

IE-HUMANITIES

IE University

Professor: **GORETTI TERESA GONZALEZ**

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Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

WOMEN LEADERS IN ART AND HISTORY: FROM CLEOPATRA TO TODAY

There are no prerequisites for this course

SUBJECT DESCRIPTION

How have women leaders, past and present leaned in, broken the glass ceiling, and navigated the leadership labyrinth? How can they inspire and empower both men and women today? From Cleopatra to the women leaders of the pandemic and the black lives matter movement, to the heroines of Cervantes and Calderon, and the lessons of Simone de Beauvoir and Virginia Wolf, the goal of this course is to study and learn from the words and actions of women leaders in history, literature, and today.

This course will be organized into three main topics:

Topic one: Women leaders of state

Topic two: Women leaders whose words and ideas cause societal shifts

Topic three: Women and leadership in literature and the arts

OBJECTIVES AND SKILLS

Upon completing this course, you will have

- 1) developed analytical, critical, and creative thinking
- 2) practiced comprehensive reading of complex texts, writing and argumentation
- 3) gained research and information gathering competence
- 4) practiced sensitivity to other cultures and human experiences
- 5) engaged with various styles of leadership
- 6) gained insight into the barriers that exist for women in positions of power
- 7) become familiar with women leaders, past and present

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a workroom or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

This course prioritizes an attention to women leaders and leadership. Students learn about women leaders through a variety of media and disciplines. The class is generally devoted to learning from women leaders in many circumstances. These case studies in leadership will also offer opportunities to think about gender and leadership. In the second half of the course, students will work on a longer projects in the form of a group social media intervention, individual essay, and group podcast- researched, analyzed, written, and recorded by the students.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	20.0 %	30 hours
Exercises	16.67 %	25 hours
Group work	20.0 %	30 hours
Other individual studying	23.33 %	35 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the course: objectives, contents, schedule, and evaluation systems

Themes: What is leadership? Why study women leaders?

Do we use the same language to describe male and female leaders?

Are the metaphors that have been used to speak of women who have risen to leadership roles still applicable?

Pre-Work: (reading) HBR article, "Women are better during a crisis" by Jack Zenger and Joseph Folkman

Article: "Women are better leaders during a crisis?"

SESSION 3 (LIVE ONLINE)

Women leaders of state: Early women leaders

How do Cleopatra and her fellow female pharaohs lean in? What can Queen Elizabeth of England and Queen Isabella of Spain teach us about women and leadership?

Pre-Work (viewing): Watch '6-'29 and 1:04- 1:15 of the talk: When Women Ruled by UCLA Egyptologist Kara Cooney – a look at women leaders through the stories of six female pharaohs (we will focus on the introduction and Cleopatra)

(reading): Queen Elizabeth I, "I have the heart and stomach of a king," (1588).

(reading): Queen Isabel, Excerpt from Baldassare Castiglione's The Book of the Courtier (1528). (PDF in additional documentation)

Multimedia Documentation: Speech to the troops at Tilbury

Video: When women ruled-National Geographic

SESSION 4 (ASYNCHRONOUS)

Women leaders of state: Women, power, and dismantling grand cultural narratives

How has western society depicted and controlled the voices of women leaders? How have powerful women then managed to dismantle these cultural narratives and find their own voices?

Pre-Work: (reading): Mary Beard, "Women and Power," (2018)

Cambridge University classicist, cultural critic, and feminist, Mary Beard explores the cultural underpinnings of misogyny, considering the public voice of women and our cultural assumptions about women's relationship

Working Paper: Women and Power

SESSIONS 5 - 6 (LIVE IN-PERSON)

Women leaders whose words and ideas cause societal shifts: Women leaders at the intersection of diversity and inclusion

How does diversity and inclusion relate to leadership? How does imposter syndrome affect leaders? Is the alpha male discourse still applicable today?

Pre-Work: (listening) Podcast, "Brené Brown in her Dare to Lead Podcast, with Jodi-Ann Burey and Ruchika Tulshyan on Imposter Syndrome"

Podcast: On Imposter Syndrome

SESSIONS 7 - 8 (LIVE IN-PERSON)

Women leaders who cause societal shifts: The leaders of feminist theory and queer studies

What if Shakespeare had a sister; What if every woman had a room of her own (Virginia Woolf)?

