



## *Spanish Civilization & Culture*

### **SECTION I: Course Overview**

**UNH Course Code:** CUL350SVQ

**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. Students will study the history of Spanish civilization from pre-history to modern times while interacting with Seville'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 we 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, you will be able to:

- Explain how key historic events relate to contemporary Spanish society
- Recognize conceptual tools required in cultural studies giving special importance to intercultural strategies and sensibility
- Describe cultural studies as a device to learn about cultural differences

- Apply 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:** TBA  
**Contact Information:** TBA  
**Term:** Semester

### ATTENDANCE POLICY

This class will meet twice a week for 60 minutes each session in a seminar format. 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 X <sup>th</sup> Absence
Courses meeting 1 day(s) per week	1 Absences	4 <sup>th</sup> 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	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	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.

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

## 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.

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

CEA GRADING SCALE
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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

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**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 your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

**Weekly Journal (10%):** You will reflect upon relevant aspects of Seville 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.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom.

These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP).

- Visits to be announced

## 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.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

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.

- II. SELECTED READING(S):** 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 your 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, uploadable 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.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library. As well, the websites of key social media platforms and resources will be presented during the semester with relation to the *Trends and Tools* learning blocks.

- 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://www.nclrc.org/)  
<http://ctaar.rutgers.edu/presentations/facdev/MCCfacdevday.ppt>
  - Spanish Culture:  
<http://www.thinkspain.com/hottopics/historyculture/>  
<http://www.travelingspain.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.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>

# Spanish Civilization & Culture

## Course Content

COURSE CALENDAR			
<i>Spanish Civilization and Culture</i>			
SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p><b>Course Presentation</b>            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><b><i>Una casa de locos</i></b>  <b>The Cultural Iceberg</b>            The Cultural Model:            - Communication            - Time            - Space</p>	<p>- Looking at the iceberg            - Leading discussion            - Group Activities</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Wattley-Ames, <i>Spain is Different</i>, pp 1-21, 65 – 80</li> </ul> <p><b>Diary entry 1</b></p>
3	<p><b><i>Una casa de locos</i></b>  <b>From Prehistory to AD 1000</b></p> <p>Geography            Intercultural sensibility: ethnographic stages</p>	<p>Leading discussion</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Williams, <i>The Story of Spain</i>, “Medieval Spain” pp. 13-43</li> <li>Wattley-Ames, <i>Spain is Different</i>, pp 23 – 45</li> </ul> <p>Fill out Spain Map</p>
4	<p><b><i>Una casa de locos</i></b>  <b>Medieval Spain: 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> centuries</b></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><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Williams, <i>The Story of Spain</i>, “Medieval Spain” pp. 45-63</li> <li>Wattley-Ames, <i>Spain is Different</i>, pp 47-63</li> </ul>



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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
5	<b>Al-Andalus – Andalucia</b> Moros y Cristianos (10th, 11th, and 12th centuries) Festivals in Spain: La Mèrce	Washington Irving’s Stories of Al-Andalus	<b>Reading:</b> <ul style="list-style-type: none"> <li>Williams, <i>The Story of Spain</i>, “Moros y Cristianos” pp. 65-85</li> <li>Irving, <i>The Alhambra</i> pp. 600-632</li> </ul>
6	<b>Stereotypes</b> How do we see Spanish culture? How do Spaniards perceive Americans?	Debate: Stereotypes	<b>Reading:</b> <ul style="list-style-type: none"> <li>Wattley-Ames, <i>Spain is Different</i>, pp 22 - 41</li> </ul> <b>Diary entry 4</b>
7	<b>The Universal Monarchy</b> Catholic Monarchs Charles I and Phillip II	Student-led discussion	<b>Reading:</b> <ul style="list-style-type: none"> <li>Barton, <i>A history of Spain: The Universal Monarchy</i> pp 89-119</li> </ul>
8	<b>Don Quijote</b>	Don Quijote de la Mancha: the portrait of a young society	<b>Reading:</b> <ul style="list-style-type: none"> <li>Cervantes, <i>Don Quijote</i>, pp. 1-36; 52-58; 83-103; 891-917</li> </ul> <b>Diary entry 5</b>
9	<b>Don Quijote (II)</b>	<i>Debate: Don Quijote: a parody?</i> What do you learn about Spanish History?	<b>Reading:</b> <ul style="list-style-type: none"> <li>Williams, <i>The Story of Spain</i>, pp. 120-155</li> </ul>

