

## **SPAN 315E a&b Spanish Civilization and Culture**

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### **Course Information:**

Spring 2018

Ts & Ths A:10:30-11:50a

B: 12:00-1:20p

### **Course Description**

In this course, students will become familiar with the underlying anthropological and sociological foundations of modern Spanish culture. In fact, the course contents will provide them with a solid theoretical understanding of the cultural idiosyncrasy of the Spanish people in order that, as the term moves forward, students may be able to critically apply those tools when giving meaning to their daily experiences interacting with local people and customs.

### **Course Goals and Methodology**

This course aims to increase the students' knowledge and appreciation of Spanish culture and its people. Accordingly, Spain's richness and diversity will be explored through the analysis of the most relevant socio-cultural phenomena which constitute its present identity. In particular, students will be expected to attain the following course goals:

1. Students will learn and reflect about the dramatic contemporary evolution of Spain from a political, socio-economic and moral perspective, and how those changes have impacted the population.
2. Students will debate over the origin, meaning, evolution and controversy in flamenco and bullfighting, trying to answer the question of why they continue to be viewed as quintessentially Spanish.
3. Students will analyse the content and implementation of the latest education reforms, discussing critically the similarities and differences existing between the Spanish legislation and that of their home countries.
4. Students will be able to understand the pivotal role played by Catholicism in shaping Spain's past and present.
5. Students will become more proficient users of Spanish after being confronted with the major conversational principles governing communication exchanges by the Spaniards.
6. Students will develop and strengthen their intercultural competence and skills by reading and discussing about nationalism, immigration, ethnicity, stereotyping and culture shock.

Students will be expected to come prepared to class, reading the daily assignment from the course pack. In class, the instructor will use audiovisual materials (slides, films, music) to supplement the information presented in the readings. Every session will be structured

around class discussion, focusing on the readings assigned and the audiovisual material presented.

### **Learning Objectives**

By the end of the term, and in consonance with the course goals listed above, students will be able to:

1. Deliver a comprehensive account and critical analysis of the contemporary political, socio-economic and moral evolution of Spain.
2. Report on the origin, meaning, evolution and controversy in flamenco and bullfighting, discussing whether they should be regarded as archetypical representatives of Spanish culture.
3. Identify areas of affinity and discrepancy between the Spanish legislation and that of their home countries with regards to the education systems, evaluating their pros and cons.
4. Illustrate to what extent Catholicism has influenced the shaping of Spain's past and present, focusing on Semana Santa and its sociological implications.
5. Communicate more efficiently with Spanish people.
6. Gain a new appreciation and respect for cultural differences while adopting a more objective and critical perspective when reflecting back on their own native culture.

### **Required Texts**

Students will be required to purchase a course pack, which will be available at Copistería on campus. The articles and book chapters included in such course pack come from the following sources:

- Fernández Santiago, Miriam. *Spanish Civilization and Culture*. Seville, 2006.
- Gies, David (ed.) *The Cambridge Companion to Modern Spanish Culture*. CUP, 1999.
- Hooper, John. *The New Spaniards*. (2<sup>nd</sup> edition). Penguin Book, 2006.
- Richardson, Bill. *Spanish Studies: An Introduction*. London: Arnold, 2001.

### **Further Texts**

- Brenan, Gerald. *The Spanish Labyrinth*. (new ed. of 2<sup>nd</sup> revised edition). CUP, 1990.
- Kamen, Henry. *Imagining Spain: Historical Myth and National Identity*. YUP, 2008.
- Payne, Stanley. *España: Una Historia Única*. Temas de Hoy, 2008.

### **WEBS:**

- [www.cervantes.es](http://www.cervantes.es)- Instituto Cervantes
- [www.mecd.gob.es](http://www.mecd.gob.es) - Spain's Department of Education and Culture
- [www.rtve.es](http://www.rtve.es) - Spain's National Television Station.
- <http://www.accioncultural.es> – Acción Cultural Española

### **DVD Collections**

- Arteseros, Alfonso. *España en la Memoria: Intereconomía TV*, 2009.
- García de Cortázar, Fernando (coord.) *Memoria de España: RTVE*, 2004.
- Prego, Victoria. *Historia Audiovisual de la Transición: Tiempo*, 2003

### General Course Policies

1. Students must ask for permission to leave class.
2. Students must keep their cell phones turned off during class.
3. Strictly no food to be consumed in class.
4. Students are expected to come prepared to class and participate actively in discussions.
5. Face to face interaction is preferred over emailing when addressing students' questions.

