

Course Last Updated 6/5/2024.



University of  
New Haven

## Cultural Visions through Spanish Cinema

### Section I: Course Overview

**Course Code:** SPN354BCN

**Subject Area(s):** Spanish Language & Literature, Culture Studies

**Prerequisites:** Intermediate Spanish II or the equivalent of at least four semesters of college level Spanish

**Language of Instruction:** Spanish

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** none

### Course Description

This course uses Spanish cinema as a vehicle to expose you to wide variety of cultural realities and challenges present in Spain today. Through selected and relevant films clips, you will see and experience through the big screen many of the cultural representations that you encounter in everyday life. It is through the analysis of these representations that you will strengthen your intercultural competence and deepen your understanding of the social and cultural realities of your new surroundings.

To give you further opportunities to develop your linguistic and intercultural skills, this course will expose you to interaction with the local community as you learn about Spanish society through cinema, and thus learning Spanish gives you a privileged opportunity to develop sensitivity towards cultural differences and to understand the ways in which culture and language interlock. In this sense, you will be encouraged to exploit the value of these lessons not just as a useful aid to your progress in other courses, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad.

Your motivation, cultural curiosity, constant attention and dynamic participation are indispensable ingredients for making real and observable improvements in your cross-cultural competency. You are expected not only to come prepared to class, but also to discuss the new cultural facts or discoveries you have encountered inside and outside of class.

## Learning Objectives

Upon successful completion of this course, students are able to:

- to identify & describe the main cultural issues presented in a variety of written and audiovisual materials
- to critically analyze and respond to the socio-cultural forces you witness in the variety of visual and written texts presented
- to develop and use critical thinking tools for understanding your new social and cultural surroundings as well as the intercultural issues you encounter
- to demonstrate a consolidated ability to write about abstract intercultural topics and defend a point of view on the meaning of cultural difference
- to be able to express ideas and opinions accurately and confidently
- to be able to interact with the host-community with a marked degree of fluency

## Section II: Instructor & Course Details

### Instructor Details

**Name:** [See term syllabus]

**Contact Information:** [See term syllabus]

**Term:** [See term syllabus]

**Course Day and Time:** [For term syllabus, enter the day and meeting times of the course]

**Office Hours:** [By appointment, or specified in term syllabus]

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement - 10%**

**Field Studies - 20%**

**Journal & Compositions - 15%**

**Final Project - 25%**

**Mid-Term Exam - 10%**

**Final Exam - 20%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (10%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**Field Studies (20%):** You will participate in different field studies where you interact with Spanish speakers. The learning objective of these activities is to get you to interact with your surroundings as well as to help you understand different intercultural behaviors in practical real life situations. You will have to write a report and orally present it to the class based on the guidelines provided by the instructor. You will be informed beforehand of the specific day, time and outcome-related objectives of these field studies.

**Journal & Compositions (15%):** You will keep a journal (*Diario de abordo*) where you will reflect upon relevant intercultural aspects of Barcelona through movie viewing, readings and onsite experiences. Your journal will be reviewed periodically by the instructor to help you focus on the content of the cultural reflections you should be accumulating. You may be asked to present some of your entries to your peers as a way to spark in-class debate and to share different approaches to similar intercultural experiences.

**Final Project (25%):** You will have to write a reflection paper followed by an in-class oral presentation of it. The paper should focus on a movie of your choice selected from a list provided by the instructor. It must analyze in depth specific intercultural topics raised and presented in class during the semester. The paper must be at least 5 pages long and include a bibliography of the sources used.

