



Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Socio-educational approaches to equality	Code		615525021
Study programme	Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	Second	Optional	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en EducaciónPedagogía e Didáctica			
Coordinador	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es	
Lecturers	Arias Rodriguez, Maria Alicia Arza Arza, Neves Gabriel Fernandez, Narciso de Iglesias Galdo, Ana Maria	E-mail	alicia.arias.rodriguez@udc.es neves.arza@udc.es narciso.de.gabriel@udc.es ana.iglesias@udc.es	
Web	http://www.sociologia.udc.es/gl/estudos/m%C3%A1sters/mestrado-en-pol%C3%ADticas-sociais-e-intervenci%C3%B3n-sociocomunitaria			
General description	It is intended to guide the students in the practice of informed and reflection in the discovery of news questions that allow them to objectify some of the social elements that contribute to the spread of culture considered common, and to take conscience of the degree of coercion and/or consent of the social relations on the basis of the gender variable. Will defend the need to hijack this theoretical framework-critical, historical partner, for the design and development of social projects really coeducativos, that is, to provide reasons on the urgent need to incorporate feminist knowledge to professional practice and also to everyday life, and thus help to reduce the different gender gaps and to walk toward more inclusive societies and fair			



Contingency plan

Contingency plan (adapted from addendum Covid19):

1. Modifications to the contents: no changes will be made

2. Methodologies

Teaching methodologies that are maintained:

-Analysis of documentary sources

Directed Discussion

-Master session

-Pupil's portfolio

-Initial activities

- Personalized attention

Teaching methodologies that are modified: no changes will be made

3. Mechanisms for personalized attention to students:

-Email: Used to make queries, request virtual meetings to resolve doubts and monitor exercises in classes and the portfolio

- Moodle: According to the need of the lighting. They have "thematic forums associated with the modules" of the subject, to formulate the necessary consultations. There are also "specific activity forums", through which the development of theoretical contents of the subject are put into practice.

- Teams:

a) weekly session in a large group to advance the contents and activities in the time slot assigned to the non-calendar subject approved by the academic commission of the master's degree and approved by the Xunta de Faculty (planned for face-to-face students)

b) 1 to 2 weekly sessions (or more as demanded by the students) in a small group for follow-up and support in carrying out the activities. This dynamic allows to make a normalized and adjusted pursuit of the learning needs of the student to develop the subject (planned for the student body)

4. Changes in evaluation: no changes will be made

Comments:

a) The presence of the students will only be controlled in the classes of the subject through the realization of the activities. Late-night students are considered to be in attendance as long as they attend classes; they can only be absent three times (without justification). Students may present proof of absence from class, as long as they are doctors, working doctors, hospital staff, etc., but they must be approved (they may not, for example, request a doctor's appointment, etc.). The main resource used to control student attendance will be the Moodle, where the activities will take place.

b) Students who are not attending classes and online students can follow the subject through Moodle, although they will not be able to participate in the activities (activities are prepared for this type of student) or late-night classes called by TEAMS. Students will be considered as non-presential students those who, given a new situation of confinement, at that moment would have chosen that option (on the first day of class) or would have already overcome the three absences in total (or in some of the parts of the subject); in this last option the students would automatically pass the this modality. The evaluation of this student body will be maintained as stated in the Teaching Guide, in the specific section on "observations". Online late-night students are those who opt for this situation when registering for the subject.

c) The classes maintain the working group format specified in the Teaching Guide, whether they are in the face-to-face or virtual mode. The work groups will be created by TEAMS, which will be the means through which the activities will be monitored by the teaching staff (these late-night classes always in the schedule approved by the academic committee of the master's degree and approved by the Xunta de Faculty). Only for students who attend the classes.



