

**TITLE: CIVILIZACIÓN Y CULTURA ESPAÑOLA - HS 310**

LANGUAGE: Spanish

TOTAL HOURS: 45 hours

CREDITS: 3 credits

**DESCRIPTION**

The objective of this course is to acquire general knowledge of the main events of the history of Spain and their influence upon contemporary Spanish life and culture. Additionally, we will discuss the major areas of Spanish life and how they have changed in the last century so as to better understand principal current ideological, political and cultural tendencies. Finally, by comparing U.S. and Spanish cultural trends, students should gain a new understanding of their own culture and cultural adaptation. We will look at far-reaching social issues such as politics, gender, class and religion, as well as issues facing Spain today such as obesity, regionalism, changing trends in food, and especially the Spanish family.

**DESCRIPTION**

By the end of the course students will be able to:

- Explain and interpret how the history of Spain influences contemporary Spanish society.
- Recognize and apply conceptual tools required in cultural studies giving special importance to intercultural strategies and sensibility.
- Develop critical thinking as a way to read and understand political, social and economic factors reflected in contemporary Spanish culture.
- Value cultural studies as a device to learn about a different culture and ultimately give an insightfully perspective towards their home culture.
- Produce active and relevant class discussion and create high-quality academic papers.

**METHODOLOGY**

The course will use a combination of guided lectures, classroom interaction, student presentations and tours of the city.

**EVALUATION**

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of four different parts: class participation, a midterm written exam, a final written exam, and a final project. The breakdown of grades is made up as follows:

Class participation	20%
Midterm written exam	25%
Final written exam	25%
Final project	20%
Final project	30%

**Class participation:** Active class participation includes coming to class prepared, having read the material for that day, answering questions from the professor, asking questions and engaging in

group activities. Students are encouraged to express their opinions in class with the professor and the other students.

**Final project:** The final project consists of both a written report and an oral presentation. By the 3<sup>rd</sup> week of class, students will have chosen a topic linked to the syllabus and must get final approval from the professor for the topic of choice. This early start to the final project provides students with ample time to research their topic, meet with group members (if applicable), and not leave everything for the last minute.

Students are expected to demonstrate original and critical thinking as well as analytical reflection from scholarly research cited properly.

**Exams:** Both the midterm and the final exams may contain a mix of multiple choice, short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows-

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.☒

## FIELD STUDIES

Each course will include a minimum of 2 field studies. These field studies will be directly related to the course work, and may include visits to monuments, companies, government buildings, or museums. A potential field study may include a visit to El Born Cultural Center. El Born is a neighborhood in Barcelona, and this cultural center provides a look into some of the history of Barcelona.

## ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance- may result in an automatic *F* or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

**Cheating:** Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

**Plagiarism:** Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another's work without citing sources
- Submitting another person's work into your own without properly citing the source(s) used.
- Paraphrasing another person's work without providing appropriate citations

**Self-plagiarism:** Submitting a piece of one's own work to receive credit for multiple assignments in one or more class.

**Academic Misconduct:** Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

**Fabrication:** Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

**Non-compliance:** Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#) . You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmNOEAH1o4bKVZdxVyKw-wdiwXewx/view>)

## ATTENDANCE POLICY

**Semester:** Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**Summer:** Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

*\*January Term students are allowed TWO absences as well.*

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Students that arrive late 5 minutes or more will receive a 0 for participation for the day.

## COURSE CONTENT

Session	Content
1	Course and Syllabus Presentation
2	The First Civilizations in the Iberian Peninsula: Cents, Phoenicians, Greeks and Carthaginians

