

ISABEL MUÑOZ CARAVACA DISCIPLINE: AN INITIATIVE FOR THE STUDY AND PROMOTION OF EQUALITY BETWEEN MEN AND WOMEN

CÁTEDRA ISABEL MUÑOZ CARAVACA: UMA INICIATIVA PARA O ESTUDO E PROMOÇÃO DA IGUALDADE ENTRE HOMENS E MULHERES

LA CÁTEDRA ISABEL MUÑOZ CARAVACA: UNA INICIATIVA PARA EL ESTUDIO Y EL FOMENTO DE LA IGUALDAD ENTRE HOMBRES Y MUJERES

Nieves HERNÁNDEZ-ROMERO¹
Concepción CARRASCO CARPIO²
Soledad ANDRÉS GÓMEZ³

ABSTRACT: The Isabel Muñoz Caravaca research discipline was introduced in June 2019 as a result of an agreement between the University of Alcalá and the Castilla-Mancha Women's Institute. The purpose of this discipline is to promote research on issues related to gender-based violence, equality, and visibility of women's contributions throughout history. For this purpose, during the first-year activities of RD&I (Research, Development and Innovation) will be carried out, as well as the transfer and dissemination of the results of research related to gender stereotypes and prejudices and their perception and experience by adolescents in the region. This work exposes the bases that support the first research activities and dissemination of this discipline.

KEYWORDS: Gender. Research. Equality. Transfer of results.

RESUMO: A disciplina de pesquisa Isabel Muñoz Caravaca foi introduzida em junho de 2019 como resultado de um acordo entre a Universidade de Alcalá e o Instituto da Mulher de Castela-Mancha. O objetivo dessa disciplina é promover pesquisas sobre questões relacionadas à violência de gênero, igualdade e visibilidade da contribuição das mulheres ao longo da história. Com esse propósito, durante o primeiro ano serão realizadas atividades de PD&I (Pesquisa, Desenvolvimento e Inovação) bem como a transferência e divulgação dos resultados de pesquisas relacionadas a estereótipos e preconceitos de gênero e sua percepção e experiência por adolescentes da região. Este trabalho expõe as bases que sustentam as primeiras atividades de pesquisa e divulgação da referida disciplina.

PALAVRAS-CHAVE: Gênero. Pesquisa. Igualdade. Transferência de resultados.

¹ University of Alcalá (UAH), Alcalá de Henares – Spain. Professor at the Department of Educational Sciences, Music Area. ORCID: <https://orcid.org/0000-0002-4371-157X>. E-mail: nieves.hernandez@uah.es

² University of Alcalá (UAH), Alcalá de Henares – Spain. Professor at the Department of Economics, Sociology Area. ORCID: <https://orcid.org/0000-0002-5605-4468>. E-mail: concha.carrasco@uah.es

³ University of Alcalá (UAH), Alcalá de Henares – Spain. Professor, Doctor, Department of Educational Sciences, Evolutionary Psychology and Educational Area. ORCID: <https://orcid.org/0000-0003-1187-9308>. E-mail: soledad.andres@uah.es

RESUMEN: *El pasado mes de junio de 2019 ha sido presentada la Cátedra de investigación Isabel Muñoz Caravaca, fruto de un convenio entre la Universidad de Alcalá y el Instituto de la Mujer de Castilla-La Mancha. El objetivo de esta cátedra es promover la investigación en temas relacionados con la violencia de género, la igualdad y la visibilización de la contribución de las mujeres a lo largo de la historia. Con este propósito se realizarán durante el primer año actividades de I+D+I, así como la transferencia y divulgación de los resultados de investigaciones relacionadas con los estereotipos y prejuicios de género y su percepción y vivencia por adolescentes de la región.*

Este trabajo expone la fundamentación que sustenta las primeras actividades de investigación y divulgación de dicha cátedra.

PALABRAS CLAVE: *Género. Investigación. Igualdad. Transferencia de resultados.*

Origin

The idea of this research process arises as a result of the promulgation of the Castilla-La Mancha Equality Act (Law 12/2010, of November 18, on equality between women and men in Castilla-La Mancha), which in article 16 establishes the creation of a Center for Studies and Research on Gender Equality.

