

**Geography and Gender**

Code: 101597  
ECTS Credits: 6

Degree	Type	Year	Semester
2501002 Geography and Spatial Planning	OT	3	2
2501002 Geography and Spatial Planning	OT	4	0

**Contact**

Name: Mireia Baylina Ferré  
Email: Mireia.Baylina@uab.cat

**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

1. A good knowledge of English is required to be able to read articles or to listen conferences.

**Objectives and Contextualisation**

The purpose of the subject is to introduce the gender perspective into geography in order to promote a more complete and not biased geographical analysis. The main objective is to present this perspective to the students and to show, with practical examples, the importance to include this dimension in their geographical analyses.

The formative aims are as follows:

- Understand the definitions, basic concepts, theories and objectives of gender geography.
- Understand how the incorporation of the gender perspective modifies and increases the knowledge about the relationship between society and the environment.
- Be able to reformulate geographical researches by incorporating the gender perspective.
- Evaluate the introduction of this perspective in current geographical studies.
- develop the ability to reflect, analyze, discuss and interpret, both individually and in groups.

**Competences**

- Geography and Spatial Planning
  - Developing analysis, summary and communication strategies in order to communicate Geography in educational settings.
  - Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.

- Mastering the necessary theoretical knowledge in order to pose geographical problems in an integrated way and combining a generalist approach with a specialised analysis.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

## Learning Outcomes

1. Analysing the main dynamics of today's world from a geographical point of view.
2. Communicating the main theoretical concepts of geographical knowledge in educational settings.
3. Contrasting and comparing relevant geographical data.
4. Engaging in geographical debates respecting the other participants' opinions.
5. Identifying the ideas and expressing them in various languages with linguistic correctness.
6. Posing problems about the planning of the spatial distribution of collective facilities, resources and mobility of people.
7. Producing an individual work that specifies the work plan and timing of activities.
8. Solving problems autonomously.
9. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

## Content

The content deals with the relationship between people and places in their daily life, in the public and private space and at various geographical scales: the body, the home, the neighbourhood, the city/town and the state. Given that sites are the intersection between local and global processes in a given time and, therefore, they are defined by the socio-spatial relationships that occur there and distinguish them, a series of places will be analyzed. Structure

Structure:

- 1) Gender and place: objectives, basic concepts and theoretical references
- 2) The most immediate place: the body
- 3) The home and the workplace
- 4) The city and the public space
- 5) The rural and the environment.

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## Methodology

The contents of the subject will be developed through the following activities:

- 1) Readings of documents given by the professor.
- 2) Readings of articles and book chapters.
- 3) Practical activities on the issues tackled, individually or in small groups.
- 4) Visualization of films closely related to the fields of study.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical activities	10	0.4	
Reading and film' discussions	5	0.2	
Theory classes	20	0.8	
Type: Supervised			
Exam	5	0.2	
Tutorial activity	15	0.6	
Type: Autonomous			
Films	5	0.2	
Individual learning	20	0.8	
Individual reading of compulsory articles	20	0.8	
Practical activities	10	0.4	

## Assessment

The evaluation will be done through a practical part (40%), an exam of the fundamental content (40%) and the active participation in debates (20%). The practical part and the participation in debates are not re-evaluated.

### Plagiarism

The copying or plagiarism of material, both in the case of works and in the case of exams, constitute a crime that will be sanctioned with a zero to the activity. In the case of recidivism, the entire subject will be suspended. Let's remember that a "copy" is considered a work that reproduces all or most of the work of one or the other company / a. "Plagiarism" is the fact of presenting all or part of a text of an author as its own, without mentioning the sources, be on paper or in digital format. See UAB documentation on "plagiarism" at: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	40%	5	0.2	1, 2, 3, 8, 9
Participation in debates	20%	10	0.4	1, 2, 5, 4, 6, 8, 9
Practical activities	40%	25	1	1, 2, 3, 7, 6, 8, 9

## Bibliography

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