

AN/GS/WS 215 SEXUALITY & GENDER
IES Abroad Barcelona

DESCRIPTION:

The purpose of this course is to familiarize and critically engage students with the various ways of theorizing and understanding gender and sexuality – from traditional and popular theories of gender and sexual development to theories that actively challenge these dominant ways of understanding them. This course will take a social constructionist perspective to explore the ways in which gender and sexual identities are socially constructed, rather than innate or biological, and the implications of these constructions on our everyday life experiences, with a particular focus on the Spanish context. Specifically, this course will explore the ideology of heteronormativity and how patriarchal and/or misogynistic ideas around sexuality and gender mean that we are socialized to become kinds of gendered sexual beings and that there are social, cultural, and political consequences when we do not.

Out of the three global pillars that IES promotes—Sustainable Living, Human Wellbeing and Equitable Living—, in this course we especially work on the last one, that is, Equitable Living. Through the contents covered and their assessment, students critically reflect on cultural constructs that are often simply assumed to be true without having been questioned. This exercise of self-reflection and self-questioning on both a personal and social level allows them to further develop their understanding of and appreciation for cultural realities other than their own, as well as to deepen their own sense of identity as individuals. In addition, classroom discussions make it possible for students to make their voices heard within a safe academic environment. This enhances their ability to interact in a group setting and gives them the opportunity to be exposed to the views and perspectives of their peers.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

To critically engage with the topics of gender and sexuality in a variety of ways, classes for this course will make use of a combination of methods including, but not limited to, lectures, class discussions and debates, class activities, as well as audio-visual screenings such as advertisements, documentaries, and films. Moodle will be used as a hub for students to keep up to date with the syllabus and assessments, as well as to communicate with students, allow for ongoing discussion about topics related to the course, and to upload readings and links to the videos that students need to watch. In addition to this, a forum on the module platform will also be opened for this course, where students will be able to engage with the instructor and each other on the readings and current news topics or events around sexuality and gender that arise during the course.

REQUIRED WORK AND FORM OF ASSESSMENT:

The final grade is determined according to the following percentage assigned to each component of this course:

- Class participation – 10%
- Chairing one section – 15%
- Reflective exercise 1 – 10%
- Reflective exercise 2 – 10%
- Midterm assignment – 25%
- Final take-home exam – 30%

Class participation

The topics covered in this course, given its focus on gender and sexuality, will be of a sensitive and, sometimes, controversial nature. As such, some topics could make some students feel uncomfortable. However, because categories of gender and sexuality are central

to the way in which our social world is organized and, as a result, they are also an integral part of how we perceive ourselves and others, understanding and engaging with ideas and beliefs around gender and sexuality is important.

Engaging and participating in the discussions, debates, and/or activities that occur during class is essential for the success of this course, for students own learning, as well as for navigating a complicated social world. All attempts will be made to create a 'safe space' that allows all students the opportunity to voice their own opinions, to be heard, and to be engaged with in a respectful collegial way. To do this, the following 'Rules of Engagement' will be discussed, adapted, if need be, and agreed upon in the first lecture:

- Before voicing an opinion, all students will be required to bear in mind the impact of their words and actions on fellow students as well as the instructor. If a student thinks that their words may be hurtful or offensive, they should try to voice their opinion in way that attempts to minimize the offense or hurt.
- All students must recognize that participation and learning in this course does not mean simply being able to voice an opinion, but also includes active listening and respecting the rights, views, and opinions of fellow students.
- When engaging with the instructor or fellow students, all students must voice their opinions and/or disagreements in an academic, respectful, and collegial manner.
- Importantly, given the subject matter and that gender and/or sexual identities have personal significance and relevance to some students more than others, all students must always show respect and understanding to each other and the instructor.

Students are expected to do the required readings before each session, to come to class well prepared to participate and engage adequately in the activities and/or discussions that will take place during class. Please note that, for some weeks, there is more readings assigned for than other weeks; this is due to some readings for certain topics being more theoretically dense and requiring more engagement than others. The list of required readings for each topic is given later in this document.

Class participation is made up of three components:

- Each student will have to individually prepare at least one question per each of the readings and/or audiovisual materials included in each course session.
- Students are expected to engage in class discussions and debates in an active, positive, and respectful way.
- Each student will choose one of the sessions and chair it. They will have to prepare a power point presentation covering the main ideas of the proposed readings and audiovisual materials and, always with the help and support of the instructor, they will manage the Q&A part of the class.

Reflective exercises

Students will be required to submit two two-page reflective exercises. Each exercise counts 10% towards the final grade. The aim of these two reflective exercises is to give students the opportunity to engage with the theories on a concrete topic and apply them to the videos that they will be required to watch as well as to reflect on their own experiences and/or opinions. These works need to be submitted to the instructor, who will provide feedback and comments to guide the student in learning how to critically engage with different theoretical frameworks as well as with their own opinions. These reflective exercises will also be useful for students in their mid-term assignment and final exam.

REFLECTIVE EXERCISE TOPICS:

The purpose of the reflective exercises is to give students a chance to engage with the theories and content covered in class in a personal way and, importantly, to receive formative feedback on whether they are demonstrating critical thinking and critical engagement with the topics. Students will be expected to engage with the theories and readings covered in class as well as with additional reference material they will need to source for themselves in a personal way. However, students are not required to divulge any information that they are not comfortable with. Furthermore, only the instructor will be reading and commenting on these reflective exercises and, as such, all information contained will remain and be treated with the utmost confidentiality.

