



TITLE: GENDER AND IDENTITY IN MODERN SPAIN: HISTORY AND LEGACY - WGS 321

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS:3

SIS course code: WGS 321

Jacksonville University Course Code: WGS 321: Special Topics: Gender and Identity in Modern Spain

DESCRIPTION:

Like much of Europe and the world, the history of women in modern Spain has been characterized by emancipation. At the same time, alternating periods of dictatorship and democracy, paired with successive crises in the twenty-first century, have endowed the Spanish experience with distinctive attributes.

The course will begin with the ephemeral emancipation of women during the Second Republic (1931-1936) when Spain became the first Catholic country in continental Europe to grant women the vote. We will then move to the dictatorship of Francisco Franco (1939-1975) when women became converted into mothers, homemakers and caregivers, and were subjected to propaganda campaigns urging them to create large families.

During late Francoism and the Transition to Democracy, many Spanish women questioned these assigned identities. They entered the workplace and the professions, and joined neighborhood and social movements that clamored for increased rights, sexual freedoms, divorce and birth control.

In the twenty-first century, economic and health crises have disproportionately affected women, youth, and minorities. Recently, the rise of the #MeToo movement and the assertiveness of the LGBTQ community, had added a new globalized dimension. In the meantime, historic problems, such as *machismo* and high rates of domestic violence, still remain.

All in all, exploring gender and identity remains one of the most fascinating ways to analyze the contradictions and potential of Spain today.

COURSE OBJECTIVES

By the end of the course, students will be able to:

- Identify the main events in the history of Spain of the 20th and 21st centuries.
- Explain how gender has intersected with politics, culture and society in contemporary Spain.
- Analyze women's issues in Spain through the critical reading of a selection of sociological, anthropological and historical works
- Compare feminist movements in Spain and in the US.
- Describe and analyze cultural differences and their impact in gender roles in different societies and different time periods in a non judgemental way

METHODOLOGY

This course is multidisciplinary. We will use different theoretical and methodological approaches. The learning processed will be structured through:

- **Lectures:** The instructor will present lectures designed primarily to contextualize the readings within a given historical period, and to broaden the subject of the reading into a wider framework.
- **Class discussions and debates:** Students will lead class discussions and debates in which the challenge will be to discuss how the readings help illuminate and serve to question the broad themes of a given historical period.
- **Field studies, Film viewing and Guest Speakers:** Students will attend one field studies, we will have one guest speaker and we will watch one film
- **Student presentations:** The final two sessions of class will be dedicated to short presentations. Presentations should promote debate and discussion, in order to enhance collective and individual learning.

EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of: class participation, class presentation, a midterm written exam, a final written exam, and a final paper.

The breakdown of grades is made up as follows:

Class participation		15%
Class presentation		15%
Midterm written exam	25%	
Final written exam		25%
Final paper		20%

Class Participation: Active class participation includes coming to class prepared and on time, having read the material for that day and showing active reflection on that material, answering questions from the professor, generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

Exams: Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.

- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

Presentations: Every student will present his/her final project to the class. The presentation should be around 15 minutes long and could include audiovisuals. The students will engage students in discussion.

Final Project: The final project for this class will consist of a 10 page research project on a topic agreed upon between the student and the instructor.

FIELD STUDIES, GUEST SPEAKERS AND FILM VIEWINGS

- **Fieldstudy to the Francesca Bonmanson Center.** A center of feminist encounter in Barcelona.
- **Guest speaker.** We will invite Lidia Falcón, renowned lawyer and feminist activist, to give us a guest lecture.
- **Film Viewing.** We will watch **Te Doy mis ojos** by Itziar Bollaín.

COURSE CONTENT

SESSION	CONTENT	READINGS / ASSIGNMENTS
1	Introduction to the Course expectations	
2	Overview of Spanish History of the twentieth Century Introduction to Gender Studies	Radcliff, Pamela (2017) Modern Spain 209-288
3	The Second Republic. A time of hope	Keene, Judith(1999), <i>Into the Clear Air of the Plaza. Spanish Women achieve the vote in 1931</i> , in Constructing Spanish Womanhood, 325-349
4	Women in the Spanish Civil War	Nash, Mary (1995). Defying Male Civilization. Women in the Spanish Civil War, 30-65.
5	Field Study Visit to the Bonnemaison Center	
6	Gender Roles during Francoism Sección Femenina, Madonnas	Morcillo, Aurora (2008). True Catholic Womanhood: Gender Ideology in Franco's Spain, 99-110.
7	Resistance during Francoism. The emergence of the Feminist movement	Valiente, C. (2017). Male allies of women's movements: Women's organizing within the Catholic Church in

