

Place, Society and Culture

Code: 104242
ECTS Credits: 6

Degree	Type	Year	Semester
2503710 Geography, Environmental Management and Spatial Planning	FB	2	1

Contact

Name: Ana Ortiz Guitart

Email: anna.ortiz@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The objective of the subject is to show different ways of studying the territory taking into account social and cultural variables. A general vision of what social and cultural geography is and what have been the main contributions of this subdiscipline. The territories will also be analyzed as a spatial synthesis resulting from the evolution of the demographic, economic, environmental, cultural and political dynamics of contemporary societies.

Competences

- Analyse and understand geographical dynamics (sociodemographics, geo-economics and environmental) on different territorial scales.
- Critically analyse the relationship between society and the region applying the conceptual and theoretical framework of geography.
- Demonstrate skills of self-analysis and self-criticism
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Systematically analyse and interpret environmental, demographic, urban and landscape elements.

Learning Outcomes

1. Analyse and interpret the diversity of social and cultural phenomena in the world.
2. Analysing the main dynamics of today's world from a geographical point of view.
3. Compare and contrast major geographical information.
4. Consider problems of inequality, population distribution and urbanisation in the world, among other things.
5. Consider problems of physical, economic, social and cultural diversity in regions.
6. Contrasting and comparing several interpretations of geographical maps.
7. Demonstrate skills of self-analysis and self-criticism.
8. Describing spatial relationships of the physical, economic, social and cultural diversity of territories on different territorial scales.
9. Describing the main economic, social and cultural contemporary problems in the world.
10. Interpreting today's main events from physical, economic, social and cultural diversity.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Use the main concepts related to territory and their consequences.

Content

1. What is social and cultural geography? Key concepts (landscape, region, territory, space and place)
2. Geographies of well-being
 - Housing
 - Health
 - Nature and city
1. Difference and diversity in urban and rural spaces
 - Gender, sexuality and class. Inequality and poverty in the Global North and South
 - Children, young people, elderly people
 - Multiculturalism
 - Gentrification
1. Geographies of social justice:
 - Space justice
 - Environmental justice
 - Social movements

Methodology

There will be lectures, classroom practices, debates, readings and students will explain their work in oral presentations.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes in the classroom + Classroom exercises	33.33	1.33	2, 8, 12
Type: Supervised			
Evaluation	16.67	0.67	7, 5
Type: Autonomous			
Personal study + compulsory readings	69	2.76	1, 8, 10

Assessment

CONTINUOUS ASSESSMENT

The final grade of the subject in continuous assessment is calculated based on the weighted average of a series of evidence:

- Theoretical tests (40%):

- Reading control (20%)
- Exam (20%)

- Classroom practices (20%):

- Landscape analysis practice (10%)
- Collaborative mapping practice (10%)

- Delivery of work (35%):

- Humanities library specific training module (10%)
- Group work on memory, and oral presentation (20%)

- Attendance and active participation in class (5%)

**Estimated date (to be confirmed at the beginning of the semester)*

SINGLE EVALUATION

Place, society and culture can be carried out in single assessment, as long as it is properly requested in the established period (between September 18 and October 6). The final mark of the subject in single assessment is calculated based on the weighted average of a series of evidence that must be delivered or completed between January 8 and 19 (date pending definition):

- Theoretical exam (40%)

- Reading and review of a book to choose from a list defined by the professor (20%)
- Delivery of work (40%):
 - Humanities library specific training module (10%): October 27, 2023*
 - Submission of an individual in-depth research paper on a topic established by the teacher (30%)

**This is the only test that must be submitted outside the single assessment period.*

The first day of the class will be discussed in detail the evaluation activities. They will be uploaded to Moodle and will be discussed in the classroom.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

REEVALUATION

To take part in the reevaluation, students must have previously been assessed in a set of activities with a weight equivalent to a minimum of 2/3 of the total qualification (CONTINUOUS ASSESSMENT) or submitted all the tests and activities (SINGLE EVALUATION).

To participate in the recovery process, the student must have obtained a final grade of 3.5.

There will be a re-evaluation of all those submitted tests that have not been passed (with a grade lower than 5). The re-evaluation of the theoretical exams will be in the form of an exam. The re-evaluation of the rest of the activities will consist of referring the evidence. Re-evaluated activities score between 0 and 5.

The following activities are excluded from the re-evaluation process: oral presentations, group work, tasks related to daily teaching activity.