Reflective exercises should be four-five pages in length including cover page and bibliography. Specific due dates for each reflective exercise will be given during the first day of the course, but the topics for each exercise are as follows:

Reflective Exercise 1: Gender in our contemporary societies

The first two weeks of this course look at the various ways in which gender is socially constructed. For the first reflective exercise, students are required to watch two StreetTalk TV videos entitled 'Gender – Who Cares' part 1 and part 2. These videos are each around fifteen minutes long. They are available to watch freely online and the links to where the videos can be found are in the 'Content' section as well as under the 'Filmography' section. After watching these two videos, students are required to reflect on the following questions in their reflective exercise:

- a) Critically engage with the ways in which gender and sexual identities have changed over the last few years, according to the participants in these two videos.
- b) How do these participants challenge and/or reinforce heteronormative understandings of gender and sexuality?
- c) How does the heteronormative culture try to restrain people's gender or sexual identities?
- d) How can we use Butler's theories of sex and gender to understand the views of these participants?

Reflective Exercise 2: Gender, Sexuality, and Heteronormativity

Heteronormativity constructions of gender influence the ways in which people construct their sexual identities and has an impact on how they experience the social, cultural, and political world around them. For this reflective exercise, students are required to watch a TEDTalk spoken video entitled 'A powerful poem about what it feels like to be transgender' and two StreetTalk TV videos entitled 'Gay Guys' and 'Gay and Proud of it!'. These videos are each around fifteen minutes long. Please note that there is a trigger warning for these videos as there is a discussion around experiences of homophobia, violence, and discrimination. These videos are available to watch freely online and the links to where the videos can be found are in the 'Content' section as well as under the 'Filmography' section. After watching these three videos, students are required to reflect on the following questions in their reflective exercise:

- a) Critically engage with the impact of heteronormativity on the experiences and the kinds of prejudice and discrimination the people in the videos encounter in their everyday lives.
- b) How do the experiences differ and how do these people understand these differences?
- c) How do participants challenge or reinforce heteronormative ideas around gender and sexuality?

Mid-term assignment

Each student will be expected to submit a mid-term assignment, which will be graded and form part of their final grade for this course. The mid-term assignment will be due in Week 13, but further information on the exact due date and time as well as where the assignment will need to be handed in will be given in the first session of this course. This assignment consists of choosing one of the recommended audiovisual works provided for the course and critically analyze it. The following contents should be covered: a) introduction to the piece, b) main thematic threads, c) main characters: physical and personality traits, and d) critical analysis on how the chosen work engages with the theories and readings covered in class. The APA referencing system must be followed. A minimum of five academic references must be included. Minimum length: 8 pages (including cover, index, and bibliography). Maximum length: 10 pages (including cover, index, and bibliography). Font: Calibri 10, double-spaced.

Final exam

The final assessment task for this course will be a written take-home exam. Students will be given 93 hours (4 days) to submit a response on a topic that will be sent by the faculty member responsible for this course. Students' response to the exam question will require to integrate theories covered in this course with own arguments and/or opinions on a specific issue.

Assignment submission and lateness policy

Any written work submitted after the deadline without a documented justification approved by Academics/Students affairs will be graded. Under any circumstances written work may be submitted after the end date of the programme, unless the IES Abroad Dean of Students has approved an incomplete status. Assignments must be submitted only through Moodle. Under no circumstances will they be accepted by any other means (email, paper, etc.) unless previously authorized by Academics and/or the teaching staff responsible for the module.

LEARNING OUTCOMES:

The primary aim of this course is to develop and use critical thinking skills in understanding and working with ideas around gender

and sexuality. Specifically, by the end of this course, students should be able to:

- Explain, assess, and critique the various ways in which gender and sexuality development has been theorized.
- Analyze the ways in which gender and sexuality are socially, culturally, and historically constructed.
- Develop their own arguments on how we become gendered and/or sexual beings, drawing on theories covered in the course.
- Compare and analyze the ways in which our gendered and sexual identities intersect with our 'other' identities, such as race, culture, religion, etc.
- Explain and analyze the implications of current constructions of gender and sexuality on the lived experiences of individual people and on society, specifically within the Spanish context.
- Apply content covered in this course to their everyday lived experiences as well as to the social, cultural, and political problems we currently face in Spain and globally.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Required Reading
Session 1	Module introduction	No readings. The module content and assessment will be discussed. We will also have the opportunity to get to know each other and discuss some introductory ideas about gender, sex and identity.
Session 2	Introduction Introduction and guide to 'critical thinking' Why study gender and sexuality?	• Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. <i>Critical theories in education: Changing terrains of knowledge and politics</i>, 45-65. http://www.mediaeducation.org.mt/wp-content/uploads/2013/05/Critical-Thinking-and-Critical-Pedagogy.pdf • Paul, R. & Elder, L. (2014). The miniature guide to critical thinking-concepts and tools-foundation for critical thinking. The Foundation for Critical Thinking. https://www.criticalthinking.org/files/Concepts_Tools.pdf • Andersen, M. & Hill Collins, P. Why race, class, and gender still matter. In Grusky, D.B. & Hill. J. (Eds.) (2018). <i>Inequality in the 21st century: A reader</i>. Routledge, 1-16. https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/356/andersen_collins_race_class_gender.pdf
Session 3	Contemporary Theoretical Perspectives on Gender and Sex Feminist theories	• Stainton Rogers, W., & Stainton Rogers, R. (2001). <i>The psychology of gender and sexuality: An introduction</i>. McGraw-Hill Education (UK), pp. 120-157. • Bustelo, M. (2016). Three decades of state feminism and gender equality policies in multi-governed Spain. <i>Sex Roles</i>, 74(3), 107-120. https://link.springer.com/content/pdf/10.1007/s11199-014-0381-9.pdf • Willem, C., & Tortajada, I. (2021). Gender, voice and online space:

