



cea™
Learn your potential



Spanish Civilization & Culture

UNH Course Code: SPN352

Subject Areas: Cultural Studies, Anthropology, Sociology, Literature, History

Level: 300

Prerequisites: None

Language of Instruction: Spanish

Contact Hours: 45

Recommended Credits: 3

Description

The aim of this course is to analyze Spanish culture following a historical and sociological perspective. Similarly, the course has an intercultural component comparing home and host customs, traditions and values. You will study the history of Spanish civilization from pre-history to modern times while interacting with Barcelona's reality in order to interpret and understand Spanish culture.

Therefore, students will acquire general knowledge of the main events of the history of Spain and their influence upon current Spanish life. Main topics of Spanish life and how they have changed in the last century will be discussed in class so as to better understand principal current ideological, political and cultural tendencies in modern Spain. Students will easily be able to trace the importance of history in the culture in which they are immersed.

Furthermore, in order to maximize students' integration into Spain's culture, this course guides students to critically analyze what is culture and how you can achieve intercultural strategies so as to more easily understand, adapt and learn local customs. Thus, students are asked to reflect on cultural differences between U.S and Spain so as to more deeply analyze the host culture and navigate in their new surrounding successfully. Thus, by the end of the course, students will understand that a country's customs and traditions are linked to its historical, social and economic evolution.

Learning Objectives

- To explain and interpret how the history of Spain influences contemporary Spanish society
- To produce active and relevant class discussion and create high-quality academic papers
- To recognize and apply conceptual tools required in cultural studies giving special importance to intercultural strategies and sensibility
- To value cultural studies as a device to learn about cultural differences and ultimately give an insightful perspective towards their home culture.
- To develop critical thinking as a way to read and understand political, social and economic factors reflected in contemporary Spanish culture

Instructional Format

Class will meet twice a week for 75 minutes. Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning. *If you require any special accommodations, please contact your instructor.*

Forms of Assessment

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Class participation	15%
Weekly Journal	10%
Oral Presentation	10%
Mid-Term Exam	20%
Final Paper Draft	5%
Final Paper	15%
Final Exam	25%

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability to interpret different uses of literary language and to express your analysis in intellectual, constructive argumentation. When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

Weekly Journal: You will reflect upon relevant aspects of Barcelona in a diary monitored, revised and commented in class.

Oral Presentation: A research project orally presented to the class, and critically discussed with the class and the instructor. The subject of your paper is a critical exploration of an issue discussed in class and that you will study in more depth.

Mid-Term Exam: A multiple choice test on the history of Spain and two short essay questions in which you analyze the effect of history in current Spanish culture.

Final Paper (5%+15%): A reflection paper focused on one of the topics discussed in class during the whole semester that you will study in more depth. It must be at least 6 pages long and include a bibliography of the sources used. You will submit a draft copy to the instructor which will count towards the overall assessment of your work.

Final Exam: A multiple choice test on the history of Spain and two short essay questions in which you analyze the effect of history in current Spanish culture. This exam is comprehensive.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA Attendance Policy

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Alvarez, J. “The Nation Building Process in Nineteenth-Century Spain,” in Mar Molinero and

Angel Smith, *Nationalism and the Nation in the Iberian Peninsula*, Oxford:Oxford University

- Press, 1996. (Pg: 89-106)
- Cervantes, Miguel. *Don Quixote*. London: Penguin, 1990. (Pg:1-36, 52-58, 83-103, 891-917)
- Hooper, John. *The New Spaniard*. London: New York, 2006. (Pg: 80-439)
- Irving, Washington. *Bridebridge Hall, Tales of a Traveller, The Alhambra*. Ed. A.Meyers. New York: G.k. Hall & Co, 1987. (Pg: 600-632)
- Orwell, George. *Homage to Catalonia*. London: Penguin, 1980. (Pg: 3-45)
- Preston, Paul. *¡Comrades!* London: Fontana Press, 2000. (Pg:45-73)
- Wattley, H. *Spain is different*. New York: Intercultural Press, 1999. (Pg:1-21, 65-82)
- Williams, M. *The Story of Spain*. Madrid: Santana Books, 2000. (Pg: 13-227)
- Recommended Readings**
- Ball, P. *Morbo: The Story of Spanish Football*. London:W.S.C. Books Ltd, 2003.
- Barton, S. *A History of Spain*. Palgrave Macmillan, 2004.
- Bennet, M. “A development approach to training for intercultural sensitivity” *International Journal of Intercultural Relations*. 1986, 10(2): 179-196.
- Burns, j. *Barça: a people’s passion*. London: Bloomfield, 1998.
- Canclini, Nestor García. *Cultura Transnacional y Culturas populares*. Ipal: Lima, 1988.
- Culturas híbridas. Estrategias para entrar y salir de la modernidad*, Grijalbo: México, 1990.
- Cohen, A. D., Paige, R. M., Shively, R., Emert, H., & Hoff, J. *Maximizing study abroad through language and culture strategies: Research on students, study abroad program professionals, and language instructors*. Minnesota : University of Minnesota Press, 2005.
- Dowling, A. “Convergència i Unió, Catalonia and the new Catalanism” in *The Politics of Contemporary Spain* edited by Sebastian Balfour. New York: Routledge, 2005: 106-121.
- Freire, Espido. *El Mileurista*. Barcelona:Ariel, 2006.
- Goldie, Shabad “Language, nationalism and political conflict in Spain” in *Comparative Politics*, Vol. 14 No. 4. Jul, 1982: 443-447.
- Graham, Helen and Jo Labanyi (ed): *Spanish Cultural Studies. An Introduction. The Struggle for Modernity*. Oxford: Oxford University Press, 1995.
- Hooper, J. *The New Spaniard*. London: Penguin Books, 2002.
- Mata, J.M. “Terrorism and nationalist conflict: the weakness of democracy in the Basque Country” in *The Politics of Contemporary Spain* edited by Sebastian Balfour. New York: Routledge, 2005. 81-106.
- Sven, David. “Family ties in Western Europe: Persistent Contrasts” in *Population and Development review*, 1998. 24(2):203-234.