**Midterm Exam (10%) & Final Exam (20%):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. More specifically, you will take a multiple choice test on the argument and grammar you encounter in the films viewed along with two short essay questions in which you analyze the intercultural aspects discussed in class.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Vamos al cine: visionado de una película en cartelera.
- Excursión a uno de los festivales analizados en clase: Festival D'A de Barcelona

### Recommended for this course:

- Barcelona and the Indianos: Business Overseas and Urban Change
- Barcelona Nocturna: Exploring the City's Night-time Economy
- Barcelona Speaks: Graffiti & Street Art Tour
- Bomb Shelter
- MNAC Museum Visit
- Reshaping the City: Urban Transformations in Barcelona
- Rumba Catalana: Following the rhythm of Barcelona
- The Rise of LGBTQ+ Community in Barcelona
- The Land of Three Cultures: Girona & Besalú. Day trip
- Madrid & Art Museums. Weekend trip

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required

Marin, K. (1985) *'Caravana de mujeres' para los solteros de Plan*. Adaptado de [www.elpais.com](http://www.elpais.com)

Salvat Vila, A. (2007) *¿De verdad España es diferente?*. La comunidad. [www.elpais.com](http://www.elpais.com)

Nieto, S (2005) *Somos un país de supersticiosos* . Magazine del [Mundo.es](http://Mundo.es)

Varsavsky, M (2005) *¿Por qué los estadounidenses no pueden ponerse de acuerdo sobre la manera de saludarse?* . Blog de [Martin Varsavsky](#) .

VVAA *Saludos del mundo* . [Funversion](#).

Freixas, L. (2005) *Comer en Estados Unidos*. La Vanguardia.

E. I. *La fiesta de todos los santos. 1 de noviembre*. Escuela internacional.

Francisca, C. USO de la gramática española. Avanzado. Edelsa. Madrid.

Hooper, J. (2006) *The New Spaniards*. Penguín Books. London

Wattley-Ames, H (1999) *Spain is Different* . Intercultural Press. Maine. USA

Mar .Suave susurro sonoro [Internet]. *Parejas de Diferentes Culturas (Recomendaciones)*. 2006. Abril. Available from : <http://sususo.blogspot.com/2006/04/parejas-de-diferentes-culturas.html>

Soler-Espiauba D. (2006) *Contenidos culturales en la enseñanza del español como 2/L*. Arco/Libros. Madrid

Oliveras A. (2000) *Hacia la competencia intercultural en el aprendizaje de una lengua extranjera*. Estudio del choque cultural y los malentendidos. Edinumen. Madrid

Magafesa (2007) *Historia del festival de Sitges* en Es cine, mamá.

Vázquez L. (2007) *“Llegada a una nueva cultura: el choque cultural, los malentendidos, los estereotipos y los tópicos.”* Revista Elenet. N°3. [www.Elenet.org](http://www.Elenet.org) ISSN:1772-9955

Diccionario español-inglés.

Diccionario de la lengua española. [www.rae.es](http://www.rae.es)

Diccionario inglés-español. [www.wordreference.com](http://www.wordreference.com)

Gramática de uso de español para extranjeros. Teoría y práctica. SM. Madrid.

### Recommended

Keeley, G (2006) *Turning Rubbish into a Television Goldmine*. Times on line.

- Hall, E (1976) *Beyond Culture*. Anchor Books. Garden City, N.Y.
- Hofstede, G (2005) "Viviremos nuestra vida en varias culturas diferentes". Revista *Mondialogo. Intercultural Dialogue and Exchange*.
- Cortés, G (2002), "El choque cultural". *Tiempo y Escritura*.
- Graham, H y Labanyi, J. (1995) *Spanish cultural studies an introduction. The Struggle for Modernity*. Oxford. N.Y.
- Rabe M. (1997) *Culture Shock! A Practical Guide. Living and Working Abroad*. Graphic Arts Center Publishing Company. Portland.
- Caparrós, J.M. (1999) *Historia crítica del cine español (Desde 1897 hasta hoy)*. Ariel Historia.Barcelona.
- Sampedro, V y Llera, M (2003) *Interculturalidad: interpretar, gestionar y comunicar*. Ediciones Bellaterra. Barcelona.
- Figueras, J. (2004) *Adivina quién te habla de cine*. Plaza Janés. Barcelona.
- Gallantin, B. Adaptive Aspects of Culture Shock. *American Anthropologist*, New Series, Vol. 73, No.5. (Oct.,1971), pp.1121-1125.
- Alberdi, I. (1997) "La familia. Convergencia y divergencia de los modelos familiares españoles en el entorno europeo" *Política y Sociedad*, nº 26, pp. 73-94.
- Graff, M. (1993) *Culture Shock! A Guide to Customs and Etiquette*. Graphic Arts Center Publishing Company. Portland.
- Ferreras, D (1995) *Lo fantástico en la literatura y el cine: De Edgar a. Poe a Freddy Krueger*. Vosa. España.