		Expressions of feminism on social media in Spain. <i>Media and Communication</i>, 9(2), 62-71. https://www.cogitatiopress.com/mediaandcommunication/article/view/3851/3851
Session 4	Social constructionism	- Brickell, C. (2006). The Sociological Construction of Gender and Sexuality. <i>The Sociological Review</i>, 54(1), 87–113. https://journals.sagepub.com/doi/epub/10.1111/j.1467-954X.2006.00603.x - Marecek, J., Crawford, M., & Popp, D. (2004). On the construction of gender, sex, and sexualities. In Eagly, A. H., Beall, A. E., & Sternberg, R. J. (Eds.). (2005). <i>The psychology of gender</i>. Guilford Press, 192-216. https://core.ac.uk/download/pdf/76222707.pdf
Session 5	Gender and Sex as Socially Constructed and Performative Butler and feminist theories of sex and gender Sex as also being socially constructed	- Butler, J. (2002). <i>Gender trouble</i>. Routledge. Chapter 1, 3-33. http://eng296.digitalwcu.org/wp-content/uploads/2018/09/butler-gender-trouble-chapter-1-w-RC-selections.pdf - Salih, S. (2007). On Judith butler and performativity. <i>Sexualities and communication in everyday life: A reader</i>, 55-68. http://www2.kobe-u.ac.jp/~alexroni/IPD2020/IPD2020%20No.2/Salih-Butler-Performativity-Chapter_3.pdf - Giles, J. (2006). Social constructionism and sexual desire. <i>Journal for the Theory of Social Behaviour</i>, 36(3), 225-238. https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1468-5914.2006.00305.x
Session 6	Butler's theory of gender as 'performative'	- Butler, J. (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory. In <i>Theatre Journal</i>, 40(4), 519-531. https://joelvelasco.net/teaching/5330(spring2021)/Butler%201988%20performative%20acts%20and%20gender%20constitution-%20an%20essay%20in%20phenomenology%20and%20feminist%20theory.pdf - Butler, J. (2009). Performativity, Precarity and Sexual Politics. <i>AIBR. Revista de Antropología Iberoamericana</i>, 4(3). https://www.aibr.org/antropologia/04v03/criticos/040301b.pdf Homework: Students to watch two StreetTalk TV Video Clips: 1. Gender – Who Cares? Part 1 (2018). (http://streettalktv.com/episode/gender-who-cares/) 2. Gender – Who Cares? Part 2 (2018). (http://streettalktv.com/episode/gender-who-cares-part-2/)
Session 7	Deconstructing 'Masculinities' and 'Femininities' Theoretical perspectives on Hegemonic masculinities in Spain	- Schippers, M. (2007). Recovering the feminine other: Masculinity, femininity, and gender hegemony. <i>Theory and society</i>, 36(1), 85-102. https://link.springer.com/article/10.1007/s11186-007-9022-4 - Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. <i>Gender & society</i>, 19(6), 829-859. https://journals.sagepub.com/doi/epdf/10.1177/0891243205278639 Homework:

		Students to watch the documentary “Men vs Money: Exploring Modern Masculinity” (Perry Grayson, 2022) https://www.youtube.com/watch?v=9flhtlASMn8.
Session 8	Hegemonic Masculinities in Spain	- Harrington, C. (2021). What is “toxic masculinity” and why does it matter? <i>Men and Masculinities</i>, 24(2), 345-352. https://journals.sagepub.com/doi/epub/10.1177/1097184X20943254 - Hardin, M. (2002). Altering masculinities: The Spanish conquest and the evolution of the Latin American machismo. <i>International Journal of Sexuality and Gender Studies</i>, 7(1), 1-22. https://link.springer.com/content/pdf/10.1023/A:1013050829597.pdf - Lehfeldt, E. A. (2008). Ideal men: masculinity and decline in seventeenth-century Spain. <i>Renaissance Quarterly</i>, 61(2), 463-494. https://www.cambridge.org/core/journals/renaissance-quarterly/article/ideal-men-masculinity-and-decline-in-seventeenthcentury-spain/E53BD275267C6D2297FB83B3FE616C59
Session 9	Hegemonic Masculinities in Spain	- Newman, M. A., Carabí, À., & Armengol, J. M. (2012). Beyond Don Juan: Rethinking Iberian Masculinities. <i>Men and Masculinities</i>, 15(4), 343-345. https://journals.sagepub.com/doi/epub/10.1177/1097184X12454103 - Llopis Goig, R. (2008). Learning and representation: the construction of masculinity in football. An analysis of the situation in Spain. <i>Sport in Society</i>, 11(6), 685-695. https://www.tandfonline.com/doi/pdf/10.1080/17430430802283948?needAccess=true - Marcos, J. M., Aviles, N. R., del Río Lozano, M., Cuadros, J. P., & Calvente, M. D. M. G. (2013). Performing masculinity, influencing health: a qualitative mixed-methods study of young Spanish men. <i>Global health action</i>, 6(1), 21134. https://www.tandfonline.com/doi/full/10.3402/gha.v6i0.21134%40zgha20.2013.6.issue-s7?scroll=top&needAccess=true Homework: Students to watch the videoclip “Por España” (Samatha Hudson & Papa Topo).
Session 10	Hegemonic Femininities in Spain	- Carbayo-Abengózar, M. (2001). Shaping women: national identity through the use of language in Franco's Spain. <i>Nations and Nationalism</i>, 7(1), 75-92. https://onlinelibrary.wiley.com/doi/epdf/10.1111/1469-8219.00005 - Colmeiro, J. F. (2005). Rehispanicizing Carmen: cultural reappropriations in Spanish cinema. In <i>Carmen</i>. Brill, 91-105. https://brill.com/view/book/9789401202787/B9789401202787-s008.xml Homework: Students to watch the film “Vicky, Cristina, Barcelona” (Woody Allen, 1999).
Session 11	Introduction to Queer Theory	- Jagose, A. (1996). <i>Queer theory: An introduction</i>. New York University Press. Chapter 7, 72-100. - Butler, J. (2002). <i>Gender trouble</i>. Routledge. Chapter 2, 35-78.
Session 12	The Relevance of Queer Theory in Spain	Preciado, P. B. (2018). <i>Countersexual manifesto</i>. Columbia University Press. Chapter 1, 19-40.

