



CIEE Seville, Spain

Course title:	Gender, Identities and the Quest for Equality in Spain
Course code:	SOCI 3007 CSCS
Programs offering course:	Advanced Liberal Arts, Business and Society, Communications, New Media and Journalism Spanish, Liberal Arts
Language of instruction:	Spanish
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

1857. Celia and Elisa, like so many of their fellow workers at the Triangle Shirtwaist Factory march the streets of New York, united against their never-ending work shifts and meager salaries. Almost half a century later, March 8th of 1908, would forever mark the demands initiated by the workers of Triangle Shirtwaist. 146 workers of the Cotton Textile Factory, who had occupied the company's premises to protest their harsh working conditions, were murdered during a premeditated fire when they refused to exit the building without first obtaining the owner's firm commitment that they would be treated more fairly and that their working conditions would improve. The event unleashed a succession of strikes and demonstrations that lead to the New York Shirtwaist Strike of 1909, also known as the Uprising of the 20,000 which culminated in 1910, when the International Congress of Socialist Women proclaimed the International Women's Day. March 8th would become a day of remembrance for those women who lost their lives fighting for their equality. 160 years after those first strikes that demanded equal rights for women, we offer this course: "Gender, Identity and Social Movements in Spain: The Quest for Equality", in which we will question the meaning of gender equality and what it entails. Such a concept "equality as a universal juridical principle", which is acknowledged in international treaties and laws, as well as national constitutions, which has been analyzed in declarations, academic investigations and essays, does still not have a real visibility in our societies, nor does it have the essential and much needed social significance amongst today's students and citizens. Gender perspectives will be present in all our analysis, while keeping in mind the intersectionality and multiple identities that exist and that are usually made invisible in the heteropatriarchal societies in which we live. We will learn, at both the theoretical and practical level, about the struggle towards obtaining recognition for "other modes of being", championed in Spain by a myriad of social movements and by the new media.

Learning Objectives

By completing this course, students will:

- Differentiate aspects of our social reality that prevent the full expansion of equality, and the social movements that fight for equality in Spain.
- Identify the multiple existing identities (often made invisible) in a heteropatriarchal society and recognize the role of new media in the construction of a more just and egalitarian world.
- Analyze internalized gender roles and stereotypes.
- Engage in reflection and critical debate in the face of inequality and certain published news and advertising messages seen in the media.
- Apply theoretical, analytical and critical skills through the lens of gender, and understand the convergence of gender with other social differentiations.
- Take informed actions to sensitize society towards the goal of equal opportunities and understand strategies and techniques that favor the resolution of conflicts derived from social relations.

Course Prerequisites

This course is suited for students with an intermediate to advanced level of Spanish.

Methods of Instruction

To complete the course objectives, we will develop various dynamics, fusing both the theory and practical application regarding gender equality, identify, social movements, media and social networks. Though these dynamic lenses, students will engage in primarily group work and debate, with the goal of encouraging collaboration and dialogue while simultaneously participating in activities outside of the classroom. Students will

also be able to benefit from special Spanish guest speakers. It is also recommended that students use the language resource center.

Assessment and Final Grade

1.	Mid-term Exam	15%
2.	Mid-term Paper	20%
3.	Field Trip Report	15%
4.	Final Exam	30%
5.	Participation	20%
	TOTAL	100%

Course Requirements

Mid-term Exam

This exam is aimed at evaluating the students' knowledge of the different topics covered until mid-term. It will consist of two different parts: (1) theoretical framework (50%): true or false questions, matching concepts, and multiple-choice questions; and (2) methodological framework (50%): a 750-word content analysis paper based on an image or a video clip seen in class.

Mid-term Paper

This paper aims to assess the students' skills to make stimulant connections and to set up comparative approaches across the topics covered and discussed until the mid-term period. Students are expected to read and research in Spanish and write a 1,500-word paper whose topic they will have to choose from a list that the professor will provide beforehand. Examples of essay prompts are: "The debate on gender violence in Spain: a historical approach and current situation"; "Spanish culture and microsexism"; or "The representation of the female body in Spanish advertising: a comparative approach between the Francoist society and the democratic society". The mid-term paper will be assessed by the following criteria: relevance, reflection, synthesis, consistency, coherence, style, appropriateness of language use, and reliability of the sources used.