d) The evaluation of the subject will be virtual (due to health circumstances) and the same weighting of the grades will be maintained, regardless of the teaching modality. It will be as follows: activities will be within each class (in this case, at the end of the class by moodle). The activities will not be enabled until classes begin; this material will be presented within the portfolio and will be posted in Moodle on the date established by the teachers on the first day of class. It is important to remember that the student must present each of the forms of evaluation to overcome the subject, and that is, must do all the activities planned by the teachers of each module and the portfolio. The students will have to do only the portfolio and the activities planned by the teachers responsible for each module (this student must communicate in the first classes with the teachers in charge of each module)

e) Tutorials on the subject will be individual and virtual. Students will have to request an appointment with the teaching staff via e-mail. **VERY IMPORTANT, THE TUTORIALS WILL ALWAYS BE WITHIN THE TIMETABLE PRESENTED BY THE TEACHER GIVING THE MATERIAL.**

5. Modifications of the bibliography or webgraphy: no changes will be made.



Study programme competences	
Code	Study programme competences
A1	CE1 - Determinar as dimensións e categorías axeitadas para o diagnóstico e a análise científica das situacións de exclusión social.
A2	CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.
A3	CE3 - Deseñar e desenvolver procesos de observación e documentación para o estudo das políticas e os sistemas de benestar social.
A4	CE4 - Recompilar e interpretar a información suficiente para chegar a diagnósticos fiables sobre os riscos de exclusión e os factores de vulnerabilidade social.
A5	CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural.
A6	CE6 - Avaliar a capacidade e eficacia das medidas de intervención para corrixir ou previr situacións e procesos de exclusión social.
A7	CE7 - Identificar e valorar a posibilidade de intervención e prevención en procesos de conflitividade social.
A8	CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación.
A10	CEM2 - Dominar as principais ferramentas conceptuais e técnicas que permiten definir un colectivo e unha problemática migratoria como obxecto de estudo e análise.
A11	CEM3 - Demostrar un coñecemento avanzado e crítico sobre as teorías e os debates académicos actuais de maior relevancia sobre as dinámicas migratorias e os procesos de integración dos colectivos migrantes.
A14	CEM6 - Actuar como profesional competente e cualificado/a no ámbito da análise das migracións internacionais e do traballo con colectivos migrantes.
A15	CEG1 - Demostrar coñecementos avanzados sobre a evolución histórica da discriminación das mulleres e dos marcos ideolóxicos e teóricos que xustifican e confrontan as desigualdades de xénero.
A16	CEG2 - Dominar as ferramentas conceptuais e metodolóxicas para identificar e analizar os mecanismos de exclusión e a vulnerabilidade vinculados ás áncoras patriarcais do sistema social.
A17	CEG3 - Aplicar a perspectiva de xénero como enfoque epistemolóxico e metodoloxía de investigación e de intervención sobre a realidade social.
A18	CEG4 - Examinar contextos e situacións de violencia e discriminación de xénero e sexual desde unha perspectiva teórica complexa e comprometida.
A19	CEG5 - Explicar os principios básicos que orientan os distintos tipos de políticas de igualdade desenvolvidos e as claves para avaliar a súa eficacia.
A20	CEG6 - Actuar como profesional competente e cualificado/a no ámbito do diagnóstico, o desenvolvemento e a xestión de políticas de igualdade de xénero.
A21	CEE1 - Explicar os procesos de exclusión vinculados ás transformacións da estrutura familiar e por idades das sociedades.
A22	CEE2 - Manexar ferramentas conceptuais e metodolóxicas para a análise da vulnerabilidade asociada a formas de convivencia e a determinados grupos de idade.
A23	CEE3 - Identificar as dinámicas interxeracionais, biolóxicas e socioeconómicas que xeran situacións de exclusión.
A26	CEE6 - Actuar como profesional competente e cualificado/a no ámbito do deseño, a xestión e a avaliación de políticas de intervención dirixidas á conciliación familiar e ás necesidades dos maiores.
B1	CB1 - Demostrar coñecementos avanzados, de carácter multidisciplinar, para a investigación e o exercicio profesional no ámbito da exclusión social.
B2	CB2 - Aplicar e integrar os coñecementos a contornos e problemas emerxentes e indefinidos, na práctica investigadora e profesional.
B3	CB3 - Seleccionar o marco científico adecuado para avaliar as evidencias dispoñibles e postular hipóteses razoadas sobre a avaliación previsible dos feitos sociais estudados.
B4	CB4 - Identificar os dilemas éticos e a responsabilidade social tras os retos formulados na práctica profesional e investigadora.
B5	CB5 - Comunicar con claridade os coñecementos e problemas científicos sobre os que se traballa tanto a un público non experto como de especialistas.
B6	CB6 - Posuír e comprender coñecementos que proporcionen unha base ou oportunidade para ser orixinais no desenvolvemento e/ou a aplicación de ideas, a miúdo nun contexto de investigación.
B7	CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.



