



**Nebrija**

*Centro de Estudios Hispánicos*

**Course: GENDER STUDIES: WOMEN'S ROLES IN PRESENT SPAIN**

**Course number: CH2161**

**ECTS credits: 6**

**Prerequisites: None**

**Instructor name: Alicia de la Peña ([apena@nebrija.es](mailto:apena@nebrija.es))**

**Student support hours:**

### **Description**

This course is an analysis of the roles that Spanish women have played for the last 80 years. From a conservative society to our present social situation Spanish women's roles have changed tremendously. From the role of "loving housewife mother" to the nowadays modern professional woman, Spanish women have been and still are very active and influential in the Spanish society. This course will deal with all these roles women play in different areas of society such as politics, literature, work, education and family.

### **Learning outcomes**

- To reflect on their perception of Spanish women today
- To compare Spanish and North American societies regarding women
- To draw conclusions about the development of Spanish women in the last 70 years
- To understand historical and social related events

### **Educational Activities**

Educational activities will be developed by means of different didactic strategies:

- ✓ Theory and Practice
- ✓ Collective and individual tutoring
- ✓ In-class presentations
- ✓ Daily assignments
- ✓ Team work assignments
- ✓ Workshops and additional training
- ✓ Extra-learning activities: field trips

Attending Hours: 45 hours

### **Methodology**

The majority of the course syllabus follows the main methodological guidelines of the Communicative Approach, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that prove knowledge, capacities and attitudes for their future professional careers.

### **Form of Assessment**

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

The final grade consists of three parts: class participation, daily work and exams

- **33% Active in-class participation**
- **33% daily work**
- **34% exams**

**Grading Scale goes from 0 to 10.**

<b>Numerical Grade Range</b>	<b>Letter grade</b>	<b>Percentage Range</b>
<b>10</b>	<b>A+</b>	<b>100%</b>
<b>9.5 – 9.9</b>	<b>A</b>	<b>95 -99%</b>
<b>9 – 9.4</b>	<b>A-</b>	<b>90-94%</b>
<b>8.5 – 8.9</b>	<b>B+</b>	<b>85-89%</b>
<b>7.5- 8.4</b>	<b>B</b>	<b>75-84%</b>
<b>7 – 7.4</b>	<b>B-</b>	<b>70-74%</b>
<b>6.5 – 6.9</b>	<b>C+</b>	<b>65-69%</b>
<b>6 – 6.4</b>	<b>C</b>	<b>60-64%</b>
<b>5 – 5.9</b>	<b>C-</b>	<b>5-59%</b>
<b>0-4.9</b>	<b>F</b>	<b>0-49%</b>

The final grade will be the average of active in-class participation, daily work and exams.

### **Attendance Policy**

Attendance is compulsory. In order to excuse any absence, students have to deliver a doctor's note or any valid justification.

An absence is equivalent to a session. Two delays of more than 15 minutes will be considered as an absence.

Any unjustified absence will affect negatively students' final grade by dropping their participation grade.

Participation grade will be dropped in the following way:		
	<b>NÚMERO OF ABSENCES</b>	<b>PARTICIPATION</b>
	3 unjustified absences	- 30%
	4 unjustified absences	- 40%
	5 unjustified absences	- 50%
If a student has more than 5 unjustified absences, the PARTICIPATION GRADE will zero (0).		
Any student with 7 or more absences will NOT pass the course. Those students whose absences have been properly justified will get <i>No presentado</i> (N.P). Absences do NOT excuse the fulfillment of tasks, papers or essays.		

<b>Active Participation</b>
The methodology used in class demands from the student a daily participation in the following aspects:
✓ To answer the questions done in class;
✓ To establish debates about the topics in class;
✓ To relate the actual politics with past history;
✓ To analyze the class slides.

<b>Criteria for Assessing Class Participation</b>	<b>Grade</b>
The student very often contributes with important and original comments that encourage debate, using critical and analytical arguments clearly based on reading, investigation, daily work, and class work.	8.5-10
The student frequently participates voluntarily and makes valuable contributions that are generally based on reflection and daily work	7-8.4
The student makes eventual comments, practically only when asked, and shows no clear interest in the course. The student does not start a debate nor shows a clear understanding of the importance of class/homework and readings.	5- 6.9
The student makes no comments at all, or makes irrelevant or distracting ones during class. This is usually a result from frequent absences or lack of preparation for the class.	0-4.9

<b>Daily Work</b> Daily work will be made up of a variety of assignments, readings and researches to be done after class.
<b>Exams /Presentations/Essays</b> There will be a Mid-term exam and a Final exam. Written or oral format could be possible as well as presentations regarding the specific features of the course.
If any student does NOT take an exam, deliver a paper or attend to any presentation, they will get a grade of zero (0) in this part.

Exams dates are enclosed in the attached document.

\* **A warning on plagiarism.** When writing a research paper or an essay exam you must identify your intellectual indebtedness to the authors you have read. This can be done through footnotes, bibliography, or by making a direct reference to the scholar or author in question. Failure to do so will be considered plagiarism. Plagiarism is the most serious academic offence you can incur in and could have serious consequences for you.

### **Readings:**

GRAHAM, H. & J. LABANYI (1996) Spanish Cultural Studies: an Introduction: the Struggle for Modernity, Oxford University Press.

HOOPER, J. (1995, 2<sup>nd</sup>) The New Spaniards, Penguin.

RICA, S. & IZA, A. (2002) "Postponement of maternity in Spain: the Role of Education and Labour Market Uncertainty". País Vasco University.

