

SPAN 329E Spanish Culture Up Close

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Office Hours: Mondays and Wednesdays 10:30 - 12:00

Course Information:

Fall 2017

Ms & Ws 1:30-2:50

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. Given the **volunteer experience** students will have to take part in as an essential part of the program (**15 hours**), special relevance will be given to: (i) the management of time, space and interpersonal relations in Spain, within the framework of intercultural communication studies; and (ii) the in-depth analysis of the idiosyncrasy of the different social environments they will be doing their volunteering in.

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 its most relevant socio-cultural phenomena. In preparation for their volunteer work, students will be expected to gradually attain the following course goals:

1. Students will learn and reflect about the dramatic contemporary evolution of the Spanish Nation from a political, socio-economic and moral perspective, and how those changes have impacted the population.
2. Students will become more proficient users of Spanish after being confronted with the major conversational principles governing communication exchanges by the Spaniards.
3. Students will familiarize themselves with the fundamental features of the Spanish Health System, debating over health assistance, insurance and benefit options.
4. Students will develop and strength their intercultural competence and skills by reading and discussing about nationalism, immigration and ethnicity in Spain.
5. 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.
6. Students will gain sound knowledge of Spain's environmental issues and policies, giving their opinion on energy saving and conservation, reforestation and recycling policies.

Students will be expected to come prepared to class, reading the daily assignment from the course pack. In class, the instructor will use audio-visual 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 audio-visual 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. Communicate more efficiently with Spanish people.
3. Understand the functioning of the Spanish National Health System, debating over health assistance, insurance, coverage and benefit options both in Spain and their home countries.
4. Discuss critically Spain's immigration policies as well as the major adaptation problems immigrants in Spain have to face as opposed to those encountered by immigrants in their home countries.
5. 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.
6. Gain sound knowledge about Spain's environmental policies and issues concerning energy saving and conservation, reforestation and recycling, contrasting the Spanish legislation with that of their home countries.

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*. (2nd edition). Penguin Book, 2006.
- Richardson, Bill. *Spanish Studies: An Introduction*. London: Arnold, 2001.

Further Texts

- Brenan, Gerald. *The Spanish Labyrinth*. (new ed. of 2nd 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- Instituto Cervantes
- www.mecd.gob.es - Spain's Department of Education and Culture
- 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%
Mid-Term Exam	20%
Volunteer Reports (in-class presentation + paper)	40%
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.

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.

Volunteer Reports: This report will consist of two parts: on the one hand, students will be required to carry out an **interactive and dynamic** in-class presentation of their volunteer experience for 20 minutes starting in November. On the other hand, on the last day of class students will also be asked to turn in a 3,000-word paper reporting critically the whole of their volunteer experience. 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.

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.

IMPORTANT NOTICE:

**AFTER THE FOURTH WEEK, CLASS WILL ONLY MEET ON
WEDNESDAYS/THURSDAYS.**

**NO LATER THAN THE SECOND CLASS SESSION, STUDENTS WILL HAVE TO SIGN
UP FOR ONE OF THE 4 FOLLOWING VOLUNTEER OPPORTUNITIES:**

- *NURSING AND DAYCARE***
- *SOCIAL EXCLUSION AND MARGINALIZATION***
- *TEACHING ENGLISH AT AN ELEMENTARY SCHOOL***
- *ENVIRONMENTAL ACTION***

Course Contents

The course will be thematically structured into these 10 units:

- Unit 1: Understanding Spain
- Unit 2: Interpersonal Communication in Spain
- Unit 3: The Spanish Welfare State
- Unit 4: Immigration in Spain
- Unit 5: Spain's Educational and Cultural Programs
- Unit 6: Spain's Environmental Issues and Policies
- Unit 7: Volunteering in Spain
- Unit 8: Volunteer Reports (I-II)
- Unit 9: Volunteer Reports (III-IV)
- Unit 10: Volunteer Reports (V)

Class Schedule

Wednesday, September 13th

Course Introduction

Friday, September 15th

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

Monday, September 18st

Unit 1: Read Texts about Spain's History.

Wednesday, September 20th

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

Monday, September 25th

Unit 2: Read "Language: How Do Spaniards Speak?"

Wednesday, September 27th

Unit 3: Read "Welfare: The Spanish Exception."

Monday, October 2nd

Unit 4: Read "New Arrivals and Old Prejudices."

Wednesday, October 4th

Unit 5: Read "Education: More Aspiration than Achievement."

Monday, October 9th

Unit 6: Read the OECD review on Spain's environmental policy.

Wednesday, October 11th

Review class

Monday, October 16th

Mid-Term Exam

Wednesday, October 18th
Unit 7: Volunteering in Spain

Wednesday, October 25th
Unit 8: Volunteer Reports (I)

Wednesday, November 8th
Unit 8: Volunteer Reports (II)

Wednesday, November 15th
Unit 9: Volunteer Reports (III)

Wednesday, November 22nd
Unit 9: Volunteer Reports (IV)

Wednesday, November 29th
Unit 10: Volunteer Reports (V)

Wednesday, December 13th
Review class.
Paper due