**COURSE SCENARIO**

**PART 1. COURSE DESCRIPTION**

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| **SUBJECT / TOPIC** | ***Gender Equality in Society*** |
| **MODE** (online, face-to-face, blended) | blended |
| **LEVEL**(master, bachelor) | For all |
| **PREREQUISITES** (courses to be taken before, if applicable) | - |
| **SUMMARY / ANNOTATION OF THE CONTENT** | 1. Sex and gender in social sciences-introduction to sociology of gender
2. Gender stereotypes for body, behavior, and social relations
3. Gender identity in the modern world
4. Representations of gender in advertising
5. Gender in mass media and pop culture
6. Gender, education and development
7. Gender social space
8. Gender in science
9. Gender (in)equality in law – introductory remarks
10. Feminism and information gap
11. Gender (in)equality in political sphere
12. Gender (in)equality in the labour market
13. Gender (in)equality in private sphere - part 1
14. Gender (in)equality in private sphere - part 2
15. Gender Equality Plans
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| **THE AIMS OF THE COURSE** | The course aims to familiarise students with various aspects of social inequality, primarily determined by gender and gender-related stereotypes. The classes will focus on the gap between legal guarantees of equality and facts, identify specific barriers women and men face in media, the political sphere, advertising, the labour market, the private sphere, etc., and propose concrete measures to eliminate them. |
| **LEARNING OUTCOMES** | * Increase in knowledge in the field: of understanding and interpretation of social research on social inequalities;
* psychosocial mechanisms responsible for the formation and use of stereotypes; gender discrimination in the labour market, politics, justice, science and education;
* European anti-discrimination law;
* increased critical thinking skills and working in international groups on the design of anti-discrimination activities.
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| **STUDY AND ASSESSMENT METHODS** | * Elements of the theoretical introduction (to outline the framework of the problem in question) conducted with the use of multimedia and student activation techniques (presentation, film, online quiz);
* activating methods - discussion, brainstorming (including anonymous surveying of opinions on a particular phenomenon, e.g., through the use of the Mentimeter tool, creating maps of associations with the use of google Jamboard), staging, problematic, case studies;
* analysis of identified data, trends and phenomena (co-creation of Google Forms where appropriate).
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* the power of connective action. 2016, Zoon Politikon 7.
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* Equality and Justice in the Courtroom - by Navi Pillay, United Nations High Commissioner for Human Rights (2014). https://www.ohchr.org/en/2014/06/equality-and-justice-courtroom?LangID=E&NewsID=14721
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* Convention on the Rights of People with Disabilities, Dec.13 2006, article 8(1)(b). https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities
* Declaration on the Elimination of Violence against Women (1993).
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* Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women (1994). http://www.oas.org/juridico/english/treaties/a-61.html
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