

**Gender, Spaces and Daily Life**

Code: 105812  
ECTS Credits: 6

Degree	Type	Year	Semester
2500000 Sociocultural Gender Studies	OB	3	1

## Contact

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## 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

A good level of English is required, at reading and oral level.

## Objectives and Contextualisation

For many centuries, half of humanity has been ignored as an object of study in the social sciences. Only forty years ago, thanks to the feminist movement and the evolution of the situation of women in society (employment, education, political participation, living conditions), the scientific process of making visible the other half of the world has developed. Geography has also been incorporated into this process, first observing and analyzing the differential patterns of women in their relationship with space and later recognizing the gender structure in society as a key element in understanding economic and social changes of the contemporary world and the way the geographical environment is constituted and used by the population.

Geography has traditionally regarded society as a neutral, asexual, and homogeneous, without considering the profound differences between people in the use of space. Geography with a gender perspective argues that space is not gender neutral and this implies the need to incorporate social differences between men and women and territorial differences in gender relations to explain reality anywhere and at any scale. Both people and spaces have gender and social relationships and spatial relationships are mutually constituted. The course also considers the diversity of identities that are articulated with gender such as age, social class, sexuality, ethnicity and functional diversity.

The training objectives are as follows:

- Understand the definitions, basic concepts and objectives of geography and gender.
- Understand how the incorporation of the gender perspective alters and increases knowledge about the relationship between society and the environment.
- To be able to reformulate geographical research incorporating the gender perspective.

- Assess the introduction of this perspective in current geographical studies.
- To develop the capacity for reflection, analysis, discussion and interpretation, both individually and in groups.
- Understand the contribution of geography in gender studies and vice versa

## Competences

- Formulate, argue and discuss your own and others' ideas in a respectful, critical and reasoned way.
- Incorporate the non-androcentric perspective in the work carried out.
- Interpret and explain the history of gender relations, the significance of differences and the processes of generating inequalities in a context of globalization.
- Interpret gender inequalities in relation to sexuality, class, ethnicity and territory based on the concepts and approaches of sociocultural analysis.
- 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.

## Learning Outcomes

1. Distinguish the gender relations found in the processes of social exchange in the territory.
2. Identify the main processes of social, cultural and gender change and their relationship with territorial transformations.
3. Interpret the events of the current world based on gender, class, social and cultural diversity.
4. Prepare an organized and correct speech, orally and in writing, in the corresponding language.
5. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
6. 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.
7. Use the specific technical vocabulary and own interpretation of the required disciplines.

## Content

The leitmotif will be the relationship of people with places in their daily lives, in public and private space and at various geographical scales: the body, the home, the workplace, the city, public space and the rural space and the nature. Given that places are the intersection between local and global processes in a given time and are therefore defined by the socio-spatial relationships that occur in them and distinguish them, a series of places will be analyzed where everyday life develops and different gender relations are created.

It is about examining the extent to which men and women experience places differently and showing that these differences are part of the social constitution of both place and gender.

Structure:

The contents of the subject are structured in 5 themes:

1. Gender and Geography: concepts and genealogy of research
2. The body in space and the body as a place
3. Home and workplace

4. The city and public space
5. The rural space and the nature

## Methodology

Course contents will be developed through oral classes from the professor, reading and discussion of the reading material, and two assignments (one individual and another in small group).

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			
Practical classes	15	0.6	
Theory classes	30	1.2	
Type: Supervised			
Exam	5	0.2	
Individual and small group meetings	25	1	
Type: Autonomous			
Assignments	25	1	
Individual readings	25	1	
Individual study	25	1	

## Assessment

The evaluation of the subject will be done continuously from three activities: Exercise 1 (20%), Exercise 2 (30%) and Examination of fundamental contents (50%). In order to be evaluated, you must take at least 2 of the 3 activities and one must be the exam.

An unrepresented assessment activity counts as 0.

Exercise 1 and Exam can be re-evaluated. To apply for re-evaluation you must have failed. The maximum grade in the recovery is 5.

If one student presents only one activity of evaluation or none, he/she will obtain the qualification of "no evaluated".

The exercises and the examination of contents will be valued the capacity of analysis, the critical reflection, the personal contribution, the originality, the capacity of synthesis of the results, the clarity in the exhibition and the formal presentation.

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.

## SINGLE ASSESSMENT

The evaluation will be based on 3 activities: Exercise 1 (20%), Exercise 2 (30%) and Exam (50%). In order to be evaluated, you must do at least 2 of the 3 activities and one must be the Exam. The activities and the exam will be delivered on the day indicated in the subject program.

An assessment activity not submitted counts as 0.

Exercise 1 and the Exam can be re-evaluated. To apply for a re-evaluation you must have failed. The maximum grade in re-evaluation is 5.

When a student presents only one assessment element or none, he/she will be graded as "not assessable".

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	50%	0	0	1, 4, 2, 3, 6, 5, 7
Exercise 1	20%	0	0	1, 4, 5, 7
Exercise 2	30%	0	0	1, 4, 2, 3, 5, 7

## Bibliography

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## Software

MOODLE platform

TEAMS