

Machismo Violence

Code: 105814
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OT	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Patricia Gonzalez Prado

External teachers

Montserrat Plaza

Prerequisites

There are no official prerequisites and/or necessary knowledge to follow the subject correctly.

Objectives and Contextualisation

- To identify the different types of sexist violence and the relevance of the gender perspective
- To reflect on the structures that support gender inequality and violence
- To analyze the implications of working with sexist violence and the importance of care
- To facilitate the knowledge of the approaches of feminist criminological theories
- To make treatment visible, in the face of sexist violence, by the penal system; and to know the administrative structures of support against sexist violence, the protection mechanisms for women who suffer violence and the main difficulties and obstacles in accessing justice for victims of this type of violence.

Competences

- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Identify the basic legal concepts, legislation and jurisprudence related to the rights of the collectives affected by gender inequalities.

- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.
- Proposing corrective actions of the violence that trigger the types and degrees of discrimination on the basis of sex, gender and sexual orientation.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

Learning Outcomes

1. Apply the basic legal concepts to the prevention of crimes of sexist violence.
2. Apply to the legal practice specific debates on gender and law, bioethics, law and technology, and sociology of law.
3. Build models of psychosocial and community intervention against sexist violence.
4. Describe criminological interventions focused on the criteria of gender, peace, integration and social prevention.
5. Make an inclusive use of language.
6. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
7. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
8. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Content

Male chauvinist violence

- Theoretical frameworks for the understanding of sexist violence.
- Typologies and forms of sexist violence in the couple.
- Myths about male violence
- Care when working with sexist violence and good professional practices
- Consequences of sexist violence on women and children, adolescents and youth
- Social response to sexist violence
- International, state and regional legislation.
- The diversity of sexist violence, of women and LGBTIQ + people: institutional violence, secondary victimization, paradigms, legislation and jurisprudence.
- Sexual violence. Interventions on sexual and sexual harassment.
- Data on gender-based violence: Victimization surveys, Judicial data, Qualitative data.
- The development of public policies against gender and male violence.
- Cyber violence: regulatory frameworks, rights, good practices.
- Security in a gender key.

- Good professional practices in the legal field.

Methodology

The subject is taught in a whole-class group and in small groups. This will be specified in the following types of teaching and activities:

Whole group sessions:

Lectures classes taught by the teacher, for the development of theoretical elements of the Subject.

Exhibitions by groups of students.

Classroom practice sessions:

Development of various participatory activities.

Therefore, for the development of the subject the methodology contemplates:

Exhibition classes

PAUL

Tutoring

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	40	1.6	1, 5, 6, 8, 7
Work production	30	1.2	2, 1, 3, 4, 5, 8, 7
Type: Supervised			
Classroom practices	30	1.2	2, 1, 3, 5, 6, 8, 7
Tutorials	10	0.4	5, 8, 7
Type: Autonomous			
Critical reading	30	1.2	3, 5, 8, 7
Documentation research	10	0.4	3, 7

Assessment

In order to pass this subject, students must obtain an overall grade equal to or greater than 5, this grade resulting from the calculation of the grades obtained from the four learning evidences (the sum of the grades proportional to the percentages indicated for each learning evidence). Students obtaining a global average grade of less than 5 will be deemed to have failed the subject.

The evaluation model will be continued. The teaching staff will value the participation, the group work, individual work and the individual test. Materials with improvement proposals will be returned corrected.

Conditions to be evaluated: Participate actively in the classes, as well as deliver and pass with an average final grade higher than 5 points the individual and group work.

It will be considered "Not assessable" when a person presents less than 2 evidence of learning, otherwise, the grade resulting from the proportional computation of the number of evidence of learning presented will be indicated.

In order to opt for re-assessment, students must have obtained a final overall grade of between 3.5 and 4.9 in this phase. In the re-assessment phase, students may have those evidences re-assessed that have previously been assessed as insufficient; these will be analogous to those submitted during the continuous assessment process. The maximum grade that can be obtained from this re-assessment is 5.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Plagiarism or copying: if this is detected in any of the work submitted, the assessment grade for that work will be 0. If this occurs more than once, the subject as a whole will be awarded a Fail grade.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active engaging in class activities	10	0	0	2, 1, 5, 6, 8, 7
Group work presentation	20	0	0	2, 1, 3, 5, 6, 8, 7
Individual-group test	40	0	0	2, 1, 3, 5, 6, 8
Written analysis work (in pairs)	30	0	0	2, 1, 3, 4, 5, 6, 8, 7

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