		Fouz-Hernández, S. (2004). Identity without limits: Queer debates and representation in Contemporary Spain. <i>Journal of Iberian and Latin American Research</i>, 10(1), 63-81. https://www.tandfonline.com/doi/pdf/10.1080/13260219.2004.10429981?needAccess=true
Session 13	Intersectionality of race, gender, and sexuality	- Beckett, C., & Macey, M. (2001). Race, gender and sexuality: The oppression of multiculturalism. In <i>Women's Studies International Forum</i> (Vol. 24, No. 3-4, pp. 309-319). Pergamon. https://reader.elsevier.com/reader/sd/pii/S0277539501001856?token=63FA87021E5A6DCA23EB275E7B2A2B84E4A3D4AC30F3BEDA40BF0ADDD937D360C8332913ABDD47061A09791DC7897E42&originRegion=eu-west-1&originCreation=20221026215213 - Barker, D. K. (2005). Beyond women and economics: Rereading "women's work". <i>Signs: Journal of Women in Culture and Society</i>, 30(4), 2189-2209. https://www.journals.uchicago.edu/doi/epdf/10.1086/429261 Homework: Students to watch this documentary: - The Gender Code (Luka Keatings, 2019): https://www.youtube.com/watch?v=Zph7H-00d5w
Session 14	Non-normative sexualities in Spain	- Berco, C. (2008). Producing patriarchy: Male sodomy and gender in early modern Spain. <i>Journal of the History of Sexuality</i>, 17(3), 351-376. https://www.jstor.org/stable/20542699#metadata_info_tab_contents - Perez-Sanchez, G. (2000). Franco's Spain, Queer Nation. <i>Journal of Law Reform</i>, 33(3), 359-404. https://heinonline.org/HOL/Page?handle=hein.journals/umijlr33&id=369&collection=journals&index= Homework: Students to watch the film "Bad Education" (Pedro Almodóvar, 2004)
Session 15	Gender, sexuality, and family structures in Spain	- Ryan, L. (2014). Social trauma and motherhood in postwar Spain. In <i>Motherhood and War</i> (pp. 127-144). Palgrave Macmillan, New York. https://link.springer.com/chapter/10.1057/9781137437945_8 - Ryan, L. (2009). The sins of the father: The destruction of the Republican family in Franco's Spain. <i>The History of the Family</i>, 14(3), 245-252. https://www.sciencedirect.com/science/article/pii/S1081602X09000232?casa_token=Wx4EUoWTAIQAAAAA:flV9nnWTmhQ0f2wnXWg45U9SURSfBsmkTELPePV3NLMempdeuoGo--qxxkoluvG5NNcZHmiEN3o - Alvarez, B., & Marre, D. (2021). Motherhood in Spain: from the "Baby Boom" to "Structural Infertility". <i>Medical Anthropology</i>, 1-14. https://www.tandfonline.com/doi/full/10.1080/01459740.2021.1961246?casa_token=zlhkEcidYwoAAAAA%3A4JAtr_VdQrZ_Fjxz3DiRFTb646uRyDupZ3fK94ReFM62zqoVecz3BpHbU64uOCzOkWTX2WSCXajbw
Session 16	Constructions of motherhood and fatherhood in the Spanish	Imaz, E. (2017). Same-sex parenting, assisted reproduction and gender asymmetry: reflecting on the differential effects of legislation on gay and

