**APPENDIX 2. Engendering course skills**

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| ***Goals***  | ***Skills*** | ***Engendered skills*** |
| Starting research | Contextualizing the data in relation to a research question | Choice of gender-related topics puts gender equality issues on the research agenda of the political science discipline. Since in these topics most authors are women the citation gap found in the majority of courses is compensated and students obtain more diverse role models as regards scientific knowledge. |
| Data analysis and construction of indicators | Getting acquainted with relevant databases and indicatorsProducing, collecting, analyzing and interpreting the data | Use of national and international open-access databases. Emphasis on sex-disaggregated data and on relevant variables measuring gender (in)equality. Computing of composite indices to measure gender inequality across countries.Finding ‘gender’ in the sex-disaggregated data analyzed and in the indicators produced. Students are made aware of intersectionality (age and ethnicity, where available data exists) and are encouraged to identify the sources of inequality as well as their consequences. It addresses any insensitive quantification and exposes the complexity of women’s experiences. |
| Calculating growth rates and estimating longitudinal trends | Problem-solving through data analysis | For some variables related to the assigned research question, students must identify their longitudinal trend and apply linear or exponential models (e.g. using a 15-year time span on the gender pay gap, students must calculate how long it will take to fade away, all else being equal). It helps to demystify the fallacy of equality and makes students aware of the pervasiveness of gender inequality in different social and political domains. |