

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

Two thirds of the study plan, that is 120 credits, must have been passed to enroll in the TFG. The dissertation is carried out during the second semester of the 3rd year. Students enrolling in the TFG a second time or have any duly justified personal circumstance may take the TFG during the first semester of the 3rd year, with prior authorization from the Teaching Commission.

Objectives and Contextualisation

The sole aim of the subject is the preparation and presentation of an academic work that allows the overall and synthetic evaluation of the level of achievement of the specific and transversal competences of the degree by the students.

Two training activities are included in this work:

1º) The realization of an essay in which a specific research topic is developed within the framework of the subjects included in the Degree Study Plan. Exceptionally, other presentation formats will be accepted, but in any case they must be accompanied by a written presentation.

2º) The public defense of the dissertation before a tribunal specifically constituted for that purpose.

Competences

- Demonstrate ability to work autonomously, self-analysis and self-criticism.
- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- 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 gender inequalities in relation to sexuality, class, ethnicity and territory based on the concepts and approaches of sociocultural analysis.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Apply the concepts and methodologies acquired to deconstruct the relationships and representations of gender in different socio-cultural areas.
2. Defend orally the results of a work before an expert court.
3. Define precisely the hypotheses and objectives of a project in the field of sociocultural gender studies.
4. Distinguish the effects of the sex and gender variables in the empirical analyzes.
5. Explain the intersection of gender inequality with other axes of inequality (class, race, sexuality and gender identity / expression, functional diversity, etc.).
6. Express yourself using the conventions of an academic work.
7. Make an inclusive use of language.
8. Make valuations and corrections of your own work.
9. Prepare an organized and correct speech, orally and in writing, in the corresponding language.
10. Search, select and manage information autonomously, both in structured sources (databases, bibliographies, specialized journals) and in information distributed on the network.
11. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
12. Use the specific technical vocabulary and own interpretation of the required disciplines.

Content

The end of degree dissertation (TFG) is a project is geared to the development of a basic-level research or an innovation developed in the professional field of sociocultural gender studies. In either case, the TFG will be required to have the corresponding sections of a research project and will have to showcase the specific and general competences acquired in the degree. Multidisciplinary and cross-disciplinary work will be valued, as well as a regard that problematizes the building of knowledge and that poses relevant questions and challenges to the area of sociocultural gender studies. Moreover, the TFG may become a space of social contribution in which to materialize the academy-society dialogue and, with critical thinking and ethical value, propose projects that are analytical, experimental, artistic, narrative, activist, etc. with actions that give back to society. It is for this reason that different formats will be accepted according to the specific needs of each TFG, from empiric research to experimental writing or audiovisual productions, the assembly of an exhibition, the preparation of a comic book or a fanzine. In any of the cases, it is the Student that will propose their project to the committee that will assess its viability and will give appropriate guidelines to follow.

The TFG is conceived as a primarily autonomous activity done around a topic agreed upon with the professor that will supervise the assignment. In principle, the final TFG document must be different and individual to each Student. Therefore, no projects showing identical content to another will be accepted. This does not imply that students may not share knowledge or take part in other projects. Exceptionally, commissions will allow a TFG done by two people given that it is announced from the first stage and that the pair work is justified by the specific demands of their project. In this case, both students will receive the same qualification.

The elaboration of the TFG is designed as a continuous process across the entire academic course, and it is divided into 4 stages: an initial one, in which the work is specified and formulated, a developmental stage and a finalizing and closing stage that entails the written submission followed by an oral defense.

TFG ORIENTATION

Students can choose between three modalities to approach and structure their TFG: the professionally-oriented option, the research-oriented (which can be an empirical research or a bibliographic revision and meta-analysis one) and the action-participation option. Regardless of the chosen modality, students may agree with the tutor upon the presentation method: an essay, a scientific article or a cultural product (see next section).

