

Degree	Type	Year
2500000 Sociocultural Gender Studies	OB	3

## Contact

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## Teachers

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## Teaching groups languages

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

## 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. Domestic, labour and consumer spaces
4. Urban spaces: right to the city, public space and urban planning
5. Rural spaces: social transformation and globalisation
  
6. Environmental spaces: feminist political ecologies and climate change

## Activities and Methodology

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	

Course contents will be developed through oral classes from the professor, student reading material, and classroom exercises.

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.

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
Exam	50%	0	0	1, 2, 3, 4, 5, 6, 7
Exercise 1	10%	0	0	1, 4, 5, 7
Exercise 2	10%	0	0	1, 2, 3, 5, 7

Exercise 3	10%	0	0	2, 3
Exercise 4	10%	0	0	1, 2, 4
Exercise 5	10%	0	0	5

The evaluation of the subject will be done continuously from 6 activities: Exam (50%), Exercise 1 (10%), Exercise 2 (10%), Exercise 3 (10%), Exercise 4 (10%), Exercise 5 (10%). In order to be evaluated, you must take at least 4 of the 6 activities and one must be the exam.

An unrepresented assessment activity on not delivered in due time counts as 0.

It is possible to re-evaluate 4 of the 6 evaluation activities (the exam and 3 exercises). To apply for re-evaluation you must have failed. The maximum grade in the recovery of any activity is 5.

The student will receive the qualification of "no evaluated" when he/she has not taken the exam.

The exercises and the exam will be evaluated on the capacity of analysis, the critical reflection, the personal contribution, the originality, the capacity of synthesis of the results, the clarity in the exposition and the formal presentation.

At the moment of each evaluation activity, the teachers will inform the students (on Moodle) of the procedure and the date of revision of the grades.

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

Students who wish to do so may take the single assessment. They will have to do the same as the continuous assessment students, individually. The evaluation conditions are the same. The date of the exam and the date of the awarding of all the internships is Tuesday, 14th January 2025.

## Bibliography

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- <http://igugender.socsci.uva.nl/newsletter.html> (Newsletter de la Comissió de Geografia i Gènere de la Unió Geogràfica Internacional).

## Software

MOODLE platform

TEAMS

## Language list

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