AN/WS 336: GENDER AND CULTURE IN SPAIN AND THE MEDITERRANEAN
IES Abroad Barcelona

DESCRIPTION: This course will introduce students to the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Though the course places special emphasis on Spain, by bringing in examples of other Mediterranean countries it will examine if, in terms of gender roles and culture, Spain shares more with Mediterranean countries than with northern European societies. Thus, though we will pay attention to existing diversities across the Mediterranean we will also highlight similar understandings of gender and culture and how these understandings shape and are shaped by issues such as religion, politics, use of space, family arrangements or migration flows. The course sessions will combine theoretical lectures, class discussions and debates based on the critical reading of assigned articles. The articles are a selection of key academic works chosen with the aim of providing a general understanding of how gender intersects with other aspects of social and political life in the Mediterranean. There will be also occasional understandings of how gender intersects with other aspects of social and political life in the Mediterranean.

CREDITS: 3 credits

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: English

PREREQUISITES: One course in Anthropology, Sociology, or Gender Studies is recommended

METHOD OF PRESENTATION:
• Lectures: Lectures provide the students with an opportunity to gain an overview of the course content and to clarify issues.
• Class discussions: The course is largely discussion-based. Students are expected to come to class prepared (i.e. not only having done the readings but also having considered them in depth) and participate actively in the discussions. The aim of class discussions is to facilitate the students’ ability to apply the theoretical material to lived experience. All required readings can be found on Moodle. The readings listed for a particular session must be completed BEFORE coming to class that day.
• Class presentations: Students will be responsible for presenting a session’s readings and leading the discussion in class.
• Course-related trips: Professor-guided visits to significant sites related to the content and outcomes of the course.

REQUIRED WORK AND FORM OF ASSESSMENT:
• Midterm (20%) Students will have to respond to conceptual questions about topics discussed in class and write a critical review of a short text. The midterm will be held in session 12.
• Ethnographic Journal (15%) Students will be asked to take note of cultural differences regarding gender roles that they observe during their stay in Barcelona. Observations could be addressed to investigate how women and men use public space or public transportation, gender dynamics in clubs, gyms or bars; women’s representation in media, gender and politics. The information and observations made should be incorporated into their final paper as part of their empirical data. A field journal must be turned in, though nothing that is revealed in the journal will be made public in the classroom discussion, how students use the information to make claims and write the argument of the final paper. The journal will be assessed using a rubric that will be previously shared with students. Though the field journal will be handed in the final week of class, a mid-semester check-in will be done in session 13.
• Final Paper (30%) Students will write a 2500-word research paper on a topic of their own choice in consultation with the professor concerning gender roles and culture in the Mediterranean. Students will be required to submit an extended outline (500 words). Feedback on this outline will help students to formulate the main questions and parts of the argument to be addressed, and in finding and selecting relevant literature. The final paper should be submitted the last day of class.
• Final oral presentation (10%) During the last week of the course, students will present their final paper in class, students are required to participate and engage in discussion after the presentation. Each presentation should take the form of a succinct summary of the paper topics and findings, of ten minutes’ total. The presentations will be assessed using a rubric, previously shared with students, which will focus on the effective presentation of key findings.
• In-class presentation (10%) Students will have the responsibility of initiating discussion of the assigned readings (individually or in pairs). Presentations should consist of a 10-15 minute introductions of the central arguments and conclusions of each
piece and raise leading questions. In developing these informal presentations, students are encouraged to work together; it is also helpful to bring in examples that can help the understanding of the readings.

- **Class participation (15%)** Making a substantive oral contribution during class lecture or large-class discussion. Showing the reading has been done. Staying on task in dyads, small groups and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask questions and brainstorm additional ideas. The following rubric will be used to grade class participation:
  
  A = Always prepared: student comes to class with books/articles, outlines and personal notes on the readings. Student engages generously and intelligently in thoughtful and respectful discussion.
  
  B = Usually prepared: student comes to class with books/articles. Student contributes in the discussion in a somewhat focused manner.
  
  C = Often unprepared: student comes to class. Student talks occasionally without much focus or connection to the readings.
  