Online Reference & Research Tools

Intercultural Skills:

<http://www.sciencedirect.com/science/journal/01471767>

<http://cms.interculturalu.com/>

<http://culturelinker.blogspot.com/2007/11/culturelinker-is-on-line.html>

Cultural learning:

www.nclrc.org/

<http://ctaar.rutgers.edu/presentations/facdev/MCCfacdevday.ppt>

Spanish Culture:

<http://www.thinkspain.com/hottopics/historyculture/>

<http://www.travelinginspain.com/culture.html>

<http://www.infoplease.com/ipa/A0107987.html>

<http://www.lanuevaespana.es>

<http://www.idealspain.com/pages/information/culture.htm>

<http://www.nucleosoa.org/Nosotros/Documentos/CulturaPopular.htm>

<http://www.culturaspopulares.org/links.php>

www.esflamenco.com

<http://www.rae.es/>

<http://www.ine.es/>

<http://www.clubcultura.com/clubcine/clubcineastas/almodovar/>

Spanish Magazines online:

<http://www.multilingualbooks.com/online-magazines-spanish.html#spanish>

Essay Resources:

<http://www.jstor.org>

<http://www.upf.edu/bibtic/>

Spanish Civilization & Culture

Course Content

Session	Topic	Activity	Student Assignments
1	<p>Course Presentation Course description Syllabus How do we define culture? How can we learn about culture? Stereotypes</p>	<p>- What is this object? What would you do with it? (<i>Description of typical cultural objects</i>) - What adjectives do you use to describe Americans/ Catalans?</p>	<p>Ensure textbook purchases</p>
2	<p>Una casa de locos The Cultural Iceberg The Cultural Model: - Communication - Time - Space</p>	<p>- Looking at the iceberg - Leading discussion - Group Activities</p>	<p>Reading:</p> <ul style="list-style-type: none"> Wattley-Ames, <i>Spain is Different</i>, pp 1-21, 65 – 80 <p>Diary entry 1</p>
3	<p>Una casa de locos From Prehistory to AD 1000 Geography Intercultural sensibility: ethnographic stages</p>	<p>Leading discussion</p>	<p>Reading:</p> <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, “Medieval Spain” pp. 13-43 Wattley-Ames, <i>Spain is Different</i>, pp 23 – 45 <p>Fill out Spain Map</p>
4	<p>Una casa de locos Medieval Spain: 10th, 11th, and 12th centuries</p>	<p>- Scenes from <i>Una casa de locos</i> - Analysis of selected scenes from the movie - Cultural Adaptation What do we learn from history about Culture?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, “Medieval Spain” pp. 45-63 Wattley-Ames, <i>Spain is Different</i>, pp 47-63
5	<p>Al-Andalus – Andalucia Moros y Cristianos (10th, 11th, and 12th centuries) Festivals in Spain: La Mèrce</p>	<p>Washington Irving’s Stories of Al-Andalus</p>	<p>Reading:</p> <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, “Moros y Cristianos” pp. 65-85 Irving, <i>The Alhambra</i> pp. 600-632

