

Course Last Updated 02/16/2024



University of  
New Haven

## Spain as Seen Through Its Movies: 1980s to Today

### Section I: Course Overview

**Course Code:** FLM376BCN

**Subject Area:** Film Studies, Cultural Studies

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** none

### Course Description

The use of movies as a vehicular tool allows not only for the introduction of the cultural factors, but also the very Spanish perspective(s) that helps explain how the country sees and understands itself. The course will address the following general questions: a) what it means to speak of a "national cinema;" b) how cinema constructs and/or contests of his or her story; c) cinema's impact on shifting notions of what constitutes the human condition; d) how the formal qualities of cinematic narrative shape on-screen stories; e) where and how issues of gender, sexuality, class, and ethnicity surface in cinematic articulations of the relationship between national identity, global trends, and personal history.

### Learning Objectives

Upon successful completion of this course, students will be able to:

- Explore Spanish culture from a historical and artistic perspective.
- Articulate appropriate vocabulary to discuss cinematic texts.
- Analyze films critically to determine themes and message.

- Examine the connections between cultural content and cinematic form.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** By appointment.

### 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 - 20%**

**Movie Reviews - 30%**

**Mid-Term Exam - 15%**

**Research and Presentation - 20%**

**Final Exam - 15%**

### 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 (20%):** 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.

**Movie(s) Analysis (30%):** For each of the three movies watched in class, students must write a 1–2-page article in the shape of a magazine article that proves not only the personal interpretation of the film, but also the capacity of learning about the Spanish reality through it. A rubric is provided later in this syllabus that specifies the information to be included and the format of these movie analyses.

**Midterm (15%):** This midterm exam will consist of a multiple-choice exercise with around 50 questions about the specific data covered during the sessions so that students can prove a detailed and specific knowledge of the main historical/political/cultural/artistic events and characters.

**Research and Presentation (20%):** Throughout the semester, students will work on a project that they will present to their classmates. The students are to choose a Spanish director and conduct

research about his/her work (including watching at least three of his/her movies), and his/her significance for the Spanish cinematography and for the understanding of the Spanish reality in general. A rubric is provided later in this syllabus that specifies the information to be included, the format of the presentation, and the different deadlines.

**Final Exam (15%):** One topic from the ones covered in class to be explained in an essay style. The approach and length of these questions will be completely free. The answer must prove the student's understanding of the specific topic by covering as much information from the theory lectures and from the classmates' presentations as possible, but also his/her ability to link the different lectures, readings, seminars and activities to enrich the answer.

## 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.

- Night at the Cinema

## 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

Faulkner, S. (2013). *A History of Spanish Film*. Bloomsbury Academic.

Gunther, R. (2009). *The Politics of Spain*. Cambridge University Press.

Stone, R. (2001). *Spanish Cinema*. Routledge.

### Recommended

Corrigan, T. (2012). *A Short Guide to Writing About Film*. Pearson.

González del Pozo, J. (Ed.) (2020). *Quinqui Film*. Anthem Press.

Platt P. M. (2016). *A Short History of Spain*. Enhanced Media Publishing.

VV. AA. (2015). *A Companion to Spanish Cinema*. Wiley-Blackwell.

VV. AA. (2020). *European Cinema in the Twenty-First Century*. Springer.

## Course Calendar

Session 1	
Topics	Introductions and Syllabus
Activity	Lecture & Discussion
Readings & Assignments	Reading: Platt Parmele, Mary, <i>A Short History of Spain</i> , Enhanced Media Publishing, (Selected Section)

Session 2	
Topics	How to Speak and Write About Cinema
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"> <li>Reading: STONE, Rob, <i>Spanish Cinema</i>, Routledge, 2001. (Selected section)</li> </ul>

Session 3	
Topics	Quick History of Spanish Cinema
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"> <li>Reading: STONE, Rob, <i>Spanish Cinema</i>, Routledge, 2001. (Selected section)</li> </ul>

Session 4	
Topics	Spanish Civil War and Dictatorship
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"> <li>Reading: GUNTHER, Richard, <i>The Politics of Spain</i>, Cambridge University Press, 2009. (Selected Section)</li> </ul>

Session 5	
Film Viewing: <i>Pa Negre</i>	

Session 6	
Topics	Pa Negre Discussion
Activity	Film Review
Readings & Assignments	<ul style="list-style-type: none"> <li>Film Analysis due before class</li> </ul>

Session 7	
Film Viewing: <i>Todo Sobre Mi Madre</i>	

Session 8	
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Topics	<i>Todo Sobre Mi Madre</i> Discussion
Activity	Film Review
Readings & Assignments	<ul style="list-style-type: none"> <li>Film Analysis due before class</li> <li>Study for Mid-Term</li> </ul>

Session 9
Mid-term Exam

Session 10	
Topics	Guest Speaker: Experimental Cinema
Activity	Guest Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> <li>Prepare questions for guest speaker</li> <li>Research Project Check-In</li> </ul>

Session 11
Film Viewing: [REC]

Session 12	
Topics	[REC] Discussion
Activity	Film Review
Readings & Assignments	Film Analysis due before class

Session 13
Active Learning Activity

Session 14
Final Presentations

Session 15
Final Exam

## 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.