### Course Requirements and Grading

Students' progress will be checked by their class participation, a mid-term exam, a mid-term paper, group presentations and a cumulative final exam.

Daily Assignments & Class Participation	15%
Group Presentations	15%
Mid-Term Exam	20%
Mid-Term Paper	25%
Cumulative Final Exam	25%

### Please beware that exam dates cannot be changed

**Daily Assignments & Class Participation:** The whole course is structured around class discussion based on daily assignments, teacher instruction and debates. Previous reflection on assigned readings is crucial for success in this course since students will be asked in class about specific and general aspects of the material read. In fact, lively discussions will be encouraged at all times. Class participation will therefore be graded in accordance to the students' previous readings and reflection about the assigned texts, manifested in the relevance of their contributions to discussion. These are important considerations about your participation in class:

- **A range:** Participation at this level is marked by its active nature, its consistency, and its quality. When A range participants read assigned readings, they take thorough notes or prepare in other ways, in advance of class meetings, to participate in a class discussion; they read assigned readings fully, carefully, and critically enough to be ready not just to respond to the instructor's questions but also to initiate discussion with comments and questions of their own. Such participants will also come to class ready to make and argue claims about the reading and to think out loud about a text's relation to its contexts; they will attend to the comments of others in class, agreeing, elaborating, objecting, or civilly disagreeing with them; bring our attention to passages from the reading to make their point; and at times connect such thinking with earlier readings or previous class discussions. Finally, the A range participant frequently takes notes during class discussions, colloquiums, or film viewings.
- **B range:** Students who come to every class, have almost always done all the reading, and consistently respond to the questions of others and the questions of the instructor in a way that demonstrates their command of the reading will earn a B participation grade. What separates this effort from an A one is not so much quantity as the level of preparation—one's reading and thinking—that has gone on before one gets to class. The B grade participant comments with frequency and his/her comments show that he/she has comprehended the readings. Like the A grade participant, the B grade participant initiates comments on his/her own rather than waiting to be called upon. Finally, he/she takes notes during class discussions, colloquiums, or film viewings.

- **C range:** The C participant comes to almost every class, usually has done most of the reading most of the time, but not with the energy necessary to demonstrate through participation their ongoing engagement with the material. Such a discussant contributes infrequently, maybe once every other class. He/she rarely or infrequently takes notes during class discussions, colloquiums, or film viewings. The main dividing line between the C range student and the A and B range student is that the C range student rarely if never, initiates comments in class, waiting instead to be called upon by the instructor.
- **D range:** The D range participant is physically in class most, perhaps even all, of the time, and contributes a few times throughout the quarter, and generally only when called upon. When called upon this participant tends to respond with little thoughtfulness, reflection, comprehension of the readings, or willingness to take risk or engage with the ideas of others, especially those that may differ from his/her own. He/she rarely or infrequently takes notes during class discussions, colloquiums, or film viewings.
- **F range:** The F range mark is the result of a combination of not coming to class, failing to take part in class discussions, not engaging with other students or with the instructor when called upon, or failing to take sufficient notes. Like the D range student the F range student, when called upon, fails to answer in part or in full, usually because he/she has not done the readings for the day.

**Group Presentations:** For Unit 8, students will be expected to deliver interactive group presentations based on a selected Spanish region (its cultural traditions, “fiestas”, etc.). Each group will be formed by a maximum of 5 members, each of whom will have to present an aspect of the topic selected for about 10 minutes. Previously, the groups will be required to hand in a neat outline of the overall presentation to the instructor and their classmates. The overall grade will be based on each student’s presentation along with the overall quality of the group performance.

**Mid-Term Exam:** This test is aimed at evaluating the students’ knowledge of the different topics covered until then with a focus on detail. It will hinge around the information from the readings and the material presented and discussed in class. It may include, but not be limited to, true/false questions, definitions, multiple choice activities, short questions and a 2-page long essay at the end. Missing class without medical excuse will not be considered a reason for rescheduling this test. **The date of the Mid-term exam cannot be changed.**

**Mid-Term Paper:** This paper is conceived to check the students’ ability to put acquired knowledge in context and establish comparative reflections across the topics covered. The students will have to conduct some research and write a 3,000-word paper whose topic they will have to choose from a list that the professor will provide beforehand. The paper will be typed and printed (Times New Roman pt.12, 1 & ½ spaces). Its grade will depend on parameters such as thematic pertinence and coherence, appropriateness of language use, quality of the cross-cultural reflections included and reliability of the sources explored. Handwritten and emailed papers will not be accepted. **The date of the Mid-term paper cannot be changed.**