	context: Queer families and parenting	lesbian family formation in Spain. <i>Reproductive Biomedicine & Society Online</i>, 4, 5-12. https://www.sciencedirect.com/sdfe/reader/pii/S2405661817300060/pdf Zecchi, B. (2005). All about mothers: Pronatalist discourses in contemporary Spanish cinema. <i>College Literature</i>, 146-164. https://www.jstor.org/stable/25115250#metadata_info_tab_contents Homework: Students to watch the film “Parallel Mothers” (Pedro Almodóvar, 2021)
Session 17	Media Representations: Men and Masculinities	- Brooks, D. E., & Hébert, L. P. (2006). Gender, race, and media representation. <i>Handbook of gender and communication</i>, 16, 297-317. https://focusintl.com/GD142-%20Gender,%20Race%20and%20Media%20Representation.pdf - Craig, S. (Ed.). (1992). <i>Men, masculinity and the media</i> (Vol. 1). Sage. Part 2, 41-92. https://sk.sagepub.com/books/men-masculinity-and-the-media
Session 18	Media Representations: Women and Femininities	- Choi, P., Henshaw, C., Baker, S., & Tree, J. (2005). Supermum, superwife, supereverything: performing femininity in the transition to motherhood. <i>Journal of reproductive and infant psychology</i>, 23(2), 167-180. https://www.tandfonline.com/doi/pdf/10.1080/02646830500129487?needAccess=true - Malacrida, C. (2009). Performing motherhood in a disablist world: Dilemmas of motherhood, femininity and disability. <i>International Journal of Qualitative Studies in Education</i>, 22(1), 99-117. https://www.tandfonline.com/doi/pdf/10.1080/09518390802581927?needAccess=true - Correa, T. (2010). Framing Latinas: Hispanic women through the lenses of Spanish-language and English-language news media. <i>Journalism</i>, 11(4), 425-443. https://journals.sagepub.com/doi/abs/10.1177/1464884910367597?casa_token=m5IN8AkMnCGAAAAA:LO8gzYE0dPqRCPUqg0ELjd8TX5_kEQKkQDcJag!kbLk1BP8Hv0kijGJa_Fs5a23doV859aHg1cljag
Session 19	Media Representations: Intersections between race, gender, and sexuality	- Jha, M. (2015). <i>The global beauty industry: Colorism, racism, and the national body</i>. Routledge. Introduction and Chapter 1, pp. 1-30. https://www.taylorfrancis.com/books/mono/10.4324/9781315733432/global-beauty-industry-meeta-jha - Crenshaw, K. (1991). Race, gender, and sexual harassment. <i>s. Cal. l. Rev.</i>, 65, 1467. https://heinonline.org/HOL/Page?handle=hein.journals/scal65&div=70&g_s ent=1&casa_token=iucnLEcP550AAAAA:PB5xwD0NrKk71yeJcLJN1cTlxrtzvpPkOykwTJtMA4Lkxlo4eSKndY_2NZ2_CtYcQgBHzuXAdg&collection=journals Homework: Students to watch the film “The Food Guide to Love” (Dominic Harari & Teresa Pegleri, 2013)

Session 20	Implications of Current Constructions of Gender and Sexuality Sexuality, gender, and HIV/AIDS 'Homophobia' 'transphobia' Gender, sexuality, and violence	- Hollander, J. A. (2001). Vulnerability and dangerousness: The construction of gender through conversation about violence. <i>Gender & society</i>, 15(1), 83-109. https://journals.sagepub.com/doi/epdf/10.1177/089124301015001005 - Sánchez Hernández, M. D., Herrera Enríquez, M. D. C., & Expósito Jiménez, F. (2020). Controlling behaviors in couple relationships in the digital age: Acceptability of gender violence, sexism, and myths about romantic love. https://digibug.ugr.es/bitstream/handle/10481/61993/articulo20200131111825.pdf?sequence=1&isAllowed=y - Valls, R., Puigvert, L., & Duque, E. (2008). Gender violence among teenagers: Socialization and prevention. <i>Violence against women</i>, 14(7), 759-785. https://journals.sagepub.com/doi/epdf/10.1177/1077801208320365
Session 21	Implications of Current Constructions of Gender and Sexuality Sexuality, gender, and HIV/AIDS 'Homophobia' Gender, sexuality, and violence	- Ferrer-Pérez, V. A., & Bosch-Fiol, E. (2014). Gender violence as a social problem in Spain: Attitudes and acceptability. <i>Sex roles</i>, 70(11), 506-521. https://link.springer.com/content/pdf/10.1007/s11199-013-0322-z.pdf - Ristock, J., & Timbang, N. (2005). Relationship violence in lesbian/gay/bisexual/transgender/queer [LGBTQ] communities. <i>Violence Against Women Online Resources</i>. https://www.researchgate.net/profile/Janice-Ristock-2/publication/237721197_Relationship_Violence_in_LesbianGayBisexual_TransgenderQueer_LGBTQ_Communities_Moving_Beyond_a_Gender-Based_Framework/links/00b4953c3c916ee675000000/Relationship-Violence-in-Lesbian-Gay-Bisexual-Transgender-Queer-LGBTQ-Communities-Moving-Beyond-a-Gender-Based-Framework.pdf - Nemoto, T., Bödeker, B., & Iwamoto, M. (2011). Social support, exposure to violence and transphobia, and correlates of depression among male-to-female transgender women with a history of sex work. <i>American journal of public health</i>, 101(10), 1980-1988. https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2010.197285
Session 22	Implications of Current Constructions of Gender and Sexuality Sexuality, gender, and HIV/AIDS 'Homophobia' Gender, sexuality, and violence	- Carrera-Fernández, M. V., Lameiras-Fernández, M., Rodríguez-Castro, Y., & Vallejo-Medina, P. (2013). Bullying among Spanish secondary education students: the role of gender traits, sexism, and homophobia. <i>Journal of interpersonal violence</i>, 28(14), 2915-2940. https://journals.sagepub.com/doi/epub/10.1177/0886260513488695 - Fuster, M. J., Molero, F., de Montes, L. G., Agirrezabal, A., & Vitoria, A. (2013). HIV-and AIDS-related stigma: Psychosocial aspects in a representative Spanish sample. <i>The Spanish journal of psychology</i>, 16. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/4A679793D67DE4F06B47D4A0C0BC1246/S1138741613000528a.pdf/hiv-and-aids-related-stigma-psychosocial-aspects-in-a-representative-spanish-sample.pdf - Martinez, M. (2018). From the subjected subject to the vulnerable subject: An unfinished discussion in contemporary Spanish feminisms. <i>Signs: Journal of women in culture and society</i>, 43(2), 327-351. https://www.journals.uchicago.edu/doi/epdf/10.1086/693548 Homework:

		Students to watch the film “All about my mother” (Pedro Almodóvar, 1999)
Session 23	The Spanish Trans Law. The debate	- Spade, D. (2008). Keynote address: Trans law & (and) politics on a neoliberal landscape. <i>Temp. Pol. & Civ. Rts. L. Rev.</i>, 18, 353. https://heinonline.org/HOL/Page?handle=hein.journals/tempcr18&div=17&g_sent=1&casa_token=Bs-9i0sveyYAAAAA:72JxkQiHLhyGFmM6252baN47MG3jQUQ8VrmLajTmjXEgnA80W4c6OkjpT_ntCFo-bcHHhLel7w&collection=journals - Lucas Platero, R., & Ortega-Arjonilla, E. (2016). Building coalitions: The interconnections between feminism and trans* activism in Spain. <i>Journal of Lesbian Studies</i>, 20(1), 46-64. https://www.tandfonline.com/doi/pdf/10.1080/10894160.2015.1076235?needAccess=true - Cantero Sánchez, M. (2022). TERFs and their construction of the Otherness: a Critical Discourse Analysis of the opposition to the Spanish trans bill draft. https://www.diva-portal.org/smash/get/diva2:1678490/FULLTEXT01.pdf Homework: Students to watch these these three short introductory videos before doing the readings: - Spain's controversial transgender law: https://www.dw.com/en/spains-controversial-transgender-law/video-59892224 - Neo-Nazi march against LGBTQ+ community in Madrid raises alarm over growing homophobia: https://english.elpais.com/spain/2021-09-20/neo-nazi-march-against-lgbtq-community-in-madrid-raises-alarm-over-growing-homophobia.html - Spanish transsexual Cristina La Veneno talks about her life in Adra (1996) English subtitles: https://www.youtube.com/watch?v=a12W605PSb0
Session 24	Revision	We will revisit the main topics covered throughout the module in preparation for the final take-home assignment.

REQUIRED READINGS:

- Álvarez, B., & Marre, D. (2021). Motherhood in Spain: from the “Baby Boom” to “Structural Infertility”. *Medical Anthropology*, 1-14.
- Andersen, M. & Hill Collins, P. Why race, class, and gender still matter. In Grusky, D.B. & Hill, J. (Eds.) (2018). *Inequality in the 21st century: A reader*. Routledge, 1-16.
- Barker, D. K. (2005). Beyond women and economics: Rereading “women’s work”. *Signs: Journal of Women in Culture and Society*, 30(4), 2189-2209.
- Beckett, C., & Macey, M. (2001, May). Race, gender and sexuality: The oppression of multiculturalism. In *Women's Studies International Forum* (Vol. 24, No. 3-4, pp. 309-319). Pergamon.
- Brickell, C. (2006). The Sociological Construction of Gender and Sexuality. *The Sociological Review*, 54(1), 87–113.
- Brooks, D. E., & Hébert, L. P. (2006). Gender, race, and media representation. *Handbook of gender and communication*, 16, 297-317.
- Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. *Critical theories in education: Changing terrains of knowledge and politics*, 45-65.