The same assessment method as continuous assessment will be used for single evaluation.

REVIEWING GRADES

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place

NOT ASSESSED/NOT SUBMITTED

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 1/3 of the assessment items.

PLAGIARISM

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.

Those assessment acts in which there have been irregularities (copying, unauthorized use of AI, etc.) are not subject to re-evaluation.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in the classroom	5%	4	0.16	2, 6, 7, 8, 10, 11

Classroom exercises	20%	5	0.2	3, 9, 8, 5, 12
Exams	40%	7	0.28	1, 8, 10, 4
Work in group	35%	15	0.6	1, 6, 8, 5, 11

Bibliography

- Albet, Abel; Garcia Ramon, Maria Dolors (1999). "Reinterpretando el discurso colonial y la historia de la geografía en una perspectiva de género", en Joan Nogué; José Luis Vilanova (eds.) (1999). *España en Marruecos (1912-1956) Discursos geográficos e intervención territorial*, Lleida: editorial Milenio, pp.55-71.
- Albet, Abel; Kramsch, Olivier (1999). "Space, inequality and difference: 'Radical Turns' and 'Cultural Turns', *European Planning Studies*, 7 (1), pp. 77-79.
- Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) (2003). *Handbook of Cultural Geography*, Londres: Sage.
- Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (2003). "A rough guide", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) (2003). *Handbook of Cultural Geography*, Londres: Sage, pp. 1-35.
- Araiza, Verónica (2020). El pensamiento crítico de Donna Haraway: complejidad, ecofeminismo y cosmopolítica. *Península*, XV(2), pp. 147-164.
<https://www.scielo.org.mx/pdf/peni/v15n2/1870-5766-peni-15-02-147.pdf>
- Atkinson, David; Jackson, Peter; Sibley, David & Washbourne, Neil (2005). *Cultural geography. A critical dictionary of key concepts*, London: I.B. Tauris.
- Barros, Claudia (2000). "Reflexiones sobre la relación entre lugar y comunidad", *Documents d'Anàlisi Geogràfica*, 37, pp. 81-94.
- Belil, Mireia; Clos, Isabel (1983) "Notes a l'entorn del pensament de Carl O. Sauer (1889-1975)", *Documents d'Anàlisi Geogràfica*, 2, pp. 177-188.
- Berdoulay, Vincent (2002). "Sujeto y acción en la geografía cultural: el cambio sin concluir", *Boletín de la Asociación de Geógrafos Españoles*, 34, pp. 51-61.
- Bondi, Liz; Davidson, Joyce (2003). "Troubling the place and gender", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 325-343.
- Bousnina, Mongi; Miossec, Jean-Marie (2002). "Reflexões rápidas sobre algumas relações entre cultura e espaço geográfico", *Espaço e Cultura*, 14, pp. 41-49.
- Brown, Michael; Knopp, Larry (2003). "Queer cultural geographies -we're here! We're queer! We're over there, too!", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 313-324.
- Burgueño, Jesús (2002). "El mapa Escondido: las lenguas de España", *Boletín de la Asociación de Geógrafos Españoles*, 34, pp. 171-192.
- Buzinde, Christine; Manuel-Navarrete, David (2013). "The social production of space in tourism enclaves: Mayan children's perceptions of tourism boundaries". *Annals of Tourism Research*, vol. 43, pp. 482-505.
<https://doi.org/10.1016/j.annals.2013.06.003>
- Capellà, Hugo ; Lois Rubén C. (2002). "Geografía cultural: la gran desconocida", *Boletín de la Asociación de Geógrafos Españoles*, 34, pp. 11-18.

