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# Introduction to the History and Present Situation of Spanish Women

**COURSE DESIGNATOR** TLDO 3517

**Language of Instruction** Spanish

**NUMBER OF CREDITS** 3

**Contact Hours** 45 hours

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## DESCRIPTION

This course has two components, theoretical and practical. The theoretical component will be focused on studying the evolution of women's role in Spanish society. Due to the transcendence of the events related to women during the Second Republic and Franco's regime, we will analyze this portion of women's history with greater depth.

For practical component of the course, student will complete a fieldwork project in groups of 2 to 4. The groups will be responsible for analyzing three generations of Spanish women in the same family (grandmother, mother, daughter) and then creating a 20 to 30 minute presentation about their findings. The objective of this project is to discover, through live testimony, the changes that have occurred within the three generations which correspond to the three distinct periods in Spanish History studied in the theoretical portion of the course. Specifically, the groups will interview the women based on the following: their private life (when they married, how long they stayed at home before marrying, number of children, how their children were spaced, religious practices, values, etc.), Work (at what age they started, if they worked after having children, what type of work), etc.

## INSTRUCTOR

TBD

## COURSE OBJECTIVES

- The primary objective of this course is the analysis of the evolution of the political, social, economic, and cultural situation of Spanish women from the nineteenth century to the present.

## METHODOLOGY

This course will be taught through in-class lecture and discussion, audiovisual materials, fieldtrips, and the service-learning component. For each historical period to be discussed, the professor will provide the contextual and theoretical information necessary for students to understand the situation of women during that time period and prepare adequately for the service learning interviews.

Students are expected to come to class prepared, actively participate, and fully engage with the material.

## COURSE PREREQUISITES

Spanish 1004

## REQUIRED READING/MATERIALS

The required texts along with an ample supplementary bibliography will be specified in the introduction to the course.

## GRADING

### CRITERIA FOR GRADING AND GRADING STANDARDS

Summary of how grades are weighted:

| Grading Rubric |        |  |
|----------------|--------|--|
| A              | 93-100 | Achievement that is outstanding relative to the level necessary to meet course requirements.   |
| A-             | 90-92  | Achievement that is significantly above the level necessary to meet course requirements.   |
| B+             | 87-89  |  |
| B              | 83-86  |  |
| B-             | 80-82  | Achievement that meets the course requirements in every respect.   |
| C+             | 77-79  |  |
| C              | 73-76  |  |
| C-             | 70-72  | Achievement that is worthy of credit even though it fails to meet fully the course requirements.   |
| D+             | 67-69  |  |
| D              | 60-66  |  |
| F              | 0-59   | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

|  |      |
|--|------|
| Midterm Exam                             | 20%  |
| Final Exam                               | 30%  |
| Fieldwork                                | 30%  |
| Public Presentation of Fieldwork Project | 10%  |
| <hr/>                                    |      |
| Active Participation in Class            | 10%  |
| <hr/>                                    |      |
| Overall grade                            | 100% |

## Course Content

| History of Women/Gender History                               |  |
|---|--|
| UNIT 1  | Introduction to the course<br>Historical Panorama of Europe  |
| Women in the 19 <sup>th</sup> Century: Change or Continuity?  |  |
| UNIT 2  | The judicial status of women and legal codes<br>Women's education: New opportunities<br>The presence of women in public and professional environments  |
| Women in the 20 <sup>th</sup> Century: Advances and Set-backs |  |
| UNIT 3  | New Century: New horizons for women<br>The Second Republic and women: Toward gender equality?, Constitution of 1931, rights and political participation, education and culture, work and new possibilities for professional promotion<br>Women and the Civil War (1936-1939): Models, presence, and participation in the Republican zone and the Francoist zone<br>Women during Franco's regime (1939-1975): The return to a nineteenth century system. The role of women in the female branch of the military. Slight changes in the last years of the regime |

## ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. The assigned readings relate to topics that will be discussed in the week to follow and can be found in your course reader. This allows you to prepare for class discussions in advance. If you should like to investigate any given week's topics further please refer to the recommended readings listed.

If you need to miss class for medical reasons, please let the Director of Academic Affairs know in advance of meetings so plans can be made accordingly. If you miss any meetings without an excused absence from the Director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility

to find out what information was given in class including any announcements made.

## **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.