All projects must present a reference section (following APA rules). APA rules are available on https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

1. PROFESSIONALLY-ORIENTED MODALITY: Development of an intervention/innovation project in a specific context.

It consists on the development of a feminist action proposal in a specific context following a study of that particular reality. This modality should include either the design and/or implementation of a project in a professional field, or the implementation and assessment of an already-existing project (it must be executed and, thus, evaluate its results and specific conclusions). These can also implement learning and service (ApS) projects.

In the case that the TFG is contextualized in the same center or institution where the external practicum takes place, students may use specific context analysis together with other data. However, under no circumstance can the two reports be written with the same content. That is to say, the practicum project and the TFG cannot be the same in any of their sections. This will be considered self-plagiarism and, therefore, the TFG will be a fail.

2. RESEARCH-ORIENTED MODALITY:

- *empirical research project*

It consists on an analytical project that will include a theoretical framework, a working hypothesis or specific objectives, an empirical stage with its results, discussion and conclusions. This modality should include research methodologies and basic techniques (research, selection and use of tools to gather information, as well as an analysis and interpretation of the information).

- *Examination based on systematic bibliographic revision*

Consists on a study of theoretical Foundation (essay or monographic) that entails a theoretical, critical or comparative analysis as a base for the detailed exposition or argumentation around a subject. This modality must include a thorough bibliographic revision on the topic and an explicit discussion on the theoretical framework and available knowledge.

3. SERVICE-LEARNING MODALITY:

Consists on developing a research or intervention with the participation of social entities for which the TFG responds to a necessity of these subjects. This modality should include an observation by the own entity or by the student that describes the needs detected, as well as a design that includes methodologies of action-participation to offer solutions. The Service-Learning Final Project must be formalized through the Service-Learning Office of the UAB, via this link: [Alumnat - Aprenentatge i Servei - UAB Barcelona](#)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group tutoring and briefings	4	0.16	
Type: Supervised			
One-by-one tutoring	10	0.4	

There are no teaching activities in the classroom.

The teaching methodology is based on:

Guided activities: 4h (group tutorials, informative sessions ...)

Supervised activities: 10h (individual tutorials)

Autonomous activities: 135h

Students on an Erasmus stay during the third year can carry out the TFG remotely, except for the oral presentation, which must be in person.

The course will have a general calendar for the assignment of the topic/Commission/ tutor, the supervision and the evaluation, which will be published at the beginning of the course in the MOODLE classroom. The possibility of working with ApS (Aprendizaje Servicio, Service Learning) methodology will be offered.

If the presentation cannot be done in person, their format will be adapted (without altering its evaluation) to the possibilities offered by the UAB's virtual tools. Efforts will be made to ensure student access to such resources or other alternatives within their reach.

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
Preparing process and writing	70%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Public presentation and discussion	30%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

The TFG assessment will follow the procedure established in the protocol (<https://www.uab.cat/doc/Protocol-TFG>). Thereby, the committee will determine a weighted average based on:

1. The written dissertation (70%), assessed by the person in charge of supervising the process (using different pieces of evidence) and by a second person of the committee, who will also judge the oral presentation;
2. The public defense of the project (30% of the final mark).

EVIDENCE

DATE

VALUE

I. Proposal

1st committee meeting (8-22 January)

10 % (1 point)

II. Development	2nd committee meeting (5-28 de March)	20% (2 points)
III. Final submission (written dissertation)	7-11 June	40% (4 points)
IV. Defense	3rd committee meeting, subdivided by tribunals (1-2 July)	30% (3 points)

This subject does not foresee a single evaluation system.

The Bachelor's Thesis does not have a recovery option, as stated in the Protocol of the "Bachelor's Thesis" subject of the Faculty of Philosophy and Letters.

If one of the evidences is not submitted, the grade for that evidence will be zero.

A specific committee will grant, if appropriate, the relevant Honors.

