joint presentations on the level of gender issues in sociology

institutionalization. In-group presentations and discussion of the both groups findings.

Recommended readings Topic 2:

- *Linda L. Lindsey* Gender: Sociological Perspectives. Routledge, 2020. Chapter 6. Global Perspectives on Gender. pp 197-255
- *Pamela Abbott, Claire Wallace, Melissa Tyler* (2005) An Introduction to Sociology. Feminist perspective. Pp. 364-385
- *Nina Lykke* (2010) Feminist studies. A guide to Intersectional Theory, Methodology and Writing. (8. Rethinking epistemologies Pp. -125- 143 and (9. Methodology, Methods and Ethics Pp. 144-162
- *Gayle Letherby* (2003) Feminist research in theory and practice (4. Quoting and counting: the qualitative\quantitative divide pp 80-97
- *Joey Sprague* Feminist Epistemology, Feminist Methodology an the Study of Gender \ Handbook of the Sociology of Gender (eds. Barbara J. Risman et al/) Springer, 2018. P. 45-56

TOPIC 3. GENDERED SOCIAL STRUCTURES

Within the frame of Morphogenetic Approach by Margaret Archer, Gender can be considered as an analytical category that intersects structure, culture and agency. Gender relations both shape and are transformed by the structure (positions and dispositions of the power and resources within social institutions), regulatory power of cultural normative and representation system, and agency of “doing gender”(West and Zimmerman) in both daily practice as well as in the historical perspective. Gender is a socially constructed stratification system, where gender inequalities are analyzed via key concepts of status, hierarchy, intersection (gender+class, race\nation, age). Gender within the framework of A.Giddens’ theory of structuration is a set of sustainable reproduced gender practices regulated by the norms and mechanisms of social control (Martin, 2000) empowered to impact social structures and lead to social changes.

Key concepts

Gender inequalities, doing gender, gendered structures, gendered interactions

Questions to discuss:

- 1) What are the current trends in gender inequalities? how much is egalitarianism the issue in occupational structure changes? (Chapter 44. Maria Charles and David B. Grusky Egalitarianism and Gender Inequality). Focus on research methods, research results discussion section.
- 2) Trends in gender pay gap for the last decades. Which spheres are the most prospective for the gender equality? (48. Francine D. Blau and Lawrence M. Kahn The Gender Pay Gap)

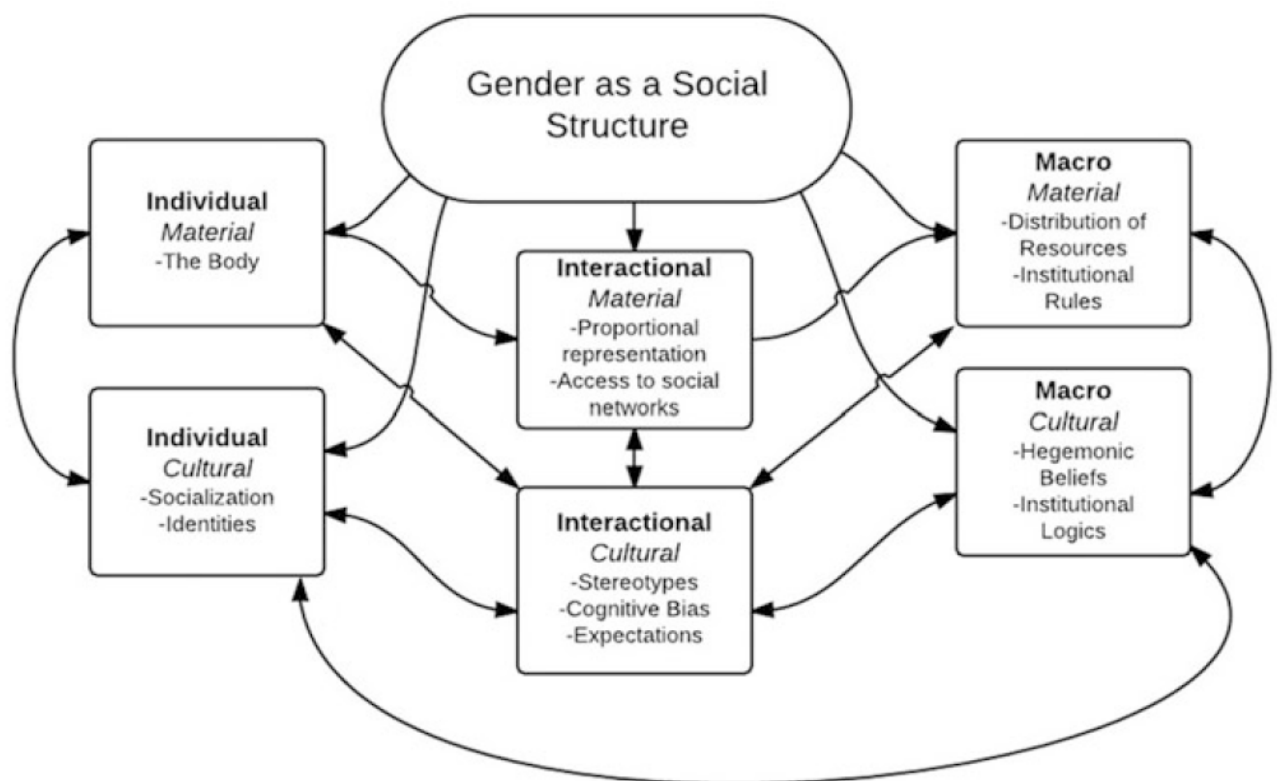
- 3) Mechanisms of the employment discrimination, ways out and policies, discriminatory outcomes: how to rethink it? (43.Barbara F. Reskin Rethinking Employment Discrimination and Its Remedie)
- 4) How do gendered interactions construct social relationships and impact social structures? (by M.Kimmel). Demonstrate on the example (like gendered classroom, gendered online communication, gendered gaming etc)