Spanish Civilization & Culture

Course Content

Session	Topic	Activity	Student Assignments
6	<p>Stereotypes How do we see Spanish culture? How do Spaniards perceive Americans?</p>	Debate: Stereotypes	<p>Reading:</p> <ul style="list-style-type: none"> Wattley-Ames, <i>Spain is Different</i>, pp 22 - 41 <p>Diary entry 4</p>
7	<p>The Universal Monarchy Catholic Monarchs Charles I and Phillip II</p>	Student-led discussion	<p>Reading:</p> <ul style="list-style-type: none"> Barton, <i>A history of Spain: The Universal Monarchy pp 89-119</i>
8	<p><i>Don Quijote</i></p>	Don Quijote de la Mancha: the portrait of a young society	<p>Reading:</p> <ul style="list-style-type: none"> Cervantes, <i>Don Quijote</i>, pp. 1-36; 52-58; 83-103; 891-917 <p>Diary entry 5</p>
9	<p><i>Don Quijote (II)</i></p>	<p><i>Debate: Don Quijote: a parody?</i> What do you learn about Spanish History?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, pp. 120-155
10	<p>The Fall of the Empire & The Bourbons (17th and 18th centuries)</p>	Leading Discussion	<p>Reading:</p> <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, pp. 120-155 <p>Diary entry 6</p>
11	<p>Field study Museo Historia de Cataluña</p>	Field study	<p>Reading:</p> <ul style="list-style-type: none"> Hooper, Chapter 18, <i>The Catalans</i>, pp. 217-231, 252-264
12		- Interviews: discussion and conclusions	Review for Mid-term

Spanish Civilization & Culture

Course Content

Session	Topic	Activity	Student Assignments
	<i>Museo Historia de Cataluña</i> Post- activity: Catalunya vs. Spain	- Review for Midterm	Diary entry 7
13	Mid-Term Exam	Mid-term exam	Review for Midterm
14	The Nation Building Process in Nineteenth-Century Spain	- Leading discussion - Role Play: liberals and conservatives	Reading: <ul style="list-style-type: none"> • Álvarez Junco, <i>The Nation Building Process in Nineteenth-Century Spain</i>, pp. 89-106 Diary entry 8
15	The Second Republic <i>La lengua de las mariposas</i>	Debate and analysis of the movie	Reading: <ul style="list-style-type: none"> • Williams, <i>The Story of Spain, The Spanish War</i> pp. 209-227 • Hooper, <i>The New Spaniard</i> 123-134.
16	The Spanish Civil War 1936-1939	- Leading discussion - Cultural manifestations from the Spanish Civil War	Reading: <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i> 80-91 • Orwell, <i>Homage to Catalonia</i> 3-45. Diary entry 9
17	Field study Visit to bomb-shelter in Poble Sec	- Field study - Post-activity: Museo Historia de Cataluña	
	Franco by Paul Preston	Leading discussion	Reading:

Spanish Civilization & Culture

Course Content

Session	Topic	Activity	Student Assignments
18			<ul style="list-style-type: none"> • Paul Preston, <i>¡Comrades! Portrait of the Civil War</i>, pp. 45-73 <p>Diary entry 10</p>
19	Women in Spain Gender in Spanish Society	Viewing of specific scenes from: <i>Te doy mis ojos</i>	<p>Reading:</p> <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 108-134 <p>Turn in draft of final project</p>
20	Living on the Edge Scenes from <i>El Calentito</i>	<ul style="list-style-type: none"> - Discussion of the movie - Debate: <i>La movida</i>: The transition and Spanish society nowadays 	<p>Reading:</p> <ul style="list-style-type: none"> • Ross, <i>Modern History for Modern Languages</i>, “A Delicate Operation (1975-1982). Pp. 133-149 • Hooper, <i>The New Spaniard</i>, 145-163. <p>Diary entry 11</p>
21	Youth in Spain	<ul style="list-style-type: none"> - Leading discussion - Nash: <i>Mi país</i> 	<p>Reading:</p> <ul style="list-style-type: none"> • John Hooper <i>The New Spaniard</i> pp. 35-46, 134-145
22	The Basque Country: Terrorism and Nationalist Conflict	Viewing of specific scenes from: <i>La pelota vasca</i>	<p>Reading:</p> <ul style="list-style-type: none"> • José Manuel Mata “Terrorism and nationalist conflict” pp. 81-105 • Hooper, <i>The New Spaniard</i>, 231-252. <p>Diary entry 12</p>

Spanish Civilization & Culture

Course Content

Session	Topic	Activity	Student Assignments
23	1976: the Birth of the modern Spanish press	- Debate: the duty of journalism. To inform? Educate? Instill democratic values?	Selected news from <i>El País</i> , <i>ABC</i> and <i>La Vanguardia</i> <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 349-377
24	Audiovisual media: TV and Radio in Spain	Analysis of the role of television within popular culture (US v Spain comparison)	Reading: Gunther & Wert. <i>Media and Politics in Spain</i> ". pp. 1-44
25	Football in Spain: <i>Morbo</i>	Viewing of specific scenes from: <i>Días de fútbol</i>	Reading: <ul style="list-style-type: none"> • Ball, P: <i>Morbo</i>, 3-34 • Hooper, <i>The New Spaniard</i>, 108-134 Work on final projects
26	Emigration and Interculturality	Tropicalization of Spain Debate: Emigration	Reading: <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 332-349, 427-439
27	Spanish Family	New changes on family structure	Reading: <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 319-332. 377-397 Work on final projects
28	Student Presentations	- Analysis and comments - What have we learned: general conclusions on culture	Present final questions and outstanding matters to instructor for submission approval
29	Student Presentations	- Analysis and comments. Active participation in peers presentations	Turn in final project
30	Final Exam	Final Exam	Turn in final project