The Bachelor's Thesis must be original and unpublished. In the event that the student engages in any irregularity that could lead to a significant variation in the grading of an evaluation act, said evaluation act will be graded as 0, regardless of any disciplinary process that may be initiated. If multiple irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Statement on the use of generative tools (AI): The use of style review tools, translation, and bibliographic references in the edition of the TFG or TFM does not require an explicit declaration in the text. However, if AI-assisted technologies were used to generate new textual or graphic content during the writing process, it must be declared in a section before the bibliographic references titled "Declaration of use of AI." The author must provide adequate justification for including the AI-generated content. Regardless, the author assumes full responsibility for the publication's content.

Characteristics of the assessed evidence:

Evidence 1. Proposal

The 1st piece of evidence assessed is the document where students will present the project to be developed in their TFG. This document will be presented to the committee and must contain a description of the approach of their TFG, the chosen format and the objectives of the project, understanding that it is a proposal that will be evolving throughout the course. After the Meeting with the committee, it will be completed with the supervisor, mentioning the working plan proposed, as well as the theoretical framework, the methodology and the references intended to use. This document will serve as the first piece of evidence to be assessed.

Evidence 2. Development

For this 2nd piece of assessed evidence, the development of the project must be presented to the committee based on what will have been structured in the first section assessed and taking into account the indications given in the previous stage, as well as the supervisor's. In this second stage, a more accurate document will be produce, including the theoretical framework and the methodology, as well as all other fundamental aspects of the project (bibliographic research, field work, etc.)

Evidence 3 (Written dissertation)

The 3rd piece of evidence is the written dissertation of the TFG. It may be written in Catalan or Spanish. The written dissertation of the TFG will be assessed by the supervisor, in conformity with another member of the committee (who will be present in the oral defense). The TFG must be original. In the case that the student proceeds with irregularities that may lead to a significant variation of the qualification of a piece of assessment

(like plagiarism), that piece will be qualified with a 0, regardless of the disciplinary process that might take place.

Regardless of the TFG modality chosen, the 3rd piece of evidence assessed, corresponding with the written dissertation, may be presented in three different formats:

1. REPORT FORMAT: The student presenting the Bachelor's Thesis in this format must adhere to the following formal presentation aspects:

- Extension of around 70.000 characters (spaces included) (20/25 pages approximately) - Bibliographic references and annexes aside, where complementary information will be exposed (it does not belong to the body of the project)
- The cover must include:
 - Name of the author
 - Title of TFG
 - Degree of the student
 - Name and department of the supervisor
 - Committee
 - Academic course

After the cover, a table of contents must be included with page numbers, as the project must be correctly paged. It will also be compulsory to include an abstract in Catalan, Spanish and English.

2. SCIENTIFIC ARTICLE FORMAT: Students using this TFG format will have to follow a presentation policy similar to that of a scientific journal. The objective is to simulate that the student is presenting a text to be published. For that, the following general guidelines are presented:

- Articles must have an extension of around 30,000 characters, spaces included (10-12 pages approximately).
- 7-8 line abstract in Catalan or Spanish, as well as in English.
- List of 5-8 keywords.
- Bibliographic references section using APA rules.
- The following information must be included: name and surname, email address. Supervisor's name and department must also appear.
- Structure: introduction, context analysis, theoretical approach, methodology or Planning suggested, results, conclusions and final comments.

At the end of the text, students may attach table, graphics, pictures and video/audio recordings to make the content of the article more intelligible.

3. CULTURAL PRODUCT FORMAT: In the completion of the TFG, this degree invites the students to explore, experiment and innovate through new narrative formats, in accordance to the subject, the context and the theoretical approach of the project. In this light, the use of artistic, literary, communicative and/or activist products are justified, such as audiovisual projects, exhibitions, comic books, poetry, novel, art installation, website, drama piece, scale model, campaign, dissemination or educational material, amongst other possibilities.

- The indication for the cultural product will be agreed upon with the supervisor and will be suited in each case to the artistic, literary, communicative and/or activist genre chosen.
- The product will be complemented with a short essay of a maximum of 30,000 characters including spaces (around 10-12 pages), following the guidelines for the essay format.