Field Trip Report

Students individually will be asked to write a field trip report of 1,500 words following field trips of different nature: (1) observation of the International Women's Day in the city of Sevilla and its impact on mainstream media (March, 8 for the Spring semester) / observation of the International Day for the Elimination of Violence against Women in the city of Sevilla and its impact on mainstream media (November, 25 for the Fall semester); (2) visit to an NGO working on gender, identity and equality (La Sin Miedo, Mujeres Entre Mundos, Asociación de Hombres por la Igualdad de Género, etc.); (3) reflection based on the visit of a guest speaker in classroom (a relevant actor in the field of gender and women's studies in Spain: June Fernández, Nuria Varela, Lina Gálvez, etc.). The field trip report will be assessed by the following criteria: ability to make a balanced and critical view, ability to connect and synthesize the three activities by making thought-provoking links, reflection, style, appropriateness of language use, and evidence of preparation.

Final Exam

This exam aims to evaluate the students' knowledge of the different topics covered from the mid-term period to the finals period. Also, it aims to assess the students' ability to make relevant connections between the different topics and type of contents seen during the course (presentations delivered by the professor, screenings, field trips, readings, etc.). It will consist of two different parts: (1) theoretical framework (40%): true or false questions, matching concepts, and multiple-choice questions; and (2) the production of a critical paper (60%): a 1,000-word paper based on an essay prompt given by the professor (students will be allowed to choose one out of three options at least).

Participation

Students are expected to keep current with homework (always provided by the professor in advanced, such as the mandatory readings for each session) and come to class prepared and ready to actively get involved in the discussions that will be encouraged at all sessions. Class participation will therefore be graded according to the following criteria: (1) how often students initiate contributions, (2) how relevant these contributions are, and (2) how attentively students are able to listen to the others when contributing to the dialogue. In no case, participation will mean just attendance (neither being there nor just random personal experience will be considered participation).

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: Course introduction, syllabus overview, and course expectations:

Main goals, course policies, requirements, evaluation guidelines, and grading.

Unit 1: Gender and identity: past, present and future (Introduction). An introduction to the key concepts that will tackle over the course: gender, identity and equality. A contextualization and a broad definition of feminism: from global to local perspectives.

- Reading: "¿Qué es el feminismo? La metáfora de las gafas violetas" (pages from 13 to 23) in Varela (2013) *Feminismo para principiantes*, Ediciones B: Barcelona: <http://amzn.eu/OISIdNF>

Week 2

Class: Unit 1: Gender and identity: past, present and future (First-wave of feminism).

An introduction to the debate of women's suffrage and gender equality. Suffragists within the first-wave feminism (18th-early 20th centuries). Spanish feminists Margarita Nelken, Victoria Kent, and Clara Campoamor.

- Reading: "¿Qué querían las mujeres del siglo XVIII?" (pages from 31 to 35) in Varela (2013) *Feminismo para principiantes*, Ediciones B: Barcelona: <http://amzn.eu/OISIdNF>

Week 3

Class: Unit 1: Gender and identity: past, present and future (Second-wave feminism).

A discussion on the second-wave feminism. From the early 1960s in the United States to the Democratic Transition in Spain: a comparative approach. Important issues to be discussed

throughout this week are: sexuality (including domestic violence and marital rape), the role of social institutions such as family and workplace in gender equality, legal inequalities, and reproductive rights. Simone de Beauvoir's introduction to her book *The Second Sex* will inspire the debates in class, together with the professor's presentations.

- Reading: Introduction to "El segundo sexo" (Simone de Beauvoir):
https://tallerfeminista.files.wordpress.com/2011/01/simone-de-beauvoir_el-segundo-sexo_introduccion3b3n.pdf

Week 4

Class: Unit 1: Gender and identity: past, present and future (Third-wave feminism).