- Claval, Paul (2002). "El enfoque cultural y las concepciones geográficas del espacio", *Boletín de la Asociación de Geógrafos Españoles*, 34, pp. 21-39.
- Claval, Paul; Entrikin J. Nicholas (2004). "Cultural geography: place and landscape between continuity and change", Benko, Georges; Strohmayer, Ulf (eds.) *Human Geography. A history for the 21st century*, London: Arnold, pp. 25-46.
- Clayton, Daniel (2003). "Critical imperial and colonial geographies", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 354-368.
- Clua, Anna (2001). *La noció d'espai en la definició dels contextos de la recepció dels mitjans de comunicació. Una aproximació des de les perspectives crítiques dels Estudis Culturals i de la Geografia Cultural*, Tesis doctoral, Departamento de Periodismo y Ciencias de la Comunicación, Universidad Autónoma de Barcelona.
- Clua, Anna; Zusman, Perla (2002). "Más que palabras: otros mundos. Por una geografía cultural crítica", *Boletín de la Asociación de Geógrafos Españoles*, 34, pp. 105-117.
- Constenla Vega, Xosé (2002). "Geografía cultural y geografía de la industria cultural en la postmodernidad flexible", *Boletín de la Asociación de Geógrafos Españoles*, 34, pp. 257-267.
- Cosgrove, Denis (1983). "Towards a radical cultural geography: problems of theory", *Antipode: a radical journal of geography*, 15 (1), pp. 1-11.
- Cosgrove, Denis (1999). "Idéias e cultura: uma resposta a Don Mitchell", *Espaço e Cultura*, 8, pp. 59-61.
- Cosgrove, Denis (2003). "Landscape and the European sense of sight - eyeing nature", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 249-268.
- Crang, Mike (1998). *Cultural Geography*, Londres: Routledge.
- Driver, Felix (1999). "Imaginative geographies", Paul Cloke; Philip Crang; Mark Goodwin (eds.), *Introducing human geographies*, London: Arnold, pp. 209-216.
- Duncan, James; Duncan, Nancy (1999). "Reconceitualizando a idéia de cultura em geografia: uma resposta a Don Mitchell", *Espaço e Cultura*, 8, pp. 63-67.
- Gade, Daniel W. (1976). "L'optique culturelle dans la géographie américaine", *Annales de Géographie*, 472, pp. 672-693.
- García Escalona, Emilia (2000). "Del armario al barrio": aproximación a un nuevo espacio urbano", *Anales de Geografía de la Universidad Complutense*, 20, pp. 437-449.
- García Ramon, Maria Dolors (1999). "Canvi o continuïtat en la geografia cultural? Notes a l'entorn de Cultural Turns/Geographical Turns (Oxford, setembre de 1997)", *Documents d'Anàlisi Geogràfica*, 34, pp. 135-140.
- Gómez Mendoza, Josefina; Muñoz Jiménez, Julio; Ortega Cantero, Nicolás (1994), *El pensamiento geográfico. Estudio interpretativo y antología de textos (De Humboldt a las tendencias radicales)*, Madrid: Alianza Editorial.
- Gregson, Nicky (2003). "Reclaiming 'the social' in social and cultural geography", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 43-115.
- Jacobs, Jane M. (2003). "Introduction: after empire?", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 345-353.
- Jackson, Peter (1999). "A idéia de cultura: uma resposta a Don Mitchell", *Espaço e Cultura*, 8, pp. 55-57.
- Jackson, Peter (2003). "Introduction: the social in question", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 37-42.