Workshop 3. Gendered social structures and Socio-structural analysis of gender

this workshop is structured around discussion of reading the following issues (please, get ready by the reading the relevant articles from recommended reader:

Practical Assignment for individual work:

- Read the chapter 2 Gender as a Social Structure in Handbook of the Sociology of Gender (eds. Barbara J. Risman et al/) Springer, 2018.
- Analyze the scheme (below) and give an example (like hegemonic masculinity, femininity, etc), to demonstrate the logic of the presenting gender as a social structure and how it works at each level of the scheme.



Gender as a social structure (Risman, 2017, 2018)

Group work during the workshop is based on practical assignment:

Small groups discussion on individual(group1), interactional (group 2) and macro (group 3) levels of gendered social structure, developing set of examples and implications to the research question(s)\ hypothesis.

Recommended reader Topic 3:

- *David Grusky, Szonja_Szelenyi* (2010) *The Inequality Reader*. Contemporary and foundational readings in race, class, and gender. Routledge. NY. Chapter 43, 44, 48.
- *Kimmel M.* (2011) *The Gendered Society*. Oxford University Press. Chapter 3 Gendered Interactions. Pp.315-407
- *Shireen Hassim and Shahra Razavi* *Gender and Social Policy in a Global Context: Uncovering the Gendered Structure of 'the Social'* pp.1-42
- *Barbara J. Risman* *Gender as a Social Structure \ Handbook of the Sociology of Gender* (eds. Barbara J. Risman et al/) Springer, 2018. P.19-44

TOPIC 4. GENDERED SOCIAL INSTITUTIONS

Gendered social institutions and gender as social institution. Gender is a Social institution embedded in social processes of daily life and social organizations. Institutional and neoinstitutional (D.North) approached application to study gender through practices, resources, social control mechanisms. Gender is analyzed as embedded in social institutions that resulted in different treatment of men and women within social organizations, that institutions provide the frameworks for masculinities and femininities, gender distinctions are daily produced and reproduced within them. Features of gendered social institution: (1) Institutions entail distinct social practices that recur (Giddens 1984), recycle (Connell 1987), or are repeated (over time) by group members. Through acting or doing, individually and collectively, group members constitute institutions. (2) Distinctive practices differentiate institutions from each other. Barnes (2001) equates social institutions with practices, and Tuomela (2003:123) views social institutions as “norm-governed social practices” (also Searle 1969, 1995). (3) Institutions are “patterns of social activity that give shape to collective and individual experience”; (4) Practices that recur over extensive spans of time and geography are defining features of social institutions and the means by which they are constituted (Connell 1987; Giddens 1984). (5) Practices in the street, on the subway, in their homes and workplaces, individually and collectively (Acker 1990, 1992; Britton 2003; Martin 2003; Pierce 1995; Ridgeway & Smith-Lovin 1999; West & Zimmerman 1987). In many contexts and in varied ways, their practices constitute and reconstitute the gender institution. Neoinstitutional analysis of gender cover three dimensions: (1) Norms, values and regulations; (2) Resources and distribution mechanisms; (3) Social groups (structure, positions). Gendered institutions are regulated by gendered culture.

Key concepts

Gendered culture, gender representation, gender profession segregation

Workshop T4.1. Gendered Social Institutions and Institutional Analysis of Gender

Questions to discuss:

1. What are the differences in institutional and neoinstitutional approaches to study gender? In which conditions they will be reasonable to use in applied research? Argue with example.
2. Gender as social institution: arguments and counter-arguments. Conclusion on heuristic potential in the research (on example)
3. Analytical framework for gendered institutions analysis: grounds and critical approach.

Practical Assignment for individual work

Choose one of the social institutions (see the list below). Based on one of the chapters of *The Inequality Reader*, Risman et al *Handbook* and additional materials on Ukraine (i.e. Гендер для медій, Гендер в деталях) analyze this social institution as gendered. Present the results of your analysis in class.

- Army and military forces as gendered institution. How does it change within the frame of gender equality policy?
- Medical care as gendered institution. Covid-19 pandemic impact to medical care institution. How does it change within the frame of gender equality policy?
- Education as gendered institution. How does it change within the frame of gender equality policy?
- Sport as gendered institution. How does it change within the frame of gender equality policy?
- Domestic and care work as gendered institution. How does it change within the frame of gender equality policy?
- Politics (decision-making and governance) as gendered institution. How does it change within the frame of gender equality policy?
- Economics (business and paid jobs) as gendered institution. How does it change within the frame of gender equality policy?
- Religion as gendered institution. How does it change within the frame of gender equality policy?
- Science as gendered institution. How does it change within the frame of gender equality policy?

