



CH2171
Spanish
Civilization and
Culture



UNIVERSIDAD
NEBRIJA

Centro de Estudios Hispánicos

Spanish Civilization and Culture

Hours: 45

Prerequisites: none

Instructor name: Rubén D. Alves López

E-mail: ralves@nebrija.es

Office hours: to be communicated the first day of class

1. Course Description

The syllabus of this course has been programmed from a comprehensive perspective so that the students will be able to gain an overall panorama of Spanish culture in its many diverse expressions. The main objectives of this course are that students understand, comment upon and analyze the most important aspects of Spanish history, politics and society, as well as, the acquisition of general knowledge of the Spanish History and Art (architecture) from the pre-historic period until 20th Century and the outcomes in the Spanish way of life.

Topics covered will include: Roman Hispania, Muslim Al-Andalus, Catholic Monarchs, Habsburg and Bourbon Monarchy, 19th and 20th Century events that made up the unimaginable rich legacy left behind by this assortment of cultures that have paraded across the peninsula turning Spain's into one of the most interesting countries from an historical viewpoint.

2. Learning Objectives

Students who successfully complete this course will be able to:

- Trace the main lines of the history of Spain from the early settlers to the present age of globalization
- Study Spain from a historical and intellectual perspective but also to be made aware of customs and social aspects which differ from their own.
- Analyze (critically) how a relatively backward society transformed itself to such a great degree over the past centuries
- Understand the cultures and civilizations of the principal groups of people who have inhabited the Iberian Peninsula, from a variety of perspectives, including the historical, geographical, socio-political, literary and artistic.
- Analyze the relationship between the different ethnic groups.
- Discuss the dynamic nature of culture and processes of culture change.

3. Formative Activities

Educational activities will be developed by means of different didactic strategies:

- Theory and practica
- Collective and individual tutoring
- In-class presentations
- Daily assignments
- Teamwork assignments
- Workshops and additional training
- Extra-learning activities: field trips

4. Methodology

The majority of the course syllabus follows the main methodological guidelines of the Communicative Approach, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that prove knowledge, capacities and attitudes for their future professional careers.

5. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work/ Papers/ Essays
- 40% Exams/ Final papers or projects*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course;
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account;

Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

Exams/ Final papers or projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

*** A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

5.2. Attendance, participation and grading policies

5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.*

*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

5.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

5.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

5.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

6. Bibliography

Readings

Required readings:

Charles E. Chapman, 'A history of Spain'. THE FREE PRESS, New York

COLLIER-MACMILLAN LIMITED, London, 1965.

Recommended readings:

Recommended Readings: (to be selected and assigned throughout the semester): Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the Virtual Campus. The instructor will guide you on these readings.

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. pp: 89-106.

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.

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.

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.

Preston, Paul. ¡Comrades! London: Fontana Press, 2000.

Sven, David. "Family ties in Western Europe: Persistent Contrasts" in Population and Development review, 1998. 24(2):203-234.

Williams, Mark R., 'The Story of Spain: The Dramatic History of Europe's Most Fascinating Country', Santana Books, 2004.

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>

7. Lecturer Brief CV

Rubén Alves studied at Antonio de Nebrija University (Madrid), where he received two Master Degrees: 'Teaching Spanish as a Second Language' and 'Bilingual Education'. He also received a B.A. in English Language and Literature and a B.A in Teacher Training from University of Vigo (Galicia).

Rubén has been a teacher of Spanish / English as a foreign language for 12 years, working as a translator for different companies and universities such as Antonio de Nebrija, San Pablo CEU, Universidad Atlántica (Lisboa), CEA Global Campus Madrid (UNH - University of New Haven) and Carlos III (Madrid). He has taught several courses in grammar, history studies, and arts not only to students from all over Europe and the U.S but also to Spaniards. Being so closely involved in the Spanish university system, he has participated in several congresses and has published a number of articles related to the teaching of foreign languages.

His working experience covers a wide range of academic and educational fields. Apart from having translated official documents and websites for different companies, he has been collaborating with different European academic projects such as the E-times Project developing new contents as well as assessing the results of the courses (in Madrid, London, Vienna, Sofia and Athens) for 2 years.