**Cumulative Final Exam:** This test will measure the students’ ability to critically react to the material covered in class, with a focus on establishing thematic links among topics. They will be asked to write a 4-page long essay on one of the 5 different topics which the

professor will previously select and announce in class. **The date of the final exam cannot be changed.**

### **Attendance and Punctuality**

Attendance is mandatory. More than 3 unexcused absences will result in the lowering of the final grade. Punctuality is required – lateness will be penalised by 0.5 (over 15mins) or 1 absence (over 30mins). If a student misses a class for medical reasons, s/he must show the doctor's note to the instructor upon return to class in order to excuse that absence.

### **Missed or Late Work**

Late assignments will not be accepted.

### **Academic Dishonesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

### **Students with Disabilities**

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

### **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

### **Course Contents**

The course will be thematically structured into these 10 units:

- Unit 1: Understanding Spain
- Unit 2: Contemporary Spanish Society
- Unit 3: Contemporary Spanish Politics
- Unit 4: Contemporary Spanish Art
- Unit 5: Education in Spain
- Unit 6: Faith and Religion
- Unit 7: Social Life and Leisure
- Unit 8: Spanish Regional Diversity
- Unit 9: Immigration and the Media
- Unit 10: Stereotyping and Culture Shock

## **Class Schedule**

**Thursday, Feb. 1<sup>st</sup>**

Course Introduction

**Tuesday, Feb. 6<sup>th</sup>**

Unit 1: Read "The Change in Spain" & Texts about Contemporary Spain.

**Thursday, Feb. 8<sup>th</sup>**

Unit 1: Read Texts about Spain's History.

**Tuesday, Feb. 13<sup>th</sup>**

Unit 1: Read "Spanishness: How Spanish Are the Spaniards?"

**Thursday, Feb. 15<sup>th</sup>**

Unit 2: Read "From Hunger to Prosperity."

**Tuesday, Feb. 20<sup>th</sup>**

Unit 2: Read "Sex: From Francoist Prudery to Gay Marriage." & "Men and Women: Machismo Meltdown."

**Thursday, Feb. 22<sup>nd</sup>**

Unit 2: Read "Family Values and Home Truths."

**Tuesday, Feb. 27<sup>th</sup>**

Unit 3: Read "History, Politics and Culture (1936-1975)."

**Thursday, March 1<sup>st</sup>**

Unit 3: Read "History, Politics and Culture (1975-1996)."

**Tuesday, March 6<sup>th</sup>**

Unit 3: Read assigned article on contemporary Spanish politics.

**Thursday, March 8<sup>th</sup>**

Unit 4: Read "Changing Traditions: Flamenco and Bullfighting."

**Tuesday, March 13<sup>th</sup>**

Unit 4: Read "Changing Traditions: Flamenco and Bullfighting."

**Thursday, March 15<sup>th</sup>**

Unit 4: Read assigned article on Spanish Film.  
Review class.

**Tuesday, March 20<sup>th</sup>**

Mid-Term Exam

Mid-Term Paper Due

**Thursday, March 22<sup>nd</sup>**

Unit 5: Read "Home and School: Learning to Be a Spaniard."

**Tuesday, April 3rd**

Unit 5: Read assigned article on Spanish education.

**Thursday, April 5<sup>th</sup>**

Unit 6: Read "Faith: What Do Spaniards Believe?"

**Tuesday, April 10<sup>th</sup>**

Unit 6: Read assigned article on religion in Spain.

**Thursday, April 12<sup>th</sup>**

Unit 7: Read "Language: How Do Spaniards Speak?"

**Tuesday, April 24<sup>th</sup>**

Unit 7: Read "Place: y tú, ¿de qué tierra eres?" & "Spanish Cuisine"

**Thursday, April 26<sup>th</sup>**

Unit 8: Group Presentations

**Thursday, May 3<sup>rd</sup>**

Unit 8: Group Presentations

**Tuesday, May 8<sup>th</sup>**

Unit 8: Group Presentations

**Thursday, May 10<sup>th</sup>**

Unit 9: Read "New Arrivals and Old Prejudices".

**Tuesday, May 15<sup>th</sup>**

Unit 9: Read "The Press: More Influence than Readers."

**Thursday, May 17<sup>th</sup>**

Unit 10: Read assigned article on stereotyping and culture shock.  
Review class.

**May 21<sup>st</sup>-May 24<sup>th</sup> Final Exam Period (exact dates TBA in February)**