### **Recommended Movies:**

- Las cartas de Alou (1990)
- Un franco, 14 pesetas (2006)
- Princesas (2005)
- Agua con sal (2005)
- Balseros (2002)
- Poniente (2002)
- El espinazo del diablo (2001)
- El laberinto del fauno (2006)
- Los otros (2001)
- Frágiles (2005)
- El niño de barro (2006)
- Los sin nombre (1999)
- Los dos lados de la cama (2005)
- Tapas (2005)
- Días de fútbol (2003)

Torrente, el brazo tonto de la ley (1998)  
Los peores años de nuestra vida (1994)  
Mujeres al borde de un ataque de nervios (1988)  
Carne trémula (1997)  
La gran familia (1962)  
El bola (2000)  
Familia (1996)  
Azul oscuro casi negro (2006)  
Hola estoy sola (1995)

**Online Reference & Research Tools:**

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

<http://www.labutaca.net/>

<http://www.jstor.org>

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

<http://www.elpais.com/>

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

<http://www.elblogdecineespanol.com/>

<http://cvc.cervantes.es/>

## Course Calendar

Session 1	
Topics	<b>Welcome</b> Course Objectives: Syllabus Outline of the final project Stereotypes
Activity	Interactive Activities: Let's get to know each other! Images associated with Spaniards
Readings & Assignments	<b>Reflection:</b> <ul style="list-style-type: none"> <li>Why Barcelona?</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Wattley-Ames, <i>Spain is different: Spain and the United States</i>, pp.10-22</li> </ul>

Session 2	
Topics	<b>What do we know about Spain?</b> The interest of Spanish culture The meaning of the word "culture"
Activity	Conceptual Map: What do we mean by "culture"? Personal Questionnaire
Readings & Assignments	<b>Movie Overview:</b> Look for information on <i>Flores de otro mundo</i> : <ul style="list-style-type: none"> <li>plot</li> <li>theme</li> <li>director</li> <li>cast</li> <li>year</li> </ul>

Session 3	
Topics	<b>Unit 1: Flores de otro mundo</b> Why this course? Review: how to describe in Spanish. Specific vocabulary: <i>ser /estar/ llevar /tener</i>
Activity	Questionnaire about the course Reading comprehension about the origins of the film: <i>caravana de mujeres</i> How would you describe the main characters?
Readings & Assignments	<b>Journal:</b> <ul style="list-style-type: none"> <li>What cultural aspects of the movie surprised you? What cultural aspects of your daily life in BCN have surprised you so far? State the differences that you find in comparing them with your own culture.</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Soler-Espiauba, <i>Contenidos culturales en la enseñanza del español</i>, pp. 118-123</li> </ul>

Session 4	
Topics	<b>Unit 1: Flores de otro mundo</b> Review: Verbs used when expressing change
Activity	Analyzing profiles: psychological descriptions

	Are Spaniards that different from Americans?
Readings & Assignments	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Salvat Vila, A. <i>Desde California: ¿De verdad España es tan diferente? La comunidad.</i> <a href="http://www.elpais.com">www.elpais.com</a></li> </ul>