Evidence 4 (Oral defense)

The oral presentation of the TFG will be done in front of a tribunal formed by 2 members of the committee (one who knows the dissertation and another one that doesn't necessarily do so), that under any circumstances will be the supervisor. The student will have 15 minutes, followed by 10 minutes for the tribunal to pose the necessary questions. This tribunal will only assess the oral defense and not the written document. Given that the defenses are public, other than the tribunal and the called students, other people may attend, like family members, friends, other students or other professors who wish to be there, as long as timings and defense

procedures are respected. Students must attend the complete defense act programmed for the day they are called.

RUBRIC FOR EVALUATION E2 and E3:

INDICATORS	DESCRIPTORS	1 - Fail	2 - Pass
PROBLEM, QUESTIONS, OBJECTIVES, AND RESEARCH TOPIC	Specific contextualization of the problem in the context	The contextualization of the problem is brief and not clearly justified or lacks contextualization and/or justification	The context of the problem is not clearly defined
	The objectives, questions, and/or hypotheses are adequate.	The questions, objectives, hypotheses of the research are not defined or sufficiently defined	The questions, objectives, hypotheses of the research are not defined or sufficiently defined
	The objectives, questions, and/or hypotheses are correctly formulated.	Does not explain or explains in a diffuse and not very specific way and without order the objectives to be achieved with the research and/or research hypotheses	Expresses hypotheses in a diffuse and not very specific way and without order the objectives to be achieved with the research and/or research hypotheses
	The problem or motivation is well defined.	Does not present or presents in a deficient way the problem to be solved and/or the motivation of the work	Presents the problem or motivation in a deficient way
	The research topic is based on the literature review	Does not explain the research topic or does so unclearly	The research topic is not clearly defined
THEORETICAL FOUNDATION	The theoretical foundation reviews several relevant and well-cited sources.	There are none or there is a minimal review (less than 15) of the relevant sources, little citation of the most pertinent works on the study subject	There is no or little review of the relevant sources, little citation of the most pertinent works on the study subject
	The theoretical foundation is based on quality and current references.	Most references (<50%) are inadequate and/or of poor quality and/or not current enough	Some references are inadequate and/or of poor quality and/or not current enough
	The theoretical foundation is well synthesized	There is no or little synthesis, analysis and organization of the literature linked to the research topic	Shows a lack of synthesis, analysis and organization of the literature linked to the research topic
	Knowledge construction is detected in the theoretical foundation	The analysis and synthesis to present the literature are not visualized	There is no or little analysis and synthesis to present the literature
	The theoretical foundation is well structured and classified.	Identifies some of the most relevant ideas but does not relate them	Identifies some of the most relevant ideas but does not relate them
CONTEXTUALIZATION	Description of the context in which the	There is no description of the	There is no description of the

	TFG is developed	context or it is superficial and not concrete	but lacks understanding and the c
METHODOLOGICAL DESIGN	The methodology and/or strategies applied throughout the TFG are justified	There is no or there is a description and poorly precise foundation of the research design, the sample, data collection tools and the analysis process	Although foundational sample, t analysis
	Coherence between objectives, design and theoretical foundation	There is little coherence between the objectives, the research design and the theoretical framework	There is objective theoretic
RESULTS	Organization and relevance of the results	Does not present relevant results	Presents organizat
	Coherence of the results with objectives and theoretical foundation	The results are not related to the objectives and/or the theoretical framework	They are objective although
	Presentation and precision of results	Presents incorrect results and with some errors of interpretation from the collected data	The resu with som lack of ev
	Presentation resources of results	Does not use or uses few or too many resources to present the results (tables, graphics, diagrams, figures, interview excerpts, field notes...) or graphics, figures and/or excerpts do not provide understanding of the results	Uses bas (tables, d interview sometime contains
DISCUSSION AND CONCLUSIONS	Discussion of results considering other bibliographic sources finding connections disagreements with the own results	There is no discussion of the results or explains some of the obtained results	Explains
	Conclusions related to the objectives	There are no conclusions or there are own conclusions but none of the issues addressed in the TFG is highlighted or they are not fully related to the objectives.	The conc what has but witho although they are : the work, describer
	Proposal of improvements and limitations from an innovative and realistic perspective	Few or no limitations and possible improvements and/or future lines of work are proposed and they are not adequate, showing lack of mastery in the studied topic	The limita and/or fu do not de mastery (
	Reflection on achieved competencies and	There is no reflection or the	The refle

