



## COURSE SYLLABUS

# Gender Geographies, 7.5 credits

*Genusgeografier, 7,5 högskolepoäng*

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<b>Course Code:</b> LGGG18	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Director of Education Dec 19, 2017	<b>Disciplinary domain:</b> Social sciences
<b>Revised by:</b> Director of Education Oct 13, 2021	<b>Subject group:</b> KS1
<b>Valid From:</b> Spring 2022	<b>Specialised in:</b> G1N
<b>Version:</b> 3	

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- explain perspectives, theories and concepts to analyse women's situation, gender equality, gender, feminism, sexuality and masculinity
- explain human geographic perspectives, theories and concepts
- explain the relationship between gender and social development thematically and in different time-geographic contexts

Skills and abilities

- apply perspectives and theories covered in the course thematically and in different time-geographic contexts
- relate and apply perspectives and theories covered in the course to personal everyday life experiences and time-geographic contexts

Judgement and approach

- critically reflect on the meaning and relevance of different perspectives and theories included in the course thematically and in different time-geographic contexts
- critically reflect on different dimensions, measures and data to identify discrimination and strategies for gender equality

### Contents

- Basic theoretical perspectives on women's situation, gender equality, gender, feminism, sexuality and masculinity
- Basic human geographic perspectives on social development, such as, everyday life, time, space, place, scales, and environment
- Relationships between geographical context, variations in living conditions and everyday life for women, men, and people with varying gender identities in the Global North and the Global South

### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

### **Prerequisites**

General entry requirements. English proficiency is required. Exemption is granted from the requirement in Swedish.

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

Examination is based on three assignments:

- An individual written assignment examining the intended learning outcomes as outlined above regarding knowledge and understandings, skills and abilities in relation to personal everyday life experiences and geographic context, 2.5 credits. The Assignment is graded A, B, C, D, E, Fx or F.

- A seminar examining the intended learning outcomes as outlined above regarding knowledge and understandings, skills and abilities, judgement and approach thematically and with reference to issues and geographic contexts. A written report is prepared in groups and examined individually through active participation in a seminar, 2.5 credits. The Assignment is graded Pass or Fail.

- An Individual written examination examining the intended learning outcomes as outlined above regarding knowledge and understandings of central theoretical perspectives and concepts and their definitions, 2.5 credits. The Assignment is graded A, B, C, D, E, Fx or F.

The final grade is determined as an average of the two assignments that are graded A, B, C, D, E, FX or F . The grade-point average is determined by dividing the number of grade points earned of both assignment by two. It also requires a pass on the third assignment graded as Pass or Fail. Grades B and A are valued as very good and superior respectively.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment	2.5 credits	A/B/C/D/E/FX/F
Seminar <sup>†</sup>	2.5 credits	U/G
Individual written examination	2.5 credits	A/B/C/D/E/FX/F

<sup>†</sup> U/G equals Fail/Pass

### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system.

The evaluation constitutes a basis for future improvements to the course.

### Course literature

McDowell, Linda (1999). *Gender, Identity and Place, understanding feminist geographies*, Great Britain, Polity Press, 200 p. Full text available online.

Momsen Henshall, Janet (2019) *Gender and Development*. ISBN: 9781138940628. Routledge.

Oberhauser, Ann, M., Fluri, Jennifer, L., Mollett, Sharlene, Whitson, Risa (2018). *Feminist spaces: gender and geography in a global context*, New York, Routledge, 200 p.

Additional readings will be included in the form of websites, articles, and reports as instructed in the study guide approx. 400 p.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Reference literature

**Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available in the learning management system