8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

Campus Madrid Princesa
E-mail: ralves@nebrija.es

9. Course Content

SESSIONS	TOPIC	READINGS
GENERAL OVERVIEW OF THE COURSE	Culture Shock What do you know about Spain and the Spaniards?	Culture Shock: <i>Optional Online quiz</i> Spain_Background Information: <i>Optional Online Quiz</i> Spain_Background Information: <i>Optional Online Quiz</i>
0. GEOGRAPHY AND ITS RELATION TO THE HISTORICAL DEVELOPMENT OF SPAIN.	Main features of the Iberian Peninsula	Charles E. Chapman. ' <i>A history of Spain</i> '. Ch1 (pp. 1-5) <i>Reading Chapter: Online Quiz 1</i>
1. THE EARLY SETTLERS	a. Spanish pre-history: - Palaeolithic. - Neolithic. - Charles Darwin's Theory of evolution. b. Pre- Roman cultures: - The Indo-Europeans: the origins of our language. - The Celtic. - The Phoenician. - The Greek. - The Carthaginian. - The Iberian.	Charles E. Chapman. ' <i>A history of Spain</i> '. Ch.2 (pp. 6-14) <i>Reading Chapter: Online Quiz 2</i> Comparing different cultures. Formal presentation in class.
2. ROMAN SPAIN	a. The Roman Conquest: stages. b. Romanization of the conquest territory. - Political organization. - Social organization. - Art and culture.	Most relevant Roman remains in Spain. Formal presentation in class. Charles E. Chapman. ' <i>A history of Spain</i> '. Ch.3 (pp. 15-25) <i>Reading Chapter: Online Quiz 3</i>
3. GOTHES	a. Political organization. b. The kingdom organization.	Charles E. Chapman. ' <i>A history of Spain</i> '. Ch.4 (pp. 26-37) <i>Reading Chapter: Online Quiz 4</i>
4. THE MUSLIM CONQUEST	a. Main transformation in Al-Andalus. b. Political Institutions. c. Religion. d. Art.	Charles E. Chapman. ' <i>A history of Spain</i> '. Ch.5 (pp. 38-52) <i>Reading Chapter: Online Quiz 5</i>

5. PRE-ROMANESQUE STYLES	a. Visigothic. b. Mozarabic. c. Asturian.	Assignment: Pre-Romanesque churches
6. CHRISTIAN SPAIN: THE RECONQUEST.	a. The Reconquest. b. Social changes. c. Art and culture: - Romanesque art. - Gothic art.	Charles E. Chapman. <i>'A history of Spain'</i> . Ch.6 (pp. 53-66) <i>Reading Chapter: Online Quiz 6</i>
7. A BRAND NEW NATION: SPAIN (THE SPANISH EMPIRE)	a. Ferdinand and Isabella: The Catholic Monarchs. b. Economy and society. c. The discovery of America.	Charles E. Chapman. <i>'A history of Spain'</i> . Ch.18; 21 (pp. 202-234) <i>Reading Chapter: Online Quiz 7</i>
8. CRISIS AND DECLINE	d. Absolute Monarchy: - Charles I. - Philip II.	Charles E. Chapman. <i>'A history of Spain'</i> . Ch.22; 23 (pp. 234-258) <i>Reading Chapter: Online Quiz 8 (x2)</i>
	e. Monarchy in the seventeenth century ("Validaje"). - Philip III. - Philip IV. - Charles II.	Charles E. Chapman. <i>'A history of Spain'</i> . Ch.24 (pp. 258 - 272) <i>Reading Chapter: Online Quiz 9</i>
	f. The Habsburgs: sixteenth and seventeenth centuries.	
	g. Renaissance Art and Architecture. h. Baroque Art and architecture.	Charles E. Chapman. <i>'A history of Spain'</i> . Ch.31 (pp. 368-382) <i>Reading Chapter: Online Quiz 10</i>
9. FROM THE 1898 CRISIS TO GENERAL FRANCO'S DICTATORSHIP. XIX CENTURY: CHANGES	a. The disaster of 1898 and the crisis of the Parliamentary Monarchy. b. From the republic to the civil war and General Franco's dictatorship. c. 98 Generation: new ideas. d. The loss of colonies. e. A new society: The new middle class.	The Advent of Republic John. Hooper. <i>'The new Spaniards'</i> . Ch.1 (pp.11-26)
10a. THE CIVIL WAR	f. The second republic. g. Pre-War atmosphere.	Guernica.

	h. The war.	
10b. THE FRANCO PERIOD	i. Isolation and self-government j. Society	
11. TRANSITION TO DEMOCRACY	a. The years after Franco. b. Parliamentary monarchy. c. Political reform. d. The 80s.	P. W. 'Why do they kill?' John. Hooper. <i>'The new Spaniards'</i> . Ch.2 (pp.26-35)
12. ART AND CULTURE IN SPAIN TODAY.	a. Political situation. b. Society. c. Art and culture.	