	possibilities for professional and training development	reflection related to the competences of the degree and the possibilities of professional and training development contains some gaps or noticeable errors	the degree professional development
WRITING, USE OF LANGUAGE, AND FORMAL ASPECTS	The final report is clear and correct, using appropriate terminology and vocabulary for the area of knowledge	The writing of the Bachelor's Thesis is chaotic or contains serious terminological and vocabulary errors related to the topic of the thesis	The writing contains terminological errors related to
	Use of non-discriminatory language	The language used in the Bachelor's Thesis is discriminatory	
	The style of the final report is appropriate for a Bachelor's Thesis (format and style)	The final report submitted is not appropriate for a Bachelor's Thesis.	The final a Bachelor's errors.
	Regarding the intellectual property of visual resources	The visual resources included do not have authorship reference or open license, and are copyrighted without reproduction permission.	
TRANSVERSAL SKILLS	The student has reacted appropriately to unforeseen events in the development and manages tasks and schedule autonomously.	Clearly, the student has not managed either the task or the schedule	The student managing knowing
	She has critically analyzed the suggestions of the tutor and incorporated them into her Bachelor's Thesis.	The student has not taken into account the suggestions of the tutor	The student suggestions incorporated Thesis with own work
	The student has developed strategies for autonomous and continuous learning.	The student has not been autonomous in carrying out the Bachelor's Thesis or in solving problems	The student in carrying expected the problem
	The student has requested seminars to resolve doubts or to reflect on her work.	She has not attended the mandatory seminars for the development of the Bachelor's Thesis and/or has not made progress or raised questions	The student seminars but it is because progress
BIBLIOGRAPHIC SOURCES	The bibliography is adequate for the research topic	Inappropriate bibliography (30%) or very low (25%) in number, the sources do not contribute to the clarity of the work	The bibliographic research
	Bibliography format	The sources are not organized according to the normative of scientific texts	Some of according

COMMENTS AND
SUGGESTION

RÚBRIC FOR EVALUATION E4: Each question can be answered with a yes or no, and nuances can also be included. The intention of the rubric is to provide a general and qualitative overview that can help determine a numerical grade.

Oral expression: ability to effectively convey information. It involves evaluating different aspects of the oral presentation.	Does the presenter explain concepts and ideas clearly?
	Has the presenter captured attention and interest?
	Does the presenter use effective vocabulary to address different cultural and artistic phenomena?
	Is the discourse well-structured?
	Do gestures and rhythm help convey the desired information?
Effective use of resources	Is there a positive relationship between the cultural artifacts or discourses presented and the resources or supports used for the presentation?
	Do technical supports facilitate the presentation?
	Is the information provided through technical resources and the presenter's oral discourse coherent?
Structure of the presentation	Are the contents of the presentation coherent?
	Has the presentation time been managed well for it to develop with tranquility and clarity?
	Does the presentation convey interest and control over the topic being discussed?
	Is the audience taken into account?
	Is the information developed in a balanced manner without repeating ideas?
	Has the presenter responded to tribunal questions clearly and demonstrated control over the topic?

Bibliography

Specific bibliography will be given by each DP Commission.

Software

Campus Virtual

Word processing (with the possibility of conversion to Word and pdfs).

Pdf reader

Power point or similar.

TEAMS

As well as any software that the specific characteristics of the proposed Final Degree Project require.

Free software is welcome, as long as the documents can be delivered in the required format.

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.

PROVISIONAL