A third-wave feminism implies a redefinition of what feminism is nowadays. Besides the issues that were at the core of the debates in the previous waves, this third-wave feminism incorporates the notion of identity by expanding feminism to a broader field of study including a diverse set of identities (the origins of the LGBTBI movements and the queer culture). The impact of new technologies and digital cultures will be also discussed. Donna Haraway's classical text will inspire the in-class discussions.

- Reading: A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century (Donna Haraway):
<http://faculty.georgetown.edu/irvinem/theory/Haraway-CyborgManifesto-1.pdf>

Week 5

Class: Unit 2: Gender and representation.

Gender and identity as social and cultural constructions. The circuit of culture and the dynamics of media representation. Spanish media and the representation of women and social minorities (LGTBI, disabled people, black people, Arab people, migrants, etc.). This week will coincide with the International Women's Day in the city of Sevilla and its impact on mainstream media (March, 8).

- Reading: La representación de las mujeres en los medios de comunicación:

http://www.eldiario.es/agendapublica/impacto_social/representacion-mujeres-medios-comunicacion_0_193880948.html

- Reading: García, N. & Martínez, L.C. (2009). The positive representation of the image of women in the media. [La representación positiva de la imagen de las mujeres en los medios]. *Comunicar*, 32, 209-214. <https://doi.org/10.3916/c32-2009-03-002>
- Field trip (1): Observation of the International Women's Day in the city of Sevilla and its impact on mainstream media (March, 8)
- Screening (excerpts):
 - *La mujer, cosa de hombres* - Isabel Coixet (2015):

<http://www.rtve.es/alacarta/videos/50-anos-de/50-anos-mujer-cosa-hombres-isabel-coixet/3233953/>

- Miss representation, Jennifer Siebel (2011).

<https://www.youtube.com/watch?v=W2UZZV3xU6Q> (trailer)

Week 6

Class: Unit 2: Gender and representation.

Inspired by the appearance of the very-influential American philosopher and gender theorist Judith Butler in *Examined life* (Astra Taylor, 2009), we will examine her ideas on the human body as historically and culturally constructed by hegemonic discourse spread by the mainstream media. We will make a critique of the notion of identity and the limiting nature of its categories/labels.

- Screening (excerpt when appearing Judith Butler):

Examined life, Astra Taylor (2009)

<https://www.youtube.com/watch?v=k0HZaPkF6qE>

- Mid-term exam
- Deadline for mid-term paper

Week 7

Class: Unit 2: Gender and representation.

Following a study guide around the documentary *Killing Us Softly 4. Advertising's Image of Women*, we will explore the discourse and the role of advertising in the construction of gender and identity. Is it possible to have a sustainable (namely, an equality-aware) advertising?

- Screening (excerpts): *Killing Us Softly 4. Advertising's Image of Women*:

https://www.youtube.com/watch?v=PTImho_RovY (trailer)

Unit 3: Gender-based violence. Gender violence (also called domestic violence) is a crucial debate in Spain. Alarming figures (more than 50 women and their children killed by their partners every year) question the degree of gender equality in Spain.

- Reading: Informe de la Real Academia Española sobre la expresión violencia de género:

<https://www.uv.es/ivorra/documentos/Genero.htm>

Week 8

Class: Unit 3: Gender-based violence.

Why is it called gender violence and not domestic violence? Numbers and figures of gender-based violence in Andalucía. We will visit the NGO Fundación Ana Bella (<https://www.fundacionanabella.org>), a network of female survivors of the gender-based violence.

- Reading: "¿Por qué se llama violencia de género?" (pages from 256 to 258) in

Varela (2013) *Feminismo para principiantes*, Ediciones B: Barcelona:

<http://amzn.eu/0ISIdNF>

- Reading: Informe de estadísticas de violencia de género en Andalucía (2017):

http://www.juntadeandalucia.es/export/drupaljda/informe_magnitudes_28_09_2017.pdf

- Field trip (2): Visit to an NGO working on gender, identity and equality (Fundación Ana Bella, La Sin Miedo, Mujeres Entre Mundos, Asociación de Hombres por la Igualdad de Género, etc.)

