

## Geography of Inequality

Code: 104260  
ECTS Credits: 6

2024/2025

Degree	Type	Year
2504216 Contemporary History, Politics and Economics	OT	3
2504216 Contemporary History, Politics and Economics	OT	4

### Contact

Name: Antonio Miguel Solana Solana

Email: antoniomiguel.solana@uab.cat

### Teachers

Antonio Miguel Solana Solana

### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

There is no requirement.

### Objectives and Contextualisation

The aim of the subject is to study, from a theoretical and practical point of view, global inequalities and their local implications from the perspective of social geography. The course will begin with a theoretical reflection on the concept of "inequality" and will continue to examine the spatial distribution of wealth and poverty and the geographies of exclusion and discrimination. Topics related to gender, social class and ethnic inequalities, the interaction between globalization and unequal development, historical trajectories and spatial models of inequality, migration and human and social mobility, local studies of segregation and urban inequality will be studied, and the links between social inequality and the environmental inequality. Examples will be given from both the North and the Global South.

a) To know the main theoretical and conceptual contributions on issues related to inequality and environmental and social vulnerability, from a specifically territorial and urban perspective. Special emphasis will be placed on the economic and political factors behind the process of social and territorial inequality.

b) To adequately and accurately diagnose the phenomena of territorial inequality, social vulnerability and poverty. To have the ability to evaluate, based on quantitative and qualitative methods, the size and characteristics of the phenomenon.

c) Propose action measures to reverse situations of territorial inequality, social vulnerability and poverty through the appropriate use of spatial and social policies.

## Competences

Contemporary History, Politics and Economics

- Analyse the sociodemographic, geoeconomic and environmental dynamics at different territorial scales.
- Assess the social, economic and environmental impact when acting in this field of knowledge.
- Manage and apply data to solve problems.
- Relate fundamental questions of the current economic situation with previous economic developments on the basis of the main elements of contemporary economic history.
- 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.

## Learning Outcomes

1. Consider problems of inequality, population distribution and urbanisation in the world, among other things.
2. Examine how different social, economic, political and environmental processes create and transform spaces and social relationships.
3. Explaining the structure of today's world from a geographical point of view.
4. Manage and apply data to solve problems.
5. Propose viable projects and actions to boost social, economic and environmental benefits.
6. 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.

## Content

1. Conceptualization of inequality and social vulnerability

1.1. Key concepts: Inequality; Poverty and wealth (social polarization); Vulnerability.

1.2. Intersectionality

1.3. Inequality measures and indicators. Alternatives?

1.4. Social/environmental/climate/spatial justices. The right to the city

2. The global scale of territorial inequality. Social inequality, territorial inequality: the perspective from political economy and unequal geographic development

2.1 Evolution of global inequality: Long view (history) and short view (recent past)

2.2 The inequality transition. Welfare and redistribution policies

2.3 Neoliberal policies and the growth of social inequality

a) Expulsion

b) Neoimperialism

c) *Offshore*

Topic 3. Global change, environmental change: inequality and vulnerability

3.1. External debt, ecological debt and unequal economical and ecological exchange. Toxic imperialism and colonialism

3.2. Global (climate) change and inequality/vulnerability

3.3. (Neo)extractivism and land and resource grabbing. Biopiracy

3.4. Territorial and urban segregation. Environmental racism

3.5. Environmentalism of the poor and alter-globalization movements

3.6. (Socio)-environmental justice and climate justice

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes in classroom	40	1.6	2, 3
Type: Supervised			
Tutorials and evaluation	10	0.4	4, 5
Type: Autonomous			
Personal study + compulsory readings	60	2.4	1, 2, 4, 5, 6

Master classes.

Debates.

Group work / challenge base learning

Reading of articles.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
2 partial exams of evaluation	30	3	0.12	3, 6
Classroom participation	10	5	0.2	3, 5

Essay (from required readings) (individual)	15	8	0.32	2
Oral presentation of the different phases of the project (in group)	15	6	0.24	3
Project (in group)	30	18	0.72	1, 4, 6

## CONTINUOUS AVALUATION

### Assessable activities

2 partial evaluation exams: 30%

Work/course project (group): 30%

Oral presentation of the different phases of the project (in groups): 15%

Essay on compulsory readings (individual): 15%

Classroom participation: 10%

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.

To pass the subject, the two exams and the course work/project must be passed with a minimum of 5 each evidence, in order to calculate the final grade for the subject.

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

There will be a retake of all those presented tests that have not passed the 5. The retake of the theoretical exams will be in the form of an exam. The retake of the rest of the activities will consist of referring the evidence. Retake activities score between 0 and 5.

The following activities are excluded from the retake process: oral presentations and tasks related to daily teaching activity.

In the event of a student committing any irregularity (copying, plagiarism, unauthorized use of IA, etc.) 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.

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.

## SINGLE AVALUATION

It will consist of 3 evidences that will be carried out on the same day:

1.- Exam on the contents and concepts of the subject (50%)

2.- An exam on the compulsory readings of the course (25%)

3.- An oral presentation (15 minutes) on a case of social/territorial/environmental inequality. At the beginning of the test, the teacher will provide the material to be able to build the case and the guiding questions that the

student must answer. The student will have one hour to prepare a ppt presentation that will serve as a guide for the oral presentation that she will do next (25%)

To pass the subject, the student must pass a minimum of 5 each of the 3 evidences.

The same recovery system will be applied as for the continuous evaluation

## Bibliography

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D'Alisa; Giacomo; Demaria, Federico; Kallis Giorgios (2015), *Decrecimiento (Vocabulario para una nueva era)*. Barcelona: Icaria.

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Jelin, Elizabeth; Motta, Renata, Costa, Sergio (2020). *Repensar las desigualdades. Cómo se producen y entrelazan las asimetrías globales (y qué hace la gente con eso)*, Buenos Aires: Siglo Veintiuno.

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Milanovic, Branko (2016), *A new approach for the age of globalization*. Cambridge: Harvard University Press.

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Shiva, Vandana (2001). *Biopirateria (El saqueo de la naturaleza y del conocimiento)*. Barcelona: Icaria.

Soja, Edward W (2014). *En busca de la justicia espacial*. València: Tirant.

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Urry, John (2017), *Offshore (La deslocalización de la riqueza)*. Madrid: Capitán Swing.

Wacquant, L. (2010). *Parias urbanos. Marginalidad en la ciudad a comienzos del milenio*. Buenos Aires: Manantial.

## Software

Word, excel, powerpoint. Representation techniques and territorial designs.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed