



University of
New Haven

Spanish Civilization & Culture

SECTION I: Course Overview

UNH Course Code: CUL350BCN

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

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

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 Madrid'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.

LEARNING OBJECTIVES

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

- Explain how the history of Spain has influenced contemporary Spanish society.
- Analyze the political, social and economic factors reflected in contemporary Spanish culture.
- Compare and contrast the cultural difference between Spanish culture and students' home country.

SECTION II: Instructor & Course Details

ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at Xth Absence
Courses meeting 2 day(s) per week	2 Absences	8th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1st	2nd	3rd	4th	5th	6th	7th	8th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

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

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	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	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

Class Participation (15%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining a participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

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

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- Preston, Paul. *The Spanish holocaust: inquisition and extermination in twentieth-century Spain*. Harper Collins, 2012
- Payne, Stanley G. *Spain: A unique history*. Univ of Wisconsin Press, 2011.

- Preston, Paul. *A People Betrayed: A History of Corruption, Political Incompetence and Social Division in Modern Spain*. Liveright Publishing, 2020.
- Webster, Jason. *Why Spain Matters*. Corsario, 2021.

RECOMMENDED READINGS

The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide instructions for you to secure these selected readings (either in paper or electronic format).

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.

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group

work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

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Course Content

COURSE CALENDAR

SPANISH CIVILIZATION & CULTURE

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>)</p> <p>- 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: Webster, Jason <i>Why Spain Matters</i> ch. 1</p> <p>Diary entry 1</p>
3	<p>Una casa de locos From Prehistory to AD 1000</p> <p>Geography Intercultural sensibility: ethnographic stages</p>	<p>Leading discussion</p>	<p>Reading: Webster, Jason <i>Why Spain Matters</i> ch. 2</p> <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: Payne, Stanley <i>Spain: A Unique History</i> ch. 1</p> <p>Diary entry 2</p>

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Session	Topic	Activity	Student Assignments
5	Al-Andalus – Andalucia Moros y Cristianos (10th, 11th, and 12th centuries) Festivals in Spain: La Mèrce	Washington Irving’s Stories of Al-Andalus	Reading: Payne, Stanley <i>Spain: A Unique History</i> ch. 2
6	Stereotypes How do we see Spanish culture? How do Spaniards perceive Americans?	Debate: Stereotypes	Reading: Webster, Jason <i>Why Spain Matters</i> ch. 3 Diary entry 4
7	The Universal Monarchy Catholic Monarchs Charles I and Phillip II	Student-led discussion	Reading: Webster, Jason <i>Why Spain Matters</i> ch. 4
8	<i>Don Quijote</i>	Don Quijote de la Mancha: the portrait of a young society	Reading: Cervantes, <i>Don Quijote</i> , pp. 1-36; 52-58; 83-103; 891-917 Diary entry 5
9	<i>Don Quijote (II)</i>	<i>Debate: Don Quijote: a parody?</i> What do you learn about Spanish History?	Reading: Williams, <i>The Story of Spain</i> , pp. 120-155

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Session	Topic	Activity	Student Assignments
10	The Fall of the Empire & The Bourbons (17 th and 18 th centuries)	Leading Discussion	Reading: Williams, <i>The Story of Spain</i> , pp. 120-155 Diary entry 6
11	Field study Museo Nacional del Prado	Field study	Reading: Payne, Stanley <i>Spain: A Unique History</i> ch. 3
12	<i>Museo Historia de Cataluña</i> Post- activity: Catalunya vs. Spain	- Interviews: discussion and conclusions - Review for Midterm	Review for Mid-term 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: Webster, Jason <i>Why Spain Matters</i> ch. 5 Diary entry 8
15	The Second Republic <i>La lengua de las mariposas</i>	Debate and analysis of the movie	Reading: Payne, Stanley <i>Spain: A Unique History</i> ch. 4

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Session	Topic	Activity	Student Assignments
16	The Spanish Civil War 1936-1939	- Leading discussion - Cultural manifestations from the Spanish Civil War	Reading: Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 1 Diary entry 9
17	Field study Spanish Naval Museum	- Field study - Post-activity: Museo Historia de Cataluña	
18	Franco by Paul Preston	Leading discussion	Reading: Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 2 Diary entry 10
19	Women in Spain Gender in Spanish Society	Viewing of specific scenes from: <i>Te doy mis ojos</i>	Reading: Webster, Jason <i>Why Spain Matters</i> ch. 6 Turn in draft of final project

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Session	Topic	Activity	Student Assignments
20	Living on the Edge Scenes from <i>El Calentito</i>	- Discussion of the movie - Debate: <i>La movida</i> : The transition and Spanish society nowadays	Reading: Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 3 Diary entry 11
21	Youth in Spain	- Leading discussion - Nash: <i>Mi país</i>	Reading: Payne, Stanley <i>Spain: A Unique History</i> ch. 5
22	The Basque Country: Terrorism and Nationalist Conflict	Viewing of specific scenes from: <i>La pelota vasca</i>	Reading: Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 4 Diary entry 12
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> 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: Preston, Paul <i>The Spanish holocaust: inquisition and extermination in twentieth-century</i> pt. 5

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Session	Topic	Activity	Student Assignments
25	Football in Spain: <i>Morbo</i>	Viewing of specific scenes from: <i>Días de fútbol</i>	Reading: Payne, Stanley <i>Spain: A Unique History</i> ch. 6
26	Emigration and Interculturality	Tropicalization of Spain Debate: Emigration	Reading: Payne, Stanley <i>Spain: A Unique History</i> ch. 7
27	Spanish Family	New changes on family structure	Reading: Webster, Jason <i>Why Spain Matters</i> ch. 7
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