  D = Student shows up.
  
  F = Student sleeps or does not come to class.

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

- Articulate key concepts and theories in gender studies
- Explain how gender intersects with politics, cultures and societies in the Mediterranean
- Analyze gender issues in Spain and the Mediterranean area through the critical reading of a selection of sociological, anthropological and historical works
- Make use of critical tools and concepts drawn from gender and feminist studies to interpret existing diversities and similarities across the Mediterranean
- Describe cultural differences in non-judgmental ways

**ATTENDANCE POLICY:**
Attendance is mandatory for all IES classes, including field studies. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

**CONTENT:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments, readings, homework, exams</th>
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| Session 1 | Introduction to the course: Goals of course, studying Gender issues in the Mediterranean | Pilcher, J., & Whelehan, I. (2016). *50 Key concepts in gender studies*. Sage. 56-68; 176-181
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>8</td>
<td>Fieldtrip Visit to The Bonnemaison Center</td>
<td>The Bonnemaison Center La Bonne is a meeting place for cultural exchange and creative feminist projects. We will visit the space and discuss the role of early twentieth century progressive women in promoting women’s rights and access to education.</td>
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<td>Segura, I (1998). The feminist movement in Catalonia or one hundred years of feminism, Catalonia, (8), 26-27 <a href="http://labonne.org/about/el-llegat-francesca-bonnemaison/">http://labonne.org/about/el-llegat-francesca-bonnemaison/</a></td>
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<tr>
<td>12</td>
<td>MIDTERM</td>
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<td>Session</td>
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| 14      | Women’s roles in film and media (Spain) | Class discussion based on movies watched before class: *Solas, Te doy mis ojos.*  
Class discussion based on excerpts of films: *678* is a 2010 Egyptian film by director Mohamed Diab focusing on the sexual harassment of women in Egypt. |
| 18      | In class-writing workshop | Students will present and discuss in class their outlines and conceptual frameworks for final projects. |
| 19      | Fieldtrip: Visit to Ca la Dona and Plaça Vuit de Març | Ca la Dona is a meeting place for women and women’s groups, open to participation and the proposals of women. During the fieldtrip we will visit the building that has been recently renovated through a process of participation and discuss the role of this space in facilitating the connection among different feminist groups in Barcelona.  
| 23      | Class presentations | Presentations should consist of a 10-15 minute introductions of the
COURSE-RELATED TRIPS:

- Course-related trip to Francesca Bonnemaison Center (La Bonne) in session 10. La Bonne is a meeting place for cultural exchange and creative feminist projects. La Bonne has its origin in the Institute of Popular Culture Francesca Bonnemaison founded in the early twentieth century by Francesca Bonnemaison a pedagogue from a bourgeois family, who in 1909 founded the first public women’s library in Europe. After a long history of struggles and several changes in the building, during the 1990s the feminist movement in Barcelona (represented by more than 80 entities) signed a manifesto that claimed the recovery of the space as a center for women’s culture.

- Course-related trip to Ca la Dona, in session 19. Ca la Dona is a meeting place for a diverse array of women’s groups, open to participation and to the proposals of women who wish it. It was founded in the mid 1980’s as a space to facilitate the coordination of the existing feminist groups that were constituted after the dictatorship. It is a physical space, but above all a symbolic one, a place of political experiences, reflection and production of thought. Ca la Dona has also become a point of reference for many women, since it collects and transmits diverse information related to women resources, for example: how to address issues of harassment, provide information about family planning, AIDS, unions, etc. We will visit the building that host Ca La Dona, which was donated in 2006 by the City Council and has been recently renovated through a process of participation.

REQUIRED READINGS:


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<th>Session 24</th>
<th>Final review: summary and conclusions</th>
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<tr>
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<td>Final Exam</td>
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</table>
• Segura, I (1998) The feminist movement in Catalonia or one hundred years of feminism, Catalonia, (8), 26-27

**RECOMMENDED READINGS:**

**FILMOGRAPHY:**
• 678 (2010) by Mohamed Diab
• Solas (1999) by Benito Zambrano
• Te doy mis ojos (2003) by Itziar Bollain