Group work during the workshop is based on practical assignment:

Support expert round. For individual presentations group is assigned the roles of discussion moderator, disputants and reviewers, that work as a model of academic

conference and aimed at mutual tolerant listening, debate, questioning the grounds and discussion skills.

Recommended reader Topic 4.1

- *Linda L. Lindsey* Gender: Sociological Perspectives. Routledge, 2020. Pp. 385-598
- *Cheryl Cooky* Sociology of Gender and Sport. \ Risman B.J., Froyum C.M., Scarborough W.J. Handbook of the Sociology of Gender. Springer. 2006. Chapter 34 P.459
- *Jennifer McMorris and Jennifer Glass* Contemporary Approaches to Gender and Religion \ Risman B.J., Froyum C.M., Scarborough W.J. Handbook of the Sociology of Gender. Springer. 2006. Chapter 33. P. 433
- *Laura E. Hirshfield and Emilie Glass* Scientific and Medical Careers: Gender and Diversity \ Risman B.J., Froyum C.M., Scarborough W.J. Handbook of the Sociology of Gender. Springer. 2006. Chapter 35 P. 479

Additional sources:

- Гендер для медій: підручник із гендерної теорії для журналістики та інших соціогуманітарних спеціальностей (ред..М.Маєрчик, О.Плахотнік, Г Ярманова). К. 2017. - 224 с. Гл. 5,6, 7, 8, 12
https://ua.boell.org/sites/default/files/gender_dlya_medii_2017.pdf
- Gender in detail <https://genderindetail.org.ua/library/>

Workshop T4.2. Gendered Culture and Socio-cultural Analysis of Gender

Questions to discuss:

1. Cultural representation of gender: reflexive, intentional and constructivist approaches (by S.Hill). How to use these approaches in analysis of knowledge production?
2. Socio-cultural analysis in daily life “doing gender” (By L.Males). Demonstrate on example
3. The Male Gaze theory (Laura Mulvey) in modern mass culture: dilemmas of author and the audience.
4. Mass culture codes of masculinity and femininity in current Ukraine (examples to use socio-cultural analysis)
5. Debate on pornography as a mass cultural product (A.Dworkin)

Practical Assignment for individual work

Choose one of the mass culture area (like theater performances, animation, movie, advertising, fictions, magazines, memes, Eurovision finalists images, etc.), developed and \or presented in current Ukraine (locate to Kyiv) and monitor (during a week) the images and slogans that contain gender representation. Develop the scheme of analysis, argue the units of classification and based on reader, describe your findings within the frame of socio-cultural analysis of

gender (male gaze theory, cultural construction of gender theory, etc.). Present in class (.pptx 7-10 sides)

Group work during the workshop is based on practical assignment:

Round-table. For group presentations there are assigned the roles of discussion moderator, common sense\daily life critique, academic disputant that work as a model of press release round table and aimed at mutual tolerant listening, debate, questioning the grounds and discussion skills.

Recommended reader Topic 4.2:

- Encyclopedia of sex and gender. Men and Women in The World Cultures. Ed. C.R.Ember, M. Ember 2006. (Select your chapter)
- Women in Culture: An Intersectional Anthology for Gender and Women's Studies, (Eds. Kime Scott, Susan E. Cayleff, Anne Donadey, Irene Lara)/ Wiley-Blackwell, 2016. Pp. 148-194
- *bell hooks* yearning. race, gender and cultural politics. Routledge, 2014.- 250p.

Additional sources:

- *Малес Л.В.* Вивчаючи тексти культури: соціокультурний аналіз як пізнавальна стратегія соціології. монографія /. – к. : к.і.с. 2011, С.151-169
- *Кісь О.* Жінка в традиційній українській культурі другої половини ХІХ – початку ХХ ст. – Львів, 2012. - 287 с. Глава 2,3,4

TOPIC 5. QUALITATIVE, QUANTITATIVE, AND MIX METHODOLOGIES IN SOCIOLOGY OF GENDER

Examining the wide range of feminist research methods explains the relationship between feminism and methodology, and challenges existing stereotypes embedded in the classical sociological research methodology. Qualitative, Quantitative and Mixed methodologies are used for gender inquiry. Mixed methodology grounds on principles of triangulation, as a qualitative research strategy, are the use of multiple methods or data sources to develop a comprehensive understanding of a research problem or to test validity through the convergence of information from different sources. Concluding that there is no one correct feminist method, but rather a variety of perspectives, argues that this diversity of methods has been of great value to feminist scholarship and its convergence to sociology of gender.

Questions to discuss:

1. What makes research gender sensitive? What is Feminist research method?
2. What are the core challenges of mixed methodology in sociological research of gender issues? How to deal with those challenges?

3. Illustrate the limitations and advantages of research methodology chosen for one of the current sociological research of gender issues.