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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
10	<b>The Fall of the Empire &amp; The Bourbons</b> (17 <sup>th</sup> and 18 <sup>th</sup> centuries)	Leading Discussion	<b>Reading:</b> <ul style="list-style-type: none"> <li>Williams, <i>The Story of Spain</i>, pp. 120-155</li> </ul> <b>Diary entry 6</b>
11	<b>Field study</b> Museo Historia de Cataluña	Field study	<b>Reading:</b> <ul style="list-style-type: none"> <li>Hooper, Chapter 18, <i>The Catalans</i>, pp. 217-231, 252-264</li> </ul>
12	<b><i>Museo Historia de Cataluña</i></b> Post- activity: Catalunya vs. Spain	- Interviews: discussion and conclusions - Review for Midterm	Review for Mid-term <b>Diary entry 7</b>
13	<b>Mid-Term Exam</b>	Mid-term exam	Review for Midterm
14	<b>The Nation Building Process in Nineteenth-Century Spain</b>	- Leading discussion - Role Play: liberals and conservatives	<b>Reading:</b> <ul style="list-style-type: none"> <li>Álvarez Junco, <i>The Nation Building Process in Nineteenth-Century Spain</i>, pp. 89-106</li> </ul> <b>Diary entry 8</b>

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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
15	<b>The Second Republic</b> <i>La lengua de las mariposas</i>	Debate and analysis of the movie	<b>Reading:</b> <ul style="list-style-type: none"> <li>Williams, <i>The Story of Spain, The Spanish War</i> pp. 209-227</li> <li>Hooper, <i>The New Spaniard</i> 123-134.</li> </ul>
16	<b>The Spanish Civil War 1936-1939</b>	- Leading discussion - Cultural manifestations from the Spanish Civil War	<b>Reading:</b> <ul style="list-style-type: none"> <li>Hooper, <i>The New Spaniard</i> 80-91</li> <li>Orwell, <i>Homage to Catalonia</i> 3-45.</li> </ul> <b>Diary entry 9</b>
17	<b>Field study</b> Visit to bomb-shelter in Poble Sec	- Field study - Post-activity: Museo Historia de Cataluña	
18	<b>Franco by Paul Preston</b>	Leading discussion	<b>Reading:</b> <ul style="list-style-type: none"> <li>Paul Preston, <i>¡Comrades! Portrait of the Civil War</i>, pp. 45-73</li> </ul> <b>Diary entry 10</b>
19	<b>Women in Spain</b> <b>Gender in Spanish Society</b>	Viewing of specific scenes from: <i>Te doy mis ojos</i>	<b>Reading:</b> <ul style="list-style-type: none"> <li>Hooper, <i>The New Spaniard</i>, 108-134</li> </ul>

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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
			Turn in draft of final project
20	<b>Living on the Edge</b> Scenes from <i>El Calentito</i>	- Discussion of the movie - Debate: <i>La movida</i> : The transition and Spanish society nowadays	<b>Reading:</b> <ul style="list-style-type: none"> <li>Ross, Modern History for Modern Languages, "A Delicate Operation (1975-1982). Pp. 133-149</li> <li>Hooper, <i>The New Spaniard</i>, 145-163.</li> </ul> <b>Diary entry 11</b>
21	<b>Youth in Spain</b>	- Leading discussion - Nash: <i>Mi país</i>	<b>Reading:</b> <ul style="list-style-type: none"> <li>John Hooper <i>The New Spaniard</i> pp. 35-46, 134-145</li> </ul>
22	<b>The Basque Country: Terrorism and Nationalist Conflict</b>	Viewing of specific scenes from: <i>La pelota vasca</i>	<b>Reading:</b> <ul style="list-style-type: none"> <li>José Manuel Mata "Terrorism and nationalist conflict" pp. 81-105</li> <li>Hooper, <i>The New Spaniard</i>, 231-252.</li> </ul> <b>Diary entry 12</b>
23	<b>1976: the Birth of the modern Spanish press</b>	- 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"> <li>Hooper, <i>The New Spaniard</i>, 349-377</li> </ul>

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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
24	Audiovisual media: TV and Radio in Spain	Analysis of the role of television within popular culture (US v Spain comparison)	<b>Reading:</b> 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>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Ball, P: <i>Morbo</i>, 3-34</li> <li>• Hooper, <i>The New Spaniard</i>, 108-134</li> </ul> Work on final projects
26	Emigration and Interculturality	Tropicalization of Spain Debate: Emigration	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Hooper, <i>The New Spaniard</i>, 332-349, 427-439</li> </ul>
27	Spanish Family	New changes on family structure	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Hooper, <i>The New Spaniard</i>, 319-332. 377-397</li> </ul> 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	
30	FINAL EXAM	FINAL EXAM	TURN IN FINAL PROJECT

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## Course Content

### SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)