Session 5	
Topics	<b>Unit 1: Flores de otro mundo</b> Spain vs. other countries
Activity	Debate about the reading: <i>¿De verdad España es tan diferente?</i> What do we eat?
Readings & Assignments	<b>Reading:</b> <ul style="list-style-type: none"> <li>• p 10: Opinión de Icíar Bollaín sobre la inmigración en España.</li> </ul>

Session 6	
Topics	<b>Unit 1: Flores de otro mundo</b> The immigration phenomenon in Spain
Activity	Debate: Types of immigration in <i>Flores de otro mundo</i>
Readings & Assignments	<b>Journal:</b> <ul style="list-style-type: none"> <li>• Thoughts on the movie. What have you learned?</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• <i>Qué pasaría si Madrid se quedara sin inmigrantes</i> (El País digital)</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Soler-Espiauba, <i>Contenidos culturales en la enseñanza del español</i>, pp. 228-235</li> </ul>

Session 7	
Topics	<b>Immigration in Barcelona</b> Field Study: Raval
Activity	Visit to Raval neighborhood
Readings & Assignments	<b>Movie:</b> <ul style="list-style-type: none"> <li>• <i>Raval, Raval</i></li> <li>• Post-activity: report on the field study</li> </ul>

Session 8	
Topics	<b>Immigration in Our Neighborhood</b>
Activity	Prepare interview on immigration Debate: Is Spain a racist country?
Readings & Assignments	<b>Movie Overview:</b> Look for information about <i>El orfanato</i> : <ul style="list-style-type: none"> <li>• plot</li> <li>• theme</li> <li>• director</li> <li>• cast</li> <li>• year</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Magefesa, Historia del festival de Sitges</li> </ul>



Session 9	
Topics	<b>Unit 2: El orfanato</b> Expressing hypothesis in Spanish
Activity	Paranormal phenomena <i>¿Qué habrá pasado ?</i>
Readings & Assignments	<ul style="list-style-type: none"> <li>• Unidad 4</li> <li>• Más ejercicios págs. 162-168 acts 8, 9, 10,11</li> <li>• Prepárate para la próxima: vídeo “¿cuál prefieres”</li> </ul>

Session 10	
Topics	<b>Unit 2: El orfanato</b> Superstitions
Activity	Esoteric vs scientific (debate)
Readings & Assignments	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Médium (p.19) <a href="http://es.wikipedia.org/wiki/M%C3%A9dium">http://es.wikipedia.org/wiki/M%C3%A9dium</a></li> </ul> <b>Journal:</b> <ul style="list-style-type: none"> <li>• How is my final project going? First impressions, doubts, and questions</li> </ul>

Session 11	
Topics	<b>Unit 2: El orfanato</b> Review: The use of conditional in Spanish Superstitions
Activity	<i>¿Qué habría pasado si...?</i> Are Spaniards superstitious?
Readings & Assignments	<b>Journal:</b> <ul style="list-style-type: none"> <li>• Do you think Spain is a superstitious country?</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Soler-Espiauba, <i>Contenidos culturales en la enseñanza del español</i>, pp. 93-94</li> </ul>

Session 12	
Topics	<b>Unit 2: El orfanato</b> Superstitions Preferences, likes and dislikes of the Spanish people
Activity	What do Spaniards like? Preparing a questionnaire on cinema
Readings & Assignments	<b>Survey:</b> <ul style="list-style-type: none"> <li>• Survey on cinema preferences</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Nieto, S (2005) <i>Somos un país de supersticiosos</i>. Magazine de El Mundo</li> <li>• Sardá, J. <i>Católicos orgullosos de serlo</i>.</li> <li>• <a href="http://www.elmundo.es/magazine/2005/287/1111602517.html">http://www.elmundo.es/magazine/2005/287/1111602517.html</a></li> </ul>

Session 13	
Topics	<b>Unit 2: El orfanato</b> Superstitions Preferences, likes and dislikes of the Spanish people
Activity	What do Spaniards like? Preparing a questionnaire on cinema

