



CH2161
Women's Roles in
Present Spain.
Gender Studies.



UNIVERSIDAD
NEBRIJA

Centro de Estudios Hispánicos

Women's Roles in Present Spain. Gender Studies.

Hours: 45

Prerequisites: none

Instructor name: Luisa Sánchez

E-mail: msancher@nebrija.es

Office hours: to be communicated the first day of class

1. Course Description

This course consists of 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.

2. Learning Objectives

Students who successfully complete this course will be able to:

- Familiarize with the best-known cultural referents of the Spanish society and culture.
- Reflect on their perception of Spanish women today
- Analyze specific data and theoretical concepts and use them to interpret the Spanish present reality.
- Become aware of cultural differences between the Spanish society and the student's culture of origin through a process of intercultural reflection.
- Draw conclusions about the development of Spanish women in the last 80 years
- Understand historical and social related events
- Participate in respectful exchanges of ideas and experiences with classmates.

3. Formative Activities

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

- Interactive classes.
- Learning activities inside and outside of class will be reviewed and commented.
- Students' oral presentations in class.
- Complementary activities: watching and commenting videos, analyzing songs, participating in fieldtrips, organizing debates, elaborating surveys and interpreting their results, etc.
- Collective and individual tutoring.
- Reading assignments.
- Teamwork assignments.
- Workshops and additional training.

4. Methodology

The course syllabus follows the methodological guidelines of the communicative approaches, based on a constructive and process-based conception of learning. This methodology is based on a teaching-learning process centered in the student, whose active participation is encouraged, favoring, at the same time, the development of general and specific competences that show knowledge, abilities and attitudes that can be applied to their future professional careers.

5. Evaluation

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 uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work/ Papers/ Essays
- 40% Exams/ Final papers or projects*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course;
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account;

Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

Exams/ Final papers or projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. Also, two projects will be elaborated, both including an oral presentation in front of the class. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

*** A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

5.2. Attendance, participation and grading policies

5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.*

*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

5.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

5.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

5.2.4. Grading criteria

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

5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

6. Bibliography

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

HOOPER, J. (1995, 2nd). *The New Spaniards*, Penguin.

RICA, S. and IZA, A. (2002) *Postponement of maternity in Spain: the Role of Education and Labour Market Uncertainty*. País Vasco University. [online] Available at:

<http://www1.fee.uva.nl/scholar/seminars/maternity/papers/rica.iza.preliminary.pdf>

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

7. Lecturer Brief CV

Luisa Sánchez Rivas received her Master Degree in Bilingual Education at Nebrija University (Madrid), and graduated in Law at Granada University (Granada). She has been teaching at Nebrija University for seven years, and is a member of the Limen Group, (Universidad Autónoma de Madrid), a group of research focused on the study of literatures produced in the “margins”, out of the traditional literary canon.

Her previous experience includes, after completing her education with a Postgraduate Program in Teaching in New York University, a committed involvement for four years in the foundation and development of Granada College, a bilingual school from Pre-School to High School. After that, she went on to collaborate in the program Liberal Arts and Public Service, a bilingual program for Latinamerican students hosted in Brown University in 2009.

She is currently working on her doctoral dissertation in the field of Cultural Studies, and on a creative writing workshop, “Subverting the canon: liminal voices”.

8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

Campus Madrid Princesa
E-mail: msancher@nebrija.es

9. Course Content

SESSIONS	TOPIC	READINGS
Week 1	Introduction Personal perceptions about women in Spain Course chronogram Political key concepts and terms	
Week 2	The situation of Spanish women during the II republic, the Spanish civil war, the Francoist dictatorship and the transition to democracy II Republic (1931-1936) Civil War (1936-1939)	<ul style="list-style-type: none"> • Twomey, <i>Women in Contemporary Culture</i>, ch.7 (pp.111-113) • Graham & Labanji, <i>Spanish Cultural Studies</i>, ch.11 (pp.185-195)
Week 3	The situation of Spanish women during the II republic, the Spanish civil war, the Francoist dictatorship and the transition to democracy Francoist Dictatorship (1939-1975) Political transition to democracy	<ul style="list-style-type: none"> • Graham & Labanji, <i>Spanish Cultural Studies</i>, ch.21 (pp.381-393)
Week 4	Spain in the 80s and 90s Social and legal changes during the transition	<ul style="list-style-type: none"> • Hooper, <i>The New Spaniards</i>, ch.9 (pp.108-122)
Week 5	Spain in the 80s and 90s Towards the present Spain Spanish arts evolution	<ul style="list-style-type: none"> • Twomey, <i>Women in Contemporary Culture</i>, ch.4 (pp.63-81) • Twomey, <i>Women in Contemporary Culture</i>, ch.7 (pp.117-125)
Week 6	MIDTERM ORAL PRESENTATIONS Picture Project	
Week 7	MIDTERM EXAM Women and politics in Spain	
Week 8	Spanish women at work Gender violence	<ul style="list-style-type: none"> • Twomey, <i>Women in Contemporary Culture</i>, ch.6 (pp.93-109) • Hooper, <i>The New Spaniards</i>, ch.11 (pp.134-144)
Week 9	Sexism in language	
Week 10	Women and advertising	
Week 11	FINAL ORAL PRESENTATIONS Gender topic	
Week 12	FINAL EXAM	