Key concepts

Feminist research method, reflexivity in gender research

Workshop T5. Sociology of Gender and Feminist research: in search for reliable methodology

Practical Assignment for individual work

1. Review the interview on Feminist research and mixed methodology challenges with Prof. Hesse-Biber
https://www.youtube.com/watch?v=xGtF_C_r1HE&feature=emb_logo&ab_channel=SAGEPublishing
https://www.youtube.com/watch?v=-Mq0koyZsAw&t=332s&ab_channel=SAGEPublishing
https://www.youtube.com/watch?v=8cwgGg4V7zM&ab_channel=NCRMUK
2. Ground the adequacy of chosen research methodology (qualitative and quantitative; mixed, comparative or single case; triangulation) for your MA research. Compare which kind of research question and hypothesis could you formulate within the each methodology, which methods of data collection will use, which kind of data and research results will you get and the end and which limitations to interpretations and conclusions will you have in each case. In which way does your research planned is a feminist research? (up to 300 words)

Group work is based on practical assignment, and is in a form of in-class **group discussion** on the MA research methodological grounds proposals.

Recommended reader Topic 5:

- *Patricia Leavy (2017) Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches.* 302 p.
- *Sharlene Nagy Hesse-Biber (2010). Mixed Methodology Research. Merging Theory with Practice.* Gilford Press, 242 p.
- *Anna Temkina and Elena Zdravomyslova (2003) Gender Studies in Post-Soviet Society: Western Frames and Cultural Differences. Studies in East European Thought, Vol. 55, No. 1, Gender and Culture Theory in Russia Today (Mar., 2003), pp. 51-61*
- *Feminist research practice (Ed. Sharlene Hesse-Biber), SAGE, 2014. 385 p.*
- *Nancy A. Napes Feminism and Method. Routledge, 2013, 280 p*

- *Gayle Letherby(2003) Feminist Research in Theory and Practice. 2003, 224 p.*

TOPIC 6. INTERSECTIONAL ANALYSIS IN SOCIOLOGY OF GENDER

Intersectional analysis has a strong coherence as an approach of multidimensional analysis of inequalities in the mainstream sociology, adding the perspective of multivariate data analysis within quantitative methodology and intersection of vulnerability\privilege reflection within the frame of qualitative methodology. As an scholarship perspective intersectional analysis was developed to account for complexity of social locations that produce intersection of inequality and discrimination as a combined effect (Cranshow, McCall, Hancock). Classical sociological research is used to include class, race, gender, age, and the other domains to inequalities inquiry, but often discussed separately; however the cumulative effect of intersections is a reflexivity point for deepen understanding of people's experiences and the tension between 'mutual shaping' and 'mutual construction' of the inequalities (S.Walby).

Key concepts

Interseationality, intersectional analysis

Questions to discuss:

1. Is the gender pay gap best addressed by paying attention to its gender specific aspects, for example through gender pay audits, or by focusing on class-led mechanisms such as the minimum wage? Argue using the intersectional analysis
2. Are the particular forms of gender-based violence against women at the intersection of gender inequality, nation, ethnicity and religion (e.g. forced marriage, female genital mutilation, trafficking and 'honour' crimes), best addressed by focusing on the particularity at the intersection, for example with special legislation for each form of violence, or by their inclusion in more general policies and politics to address violence against women? Argue
3. How to address the relations between the inequalities without leaving the actions of the powerful within each set of unequal social relations out of focus? Give an example and develop the arguments.

Workshop T6. Intersectional Analysis in Sociology of Gender

Practical Assignment for individual work:

1. Based on the collection of artifacts to assignment to the Workshop 4.2. (i.e. images of the Eurovision finalists) explore how race, class, gender, sexuality,

and other social categories are represented in, and constructed by, some of the most significant popular culture artifacts in contemporary culture. Present your analysis in class.

2. Apply intersectional analysis to your MA research issue as an analytical tool and as a framework of data analysis. Develop a perspective of the hypothesis and expected research outcomes in case of applying the intersectional analysis. Present your vision of the MA Research within intersectional analysis perspective in class.

Recommended reader Topic 6:

- *Robinson Z.* Intersectionality and gender theory \ Handbook of the Sociology of Gender (eds. Barbara J. Risman et al/) Springer, 2018. P.69-82
- *Lacey M. Sloan, Mildred C. Joyner, Catherine J. Stakeman, Cathryne L. Schmitz* Critical Multiculturalism and Intersectionality in a Complex World. Oxford University press, 2018. Chapter 6. Intersectionality: Positioning Privilege and Marginalization. P. 97-113
- *Norris, Adele N., et al.* An Intersectional Perspective in Introductory Sociology Textbooks and the Sociological Imagination: A Case Study. Race, Gender & Class, vol. 14, no. 1/2, Jean Ait Belkhir, Race, Gender & Class Journal, 2007, pp. 333–44, <http://www.jstor.org/stable/41675213>.
- *Sylvia Walby, Jo Armstrong, Sofia Strid,* Intersectionality: Multiple Inequalities in Social Theory//Sociology. SAGE, 2012, 44(2), Pp. 224-240

FINAL WORK. ANALYTICAL PAPER (MIN 12 MAX 20 POINTS)

Gendered social institution (): mapping social research methodologies and results

Your final work will enable you to explore and review gender research of one of social institution by your choice. You have to collect all the available recent research on one of the social institution of your choice and based on the collected research findings analyse this institute as gendered one and analyse the quality, methodology and gaps in knowledge presented in available research from the gender studies perspective.

The following questions may be used to help organize your paper. You can focus your paper on an area consistent with your own research interests, so it will serve your MA research review on state of the art in the field.