Readings & Assignments	<p><b>Survey:</b></p> <ul style="list-style-type: none"> <li>• Survey on cinema preferences</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Nieto, S (2005) <i>Somos un país de supersticiosos</i>. Magazine de El Mundo</li> <li>• Sardá, J. <i>Católicos orgullosos de serlo</i>.</li> <li>• <a href="http://www.elmundo.es/magazine/2005/287/1111602517.html">http://www.elmundo.es/magazine/2005/287/1111602517.html</a></li> </ul>
------------------------	--

Session 14	
Topics	<p><b>Mid-Term Review</b></p> <p>Questionnaire about the course</p> <p>Let's go back in time:</p> <p>Do we now have a better overall understanding of the Spanish culture?</p>
Activity	<p>Questionnaire about the course</p> <p>Let's go back in time:</p> <p>Do we now have a better overall understanding of the Spanish culture?</p>
Readings & Assignments	<p>Review for the mid-term exam</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Talents, <i>El ciudadano ordinario</i>, El País.com.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Galán, <i>Horarios sin salida</i>, El País.com.</li> </ul>

Session 15	
<b>Mid-term</b>	

Session 15	
Topics	<b>Mid-Term Exam</b>
Activity	Mid-Term Exam
Readings & Assignments	<p><b>Movie Overview:</b></p> <p>Look for information about <i>El otro lado de la cama</i>:</p> <ul style="list-style-type: none"> <li>• plot</li> <li>• theme</li> <li>• director</li> <li>• cast</li> <li>• year</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Soler-Espiauba, <i>Contenidos culturales en la enseñanza del español</i>, pp.76-88</li> </ul>

Session 16	
Topics	<p><b>Unit 3: El otro lado de la cama</b></p> <p>Personal relationships</p> <p>Vocabulary on personal relationships</p>
Activity	Debate: Friendship-love and jealousy "Spanish-style"
Readings & Assignments	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Suave, M. <i>Parejas de Diferentes Culturas (Recomendaciones)</i>. Abril, 2006. <a href="http://sususo.blogspot.com/2006/04/parejas-de-diferentes-culturas.html">http://sususo.blogspot.com/2006/04/parejas-de-diferentes-culturas.html</a></li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• Final project: First draft;</li> </ul>

	<ul style="list-style-type: none"> <li>Thoughts, doubts, and questions</li> </ul>
--	---

<b>Session 17</b>	
Topics	<b>Unit 3: El otro lado de la cama</b> Cultural conflicts Review: Expressing feelings and desires in Spanish
Activity	Debate on the reading (Parejas de diferentes culturas) Analysis of the main characters feelings (El otro lado de la cama)
Readings & Assignments	<b>Journal:</b> <ul style="list-style-type: none"> <li>Cultural shocks still to overcome</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Llegada a una nueva cultura: el choque cultural, los malentendidos, los estereotipos y los tópicos.</li> </ul>

<b>Session 18</b>	
Topics	<b>Unit 3: El otro lado de la cama</b> Expressing emotion and advice in Spanish
Activity	Analysis of the main relationships among movie characters. Are they “typical Spanish”? (El otro lado de la cama)
Readings & Assignments	<b>Observe and reflect:</b> <ul style="list-style-type: none"> <li>How do Spaniards greet each other?</li> </ul>

<b>Session 19</b>	
Topics	<b>Unit 3: El otro lado de la cama</b> Social life in Spain Daily schedule
Activity	Debate: Social life and daily schedule, differences Spain vs. US Have you adapted to the new social patterns?
Readings & Assignments	Survey on the stereotypes about Spanish people (p.42) <b>Reading:</b> <ul style="list-style-type: none"> <li>Hooper, <i>Changing Traditions: Flamenco and Bullfighting</i>; The New Spaniards, pp. 410-426</li> </ul>