TWOMEY, L. (2000) Women in Contemporary Culture: Roles and Identities in France and Spain, Intellect Ltd.

### **Online Reference & Research Tools:**

INSTITUTO DE LA MUJER  
<http://www.mtas.es/mujer/>

ORGANIZACIÓN DE MUJERES EMPRESARIAS Y GERENCIA ACTIVA (OMEGA)  
<http://www.mujiereempresarias.org/>

UNITED NATIONS : Advancement of Women  
<http://www.un.org/esa/progareas/women.html>

### **Virtual Campus**

<https://campusvirtual.nebrija.es/webapps/login/>

The university offers a virtual platform (Dokeos) where students can revise contents, do their tasks and interact with the other members of the group.

TOPICS	CONTENTS	ASSIGNMENTS
<b>INTRODUCTION</b> (Week 1)	<ul style="list-style-type: none"> <li>- Presentation of the syllabus</li> <li>- Introduction: contact questions</li> <li>- Key concepts</li> </ul>	
<b>THE SITUATION OF SPANISH WOMEN DURING THE II REPUBLIC (1931-1936) AND THE SPANISH CIVIL WAR (1936-1939)</b> (Week 2)	<ul style="list-style-type: none"> <li>- II Spanish Republic</li> <li>- Spanish Civil War</li> </ul>	<b>Reading 1</b> Twomey, <i>Women in Contemporary Culture</i> , ch.7 (pp.111-113)
<b>THE SITUATION OF SPANISH WOMEN DURING THE FRANCOIST DICTATORSHIP (1939-1975)</b> (Week 3)	<ul style="list-style-type: none"> <li>- Women's Roles in the dictatorship</li> <li>- Women's duties</li> <li>- The social image of women</li> <li>- Women at work</li> <li>- Women's Tutorship</li> </ul>	<b>Reading 2</b> Graham & Labanji, <i>Spanish Cultural Studies</i> , ch.11 (pp.185-195)
<b>THE SITUATION OF SPANISH WOMEN DURING THE FRANCOIST DICTATORSHIP AND THE TRANSITION TO DEMOCRACY (1975-TODAY)</b> (Week 4)	<ul style="list-style-type: none"> <li>- Women and sexual relationships</li> <li>- Political transition to democracy</li> <li>- Feminist movements</li> </ul>	<b>Reading 3</b> Graham & Labanji, <i>Spanish Cultural Studies</i> , ch.21 (pp.381-393)

TOPICS	CONTENTS	ASSIGNMENTS
<b>FILM</b> (Week 5)	Film watching & Debate	
<b>SPAIN IN THE 80S AND 90S</b> (Week 6)	<ul style="list-style-type: none"> <li>- Chronology of women's progresses in the social roles.</li> <li>- Motherhood and sexual reform.</li> <li>- Family Evolution</li> <li>- State allowances</li> <li>- Family support program</li> </ul>	<p><b>Reading 4</b> Hooper, <i>The New Spaniards</i>, ch.9 (pp.108-122)</p> <p><b>Reading 5</b> Twomey, <i>Women in Contemporary Culture</i>, ch.4 (pp.63-81)</p> <p><b>Reading 6</b> Twomey, <i>Women in Contemporary Culture</i>, ch.7 (pp.117-125)</p>
<b>REVIEW &amp; MIDTERM EXAM &amp; MIDTERM ORAL PRESENTATION</b> (Week 7)	<ul style="list-style-type: none"> <li>- Midterm Exam Review</li> </ul> <p><b>MIDTERM WRITTEN EXAM</b></p> <p><b>MIDTERM ORAL PRESENTATION: Picture Project</b></p>	
<b>SPANISH ART EVOLUTION</b> (Week 8)	<ul style="list-style-type: none"> <li>- Francoist censorship</li> <li>- "El Destape"</li> <li>- "La Movida Madrileña"</li> </ul>	
<b>WOMEN &amp; POLITICS IN SPAIN</b> (Week 9)	<ul style="list-style-type: none"> <li>- Women and political participation</li> <li>- Politics and fashion</li> </ul>	
<b>SPANISH WOMEN AT WORK</b> (Week 10)	<ul style="list-style-type: none"> <li>- Salary discrimination</li> <li>- Maternity and work</li> <li>- Women and illegal work</li> <li>- Sexual harassment in the workplace</li> </ul>	<b>Reading 7</b> Twomey, <i>Women in Contemporary Culture</i> , ch.6 (pp.93-109)
<b>GENDER VIOLENCE</b> (Week 11)	<ul style="list-style-type: none"> <li>- Definition and background</li> <li>- Resources</li> </ul>	<b>Reading 8</b> Hooper, <i>The New Spaniards</i> , ch.11 (pp.134-144)

TOPICS	CONTENTS	ASSIGNMENTS
<b>SEXISM IN LANGUAGE</b> (Week 12)	<ul style="list-style-type: none"> <li>- Is Spanish a discriminating language?</li> <li>- Stereotypes about women and language</li> <li>- Gender and grammar</li> </ul>	
<b>WOMEN AND ADVERTISING</b> (Week 13)	<ul style="list-style-type: none"> <li>- The image of women in Spanish advertising from the 50s to present day</li> <li>- Debate on women in the media</li> </ul>	
<b>REVIEW &amp; FINAL ORAL PRESENTATION &amp; FINAL EXAM</b> (Week 14)	Final Exam Review <b>FINAL WRITTEN EXAM</b> <b>FINAL ORAL PRESENTATION: Survey on Sexual Education</b>	