1. The Castilla-La Mancha Women's Institute will promote the creation of a Center for Gender Equality Studies and Research.
2. The Centre will analyze and conduct studies and research to make gender discrimination visible, assess equality policies and promote strategies and measures to achieve true equality between women and men (SPAIN, 2010).

After a long process, in March 2019 was signed the collaboration agreement between the Institute of Women of Castilla-La Mancha and the University of Alcalá for the creation of this discipline. The main objective is to promote equality between women and men and the eradication of gender-based violence.

The official presentation was held on June 21, 2019, in an act presided over by Mr. José Vicente Saz, rector of the University of Alcalá, and Ms. Araceli Martínez, acting director of the Castilla-La Mancha Women's Institute, with the help of different personalities.

Figure 1 – Presentation of the Aedhrra



Source: Government of Castilla-La Mancha (2019)

Why Isabel Muñoz Caravaca

Isabel Muñoz Caravaca (1848-1915), born in Madrid, obtained the title of Magisterium. She had studied music with Manuel de la Mata, professor and secretary of the Conservatory of Madrid, and also French, as was customary at the time.

In 1874 she married Ambrosio Moya de la Torre, a man of great background and progressive ideas, professor at the Institute of Mathematics, and after university, already widowed and twice her age. Three children were born for this marriage.

When she became a widow in 1895, Isabel Muñoz Caravaca decided to work as a teacher, obtaining on property the school square of Atienza, where she had lived for fifteen years. Apparently, she went through difficult times, criticized in an environment that did not seem favorably about her independence and her opinions. In 1902, she resigned as a teacher, although she continued to live in the city until 1910, when she moved to Guadalajara. From then until her death, she published frequently and with different names in the local press. This constant presence in the press and its growing commitment to the social left have provoked the enmity of the most conservative sectors of the capital.

While she was a teacher in Atienza, she also taught at the Adult Night School, and prepared some young women to access the Normal School. She wrote several instruction manuals: *Principles of Aritmetics* (Madrid: Librería de Hernando, 1899) for elementary school; *Elements of Solfege's Theory* (Madrid: Tipolithography of R. Péant). She devoted herself especially to astronomy, a subject on which she published several articles, collaborating around 1905 with Camille Flammarion, famous astronomer, founder of the French Astronomical Society, to which Isabel Muñoz Caravaca belonged.

She collaborated with Guadalajara's progressive newspapers, although the destruction of many of them prevented most of her writings from being known. Far from dedicating herself to the few topics that were allowed to the few women who published in the press, Isabel Muñoz Caravaca opined on all kinds of issues. She was very vindictive not only in relation to women's education, but also to that of society as a whole. Isabel Muñoz Caravaca fervently defended the moral and intellectual equality of women and men, and declared herself a feminist, defender of the female vote and absolute equality of civil and political rights.

She didn't just care about women. defended the rights of the oppressed, advocating the improvement of workers' conditions; was against the death penalty. She was also an animal advocate, campaigning against rites and customs in which they were mistreated. She has published numerous articles in the progressive press of the province of Guadalajara. One of the titles she most participated in was *Flores y Abejas*, linked to republican and socialist circles, although in her early days she declared herself strange to politics and maintained a certain inconsequential line. She has also published in other newspapers such as *La Alcarria Obrera*, *La Juventud Obrera* or *La Alcarria Ilustrada*.

Defending her ideas often confronted the province's most conservative leaders and she suffered numerous attacks (CALERO, 2006).

Undoubtedly, she was a figure who deserves to be remembered, and what better tribute than instituting this research discipline with her name.

Figure 2 – Portrait of Isabel Muñoz Caravaca



Source: Government of Castilla-La Mancha

The logo of the discipline wants to be a tribute to Isabel Muñoz Caravaca. It depicts the profile of the upper body of an anonymous woman, as many have been for centuries. The purple color has a vengeful character. The signature is original of Isabel Muñoz Caravaca.