B8	CB8 - Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B9	CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B11	CB11 - Participar en proxectos de investigación e colaboracións científicas no ámbito da exclusión social, en contextos interdisciplinares e de transferencia de coñecementos.
B12	CB12 - Manter responsabilidade e compromiso co desenvolvemento profesional continuo de forma autónoma.
B13	CX1 - Comprender e integrar coñecementos complexos para traducilos en propostas de investigación e programas de intervención en contextos sociais problemáticos.
B14	CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.
B15	CX3 - Deseñar, aplicar e avaliar proxectos de investigación en ciencias sociais relacionados cos procesos e as situacións de exclusión social.
B18	CX6 - Valorar a adecuación das distintas ferramentas teóricas, metodolóxicas e técnicas ás preguntas e os obxectivos específicos formulados sobre a realidade social e as políticas sociais.
B22	CX10 - Recoñecer e valorar os xuízos de valor e as evidencias nos argumentos que sosteñen as descricións e políticas sobre a realidade social.
C1	CT1 - Adequate oral and written expression in the official languages.
C3	CT3 - Using ICT in working contexts and lifelong learning.
C5	CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C7	CT7 - Developing the ability to work in interdisciplinary and transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.

Learning outcomes			
Learning outcomes	Study programme competences		
Reflect about the current situation of the women splitting of the knowledge of his historical memory, as well as of the difficulties and challenges to which confront loaning special attention to those that present a greater risk of social exclusion	AC2	BC7	CC1
	AC5	BC8	CC3
	AC15	BC9	CC5
	AC19	BC11	CC7
	AC23	BC12	
		BC14	
Reflect about the suitability and validity of the constructo gender, of his transmission through the process of socialisation as well as of his incidence in the creation of the stereotypes of gender, in the construction of the identity of gender and in the attribution of roles and social status.		BC22	
	AC6	BC1	CC1
	AC7	BC2	CC3
	AC8	BC3	CC5
	AC11	BC4	CC7
	AC14	BC5	
	AC17	BC13	
	AC18	BC18	
	AC21		



Car-diagnose the situation of game of the women, valuing the objective and subjective factors that inciden in the insertion and the professional and occupational development and in the improvement of the quality of life	AC1	BC1	CC1
	AC3	BC6	CC3
	AC4	BC15	CC5
	AC10		CC7
	AC16		
	AC17		
	AC20		
	AC22		
	AC26		

Contents	
Topic	Sub-topic
Subject 3.- Neoliberalismo And Pedagogy patriarcal	3.1. Neoliberalismo And free election 3.2. Mercantilización Of the education
Subject 2.- Access of the women to the professions	2.1. The profession of teacher: opportunities and resistances 2.2. The first catedrática of the Spanish university: Emilia Pardo Bazán 2.3. The woman writer
Subject 1.-Access of the women to the educational system	1.1 Exclusion, dependency and autonomy. 1.2. Literacy and escolarización primary. 1.3. Secondary and upper teaching. The UDC how example
Subject 4.- Coerción Consent and coeducation	4.1. Effects of the patriarcado in the educational system. 4.2. Feminism and coeducation. Strategies for diseñar projects of coeducation.
Subject 5.- Professional orientation with perspective of gender	5.1 Barriers of gender in the takes of academic decisions and professionals and in the labour insertion 5.2 Aims, characteristic and pautas stop the intervention 5.3 Programs and experiences in the school and labour field
Subject 6.-Good practices of the equality in the educational and labour field	6.1. Good practices coeducativas in orientation. Indicators, tools for its detection and Examples 6.2.entrepreneurship for women in Spain 6.3. The positive actions to mainstreaming gender in projects of labor insertion