<b>Session 20</b>	
Topics	<b>Unit 3: El otro lado de la cama</b> Stereotypes
Activity	<b>Reading:</b> <ul style="list-style-type: none"> <li>Un inglés en España</li> </ul> Field study: Prepare an interview based on the reading
Readings & Assignments	Interview and final thoughts <b>Reading:</b> <ul style="list-style-type: none"> <li>Varsavsky, M. <i>¿Por qué los estadounidenses no pueden ponerse de acuerdo sobre la manera de saludarse?</i>. Blog de Martin Varsavsky.</li> </ul>

<b>Session 21</b>	
Topics	<b>Unit 3: El otro lado de la cama</b> Introductions and greetings
Activity	Analysis of the greetings and introductions throughout the movie
Readings & Assignments	<b>Reading:</b> <ul style="list-style-type: none"> <li><i>Comer en Estados Unidos</i></li> </ul>

Session 22	
Topics	<b>Unit 4: Volver</b> Social spheres: bars and restaurants Schedules
Activity	Debate on the reading (Comer en Estados Unidos) Eating in Spain Visit to a local café: reading, interpreting and understanding local traditions and habits
Readings & Assignments	<b>Movie Overview:</b> Look for information about <i>Volver</i> : <ul style="list-style-type: none"> <li>• plot</li> <li>• theme</li> <li>• director</li> <li>• cast</li> <li>• year</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Soler-Espiauba, <i>Espectáculos y fiestas</i>, Contenidos Culturales en la enseñanza del español, pp. 301-304; 311-313</li> </ul>

Session 23	
Topics	<b>Unit 4: Volver</b> Traditions, rituals, and habits
Activity	<b>Reading:</b> tradiciones del 1 de noviembre, día de todos los santos Discussing festivities in Spain
Readings & Assignments	<ul style="list-style-type: none"> <li>• Survey on the different Spanish festivities</li> </ul>

Session 24	
Topics	<b>Unit 4: Volver</b> Review: the use of adverbial phrases in Spanish The Spanish family
Activity	The sense of family in <i>Volver</i> <b>Reading:</b> Aixelá, E. y Martín A. ¿Es la española una familia como ninguna?
Readings & Assignments	Interviewing two Spanish families <b>Journal:</b> <ul style="list-style-type: none"> <li>• Final project: Reflexions, draft, and questions</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Graff, <i>Family and Custom, Culture Shock!</i>, pp. 27-34</li> </ul>

Session 25	
Topics	<b>Unit 4: Volver</b> Mass media in Spain: TV
Activity	The most popular TV programming in Spain Debate
Readings & Assignments	Analysis of three TV Spanish shows

Session 26	
Topics	<b>Unit 4: Volver</b> Mass media in Spain: TV

	La Telebasura
Activity	The most popular TV programming in Spain Debate Presentation of TV show analysis Spain: consuming telebasura
Readings & Assignments	Survey on TV preferences among Spanish people <b>Reading:</b> <ul style="list-style-type: none"> <li>• Hooper, New Waves: TV and Radio, The New Spaniards, pp. 362-377</li> </ul>

Session 27	
Topics	<b>Unit 4: Volver</b> Defining character: vocabulary Review: the use of adverbial phrases in Spanish
Activity	The most popular TV programming in Spain Debate Analyzing profiles: the main characters Volver: truths and inaccuracies Self-Guided: Photography contest
Readings & Assignments	<b>Photography Contest:</b> <ul style="list-style-type: none"> <li>• Images of the contemporary Spanish family</li> <li>• Final project</li> </ul>

Session 28	
Topics	<b>Final presentations</b> Photography contest
Activity	Photography presentations
Readings & Assignments	<b>Photography Contest:</b> <ul style="list-style-type: none"> <li>• Images of the contemporary Spanish family</li> <li>• Final project</li> </ul>

Session 29	
Topics	<b>Final presentations</b> Photography contest
Activity	And the winner is...
Readings & Assignments	<ul style="list-style-type: none"> <li>• Review for the final exam</li> </ul>

Session 30	
<b>Final Exam</b>	

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.