Figure 3 – Logo of the Isabel Muñoz Caravaca Research Discipline



Data Source: University of Alcalá (UAH) (2020)

Who we are?

The group that constitutes this discipline is formed by research professors from the University of Alcalá from various areas of knowledge, by students from the same institution and some researchers from outside it. Similarly, decision-making on the activities of the discipline is managed by a joint committee composed of officials from the Castilla-La Mancha Women's Institute and the UAH.

They are all people related to gender studies through very varied lines of research. These include the prevention of female genital mutilation in Castilla-La Mancha, music and women, transmission of gender stereotypes in urban popular music, psychosocial development and gender in adolescence, gender perspective in the analysis of interpersonal relationships and school climate, analysis of school texts and inclusive language, evaluation of the services provided by the Network of Municipal Points of the Regional Observatory of Gender Violence of the Community of Madrid, analysis of training materials for the awareness and prevention of gender violence, empowerment of second generation immigrant women through education, gender violence in contexts of poverty, social cognition and gender, oral history of pioneer athletes during the Franco regime in Spain, the construction of the identity of athletes during adolescence and adulthood in leisure and high performance contexts, gender and education, violence against women, sexism and romantic love, etc.

First research project of the Discipline

The agreement is divided into several phases. First, the project "Perception of equality between men and women in adolescence in Castilla-La Mancha" is developed between March and November 2019.

The ultimate goal is to promote equality between women and men and eradicate gender-based violence. For this, this project aims to know the attitudes and perceptions of adolescents in Castilla-La Mancha on issues of equality between women and men. Sexist attitudes, romantic love myths, gender stereotypes and social media influences are analyzed.

In a first phase, we analyzed the situation, the bibliography, the legal report on gender violence and the analysis of the Spanish context were elaborated, the information collection instrument (questionnaire) was elaborated and the sample was selected.

The sample was selected according to several criteria. After evaluating several subjects, it was decided to conduct the research of students of the 3rd and 4th year of ESO in public institutes of Castilla-La Mancha.

The questionnaires were applied in the second half of September 2019. Subsequently, the data will be processed and the corresponding report will be prepared with the results.

Theoretical foundation

The project is based on the gender category, as social, historical and cultural construction. The socialization processes of childhood and adolescence are marked by gender differentiation, laying the foundations for inequality of opportunities in a society based on the sex-gender system. "There is no equality if equality itself is not the basis of socialization" (VENEGAS, 2015, p. 68). Inequality, in turn, implies discrimination and is linked to attitudes of gender violence, which manifests itself in multiple ways. There is a large scientific production in Spain that certifies the relations between these categories and processes (AMURRIO *et al.*, 2008; DE MIGUEL, 2015; DIAZ-AGUADO; CARVAJAL, 2011; DIAZ-AGUADO; MARTINEZ; MARTINEZ, 2013; TORRES; ROBLES DE MARCO, 2014; SUBIRATS, 2010; VENEGAS, 2011).

Specifically, one of the main dimensions to be analyzed is sexism. This can be defined as an attitude towards people based on their participation in groups based on biological sex, whether men or women. Any assessment made of a person according to the biological sexual category can be labeled as sexist (EXPÓSITO; MOYA; GLICK, 1998). To Rodríguez-Castro *et al.* (2010), sexism occurs before any assessment that is made on a person based on this

biological sexual category. According to Ferrer, Bosch, Ramis and Navarro (2006), sexism is a negative attitude, an assessment that only includes distorted aspects of women, even if they are covered up in a positive, apparently affective tone. Previous studies with student samples report that men manifest more sexism than women (RODRÍGUEZ-CASTRO; MAGELLAN, 2013). De Lemus, Castillo, Moya, Padilla and Ryan (2008) pointed out that it is predictable that men will obtain high scores in sexism, since this contributes to the maintenance of power and sexual domination, so one of the aspects that is intended to analyze with this project is the comparison between men and women.