- Jordan-Bychkov, Terry G.; Domosh, Mona (2000). *The human mosaic. A thematic introduction to Cultural Geography*, New York: W.H. Freeman and Company.
- King, Anthony D. (2003). "Cultures and spaces of postcolonial knowledges", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 381-397.
- Kramsch, Oliver (1999). "El horizonte de la nueva geografía cultural", *Documents d'Anàlisi Geogràfica*, 34, pp. 53-68.
- Leighly, John (1978). "Carl Ortwin Sauer, 1889-1975", *Geographers: bibliographical studies*, 2, pp. 99-108
- Lindon, Alicia (2009). "La construcción socioespacial de la ciudad: el sujeto cuerpo y el sujeto sentimiento", *Cuerpos, emociones y sociedad*, 1, pp. 6-20.
- Longhurst, Robyn (2003). "Introduction: subjectivities, spaces and places", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 283-289.
- Longhurst, Robyn (2007). "Cultural geography. Different encounters, encountering difference", *Documents d'Anàlisi Geogràfica*, 50, pp. 105-120.
- Luna, Antonio (1999). "¿Qué hay de nuevo en la nueva geografía cultural?", *Documents d'Anàlisi Geogràfica*, 34, pp. 69-80.
- McEwan, Cheryl (2003). "The West and other feminisms", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 405-419.
- Mendizábal, Enric (1999). "Algunes reflexions sobre la (nova) geografía cultural des de la periferia", *Documents d'Anàlisi Geogràfica*, 34, pp. 119-132.
- Mikesell, Marvin W. (1977). "Cultural Geography", *Progress in Human Geography*, vol. I, n. 3, pp. 460-463.
- Mitchell, Don (1995). "There's no such thing as culture: towards a reconceptualization of the idea of culture in geography", *Transactions of the Institute of British Geographers*, 20 (1), pp. 102-116.
- Mitchell, Don (1999). "Nao existe aquilo que chamamos de cultura: para uma reconceitualizacao da idéia de cultura em geografia", *Espaço e Cultura*, 8, p. 31-51.
- Mitchell, Don (1999). "Explicação em geografia cultural: uma resposta a Cosgrove, Jackson e aos Duncans", *Espaço e Cultura*, 8, pp. 69-73.
- Nash, Catherine (1999). "Landscapes", Paul Cloke; Philip Crang; Mark Goodwin (eds.), *Introducing human geographies*, London: Arnold, pp. 217-225.
- Nogué, Joan; Albet, Abel; Garcia Ramon, Maria Dolors; Riudor, Lluís (1996). "Orientalisme, colonialisme i gènere. El Marroc sensual i fanàtic d'Aurora Bertrana", *Documents d'Anàlisi Geogràfica*, 29, pp. 87-107.
- Norton, William (2000). *Cultural Geography. Themes, concepts and analyses*, Ontario: Oxford University Press.
- Ortega Valcárcel, José (2000). *Los horizontes de la geografía. Teoría de la geografía*, Barcelona: Ariel.
- Panelli, Ruth (2004). *Social Geographies. From difference to Action*, London: Sage Publications.
- Robinson, Jennifer (2003). "Introduction: cultural geographies beyond the West", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 399-404.
- Sanclimens, Xavier (1985). "L'obra de James J. Parsons sobre Espanya", *Documents d'Anàlisi Geogràfica*, 7,

pp. 177-191.

Sauer, Carl (1931). "Cultural Geography", *Encyclopedia of the Social Sciences*, VI, MacMillan: Nueva York, pp. 621-623 [reproducido en Wagner, Philip L.; Mikesell, Marvin W. (1962). *Readings in Cultural Geography*, Chicago y Londres: The University of Chicago Press, pp.30-34; traducido al español por Josefina Gómez Mendoza en Josefina Gómez Mendoza; Julio Muñoz Jiménez; Nicolás Ortega Cantero (1994), *El pensamiento geográfico. Estudio interpretativo y antología de textos (De Humboldt a las tendencias radicales)*, Madrid: Alianza Editorial, pp. 349-354].

Sauer, Carl (1956a). "The education of a geographer", *Annals of the Association of the American Geographers*, 46, pp. 287-299 [traducido al español por Maria Dolors Garcia Ramon en el libro *Teoría y método en la geografía humana anglosajona*, Barcelona: ed. Ariel, pp. 38-53].

Sauer, Carl (1956b). "The agency of man on the earth", Thomas W.L. Jr. (ed.) *Man's role in changing the face of the Earth*, Chicago: University of Chicago Press, pp. 1131-1135 [Wagner, Philip L.; Mikesell, Marvin W.(1962). *Readings in Cultural Geography*, London: The University of Chicago Press, pp. 539-557].

Shurmer-Smith, Pamela; Hannam, Kevin (1994). *Worlds of desire, realms of power. A cultural geography*, Londres: Edward Arnold.

Sivignon, Michel (2002). "Sobre a Geografia Cultural", *Espaço e Cultura*, 14, pp. 33-39.

Slater, Don (2003). "Cultures of consumption", Anderson, Kay; Domosh, Mona; Pile, Steve; Thrift, Nigel (ed.) *Handbook of Cultural Geography*, Londres: Sage, pp. 147-163.

Sultana, Farhana (2021). "Climate change, COVID-19, and the co-production of injustices: a feminist reading of overlapping crises", *Social & Cultural Geography*, 22(4), 447-460.
<https://doi.org/10.1080/14649365.2021.1910994>

Taillard, Christian (2002). "Diversidade de definições e diferenciação das práticas geográficas: contribuição para o debate sobre a cultura", *Espaço e Cultura*, 14, pp. 23-32.

Zusman, Perla; Hevilla, Cristina y Molina, Matías (2006). "Geografías de los tiempos lentos". En: Nogué, Joan y Romero, Joan, *Las otras geografías*. Tirant Lo Blanch, pp. 255-268.

Software

Word, excel, powerpoint (o programas equivalentes en *software* libre). Navegadores web.

Software

Word, excel, powerpoint (or free software choices).