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A2 A4 B22 C5	5	5	10
Directed discussion	A5 A8 A11 A14 A15 A18 A19 A23 B4 B5 B6 B7 B8 B9 B13 B14 B22 C1 C3 C5	15	15	30
Guest lecture / keynote speech	A2 A4 A11 A15 A18 A19 A21 B1 B4 B14 C1 C3 C5	20	20	40



Student portfolio	A1 A2 A3 A4 A5 A6 A7 A8 A10 A11 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A26 B1 B2 B3 B4 B5 B6 B7 B8 B9 B11 B12 B13 B14 B15 B18 B22 C1 C3 C5 C7	20	20	40
Introductory activities	A3 A4 A7 A8 A11 A15 A18 A19 A23 B1 B2 B3 B4 B5 B7 B8 B9 B13 B14 C1 C3 C5 C7	20	0	20
Personalized attention		10	0	10

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Document analysis	The object of the documentary analysis are the programs and actions of educational and vocational guidance aimed at different groups and contexts
Directed discussion	After the reading and analysis of a current scientific text, a discussion will take place on the different argumentative perspectives. This methodology will only be used by face-to-face students
Guest lecture / keynote speech	The master class will be used for the presentation of some contents. Previously, with the aim of facilitating its monitoring, the power point presentation will be provided through moodel. If the classes, due to the health crisis, are virtual, these presentations will be presented in moodle with power point with recorded voice. This methodology is only for students in attendance
Student portfolio	Students in attendance, not in attendance and online must present the portfolio in which they must include the activities proposed by the teachers of the subject. The portfolio will be delivered through moodel on the dates specified for the first or second opportunity
Introductory activities	The initial activities allow the identification of the students' previous knowledge on the topics addressed and the areas of co-educational intervention of their interest. Only for students in attendance. If due to the health crisis the classes are virtual, these activities will be by moodle

Personalized attention	
Methodologies	Description



Document analysis	In the personalized attention the teachers will solve the doubts that the students have about the different topics to work on.
Introductory activities	During these sessions, students' work will be monitored, supervising and guiding more directly the process to be followed in each of the activities carried out. This personalized attention will be given in the teachers' office during the tutorial schedule.
Directed discussion	
Student portfolio	This schedule is posted in moodle PERSONALISED CARE WILL BE CARRIED OUT ON A VISIT BETWEEN STUDENT AND TEACHER. THIS CARE MUST BE INDIVIDUAL (TO COMPLY WITH THE RECOMMENDATIONS ORIGINATED BY THE COVID-19). THEY CAN BE GROUPED BUT THROUGH TEAMS (these for the students in attendance) TO BE ABLE TO ORGANIZE THIS ATTENTION. The STUDENT MUST FIRST COMMUNICATE WITH THE PROFESSOR via EMAIL (IN THAT EMAIL YOU WILL REQUEST AN INDIVIDUAL OR GROUP TUTORING). REMEMBER THAT THE PROFESSORY WILL SET THE TUTORING SCHEDULE. IF THE STUDENT

Assessment			
Methodologies	Competencies	Description	Qualification
Student portfolio	A1 A2 A3 A4 A5 A6 A7 A8 A10 A11 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A26 B1 B2 B3 B4 B5 B6 B7 B8 B9 B11 B12 B13 B14 B15 B18 B22 C1 C3 C5 C7	In the portfolio lists the activities that are going to compute for the evaluation and that shall be proposed by the faculty of matter at the beginning of each module. To approve the matter must have overcome all activities. The weight in the final grade of each module is as follows: - 45% for the modules I and II (items 1.2, 3, and 4) - 10% for the Module III (agenda item 5) - 45% for the module IV (agenda item 6)	100