Week 9

Class: Unit 4: New masculinities.

Besides exploring the notion and characteristics of masculinity as a social identity in the Western world nowadays, we will debate about why and how men can hold an equal role in feminist movements.

- Reading: "La identidad masculina" (pages from 324 to 326) in

Varela (2013) *Feminismo para principiantes*, Ediciones B: Barcelona:

<http://amzn.eu/0ISIdNF>

Week 10

Class: Unit 5: Feminism in Spain: from local to global identities.

What does the Spanish feminist movement look like today? How is it perceived by regular citizens? In an era of globalization, feminism is also part of the so-called global village. The "uncomfortable" role of feminism in the occupy movements in Spain.

- Reading: "Las feministas del siglo XXI" (pages from 167 to 170) in

Varela (2013) *Feminismo para principiantes*, Ediciones B: Barcelona:

<http://amzn.eu/0ISIdNF>

- Field trip (3); Visit of a guest speaker in classroom (a relevant actor in the field of gender and women's studies in Spain: June Fernández, Nuria Varela, Lina Gálvez, etc.)

Week 11

Class: Unit 5: Feminism in Spain: from local to global identities.

Spain is part of the European Union. We will examine the European policies regarding gender, identities, and equality.

- Reading: La igualdad entre hombres y mujeres (Europa EU)

http://www.europarl.europa.eu/ftu/pdf/es/FTU_5.10.8.pdf

Week 12

Class: Final exam review and final exam

Course Materials

Readings

In addition to the materials indicated in this syllabus, all of which will be provided by the professor either in print or through links to different websites, the following are articles, chronicles or books which may support the students' interest in some of the topics presented in the courses.

- Woolf, Virginia. Una habitación propia, Seix Barral, 2016.
- Atwood, Margaret. El Cuento de la criada, Salamandra, 2017.
- Butler, Judith. El género en disputa. Paidós Ibérica, 2007.
- Haraway, Donna. Un manifiesto cyborg: ciencia, tecnología, y feminismo socialista a finales del siglo XX, Puente Aéreo, 1985.
- Varela, Nuria. Feminismo para principiantes. Zeta Bolsillo, 2013.
- Herrera, Coral. La construcción socio-cultural del amor romántico, Fundamentos, 2016.
- Federici, Silvia. Calibán y la bruja: mujeres, cuerpo y acumulación originaria, Traficantes de Sueños, 2004.
- Orozco, Amaia. Subversión feminista de la economía , Traficantes de Sueños, 2011.
- León, Carolina. Dónde está mi tribu, Clave Intelectual, 2013.
- Fernández, June. 10 Ingovernables: Historias de transgresión y rebeldía, Libros del K.O., 2016.
- Garcés, Marina. Un mundo común, Bellaterra, 2013.

Online Resources

- <http://genderobservatory.com>
- <http://www.mediosenigualdad.es/>
- <http://blogs.elpais.com/3500-millones>
- <http://www.pikaramagazine.com>
- <https://www.diagonalperiodico.net>
- <http://www.eldiario.es>
- <http://www.unwomen.org/es>
- <http://beijing20.unwomen.org/en/in-focus/beijing-at-20>
- <http://whomakesthenews.org/>
- <http://therepresentationproject.org/>

Media Resources

- Taylor, Astra. Examined life, Canada, 2009.
- Siebel , Jennifer. Miss representation, United States, 2011.
- Satrapi, Marjane. Persépolis, France, 2007.
- Gavron, Sarah. Sufragistas, United Kingdom, 2015.
- Coixet, Isabel. La mujer, cosa de hombres, Spain , 2015.
- Kilbourne, Jean. The dangerous ways ads see women, United States, 2014.