- What are the policy \ regulations of this institution? Is it changing by implementing the gender equality policy?

- What are the social research done on this institution reform\changes\functioning? What are the questions on gender issues within this institution?
- What are the primary ways in which gender is conceptualized and operationalized in this sub-field? Which methodologies were applied?
- What has this area of inquiry contributed to our knowledge of gender?
- What research questions (pertaining to gender) have yet to be explored in this sub-field? What are the blind areas in data for gender issues within the frame of this institution?
- What are the strengths and weaknesses of gender research in this subfield?
- What are the “blind wholes” in the research and data you found out? Draft the areas to improve with research. Formulate research perspective of the defined gendered issues within the institution under review using one of the analytical perspective: (neo)institutional, structural, socio-cultural or intersectional.

Regulations:

- This paper may take a variety of forms. But it is illegible to recycle literature reviews or term papers written for the other courses.
- Keep in mind also that copying material from papers found on the Internet, or on any web site on the Internet, is plagiarism. You have to analyse the collected materials.
- Stringing together large quotes is also prohibited. Your paper must be original. You must cite all sources, indicate direct quotes appropriately, and provide a list of all the references that you use for your paper in a list of references at the end of the paper.
- This paper should be approximately 10 pages in length (max 3 000 words), typed, and complete with a cover page. You will also be presenting this paper in class. You will have approximately 15 minutes in class to present your paper. That means about 7-10 power point slides.
- Final grade on this work is max 15 points for your analytical paper, and up to 5 points for in class presentation and debate participation.

3. EXAM INSTRUCTIONS

Questions to Examination

1. The concept of the "gendered society" (M. Kimmel, A. Aaronson);
2. Gender structure and gendered institutions: theoretical grounds of the research (R. Connell, B. Risman);
3. Egalitarianism and gender inequality (M.Charles, D.Gruski),
4. Feminist epistemology, methodology and issues of research ethics;
5. Gender sensitivity in sociological research: practical issues;
6. Qualitative, quantitative and mixed methodologies in sociological research of gender issues;
7. Sociological and feminist approach to research of a division of labor;

8. Gendered work: employment, occupation, distribution of domestic work and care;
9. Gender stratification and class: intersectional approach to study
10. Gendered social classes (David Grusky, Szonja Szelenyi)
11. Gendered professions, the "glass ceiling" and the gender pay gap;
12. Intersection as a research methodology;
13. Sociological analysis of gendered social institutes
14. Gendered health and medicine as a social institution, challenge of Covid-19 pandemic
15. Gendered army and military forces as social institution. Society in war and women in military forces in Ukraine (as an example)
16. Feminist studies of media culture: femininity and masculinity presentations in mass media;
17. Sociocultural analysis of gendered daily life and gendered life course;
18. Gender based violence: mass attitudes and men's attitudes (UNFPI research)
19. Masculinity studies and debates of crisis of masculinity.
20. Gender sensitive research and professional ethics in study of gendered issues
21. Gender inequality transformation (S.Walby)
22. Gendered culture: representations (Joan Scott), "male gaze" theory (L.Mulvey)
23. Gendered culture: cultural codes to construct masculinity (S.Hill)
24. Gendered culture: "women mass culture" dilemmas of symbolic (re)production (S.Hall, C.Gledhill).

Key concepts: gendered structure, gendered institutions, intersectionality, gender based violence, gender inequality, gender profession segregation, gender sensitive research, feminist research methods, gendered culture,

Format of the examination assignment (max 40 points), 2 hours (120 min)

1. *Short answers to 4 questions with arguments of chosen alternative* (4x5=20 points)
2. *Short essay* on one of the questions above based on recommended readings (20 points). For example: *Define, argue, describe and give an example to the idea: Religion as a gendered social institution.* All four parts are evaluated:
 - (1) definition (5 points)(in this case definition of gendered social institution);
 - (2) arguments (5 points) (in this case how we describe religion as gendered social institution, parameters of religion as social institution and how gender intersects with religion in accordance to the definition),
 - (3) describe (by the research data describe how it functions in one of societies(5 points),
 - (4) example (5 points) In this case concrete religion(i.e. Muslim, Orthodox Christianity, Roman Catholic, Greek Catholic, or one of the protestant etc) structure, values and practices as gendered ones). The example should be in

correspondence with the definition and demonstrate how the issue operates in a concrete practice (situation).

Recommended Reader to Exam

1. *Amy Wharton* (2012) *The Sociology of Gender. An introduction to theory and research.* Wiley-Blackwell
2. *Linda L. Lindsey* (2020) *Gender: Sociological Perspectives.* Routledge,. pp 3-37, 197-255, 385-598
3. *Handbook of the Sociology of Gender \ Barbara J. Risman, Carissa M. Froyum, William J. Scarborough Eds.* 2006. Springer. Pp.3-18, 19-44, 45-56, 69-81, 143-156, 257-271, 433-492
4. *Abbott P., Wallace C., Tyler M.* *An Introduction to Sociology of Gender. Feminist perspective.* 2005 Routledge. Pp. 1-15, 318-363, 364-385
5. *Kimmel M, Aronson A.* *The Gendered Society. Reader.* Oxford University Press, 2017. Pp. 165-195, 235-259, 313-325, 499-535
6. *Nina Lykke* (2010) *Feminnist studies. A guide to Intersectional Theory, Methodology and Writing.* (9. Methodology, Methods and Ethics Pp. 144-162
7. *Patricia Leavy* (2017) *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches.* 302 p.
8. *Gayle Letherby* (2003) *Feminist research in theory and practice* (4. Quoting and counting: the qualitative\quantitative divide pp 80-97
9. *The Inequality Reader \ David Grusky, Szonja Szelenyi Eds.* 2010. Routledge. Pp. 506-520, 521-536, 565-588
10. *Sylvia Walby, Jo Armstrong, Sofia Strid,* *Intersectionality: Multiple Inequalities in Social Theory//Sociology.* SAGE, 2012, 44(2), Pp. 224-240