Assessment comments



In the evaluation of the subject (explained in the section of the teaching guide called "Step 7: Evaluation") the following will be taken into account first:

a) **STUDENTS WHO ALWAYS ATTEND THE CLASS** (or students with academic dispensation) (students in attendance) are considered to attend 80%, this is equivalent to not having more than 3 unjustified absences. Medical absences are justified (with proof correctly covered by a registered doctor) and absences for work (with proof correctly covered in the work where it is justified that in class hours is being worked) or #any other absence always with the approved documentation. Class attendance will be counted by the teaching staff in person, only virtually by moodle because of the health crisis. It is not possible to have more than two absences in each part of the subject (collection techniques and analysis techniques).

The evaluation of these students takes into account only the portfolio

Explanatory note:

These students will remain face-to-face (in the same circumstances or lose this category) if, due to the health crisis, the classes are virtual. Since classes are always virtual through teams. For this link, the faculty will configure the group in teams and they will have classes in the same schedule that was approved by the faculty board. The evaluation, in these circumstances (health crisis), will always be by the portfolio

b) **STUDENTS WHO DO NOT ATTEND THE CLASS** (non-attendance students) **OR ONLINE STUDENTS** are considered to be absent when more than 80% are absent, that is to say, they have more than three unjustified absences, or they have more than two absences in one of the parts of the subject (techniques for collecting and/or analyzing information). Medical absences are justified (with proof correctly covered by a registered doctor) and absences for work (with proof correctly covered in the work where it is justified that in class hours work is being done), although in no case will these proofs imply the possibility of carrying out the activities of the classes after the deadline. Students may also choose this option from the beginning of the course, since they will be registering online. These students will present a specific portfolio that will be explained in each module of the subject. At the beginning of the course, these students must contact the teachers responsible for each module individually.