		Franco' s Spain. <i>Women's Studies International Forum</i> , 62, 43–51.
8	MIDTERM REVIEW	
9	MIDTERM	
10	The Transition to Democracy	Threlfall, Monika (2005) <i>Gendering the Spanish Transition to Democracy: Reassessing the impact of Women's Activism</i> in Valiente, Celia, <i>Gendering the Spanish Democracy</i> , 11-55
11	The 1980s and 1990s New Gender Roles and New Freedoms Guest Speaker	Moreno Mínguez, A. (2017). Family and Gender Roles in Spain from a Comparative Perspective. <i>European Societies</i> , 12(1), 85–111.
12	Changing women's roles and the Economy	Carrasco, C., & Recio, A. (2001). Time, Work and Gender in Spain Labour Force Participation, Domestic Work and Education: A New Generation of Women. <i>Time & Society</i> , 10(2–3), 277–301.
13	The Gender equality policies of Zapatero's governments The LGTBQ movement intersects with women's movements	Valiente, Celia (2008), <i>Spain in the Vanguard of European Union Equality Policy</i> , in Roth, Silke. <i>Gender Politics in the Expanding European Union</i> , 101-118.
14	The persistence of domestic violence	Valiente, Celia (2005), <i>Combating Violence against women</i> in Valiente, Celia, <i>Gendering Spanish Democracy</i> , 101-125.
15	Film Viewing Te Doy mis Ojos (2003) Itziar Bollaín	
16	The “Me Too” movement, the demonstrations of March 8 th	https://www.aljazeera.com/opinions/2018/5/8/spains-metoo-moment-ibelieveyou
17	FINAL PRESENTATIONS	
18	FINAL EXAM	

*Number of sessions and order of assignments may vary depending on the term.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as



cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance - may result in an automatic "F" or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another's work without citing sources
- Submitting another person's work into your own without properly citing the source(s) used.
- Paraphrasing another person's work without providing appropriate citations

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdZXVYKw-wdiwXewx/view>)

ATTENDANCE POLICY

There are no excused absences. If a student misses class because s/he is sick, it counts as one of the allowed absences. Quizzes, exams and participation points that are missed because of an absence cannot be recuperated. Students that arrive late (5+ minutes) will be marked as absent for the day.

Semester Allowed Absences: Students are allowed three absences throughout the semester without penalty. These permitted absences are meant to be used for sick days. Starting with the fourth absence, the student's final grade will be lowered by a fraction of a letter (1/3 of a letter grade) per additional absence. For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

Summer & January Term Allowed Absences: Students are allowed two class absences without penalty. There are no excused absences, as these permitted absences are meant to be used for sick days. Starting with the third absence, the student's final grade will be lowered by a fraction of a

letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

BIBLIOGRAPHY

Required Readings

- Carrasco, C., & Recio, A. (2001). Time, Work and Gender in Spain Labour Force Participation, Domestic Work and Education: A New Generation of Women. *Time & Society*, 10(2–3), 277–301.
- Loree Enders, Victoria (1999), *Constructing Spanish Womanhood. Female Identity in Modern Spain*. Albany: State University of New York.
- Morcillo, Aurora (2008). *The Catholic Womanhood: Gender Ideology in Franco's Spain*. Northern Illinois University Press.
- Nash, Mary (1995). *Male Civilization. Women in the Spanish Civil War*. London: Arden Press.
- Radcliff, Pamela (2017). *Modern Spain. 1808 to the Present*. New Jersey: Wiley Blackwell.
- Roth, Silke (2008). *Gender Politics in the Expanding European Union. Mobilization, Inclusion, Exclusion*.
- Threlfall, Monica (2005). *Gendering the Transition to Democracy: Reassessing the Impact of Women's Activism*, in *Gendering the Spanish Democracy*. London Routledge: 11-55.
- Valiente, Celia (2005), *Combating Violence against Women* in Threlfall, Monica (2005), *Gendering the Spanish Democracy*. London: Routledge, 101-125.
- Valiente, Celia (2017). Male Allies of Women's movements, *Women's Studies International Forum*, 62, 45-51
- <https://www.aljazeera.com/opinions/2018/5/8/spains-metoo-moment-ibelieveyou>

Recommended Readings

- Collier, J. F. (1986). From Mary to Modern Woman: The Material Basis of Marianismo and Its Transformation in a Spanish Village; *American Ethnologist*, 13(1), 100–107.
- Moreno Mínguez, A. (2017). Family and Gender Roles in Spain from a Comparative Perspective. *European Societies*, 12(1), 85–111.
- Nash, M. (1999). Un/contested identities: Motherhood, sex reform and the modernization of gender identity in early twentieth-century Spain. *Constructing Spanish womanhood: Female identity in modern Spain*, 25-49.
- Sanchez, L., & Hall, C. S. (1999). Traditional values and democratic impulses: The gender division of labor in contemporary Spain. *Journal of Comparative Family Studies*, 30(4), 659–685.
- Scott, J. W. (1986). Gender: A Useful Category of Historical Analysis. *The American Historical Review*, 91(5), 1053–1075.
- Verge, T. (2010). Gendering Representation in Spain: Opportunities and Limits of Gender Quotas. *Journal of Women, Politics & Policy*, 31(2), 166–190.