Additional reader:

1. Гендер для медій. Підручник. К., 2017, С.77-96, 97-116, 135-150, 165-177
2. Тартаковская И. Н. Гендерная социология. М. 2005. С. 114-230, 248-255, 264-286, 287-328
3. Здравомыслова Е.А., Темкина А.А. 12 лекций по гендерной социологии. Европейский университет в Санкт-Петербурге, 2015. С. 138-180, 294-364, 265-406, 407-464, 465-523, 593-652
4. Малес Л.В. Вивчаючи тексти культури. К. 2011. С. 243-26/
5. Кісь О. Жінка у традиційному українському суспільстві. Львів. 2012. С. 82-106

4. THESAURUS (Key Concepts)

Gendered - The usage of gender as a verb (‘gendering’, ‘engendered’, etc.) is a reflection of a changed understanding of gender as an active ongoing process – something is gendered when it is actively engaged in social processes that produce and reproduce distinctions in gender identities. As noted by Davies (1996), the shift to using gender as a verb (‘to gender’, ‘gendered’, ‘gendering’, ‘engender’) is a reflection of changed understandings of gender as an active ongoing process, rather than something that is readymade and fixed. In simple terms, something is ‘gendered’ when its character is either masculine or feminine, or when it exhibits patterns of difference by gender. Pink and blue, for example, are gendered colours, the former regarded as ‘feminine’ and the latter as ‘masculine’. Paid work is a gendered institution, in that women and men undertake different forms of paid work (women tend to work part-time, men tend to work fulltime), in different types of paid work (say, women in nursing, men in construction), and have different average earnings from paid work; see Crompton 1997). In this sense, to say something is ‘gendered’, is a way of describing it.

Gendered society (M.Kimmel) – is an understanding of a society upon assumption of gender difference as a “deceptive distinction” and politics of gender inequality throughout of history and internal composition.

Feminist critical perspective - the starting point is the argumentation about the oppression of women, which was perceived in all areas and at all levels of public and private life, as well as the awareness of their invisibility in history and culture. Feminist critical perspective is a rethinking of the classical foundations and definitions via gender sensitive lenses, requires a multi-sectoral approach in that they cover all areas of knowledge and combine theoretical and methodological aspects in the research on gendered phenomena, and therefore very often have not only an academic but also a political character.

Gender inequalities - Legal, social and cultural situation in which sex and/or gender determine different rights and dignity for women and men, which are reflected in their unequal access to or enjoyment of rights, resources and positions, as well as the assumption of stereotyped social and cultural roles. These affect their status in all areas of life in society, whether public or private, in the family or the labour market, in economic or political life, in power and decision-making, as well as in social gender relations.

Doing gender (West and Zimmerman) - "is to advance a new understanding of gender as a routine accomplishment embedded in every day interaction". The implications of the concept for explicating practices of inequality and on the application of the concept to empirical work. The subsequent theoretical commentary of West and Fenster maker focused primarily on the relevance of gender to various forms of interpersonal and institutional inequality and to the extension of the concept to

include race and class. They were motivated by an interest in the social mechanisms by which the various outcomes of social inequality (e.g., job discrimination, sexual harassment, violence against women, hate crime, differential treatment by gender in school, church, and government) are created and legitimated.

Gendered structures (B.J.Risman); – is understanding of (1) gender as a social structure where gender is embedded in the individual, interactional and institutional (macro) dimensions of the society or (2) understanding social structures as a system of structurations defined by gender dispositions, that including gender stratification, and is in opposite to gender-neutrality of structuralist social theory.

Gendered institutions is defined in two ways: (1) Gender as a social institution is a set of sustainable reproduced gender practices regulated by the norms and mechanisms of social control (Martin, 2000) empowered to impact social structures and lead to social changes; also in this definition gender is socially constructed institution that gather confronting social practices and structural limitations and resources, legitimated through culture and gender stereotypes; (2) all social institutions (i.e. family, education, army, religion, media, medical care, etc) are redefined through the vision of embedded gender relations, norms and structural dispositions

Gender sensitivity in research means that the gender dimension is mainstreamed into every component of the research: identifying the problem; defining the conceptual and analytical framework; choosing the methodology; analysing the findings; and disseminating the results. It is research that takes into account gender as a significant variable in environmental and development studies. Men and women have different roles, which impact differently on the environment and development. Moreover, the power relations between men and women can greatly influence the perspective of men and women on environmental and development problems. Thus, gender sensitive research pays attention to the similarities and the differences between men and women's experiences and viewpoints, and gives equal value to each.