Sources of information



Basic	- Gabriel, N. de (2013). ¿A educación das mulleres no século XIX: exclusión, dependencia e autonomía?. Sarmiento, 16, 7-35 - Acedo, G (2012). Formación y Orientación laboral. Madrid: Anaya Multimedia - Acker, J., Barry, K., and Essveld, J. (1983). Objectivity and truth: Problems in doing feminist research.. Women's Studies, 6, no. 4: 423-435. - Acker, S (1989). Teachers, gender and careers. London: Lewes Falmer, - Álvarez, J. (2014). Acción tutorial y orientación: aceptación, compromiso, valores: una propuesta de estilo para la intervención de tutores y orientadores.. Bilbao: Desclée de Brouwer. - APPLE, M (1996). Cultural politics and education. . New York: Teachers College Press. - APPLE, M (2006). Educating the "right" way: Markets, standards, God, and inequality. 2nd edition.. New York: Routledge. - Askew, S. and Ross, C. (1991). Los chicos no lloran. el sexismo en educación.. Buenos Aires: Paidós. - BOURDIEU, P. (2000). La dominación masculina. . Barcelona: Anagrama - Botherton, F (2013). Manual de orientación. Badalona: Paidotribo - Cirillo, L. (2002). Mejor huérfanas. por una crítica feminista al pensamiento de la diferencia.. Barcelona: Anthropos - Cobos, A (2012). La orientación profesional y la búsqueda de empleo: experiencias innovadoras y técnicas de intervención que facilitan la inserción laboral.. Barcelona: Graó - CONNELL, R. (1996). Masculinities.. Cambridge: Polity Press. - CONNELL, R. (2000). Male roles masculinities and violence: a culture of peace perspective.. París: Unesco - Fernández Riquelme, S (2010). La Mediación social: itinerario histórico de la resolución de conflictos sociales. Contribuciones a las Ciencias Sociales. . Contribuciones a las Ciencias Sociales. Documento en línea: www.eumed.net/rev/cccss/07/sfr.htm - Gabriel, N. de (2014). "The entrance of women into the teaching profession in Spain (1855-1940)".. History of Education 43(3), 334-354. - Harding, S. (1996). Ciencia y feminismo. Madrid: Morata. - Harding, S. (1993). Rethinking standpoint epistemology: What is "strong objectivity?". In Feminist Epistemologies and Value, ed. L. Alcoff and E. Potter, 49-82. London: Routledge. Igles - Harding, S. (1993.). Rethinking standpoint epistemology: What is "strong objectivity?". In Feminist Epistemologies and Value, ed. L. Alcoff and E. Potter, 49-82. London: Routledge. - Iglesias, A. e Ballarín, P. (2013). ¿El mito del "éxito" escolar de las chicas?. Revista Sarmiento, Anuario Galego de Historia da Educación, 17, 67-82. - Mañeru, A (2001). La diferencia sexual en la educación. In Educar En Femenino y En Masculino. N. Blanco, 131-143. Madrid: Akal. - McRobble, A (2010). ¿Las chicas arriba?. Las mujeres jóvenes y el contrato sexual posfeminista?. Debate Feminista, 21(41), 113-135. - Miedzian, M. (1995). Chicos son, hombres serán. cómo romper los lazos entre masculinidad y violencia. Madrid: Horas y Horas. - Nuñez, C., Carpintero, E., García, M., Serrano, S. y Ordóñez, X. (2011). Comprender la Orientación Educativa: manual de prácticas. Madrid: Catarata. - PARASKEVA & Jurjo TORRES, (edit) (2012). Globalism and power. Iberian educational and curriculum policies. Peter Lang - Piussi, A. (2001). El sentido libre de la diferencia sexual.. Cuadernos De Pedagogía, 306, , 57-61. - Piussi, A. and Mañeru, A (2006). Educación, nombre común femenino. Barcelona: Octaedro. - Fundación Mujeres (2007). Rompiendo esquemas. Programa de orientación académica y profesional.. Oviedo: Instituto Asturiano de la Mujer - Piussi, A. (1989). Educare nella differenza.. Turin: Rosenberg & Sellier - Rodríguez, Mª. L (2011). Orientación profesional no sexista: teoría y práctica.. Saarbrücken: Editorial Académica Española - Rodríguez, C. (2001). Investigaciones sobre las desigualdades de género en el sistema educativo. In Un Acercamiento . a Los Estudios De Género. A.A.V.V., 121-154. Valencia: Germania.
-------	--



- Santana, L. E (2013). Orientación profesional. Madrid: Síntesis
 - TORRES, J. (2009). "The Trojan Horse of curricular contents". in Michael APPLE and Luis Armando GANDIN (Edit.). The routledge international handbook of critical e
 - TORRES, J. (1998). El curriculum oculto. Madrid: Morata
 - TOURAINE, A. (2006). El mundo de las mujeres.. Barcelona: Paidós
 - Varela, J., Parra, P. e Val Cubero, A. (2016). Memorias para hacer camino. Madrid: Morata.
 - VVAA. (2010). Conciliación de la vida laboral, familiar y personal. Implantaciones de planes de igualdad en organizaciones laborales. Materiales divulgativos. Madrid: Ministerio de igualdad y Fundación Mujeres.
 - Gabriel, N. de (2018). Emilia Pardo Bazán, las mujeres y la educación: el Congreso Pedagógico (1892) y la Cátedra de Literatura (1916. Historia y Memoria de la Educación, nº 8, 2018, 489-525.
 - Gabriel, N. de (2018). ?Schoolteachers, social control and profesional conflicto: government procedures brought against schoolteachers in Galicia (1859-1910)?, . History of Education, vol. 47, nº 4, 2018, pp. 466-487
 - Sánchez A, e Iglesias, A. (2017). Coeducación: feminismo en acción. Atlánticas. Revista Internacional de Estudios Feministas
 - Miranda Santana, C. (2003). Género y orientación sociolaboral. Una experiencia desde la interdisciplinariedad y la integración en el currículum. Universidad de Las Palmas de Gran Canaria
 - Bom W. (2013). Abrirse paso. Orientación laboral y profesional para mujeres. Barcelona: El Roure Editorial
 - Ballarín, Pilar e Iglesias, Ana ((2018).). Feminismo y educación. Recorrido de un camino común. Historia de la Educación. Revista interuniversitaria,37, 37-67
 - Ballarín, Pilar ((2019)). ¿Por qué llamamos coeducación a la que no coeduca?. Rosa Cobo (ed.) La imaginación feminista. Debates y transformaciones disciplinares, pp. 165-200. Mad
-