Is a woman born a woman or does she become one (Simone de Beauvoir)?

Is gender performative (Judith Butler)?

Pre-work:

(reading) Judith Butler's "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"

Technical note: Performative Acts

SESSION 9 (ASYNCHRONOUS)

Women leaders: Diversity and Inclusion

Is the feminist movement racist and classist and does it too imitate the power structure of white patriarchy?

Pre-work: Excerpt from Bell Hooks

Article: *Ain't I woman enough*

SESSIONS 10 - 11 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Early defenders of women's rights and the Me Too movement

How can a debate about the worth of women that spans three centuries (La Querelle des Femmes) inform our understanding of women's leadership today? What can a fifteenth century text whose author is building a city out of women leaders, a seventeenth century Mexican nun considered a proto feminist, and the Me Too movement have in common?

Pre-Work:

(reading) Sor Juana Inés de la Cruz's poem "You foolish men, that incite..." (1690)

(reading): Excerpt from Christine de Pisan's "City of women" (1405) (PDF in additional documentation)

(reading) "Me Too founder discusses where we go from here"

•M.D. : "You foolish men, that incite..."

•R.A. : "Me Too founder discusses where we go from here"

Other / Complementary Documentation: You foolish men that incite

Technical note: "Me too founder discusses where we go from here"

SESSIONS 12 - 13 (LIVE IN-PERSON)

Women and leadership in literature: Appropriating the trappings of the patriarchy and closing the gender gap today

How have women leaders used patriarchal codes to their own advantage? How do these seventeenth century characters dialogue with modern day female politicians?

Guest speaker:

Carolín Ferrer will speak about Gender Equality in Leadership. We will look at the global strategy of gender mainstreaming in the design and the implementation of policies, which is already a corporate requirement in many public and private bodies.

Carolina Ferrer is an Adjunct professor at the IE School of Global and Public Affairs (IE University) teaching courses in the areas of Gender Equality and Sustainable Development and Project Management in Undergraduate and Masters' degree programs. Carolina also works as an international consultant at the World Bank Group (since 2011), and at USAID, as a Gender Equality specialist, in mainstreaming gender aspects into development projects and analytical work in developing countries. Previously, she worked at UN Women, the Inter-American Development Bank, the Spanish Permanent Representations of Spain to the EU and to the United Nations.

Pre-work:

(reading) Act 3 of Lope de Vega's Fuenteovejuna (1619)

Other / Complementary Documentation: Fuenteovejuna-3

SESSION 14 (ASYNCHRONOUS)

Women leaders who cause societal shifts: Black Lives Matters

Who are the women who have fueled important social movements?

Pre-Work:

(reading) "She co-founded Black Lives Matter. Here's why she's so hopeful for the future"

Technical note: She cofounded black lives matter

SESSION 15 (LIVE ONLINE)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Women and leadership: Finding our voices and the Beijing Declaration

The UN Generation Equality Forum is asking for social media contributions from members of your generation in order to continue and implement the work that was started 25 years ago with the Beijing Conference, where Hillary Clinton famously said, "Women's Rights are Human Rights." The Beijing Declaration aimed/aims to eradicate the gender gap at all levels. At the rate we are going, we would have economic gender parity in 200 years. It is imperative that your generation -men and women-understand that there is much work to do in all societies. México and France hosted a continuation of the Beijing conference last summer.

So, the time is now! Global Women Leaders (GWL) <https://www.globalwomenleaders.org> is asking you to raise awareness, revitalize, and make real the decisions taken in Beijing.

In groups, we are asking you to make 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok, Instagram...), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Working Paper: Beijing Declaration

SESSIONS 18 - 19 (LIVE IN-PERSON)

Women and leadership in literature: Leading from the margins: Unlearning Toxic Language and Toxic Leadership

What are the common points of reference for a seventeenth century gypsy girl and a Chicana lesbian woman? How can women become leaders, even from the margins?

Guest Speaker: Dr. Regina Llamas will discuss the position of women in China through various fictional works.