On the other hand, socialization is the process by which people learn the behaviors and norms of the social environment (FERRER; BOSCH, 2013), so it is a key element in the reproduction of inequality between women and men (LORENTE, 2007). In this process, identity is shaped and the cultural patterns attributed to each gender are internalized (MOSTEIRO; PORTO, 2017). Different educational agents participate in differential socialization: family, school, media, religions, literature, music, etc. In this sense, the educational system plays a central role in promoting and developing an egalitarian culture (RODRÍGUEZ MARTÍNEZ, 2011; AZORÍN, 2017; HEREDERO DE PEDRO, 2017), therefore, the study population is high school students. In this sense, teachers are the ideal agent to reflect on gender inequality and to build alternative models of socialization that allow the achievement of real and effective equality.

Another aspect that we want to include in research is what relates to the myths of romantic love, defined as the set of beliefs that are shared socially about the supposed "true" nature of love (YELA, 2003). These represent the social imaginary about the meaning given to love. Several studies conducted in Spain confirm the validity of romantic discourse both in the general population (BOSCH *et al.*, 2008) and in the adolescent population (RODRÍGUEZ-CASTRO *et al.*, 2013).

Since high school students are the target population of this study, the analysis of the quality of relationships in the context of face-to-face meetings, as well as in social networks, acquires special relevance. The use of the internet and mobile devices by children and young people in Spain has recently been studied in the field of social sciences. Today there are data derived from longitudinal surveys of different areas that provide relevant information about the functioning of children and adolescents in virtual interaction environments (E.G., GARMENDIA, JIMÉNEZ, CASADO AND MASCHERONI, 2016; NATIONAL INSTITUTE OF STATISTICS, 2014).

The changes in the forms of communication and relationship that all people, but especially the younger ones, have experienced with the daily use of virtual spaces are admitted facts. In particular, adolescent couples engaged in the evolutionary tasks of the internship - search for identity, autonomy, beginning of relationships -, explore new affective bonds with others or other people by combining virtual interactions with face-to-face interactions and significantly influencing the first learning of love and relationships (SÁNCHEZ-JIMÉNEZ *et al.*, 2017) Thus, research by Subrahmanyam and Smahel (2011) proposes models of analysis that start from the idea that the online and offline world is closely connected, influencing the development of intimacy, dating patterns (now called "cyberdating"), couple engagement, etc. in these early stages of life. And in the negative sense, they can also increase or promote harmful feelings and behaviors, such as jealousy or cyberbullying (DRAUCKER; MARTSOLF, 2010; ZWEIG; DANK; LACHMAN, 2010. YAHNER, 2013).

In order to provide knowledge to an emerging field, also a cause of social concern, recent studies developed by research teams in the field of social sciences are analyzed, paying special attention to the influence of the gender variable to analyze the consequences of abusive behavior and victimization in the dating and relationships of adolescent couples (SÁNCHEZ-JIMÉNEZ *et al.*, 2018; REED *et al.*, 2017; SÁNCHEZ-JIMÉNEZ *et al.*, 2015).

Therefore, from the review of previous studies with this sector of the young population, the objective is to analyze this type of cognitions and behaviors in a representative sample of adolescents from Castilla La Mancha. The analysis of this population could contribute to different socialization agents, responsible for the formation of adolescents, to be aware of the state of matter in this region where there could be differences according to gender, between rural and urban contexts, as well as in relation to other variables that hinder effective equality.

In summary, in the study of relationships between adolescents in face-to-face and virtual contexts, the researchers analyzed four categories mainly: gender, sexuality, love-affection and body. And the main themes, which we will also address in the study we project, are: sexism, gender stereotypes, romantic love myths and the influence of social networks as a space for gender violence.

Final Considerations

This research center was born with the objective of researching issues related to equality between women and men. There are many ways to combat gender inequalities, but fundamental is through the deconstruction of stereotypes generated in socialization processes. This is not possible without an in-depth analysis of the theoretical and empirical foundations of inequality. A democratic society must be egalitarian and, if not, democracy loses strength and credibility.

Finally, research together with the transfer of knowledge and results that are produced, in addition to the recovery of the names (and actions) of anonymous women, want to be results of this discipline.

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