

Course Last Updated 12/19/2024.



University of
New Haven

Spanish Civilization & Culture

Section I: Course Overview

Course Code: SPN352BCN

Subject Area(s): Cultural Studies, Anthropology, Sociology, Literature and History

Prerequisites: Successful completion of Intermediate Spanish I, or at least 3 semesters of college-level Spanish Instruction

Language of Instruction: Spanish

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course 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 to better understand principal current ideological, political, and cultural tendencies in modern Spain. Students will 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

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

- 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

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 - 15%

Weekly Journal - 10%

Oral Presentation - 10%

Mid-Term Exam - 20%

Final Paper Draft - 5%

Final Paper - 15%

Final Exam - 25%

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 (15%): 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.

Weekly Journal (10%): You will reflect upon relevant aspects of Barcelona in a diary monitored, revised and commented on in class.

Oral Presentation (10%): 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 (20%): 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 Draft (5%) & Final Paper (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 (25%): 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.

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.

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

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

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/>

Course Calendar

Session 1	
Topics	Course Presentation Course description Syllabus How do we define culture? How can we learn about culture? Stereotypes
Activity	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?
Readings & Assignments	Assignments: <ul style="list-style-type: none"> • Ensure textbook purchases

Session 2	
Topics	Una casa de locos The Cultural Iceberg The Cultural Model: Communication Time Space
Activity	Looking at the iceberg Leading discussion Group Activities
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Webster, Jason <i>Why Spain Matters</i> ch. 1 Diary entry 1

Session 3	
Topics	Una casa de locos From Prehistory to AD 1000 Geography Intercultural sensibility: ethnographic stages
Activity	Leading discussion
Readings & Assignments	Reading: <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 • Fill out Spain Map

Session 4	
Topics	Una casa de locos Medieval Spain: 10th, 11th, and 12th centuries
Activity	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?
Readings & Assignments	Reading: <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

Session 5	
Topics	Al-Andalus – Andalucia Moros y Cristianos (10 th , 11 th , and 12 th centuries) Festivals in Spain: La Mèrce
Activity	Washington Irving’s Stories of Al-Andalus
Readings & Assignments	Reading: <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

Session 6	
Topics	Stereotypes How do we see Spanish culture? How do Spaniards perceive Americans?
Activity	Debate: Stereotypes
Readings & Assignments	Reading: <ul style="list-style-type: none"> Wattley-Ames, <i>Spain is Different</i>, pp 22 - 41 Diary entry 4

Session 7	
Topics	The Universal Monarchy Catholic Monarchs Charles I and Phillip II
Activity	Student-led discussion
Readings & Assignments	Reading: <ul style="list-style-type: none"> Barton, <i>A history of Spain: The Universal Monarchy</i> pp 89-119

Session 8	
Topics	Don Quijote
Activity	Don Quijote de la Mancha: the portrait of a young society
Readings & Assignments	Reading: <ul style="list-style-type: none"> Cervantes, <i>Don Quijote</i>, pp. 1-36; 52-58; 83-103;891-917 Diary entry 5

Session 9	
Topics	Don Quijote (II)
Activity	<i>Debate: Don Quijote: a parody?</i> What do you learn about Spanish History?
Readings & Assignments	Reading: <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, pp. 120-155

Session 10	
Topics	The Fall of the Empire & The Bourbons (17 th and 18 th centuries)
Activity	Leading Discussion
Readings & Assignments	Reading: <ul style="list-style-type: none"> Williams, <i>The Story of Spain</i>, pp. 120-155 Diary entry 6

Session 11	
Topics	Field study Museo Historia de Cataluña
Activity	Field study
Readings & Assignments	Reading: <ul style="list-style-type: none"> Payne, <i>Stanley Spain: A Unique History</i> ch. 3

Session 12	
Topics	Museo Historia de Cataluña Post-activity: Catalunya vs. Spain
Activity	Interviews: discussion and conclusions Review for Midterm
Readings & Assignments	Reading: <ul style="list-style-type: none"> Review for Mid-term Diary entry 7

Session 13	
MID-TERM EXAM	

Session 14	
Topics	The Nation Building Process in Nineteenth-Century Spain
Activity	Leading discussion Role Play: liberals and conservatives
Readings & Assignments	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

Session 15	
Topics	The Second Republic <i>La lengua de las mariposas</i>
Activity	Debate and analysis of the movie
Readings & Assignments	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.

Session 16	
Topics	The Spanish Civil War 1936-1939
Activity	Leading discussion Cultural manifestations from the Spanish Civil War
Readings & Assignments	Reading: <ul style="list-style-type: none"> Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 1 Diary entry 9

Session 17	
Topics	Field study
Activity	Field study Post-activity: Museo Historia de Cataluña
Readings & Assignments	Reading:

Session 18	
Topics	Franco by Paul Preston
Activity	Leading discussion
Readings & Assignments	Reading: <ul style="list-style-type: none"> Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 2 Diary entry 10

Session 19	
Topics	Women in Spain Gender in Spanish Society
Activity	Viewing of specific scenes from: <i>Te doy mis ojos</i>
Readings & Assignments	Reading: <ul style="list-style-type: none"> Hooper, <i>The New Spaniard</i>, 108-134 Turn in draft of final project

Session 20	
Topics	Living on the Edge Scenes from <i>El Calentito</i>
Activity	Discussion of the movie Debate: <i>La movida</i> : The transition and Spanish society nowadays
Readings & Assignments	Reading: <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. Diary entry 11

Session 21	
Topics	Youth in Spain
Activity	Leading discussion Nash: <i>Mi país</i>
Readings & Assignments	Reading: <ul style="list-style-type: none"> John Hooper <i>The New Spaniard</i> pp. 35-46, 134-145

Session 22	
Topics	The Basque Country: Terrorism and Nationalist Conflict
Activity	Viewing of specific scenes from: <i>La pelota vasca</i>
Readings & Assignments	Reading: <ul style="list-style-type: none"> • José Manuel Mata “Terrorism and nationalist conflict” pp. 81-105 • Hooper, <i>The New Spaniard</i>, 231-252. Diary entry 12

Session 23	
Topics	1976: the Birth of the modern Spanish press
Activity	Debate: the duty of journalism. To inform? Educate? Instill democratic values?
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Selected news from <i>El País</i>, <i>ABC</i> and <i>La Vanguardia</i> • Hooper, <i>The New Spaniard</i>, 349-377

Session 24	
Topics	Audiovisual media: TV and Radio in Spain
Activity	Analysis of the role of television within popular culture (US v Spain comparison)
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Gunther & Wert. <i>Media and Politics in Spain</i>. pp. 1-44

Session 25	
Topics	Football in Spain: Morbo
Activity	Viewing of specific scenes from: <i>Días de fútbol</i>
Readings & Assignments	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

Session 26	
Topics	Emigration and Interculturality
Activity	Tropicalization of Spain Debate: Emigration
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 332-349, 427-439

Session 27	
Topics	Spanish Family
Activity	New changes on family structure
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 319-332. 377-397 • Work on final projects

Session 28	
Topics	Student Presentations
Activity	Analysis and comments What have we learned: general conclusions on culture
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Hooper, <i>The New Spaniard</i>, 319-332. 377-397 • Work on final projects

Session 29	
Topics	Student Presentations
Activity	Analysis and comments. Active participation in peers presentations
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Turn in final project

Session 30	
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.