Feminist epistemology studies the ways in which gender does and ought to influence our conceptions of knowledge, knowers, and practices of inquiry and justification. It identifies how dominant conceptions and practices of knowledge attribution, acquisition, and justification disadvantage women and other subordinated groups, and strives to reform them to serve the interests of these groups. Feminist epistemologists argues that the dominant knowledge practices disadvantage women by (1) excluding them from inquiry, (2) denying them epistemic authority, (3) denigrating "feminine" cognitive styles, (4) producing theories of women that represent them as inferior, or significant only in the ways they serve male interests, (5) producing theories of social phenomena that render women's activities and interests, or gendered power relations, invisible, and (6) producing knowledge that is not useful for people in subordinate positions, or that reinforces gender and other social hierarchies. Feminist

epistemologists trace these failures to flawed conceptions of knowledge, knowers, objectivity, and scientific methodology. They offer diverse accounts of how to overcome these failures. They also aim to (1) explain why the entry of women and feminist scholars into different academic disciplines has generated new questions, theories, methods, and findings, (2) show how gender and feminist values and perspectives have played a causal role in these transformations, (3) promote theories that aid egalitarian and liberation movements, and (4) defend these developments as epistemic advances.

Gendered culture is an aspect of collective life and addresses the question of how culture is involved in the constitution of gender and gender relations. Although the definition of culture remains problematic, the notion that culture is 'gendered' presupposes two characteristics: that culture is about how we live and is not homogeneous or monolithic but cut across by major social divisions. Culture is a reflection and working through of social relations, class in particular. It is unsurprising then, that culture also has a complex relationship to and is part of the structural process of gender-differentiation and the production and reproduction of 'gendered subjectivity'. Post-modern theories (for example, see Fraser and Nicholson, 1988) would emphasise that 'gender' and 'gendered subjectivities' are not homogeneous or monolithic either. Recently, sociologists, feminists and others have explored these processes in Western industrial societies and shown how cultural forms such as popular romance fiction, soap operas, advertisements, illustrations, pop music, adventure films, and cultural activities like sport, are part of gender representation and reproduction, although the way in which this occurs may be complex and contradictory.

Gender representation is rooted in historical and cultural context of representations and is focused on the politics of representation: power relations in knowledge production, identities construction, practices and ways of representations. By Hall(1997) *Cultural Representations and Signifying practices*: there are three dimensions of the gender representation: reflexive approach – representation is a reflection of real object, idea, event; Intentional approach – senses are determined by the authors; Constructivist approach – social roots of representations, their construction and reconstruction through communication.

Intersectionality is an analytical tool for studying, understanding and responding to the ways in which sex and gender intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences of discrimination. It starts from the premise that people live multiple, layered identities derived from social relations, history and the operation of structures of power. Intersectionality is a feminist theory, a methodology for research, and a springboard for a social justice action agenda. It starts from the premise that people live multiple, layered identities derived from social relations, history and the operation of structures of power. Intersectional analysis aims to reveal multiple

identities, exposing the different types of discrimination and disadvantage that occur as a consequence of the combination of identities. It aims to address the manner in which racism, patriarchy, class oppression and other systems of discrimination create inequalities that structure the relative positions of women. It takes account of historical, social and political contexts and also recognises unique individual experiences resulting from the coming together of different types of identity.

Intersectional analysis aims to reveal multiple identities, exposing the different types of intersectional and multiple discrimination and disadvantage that occur as a consequence of the combination of identities and the intersection of sex and gender with other grounds. It is used both within the frame of qualitative and quantitative methodologies of social research. IA is a theoretical framework rooted in the premise that human experience is jointly shaped by multiple social positions (e.g. race, gender), and cannot be adequately understood by considering social positions independently. Used widely in qualitative studies, its uptake in quantitative research has been more recent.

Gender based violence is a violation of human rights and a form of discrimination, it's a violence directed against a person based on person's gender or violence that affects persons of a particular gender disproportionately. against women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in physical harm, sexual harm, psychological, or economic harm or suffering to women including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life. It can include violence against women, domestic violence against women, men or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities.

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- EIGE's Gender Equality Glossary & Thesaurus \ European Institute of Gender Equality <https://eige.europa.eu/thesaurus>
- *Feminist Epistemology and Philosophy of Science* (2020) in *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/feminism-epistemology/>
- *Billington R., Strawbridge S., Greensides L., Fitzsimons A.* (1991) *Gendered Cultures*. In: *Culture and Society. Sociology for a Changing World*. Palgrave Macmillan, London. https://doi.org/10.1007/978-1-349-21518-8_7
- *reta R. Bauer, Siobhan M. Churchill, Mayuri Mahendran, Chantel Walwyn, Daniel Lizotte, Alma Angelica Villa-Rueda,*

- Greta R. Bauer et al. Intersectionality in quantitative research: A systematic review of its emergence and applications of theory and methods, *SSM - Population Health*, Volume 14, 2021, <https://doi.org/10.1016/j.ssmph.2021.100798>.