Regina Llamas holds a BA from Beijing University, an MA in Regional Studies East Asia (Harvard University), and a PhD in East Asian Languages and Cultures (Harvard University). She is currently working on a monograph on the historiography of Chinese drama and how the discipline was formed. She is also co-editing a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama*, and has submitted for publication a monograph on Top Graduate Zhang Xie with a complete translation. Her earlier work, both in English and Spanish, focused on southern Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. Dr. Llamas is also the author of *El licenciado número uno Zhang Xie*, in Spanish, as well as a number of papers on subjects related to the above interests. She is interested in Chinese History, Chinese Literature and the Chinese History of Entertainment, and teaches courses on these subjects.

(reading) Gloria Anzaldúa's "To live in the Borderlands" (1987)

Book Chapters: Borderlands

SESSION 20 (ASYNCHRONOUS)

Women and Leadership: Women and the arts

Meeting at the Museo Reina Sofia: Tour and background on women artists and museums

Cristina Nualart, PhD in Art History, researches contemporary art from feminist perspectives. She has authored publications on the gender gap in museums, and presented her research findings at several museums. She will share some of that research and expertise with us.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Women leaders: Celebrating the men and women who are closing the gender gap

There are online timelines that chart feminism, but most begin sometime around 1700 and mainly support the idea of three important "waves." The first, from the 19th century to the early 20th, stressed the vote, while the second, from the 1960s to the '80s, emphasized equality in the workplace and in other areas of society. The third is ongoing, with a focus on cultural diversity.

In groups, let's make our own timeline of notable men and women who have contributed to feminism

SESSIONS 23 - 24 (LIVE IN-PERSON)

Women and leadership in literature: Finding our voices

From seventeenth century Marcela to a perfect Japanese girl: How are women's identities crafted? Who crafts them? How do we find our voices and begin to lead?

Pre- work: (reading) Cervantes and his women readers
(reading) Murakami's short story "100% perfect girl" (1983)

Book Chapters: 100% perfect girl

Book Chapters: Cervantes and his women readers

SESSION 25 (ASYNCHRONOUS)

Working on digital projects within your groups

Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, craft the prompt for your essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your line of inquiry should be robust enough to develop a complex argument and execute 1000-1250 words of argument/analysis that will serve as your final essay and also as part of the group digital project.

Due: Literature Review for your final essay to be uploaded via Turnitin by midnight

SESSIONS 26 - 27 (LIVE IN-PERSON)

Women leaders: Women at the helm as directors

We will watch and discuss a film by a female director TBD

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final Group Project Presentations

SESSION 30 (LIVE ONLINE)

What is the future of women and leadership. In groups, we will be writing manifestos for the future of leadership.

BIBLIOGRAPHY RECOMMENDED

- Simone de Beauvoir ; translated by Constance Borde, Sheila Malovany-. (2011). The second sex. London Vintage Books. ISBN 9780099499381 (Printed)
- Cooney, Kara.. (2020). When Women Ruled the World : Six Queens of Egypt.. National Geographic. ISBN 9781426220883 (Printed)
- Hooks, Bell.. (1987). Ain't I a Woman: Black Women and Feminism. Wallingford: Pluto Press. ISBN 9780861043798 (Printed)
- Eagly, Alice Hendrickson, and Linda Lorene Carli. (2007). . Through the Labyrinth : The Truth About How Women Become Leaders. Harvard Business School Press. ISBN 9781422116913 (Printed)
- Iñiguez Santiago. (2020). In an Ideal Business : How the Ideas of 10 Female Philosophers Bring Value into the Workplace.. Palgrave Macmillan. ISBN 3030363783 (Printed)
- Malcorra, Susana. (2018). Pasión Por El Resultado : El Liderazgo Femenino Ante Las Grandes Decisiones. Paidós. ISBN 9789501295467 (Printed)

EVALUATION CRITERIA

The evaluation for the course is based on class participation, written work, and group work

A. CLASS PARTICIPATION

This criteria will be used in reaching judgment about your class participation:

Depth and Quality of Contribution: The most important dimension of participation concerns the contents of your work. High quality refers to depth of insight, rigorous use of case evidence and consistency of argument.

Advancing the Knowledge of your Peers: Great ideas can become obscure through poor presentation. High quality presentation of ideas must consider the relevance and timing of your comments, and the flow and content of the class discussion. It demands analysis that is concise and clear, and that conveys a spirit of involvement in the discussion.

B. Short essay, Literature Review, and Final Essay

Throughout the course you will have to write two individual essays and one literature review.