Complementary	Escámez, J et al (2008). Educación en la igualdad de género. Cien propuestas de acción. Valencia: Fundación de la Comunidad Valenciana. Recuperado de: http://www.inclusio.gva.es/documents/610706/162187124/Educaci%C3%B3n+igualdad+g%C3%A9nero/551ddf6c-2e7a-40ff-b3cb-d7c32420e12d (consultado: 10/07/2018) Instituto de la Mujer (2008). Guía de coeducación. Síntesis sobre la educación para la igualdad de oportunidades entre hombres y mujeres. Madrid: Ministerio de Igualdad Recuperado de http://www.inmujer.gob.es/observatorios/observIgualdad/estudiosInformes/docs/009-guia.pdf (consultado: 10/07/2018) López, Irene (2007). El enfoque de género en la intervención social. Madrid: Cruz Roja. Recuperado de http://www.cruzroja.es/pls/portal30/docs/PAGE/2006_3_IS/BIBLIOTECA/MANUAL%20DE%20G%C9NERO.PDF (consultado: 10/07/2018) Salas, Begoña (coord) (1997). Guía par ala elaboración del modelo coeducativo de centro. Vitoria: Instituto Vasco de la Mujer Recuperado de http://www.emakunde.euskadi.eus/contenidos/informacion/publicaciones_guias2/es_emakunde/adjuntos/guia.04.01.elaboracion.modelo.coeducativo.centro.cas.pdf (consultado: 10/07/2018) Xunta de Galicia (2016). I Plan de actuaciónes para a igualdade nos centros educativos de Galicia: 2016-2020. Santiago de Compostela: Xunta de Galicia. Recuperado de: http://www.inmujer.gob.es/areasTematicas/AreaEducacion/Programas/Programas.htm (consultado: 10/07/2018) Enlaces web: Instituto la mujer (Educación): http://www.inmujer.gob.es/areasTematicas/AreaEducacion/Programas/Programas.htm Educando en Igualdad: http://www.educandoenigualdad.com/materiales-fete-ugt/Intercambia-Educando-en-femenino-y-en-masculino http://intercambia.educalab.es/Plurales.Educando-en-Igualdad http://www.inmujer.gob.es/areasTematicas/educacion/programas/ProyPlurales.htm Grup de Dones CREA-Safo: http://crea.ub.edu/index/human-excellence/antisexism/safo/?lang=es Cinco Apps para luchar contra la violencia de género: http://intercambia.educalab.es/?p=6075 Barabal. Gender mainstreaming in Roma Education: http://barabal.eu/Convivencia-escolar https://www.mecd.gob.es/educacion/mc/convivencia-escolar/recursos/enlaces-interes/igualdad-genero.html
----------------------	--

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Equality policies/615525022

History of feminist theories/615525017

Gender, work and care/615525018

Gender and sexuality. Challenges and responses/615525019

The multiple manifestations of violence against women/615525020

Subjects that continue the syllabus

Other comments

Recomendase para cumprir coa perspectiva de xénero utilizar el linguaxe inclusivo Comité Ambiental da Facultade (GREEN CMPUS)

recoméndase:-Recoméndase os envíos dos traballos telemáticamente e de non ser posible, no utilizar plásticos, elixir a impresión a dobre cara, empregar papel reciclado e evitar imprimir borradores.-Débese facer un uso sostible dos recursos e a prevención de impactos negativos sobre o medio natural.-Débese ter en conta a importancia dos principios éticos relacionados cos valores da sosenibiliade nos comportamentos persoais e profesionais.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.