- Bustelo, M. (2016). Three decades of state feminism and gender equality policies in multi-governed Spain. *Sex Roles*, 74(3), 107-120.
- Butler, J. (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory. In *Theatre Journal*, 40(4), 519-531.
- Butler, J. (2002). *Gender trouble*. Routledge.
- Butler, J. (2009). Performativity, Precarity and Sexual Politics. *AIBR. Revista de Antropología Iberoamericana*, 4(3).
- Cantero Sánchez, M. (2022). TERFs and their construction of the Otherness: a Critical Discourse Analysis of the opposition to the Spanish trans bill draft.
- Carbayo-Abengózar, M. (2001). Shaping women: national identity through the use of language in Franco's Spain. *Nations and Nationalism*, 7(1), 75-92.
- Choi, P., Henshaw, C., Baker, S., & Tree, J. (2005). Supermum, superwife, supereverything: performing femininity in the transition to motherhood. *Journal of reproductive and infant psychology*, 23(2), 167-180.
- Colmeiro, J. F. (2005). Rehispanicizing Carmen: cultural reappropriations in Spanish cinema. In *Carmen* (pp. 91-105). Brill.
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & society*, 19(6), 829-859.
- Correa, T. (2010). Framing Latinas: Hispanic women through the lenses of Spanish-language and English-language news media. *Journalism*, 11(4), 425-443.
- Craig, S. (Ed.). (1992). *Men, masculinity and the media* (Vol. 1). Sage.
- Crenshaw, K. (1991). Race, gender, and sexual harassment. *Cal. J. Rev.*, 65, 1467.
- Ferrer-Pérez, V. A., & Bosch-Fiol, E. (2014). Gender violence as a social problem in Spain: Attitudes and acceptability. *Sex roles*, 70(11), 506-521.
- Fouz-Hernández, S. (2004). Identity without limits: Queer debates and representation in Contemporary Spain. *Journal of Iberian and Latin American Research*, 10(1), 63-81.
- Fuster, M. J., Molero, F., de Montes, L. G., Agirrezabal, A., & Vitoria, A. (2013). HIV-and AIDS-related stigma: Psychosocial aspects in a representative Spanish sample. *The Spanish journal of psychology*, 16.
- Giles, J. (2006). Social constructionism and sexual desire. *Journal for the Theory of Social Behaviour*, 36(3), 225-238.
- Hardin, M. (2002). Altering masculinities: The Spanish conquest and the evolution of the Latin American machismo. *International Journal of Sexuality and Gender Studies*, 7(1), 1-22.
- Harrington, C. (2021). What is “toxic masculinity” and why does it matter? *Men and Masculinities*, 24(2), 345-352.
- Hollander, J. A. (2001). Vulnerability and dangerousness: The construction of gender through conversation about violence. *Gender & society*, 15(1), 83-109.
- Imaz, E. (2017). Same-sex parenting assisted reproduction and gender asymmetry: reflecting on the differential effects of legislation on gay and lesbian family formation in Spain. *Reproductive Biomedicine & Society Online*, 4, 5-12.
- Jagose, A. (1996). *Queer theory: An introduction*. New York University Press.
- Jha, M. (2015). *The global beauty industry: Colorism, racism, and the national body*. Routledge. Introduction and Chapter 1, pp. 1-30.
- Lehfeldt, E. A. (2008). Ideal men: masculinity and decline in seventeenth-century Spain. *Renaissance Quarterly*, 61(2), 463-494.
- Llopis Goig, R. (2008). Learning and representation: the construction of masculinity in football. An analysis of the situation in Spain. *Sport in Society*, 11(6), 685-695.
- Lucas Platero, R., & Ortega-Arjonilla, E. (2016). Building coalitions: The interconnections between feminism and trans* activism in Spain. *Journal of Lesbian Studies*, 20(1), 46-64.
- Malacrida, C. (2009). Performing motherhood in a disablist world: Dilemmas of motherhood, femininity and disability. *International Journal of Qualitative Studies in Education*, 22(1), 99-117.
- Marcos, J. M., Avilés, N. R., del Río Lozano, M., Cuadros, J. P., & Calvente, M. D. M. G. (2013). Performing masculinity, influencing health: a qualitative mixed-methods study of young Spanish men. *Global health action*, 6(1), 21134.
- Marecek, J., Crawford, M., & Popp, D. (2004). On the construction of gender, sex, and sexualities. In Eagly, A. H., Beall, A. E., & Sternberg, R. J. (Eds.). (2005). *The psychology of gender*. Guilford Press, 192-216.
- Martínez, M. (2018). From the subjected subject to the vulnerable subject: An unfinished discussion in contemporary Spanish feminisms. *Signs: Journal of women in culture and society*, 43(2), 327-351.

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- Nemoto, T., Bödeker, B., & Iwamoto, M. (2011). Social support, exposure to violence and transphobia, and correlates of depression among male-to-female transgender women with a history of sex work. *American journal of public health, 101*(10), 1980-1988.
- Newman, M. A., Carabí, À., & Armengol, J. M. (2012). Beyond Don Juan: Rethinking Iberian Masculinities. *Men and Masculinities, 15*(4), 343-345.
- Nicholls, E. (2018). *Negotiating femininities in the neoliberal night-time economy: Too much of a girl?*. Springer.
- Ofer, I. (2005). Historical Models—Contemporary Identities: The Sección Femenina of the Spanish Falange and Its Redefinition of the Term 'Femininity'. *Journal of Contemporary History, 40*(4), 663-674.
- Paul, R. & Elder, L. (2014). The miniature guide to critical thinking-concepts and tools-foundation for critical thinking. The Foundation for Critical Thinking.
- Preciado, P. B. (2018). *Countersexual manifesto*. Columbia University Press.
- Ryan, L. (2009). The sins of the father: The destruction of the Republican family in Franco's Spain. *The History of the Family, 14*(3), 245-252.
- Ryan, L. (2014). Social trauma and motherhood in postwar Spain. In *Motherhood and War* (pp. 127-144). Palgrave Macmillan, New York.
- Salih, S. (2007). On Judith butler and performativity. *Sexualities and communication in everyday life: A reader, 55-68*.
- Sánchez Hernández, M. D., Herrera Enríquez, M. D. C., & Expósito Jiménez, F. (2020). Controlling behaviors in couple relationships in the digital age: Acceptability of gender violence, sexism, and myths about romantic love.
- Spade, D. (2008). Keynote address: Trans law & (and) politics on a neoliberal landscape. *Temp. Pol. & Civ. Rts. L. Rev., 18*, 353.
- Stainton Rogers, W., & Stainton Rogers, R. (2001). *The psychology of gender and sexuality: An introduction*. McGraw-Hill Education (UK), 120-157.
- Valls, R., Puigvert, L., & Duque, E. (2008). Gender violence among teenagers: Socialization and prevention. *Violence against women, 14*(7), 759-785.
- Watson, K. (2005). Queer theory. *Group analysis, 38*(1), 67-81.
- Willem, C., & Tortajada, I. (2021). Gender, voice and online space: Expressions of feminism on social media in Spain. *Media and Communication, 9*(2), 62-71.
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RECOMMENDED READINGS:

- Armengol, J. M., & Bosch-Vilarrubias, M. (2019). *Masculinities and Literary Studies*. Routledge.
- Bailey, M. M., Bascomb, L. T., Blake, F., Bost, D., Cruz, A., Dominguez, P., ... & Williams, E. L. (2019). *Black Sexual Economies: Race and Sex in a Culture of Capital*. University of Illinois Press.
- Digby, T. (2013). *Men doing feminism*. Routledge.
- Florêncio, J. (2021). Chemsex cultures: Subcultural reproduction and queer survival. *Sexualities, 1363460720986922*.
- Florêncio, J. (2020). *Bareback porn, porous masculinities, queer futures: The ethics of becoming-pig*. Routledge.
- Fouz-Hernández, S., & Martínez-Expósito, A. (2007). *Live flesh: the male body in contemporary Spanish cinema*. IB Tauris.
- Gabilondo, J. (2006). Antonio Banderas: Hispanic Gay Masculinities and the Global Mirror Stage (1991-2001). *Studies in 20th & 21st Century Literature, 30*(1), 12.
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- Preciado, P. B. (2013). *Testo junkie: Sex, drugs, and biopolitics in the pharmacopornographic era*. The Feminist Press at CUNY.
- Preciado, P. B. (2006). Pharmaco-Pornographic Regime: Sex, Gender, and Subjectivity in the Age of Punk Capitalism. In *The Transgender Studies Reader Remix* (pp. 404-413). Routledge.
- Schippers, M. (2007). Recovering the feminine other: Masculinity, femininity, and gender hegemony. *Theory and society*, 36(1), 85-102.
- Toffoletti, K., Francombe-Webb, J., & Thorpe, H. (Eds.). (2018). *New sporting femininities: Embodied politics in postfeminist times*. Cham, Switzerland: Palgrave Macmillan.

REQUIRED AUDIOVISUAL WORKS:

- *A powerful poem about what it feels like to be*. TEDTalk.
- Allen, W. (1999). *Vicky, Cristina, Barcelona*. Media Pro and Wild Bunch.
- Almodóvar, P. (2004). *Bad Education*. El Deseo, Canal+, RTVE.
- Almodóvar, P. (2008). *All About My Mother*. El Deseo, Via Digital, Renn Productions, France 2 Cinema.
- Almodóvar, P. (2021). *Parallel Mothers*. El Deseo, Sony Pictures, Netflix, RTVE, Remotamente Films.
- *Gay and Proud of it!* TEDTalk.
- *Gay Guys*. TEDTalk.
- *Gender – Who Cares? Part 1* (2018). Street Talk.
- *Gender – Who Cares? Part 2* (2018). Street Talk.
- Grayson, P. (2022). *Men vs Money: Exploring Modern Masculinity*. All3Media International.
- Harari, D. & Pelegri, T. (2013). *The Food Guide to Love*. Tomasol Films, Parallel Pictures, Haut et Court, Parallel Film Productions Ltd.
- Hudson, S & Papa Topo. (2021). *Por España*. Videoclip. Papa Topo and Rumbo Films.
- Keating, L. (2019). *The Gender Code*. FilmFreeWay.

RECOMMENDED AUDIOVISUAL WORKS:

- Ambrossi, J. & Calvo, J. (2020). *Veneno*. Atresmedia, Suma Latina.
- Aranda, V. (2003). *Carmen*. Star Line TV Productions S.L, TeleMadrid, Alythia Limited.
- Balletbò-Coll, M. (1999). *Costa Brava*. CostaBrava Films.
- Bigas Luna, J. (1992). *Jamón, jamón*. Lolafilms, Ovídeo TV S.A, Sogepaq.
- Bigas Luna, J. (1993). *Golden Balls*. Lolafilms, Filmauro, Hugo Films, Lumière.
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- Bollain, I. (2003). *Take my eyes*. La Iguana, Alta Films.
- Bollain, I. (2020). *Rosa's Wedding*. Tandem Films, Turanga Films, Setembro Cine, Halley Productions.
- Caro, M. (2020). *Someone has to die*. Noc Noc Cinema, Netflix.
- Costa, A. & León, P. (2018). *Arde Madrid*. Movistar.
- Cuerda, J.L. (2008). *The Blind Sunflowers*. Sogecine & Sogepaq (ifta), Produccions A Modiño, E.O.P.C., La Barouta.
- Desportes, V. & Trinh, T. (1993). *Fuck me*. Pan-Européenne, Canal+, Take One, Wild Bunch.
- Dolera, L. (2019/2021). *Perfect Life*. Movistar+, CCMA.
- Fité, M. (2019/20). *Merlí: Sapere Aude*. Movistar+, CCMA.
- Galán, D. (2013). *Barefoot in the Kitchen*. El Deseo.
- Gay, C. (2000). *Nico and Dani*. Messidor Films.
- Gay, C. (2012). *A Gun in Each Hand*. Imposible Films.
- Gutiérrez, C. (2005). *El Calentito*. Telespan 2000, Estudios Picasso.
- Kalin, T. (2007) *Savage Grace*. Killer Films, Videntia Frames Producciones, Montfort Producciones.
- Molina, C. (2008). *Diary of a Nymphomaniac*. Filmmax.

- Monzón, D. (2021). *Outlaws*. La Terraza Films, Ikiru Films, Atresmedia Cine, Buendía Estudios.
- Morrison, P. (2008). *Little Ashes*. PT Films, Aria Films, Factotum Barcelona S.L., Met Film Production.
- Pons, V. (1978). *Ocaña, an Intermittent Portrait*. Proza, Teide P.C.
- Scott, J. (2009). *Cracks*. Element Pictures, Scott Free Productions, Killer Films, Légende Films, HandMade Films.
- Simó, C. (2017). *Summer 1993*. Inicia Films in association, Avalon P.C.
- Trueba, D. (2013). *Living Is Easy with Eyes Closed*. Paco León PC, Canal+, RTVE.