RECOMMENDED READER TO THE COURSE:

Core:

1. Handbook of the Sociology of Gender (Eds. Risman B.J., Froyum C.M., Scarborough W.J.) Springer 2018, Pp 19-44
2. *Linda L. Lindsey* (2020) *Gender: Sociological Perspectives*. Routledge, pp 3-37, 197-255, 385-598
3. *Amy Wharton* (2012) *The Sociology of Gender. An introduction to theory and research*. Wiley-Blackwell, Pp.3-27
4. *Michael Kimmel, Amy Warton* (2017) *The Gendered Society. Reader*. Oxford University Press, Pp.27-62, 129-164, 165-207, 235-274, 275-310, 337-372

Recommended:

1. *Abbott P., Wallace C., Tylor M.* (2005) *An Introduction to sociology. A Feminist Perspective*. Springer. Pp.16-56, 364-385
2. *Anna Temkina and Elena Zdravomyslova* *Gender Studies in Post-Soviet Society: Western Frames and Cultural Differences*. *Studies in East European Thought*, Vol. 55, No. 1, *Gender and Culture Theory in Russia Today* (Mar., 2003), pp. 51-61
3. *bell hooks* *yearning. race, gender and cultural politics*. Routledge, 2014.- 250p.
4. *Cheryl Cooky* *Sociology of Gender and Sport*. \ Risman B.J., Froyum C.M., Scarborough W.J. *Handbook of the Sociology of Gender*. Springer. 2006. Chapter 34 P.459
5. *David Grusky, Szonja Szelenyi* (2010) *The Inequality Reader. Contemporary and foundational readings in race, class, and gender*. Routledge. NY. Chapter 43, 44, 48.
6. *Encyclopedia of sex and gender. Men and Women in The World Cultures*. Ed. C.R.Ember, M. Ember 2006. (Select your chapter)
7. *Feminist research practice* (Ed. Sharlene Hesse-Biber), SAGE, 2014. 385 p.
8. *Gayle Letherby* (2003) *Feminist research in theory and practice* (4. Quoting and counting: the qualitative\quantitative divide pp 80-97
9. *Handbook of the Sociology of Gender* (ed. J.S.Ghafetz) Springer, 2006. Chapter 1. *The Varieties of Gender Theory in Sociology*. P.3-24
10. *J. Pilcher, I. Whelehan*. *Fifty Key Concepts in Gender Studies* SAGE Publications London <http://6rang.org/wp-content/uploads/2013/06/PanjahMafhomeKelidiMotaleateGenderi.pdf>
11. *Jennifer McMorris and Jennifer Glass* *Contemporary Approaches to Gender and Religion* \ Risman B.J., Froyum C.M., Scarborough W.J. *Handbook of the Sociology of Gender*. Springer. 2006. Chapter 33. P. 433
12. *Joey Sprague* (2018) *Feminist Epistemology, Feminist Methodology and the Study of Gender* \ *Handbook of the Sociology of Gender* (eds. Barbara J. Risman et al/) Springer, P. 45-56

13. *Lacey M. Sloan, Mildred C. Joyner, Catherine J. Stakeman, Cathryne L. Schmitz* Critical Multiculturalism and Intersectionality in a Complex World. Oxford University press, 2018. Chapter 6. Intersectionality: Positioning Privilege and Marginalization. P. 97-113
14. *Laura E. Hirshfield and Emilie Glass* Scientific and Medical Careers: Gender and Diversity \ Risman B.J., Froyum C.M., Scarborough W.J. Handbook of the Sociology of Gender. Springer. 2006. Chapter 35 P. 479
15. *Michael Kimmel* (2011) The Gendered Society. Oxford University Press, Pp. 58-85, 111-137, 315-414
16. *Nancy A. Naples* Feminism and Method. Routledge, 2013, 280 p
17. *Nina Lykke* (2010) Feminist studies. A guide to Intersectional Theory, Methodology and Writing. (8. Rethinking epistemologies Pp. -125- 143 and (9. Methodology, Methods and Ethics Pp. 144-162
18. *Norris, Adele N., et al.* An Intersectional Perspective in Introductory Sociology Textbooks and the Sociological Imagination: A Case Study. Race, Gender & Class, vol. 14, no. 1/2, Jean Ait Belkhir, Race, Gender & Class Journal, 2007, pp. 333–44, <http://www.jstor.org/stable/41675213>.
19. *Patricia Leavy* (2017) Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. 302 p.
20. *Raewyn Connell* The Sociology of Gender in Southern perspective \ Current Sociology 2014 Volume: 62 issue: 4, page(s): 550-567
<https://doi.org/10.1177/0011392114524510>
21. *Robinson Z.* Intersectionality and gender theory \ Handbook of the Sociology of Gender (eds. Barbara J. Risman et al/) Springer, 2018. P.69-82
22. *Sharlene Nagy Hesse-Biber* Mixed Methodology Research. Merging Theory with Practice. Gilford Press, 2010. 242 p.
23. *Sylvia Walby, Jo Armstrong, Sofia Strid*, Intersectionality: Multiple Inequalities in Social Theory//Sociology. SAGE, 2012, 44(2), Pp. 224-240
24. Women in Culture: An Intersectional Anthology for Gender and Women's Studies, (Eds. Kime Scott, Susan E. Cayleff, Anne Donadey, Irene Lara)/ Wiley-Blackwell, 2016. Pp. 148-194
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