



SPAN317E a&b Culture and Society in Spain

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Course Information:
Fall 2022

Course Description

Which social, political, cultural and both national and international phenomena define Spain as it enters the 3rd decade of the 21st century? To answer this question, this course aims to present Spanish social and cultural heterogeneity, analyzing the main aspects that vertebrate present-day Spain (for example, migratory movements in search of the European dream, the effectiveness of the educational system, the health system, gender issues, politics of historic memory or the change of the energy model in the face of climatic change). Thus, this course will have a closer look at the realities of the different autonomous communities with all their peculiarities and specificities.

Course Goals and Methodology

The main goal of this course is to increase the students' knowledge and appreciation of Spanish culture and its people. Accordingly, Spain's richness and diversity will be explored through the critical analysis of the most relevant socio-cultural phenomena which constitute its present identity. Through said comprehensive overview of defining themes and topics, students should be able to make the most of their immersion experience.

The methodology of the course will be based on an eclectic and complementary academic and experiential approach to culture teaching by virtue of which theory and practice feed one another bidirectionally. In other words, class work will both anticipate and help contextualize out of class experiences in as much as out of class experiences will also serve to confirm and/or question scholarly discussions previously held in the classroom.

Learning Objectives

Through this course, students will:

- Understand the latent and patent ideological substrates governing Spanish culture.
- Analyze socialization practices, customs and rituals as they are experiencing them themselves.
- Describe and evaluate candidly and critically the degree of depth, width and breadth of their immersion experience.
- Demonstrate that culture differences can always be handled successfully.

Required Texts

A course pack with all the required reading assignments will be permanently available on the university online platform.

Additional bibliographical, audiovisual and online sources

Chislett, William. *Spain. What Everyone Needs to Know*. Oxford: OUP, 2013.
 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.
 Brennan, 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.

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.

www.cervantes.es - Instituto Cervantes
www.mecd.gob.es - Spain's Department of Education and Culture
www.rtve.es - Spanish National Public Broadcaster
<http://www.accioncultural.es> - Acción Cultural Española

Course Requirements and Grading

Your final grade will be calculated as follows:

- **Participation (15%)**: The whole course is structured around class discussion based on reading assignments, teacher instruction and in-class debates. Class participation will be graded in accordance to the frequency, quality and relevance of the students' contributions to discussion (see rubric below). Similarly, it should be noted that keeping with the General Course Policies and Behavior Policies listed below will also condition the students' participation grade.
- **Discussion board participation (5%)**: The students need to participate in our discussion board answering and commenting questions or pieces of news about topics suggested by the professor (every 2-3 weeks). Each thread will have a participation deadline.
- **Mid-term Exam (20%)**: 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 and will feature true/false questions, definitions, multiple choice activities, short questions and a 2-page long essay at the end.
- **Mid-term Paper (20%)**: 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.

- **Group Presentations (15%):** Towards the end of the term, students will be expected to deliver interactive group presentations about one of the topics proposed by the instructor. 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.
- **Final Exam (25%):** 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 1 of the 5 different topics which the professor will previously select and announce in class.

Rubric for Assessing Participation¹:

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

¹ Source: Eberly Center for Teaching Excellence. Carnegie Mellon University

General Course Policies

Leaving the classroom: Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

¹ Source: Eberly Center for Teaching Excellence. Carnegie Mellon University

Punctuality and tardiness: Arriving late to class is disruptive to both the professor and your classmates. Please be punctual as your professor may count your late arrival as half of an absence or simply close the door, not let any late students in and consider it as one full absence.

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Attendance and Punctuality

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, 5 points will be taken off of your final Spanish grade

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7th absence=5th absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

COVID-19

If an absence is related to COVID-19 the procedure to follow will be in accordance to the current legislation in the region of Andalucía, Spain.

Academic Honesty

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 and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning Accommodations

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to Coordinator to either turn in your documentation or to confirm that our office has received it. The deadline is September 30th. Rubén will explain the options available to you.

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. Cell phone use is not allowed and animals (except seeing-eye dogs) are not permitted in the classrooms.

Course Contents

Unit 1: Introduction: Understanding Spain.

Unit 2: Democracy, monarchy, political parties, social agents. Cultural and linguistic diversity: autonomous communities. The public sector, health and education. Landscape and geographical diversity.

Unit 3: Spanish Society: demography and the economy. The 'empty Spain'. Immigration and current challenges.

Unit 4: Social changes: family types, civil unions, homosexual marriage.

Unit 5: Faith and Religion: popular religiosity, main confessions. Catholicism in Spain: beliefs and popular rites.

Unit 6: Festivities and cultural diversity. Fall, winter, spring celebrations: Christmas, Carnival, 'Fallas', May Crosses, Pilgrimages, Easter, 'San Juan', Moors and Christians.

Unit 7: Bullfighting: its components and rituals. Meaning and controversies. The running of the bulls: 'San Fermín' in Pamplona and similar celebrations.

Unit 8: Flamenco: origins, features and evolution. Main singers, guitarists and dancers.

Unit 9: Eating habits in Spain: cultural diversity once again. 'Tapas', wine, beer and their social component. Sports: practice, 'soccer' addiction and important achievements. Are Spaniards health conscious?

Unit 10: Spain, Europe and its main challenges for the 21st century. Final conclusions.

Class Schedule

Sept. 12: Introduction to the course. Understanding Spain. Known and unknown facts about Spain.

Sept.19: Unit 2.

Sept.26: Unit 3. Start preparation for the Mid-term paper.

Oct.3: Unit 4.

Oct.10: Unit 5 (I).

Oct.17: Unit 5 (II). Review for Mid-term exam.

Oct.24: Monday, October 24th: MID-TERM exam); Thursday, October 27th: MID-TERM PAPER DUE.

Oct.31: Unit 6 (I).

Nov.7: Unit 6 (II).

Nov.14: Unit 7.

Nov.21: Unit 8. Group Presentations (I).

Nov.28: Unit 9. Group Presentations (II).

Dic.5: Unit 10 (I). Group Presentations (III).

Dic.12: Unit 10 (II).

FINAL EXAM

Final exam schedule is December 15th-20th. The exact date will be published at the beginning of October.