All essays will be submitted through "Turnitin" on online campus.

Short Assignment: One page to be delivered via Turnitin before midnight on session 6. Do women lead differently from men? Use specific examples from the class readings.

Literature Review: To be uploaded via Turnitin before midnight of session 21. Annotation of 4 secondary sources (at least 3 of which must be peer reviewed). These sources must be read and analyzed before starting this assignment. For each source you will complete a 150-200 word bibliographic entry that contains both a summary and an assessment of each source.

Final Essay: Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, write an essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your essay will be part of the group digital project.. Write 1000-1250 words.

Essays will be marked according to Structure (25%), Style (25%) and Content (50%) which also includes the appropriate and correct use of sources. Each of this criteria is graded as 0 (poor), 0.5 (average) and 1 (over average). The combination of this 3 general criteria makes up the final mark. In each of this criteria, the following points have to be observed:

1. Structure:

the general plan of the essay;

the connection between ideas exposed;

the inclusion of a conclusion;

the existence of paragraphs corresponding to ideas or concepts.

2. Style:

the absence of grammatical mistakes,

the proper use of academic English corresponding to college level;

the adequate use of sources and quotations,

3. Content:

the level of originality in the essay,

the argumentative level of the essay;

the relevance of the information contained in it, without being a mere summary;

the adequacy of the content to the question proposed;

the logical connections between presentation of ideas and final conclusions

the relevance of such conclusions without being a mere tautology.

In writing the essays, you should follow the guidelines learned in the Writing Skills course

C. MID-TERM

The Mid-term Exam will be an online exam.

If you score more than 7/10 in the midterm, you are automatically dispensed from examination of the first part of the course in the final exam. If you score less than 7/10, your final exam will consist of ALL the contents of the course. The specific format of the exams will be provided by your professor in due time.

D. SOCIAL MEDIA PROJECT AND FINAL GROUP PRESENTATION

Social Media Project: In groups of four, you will create 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok, Instagram...), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Group Digital Project: In groups of four, you will create digital projects to showcase the essays you have written. Together, you must decide on how these essays will dialogue with each other: We know they are all about women. What else are they about? What can they teach us about women leaders today? How will you introduce them? What are the major themes of each essay? How do they work together? How can you link these themes to today? What will you name your project? Who is your target audience? How does your essay need to be adapted for the project?

Grading:

·Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

·Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

·Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

·Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

·Fail/Suspense: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

·Automatic Failure/Suspense: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

Regarding to the newly implemented 'liquid learning' model, all students must still abide by the same IEU attendance policy, including those students who are connecting remotely to class sessions and not physically in the classroom because they are unable to be physically in Spain, on campus. During the sessions, students connecting remotely are required to fully connect their camera and microphone at all times, and must actively participate during the sessions (using all necessary audiovisual equipment), just as their fellow peers who are physically present in the classroom on campus.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. In this re-take students will be asked to submit all the work they did not turn in or failed during the course.

Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a “0” on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

- a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c) co-operation or collaboration.
- d) with official documents, including electronic records.
- e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm	20 %	
Continuous Evaluation	30 %	
Final evaluation	30 %	

The Midterm is 20% of your grade

Class Participation is made up of in-class discussions (10%) and forum discussions (10%)

Continuous Evaluation is made up of Short essay (10%), Literature Review (10%), and Group Social Media Project (10%)

Final Exam is made up of the Final Essay (20%) and Final Group Project (10%)

PROFESSOR BIO

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Goretti González, Phd

Originally from, California, Dr. González holds a Ph.D. and M.A. from Harvard University's Department of Romance Languages and Literatures, an M.A. from UCLA, and a B.A. from Scripps College. She has taught at Harvard University, Ca' Foscari, UCLA, and the Complutense as a graduate fellow, and has been a research fellow at Harvard's Villa Ippoliti (in Florence). Professor González has given conferences, publishes, and works on cultural and literary production in early modern Spain, as well as exchanges between Spain, Italy, and the broader Hispanic world. She is interested in visual and material culture, the picaresque and its translations, multilingual texts, women, diversity, and the construction of identities. Dr. González is an adjunct professor at IE's Departments of Languages and Humanities and sits on the board of the Foundation at Northgate González Markets.

OTHER INFORMATION

Office hours: By appointment.

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