3	The Roman Empire and the Visigoths Intro to Roman conquest in the Iberian Peninsula Period of cultural Romanization
4	Islam and the Reconquest: The Spain of Three Cultures
5	The Catholic Monarchs and the discovery of America Spanish dynastic unity and building the modern state
6	The Sixteenth-Century Spain
7	The War of the Spanish Succession 1700
8	The Industrial Revolution Demographic change, agrarian society: expansion and stagnation cultural developments, political change
9	The Nineteenth Century Liberal Government to the Establishment of the First Spanish Republic
10	The Second Republic and Spanish Civil War The Constitution of 1931 and the biennium reformis Social environment analysis
11	The Spanish Civil War and the Establishment of Franco
12	Visit to the Museu d'Historia de Catalunya
13	MIDTERM EXAM
14	The Franco Regime from 1939 to 1959
15	The Franco Regime from 1959 to 1975: Fall of the Regime
16	The return to Democracy: The Spanish Transition Approach to post-Franco Spain the consequences from decades of dictatorship
17	The First Socialist Government in Spain (1982 – 1996)
18	Governments of José María Aznar and José Luis Zapatero Analysis of the inclusion of political rights in the Spanish government Political and economic measures to reduce the deficit and revive the private economic sector Spain's participation in the birth of the Euro in 1999
19	Current Spanish Society I: Politics and Economics
20	Current Spanish Society II: Center for Sociological Research (CIS)
21	Current Spanish Society III: Nationalism in Spain
22	Current Spanish Society IV: The Languages of Spain
23	Student Presentations
24	Student Presentation
25	Film viewing
26	Review
27	FINAL EXAM

*\*Number of sessions vary depending on term.*

## BIBLIOGRAPHY

Required readings:

## BOOKS

- BARTON, S. (2004). A history of Spain (Chapters: "From Prehistory to AD 1000"; "The Universal Monarchy"; "The Enlightened Despots, 1700-1833"). Palgrave Macmillan.
- CARR, R. (2000). Spain a history. New York. Oxford university press.
- HOOPER, J. (1995). The New Spaniards (Chapters: "The change in Spain", "Socialist in Spain", "Not-so-Socialist Spain", "The Catalans"). London Penguin Books.
- HUGHES, R. (2001). Barcelona. London. The harvill press.
- PEARSON, P. (1999). The history of Spain. Westport .Greenwood Press.
- SCRIBNER'S SONS (1973). Concise History of Spain. New York.
- SUTHERLAND, V. (1939). The Romans in Spain, 217 B.C.-A.D. 117. London. Methuen & Co., Ltd.

## ARTICLES

- BLANCO, R. (2003). "What is a Constitution" (from <http://www.congreso.es>).
- FERNÁNDEZ, G; FUSI, J.P. ¿Qué era el franquismo? (from: EL MUNDO (1995). Historia de la democracia. Madrid. Unidad Editorial).
- NEWS CHRONICLE (1936). Interview with the spanish rebel leader (from: <http://www.historiasiglo20.org>).
- PAYNE, S. El centinela de Occidente (from: EL MUNDO (1995). Historia de la democracia. Madrid. Unidad Editorial).
- PRESTON, P. El dictador desconocido (from: EL MUNDO (1995). Historia de la democracia. Madrid. Unidad Editorial).
- WOODWORTH, P. (2001). Why do they kill? The Basque conflict in Spain. World Policy Journal, vol:18.

## MOVIES

- Tierra y Libertad. Ken Loach. 1995.
- Ay, Carmela! Carlos Saura. 1990.
- Siete días de enero. Juan Antonio Bardem. 1978

## Recommended readings:

- ALVAREZ JUNCO, José (1996), "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, pp: 89-106.
- BALFOUR, S. (2005). "The reinvention of Spanish conservatism: the Popular Party since 1989" in "The Politics of Contemporary Spain" edited by Sebastian Balfour. Routledge: 146-169.
- BARTON, S. (2004). A History of Spain. Palgrave Macmillan.
- BURNS, j. 1998. Barça: a people's passion. London: Bloomfield.
- DOWLINGG, A. (2005). "Convergència i Unió, Catalonia and the new Catalanism" in "The Politics of Contemporary Spain" edited by Sebastian Balfour. Routledge: 106-121.
- FREIRE, Espido. (2006) El Mileurista. Barcelona:Ariel.
- GOLDIE, Shabad "Language, nationalism and political conflict in Spain" in Comparative Politics, Vol. 14 No. 4 (Jul, 1982) 443-447.
- HOOPER, J. (1995). "The New Spaniards" Penguin Books.

- MATA, J.M. (2005). "Terrorism and nationalist conflict: the weakness of democracy in the Basque Country" in "The Politics of Contemporary Spain" edited by Sebastian Balfour. Routledge: 81-106.
- PRESTON, Paul, (1981). ¡Comrades!. Planeta.
- SVEN, David. (1998) "Family ties in Western Europe: Persistent Contrasts" in Population and Development review, 24(2): 203-234.