

**Title:** Spanish Civilization and Culture

**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. (3 credits)

**Language of Instruction:** English

**Total hours:** 45 hours

**Credits:** 3 credits

**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:

- 20% Class participation (classroom interaction, field studies, journal, and attendance)
- 25% Midterm written exam
- 25% Final written exam
- 30% Final project (15% Written paper, 15% class presentation)

**Attendance Policy:**

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-.

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.

### **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.

### **Debates:**

We will have some debates throughout the course in order to contrast Spanish and US ways of thinking. Students will be asked to take a role on a specific matter and then they will analyse the reasoning behind their views. In the debates, students will be assessed on their understanding of the topic discussed, how well they have performed their role and supported their ideas.

### **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.

## **COURSE OBJECTIVES**

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.

## Content

Session 1	Required readings:
<p><u>Course and syllabus Presentation:</u></p> <p>Introduction to the course.</p> <p>Presentation of the concept of autonomous territorial status. Analysis of the structural and political division of Spain into autonomous regions, gathered in the Spanish Constitution of 1978.</p>	<p><b>-Introduction: The Change in Spain (pp 8-15).</b></p> <p><b>-TEXT: "What is Constitution?"(pp 16-19).</b></p> <p><b>-The history of Spain (pp 1-16):</b> <b><a href="http://books.google.com/books?id=UQPwOavv8e8C&amp;lpg=PP1&amp;dq=Spain%20History&amp;hl=es&amp;pg=PA1#v=onepage&amp;q&amp;f=false">http://books.google.com/books?id=UQPwOavv8e8C&amp;lpg=PP1&amp;dq=Spain%20History&amp;hl=es&amp;pg=PA1#v=onepage&amp;q&amp;f=false</a></b></p>
Session 2	Required readings:
<p><u>The first civilizations in the Iberian Peninsula:</u> "Celts, Phoenicians, Greeks and Carthaginians".</p> <p>Analysis of Iberian civilizations as the result of the evolution of the indigenous population and settlers from the eastern Mediterranean peoples. The artistic monuments representative of Iberian art that endure today.</p>	<p><b>-The Romans in Spain :</b> "Introduction: Pre-roman Spain".(pp 20-35).</p> <p><b>- Origins: Prehistory to AD 711 (pp 36-41).</b></p>
Session 3	Required readings:
<p><u>The Roman Empire and the Visigoths:</u></p> <p>Introduction to the phases of the Roman conquest in the Iberian Peninsula. Period of cultural Romanization: administrative divisions of the Roman Hispania, linguistic unification, cultural and religious. Arrival of the Visigoths in the V century and structuring of the state of Iberian art that endure today.</p>	<p><b>- Origins: Prehistory to AD 711 (pp 41-56).</b></p> <p><b>- The Domain of the Hero (pp 57-75).</b></p> <p><b>- Spain, a history (pp:39-42):</b> <b><a href="http://books.google.com/books?id=DzfRAgr5TAAC&amp;lpg=PP1&amp;dq=Spain%20History&amp;hl=es&amp;pg=PA39#v=onepage&amp;q&amp;f=true">http://books.google.com/books?id=DzfRAgr5TAAC&amp;lpg=PP1&amp;dq=Spain%20History&amp;hl=es&amp;pg=PA39#v=onepage&amp;q&amp;f=true</a></b></p>

<b>Session 4</b>	<b>Required readings:</b>
<p><u>Islam and the reconquest. The Spain of three cultures:</u></p> <p>Analysis of economic and political situation during the Muslim conquest. Islamization process of Al-Andalus and the integration of Jews and Sephardic culture in Spain. Overview of the Christian kingdoms and the stages of the Reconquista. Restocking, exile Muslim and Sephardic diaspora.</p>	<p>- <b><i>Spain and Islam (pp 76-100).</i></b></p> <p>- <b><i>A Concise History of Spain: "The rise of Castile and Aragon"(pp 101-121).</i></b></p>

<b>Session 5</b>	<b>Required readings:</b>
<p><u>The Catholic Monarchs and the discovery of America.</u></p> <p>Spanish dynastic unity and building the modern state. Study of economic, social and cultural factors that involved the discovery of the Americas. The partition of the areas of expansion and navigation between Castile and Portugal agreed in the Treaty of Tordesillas (1494).</p>	<p>- <b><i>A Concise History of Spain: "The rise of Castile and Aragon"(pp 101-121).</i></b></p>

<b>Session 6</b>
<p><u>The sixteenth-century Spain</u></p> <p>Presentation of the political model of the Austrias and the approach of the high nobility to the royal power. Timeline for the Empire of Carlos V and the Hispanic Monarchy of Felipe II.</p>

<b>Session 7</b>	<b>Required readings:</b>
<p><u>The war of the Spanish Succession 1700:</u></p> <p>The government of Philip V, Ferdinand VI, Charles III, Charles IV and the crisis of the <i>ancient régime</i>.</p>	<p>- <b><i>The Enlightened Despots, 1700-1833 (pp 122-132).</i></b></p>

**Session 8**

The Industrial Revolution:

Demographic change, agrarian society: expansion and stagnation, cultural developments, political change. A failed industrial revolution?

**Session 9**

The nineteenth century liberal government to the establishment of the First Spanish Republic:

Discussion of the main characteristics of a period of high political alternation. Carlist Wars of Succession, First Republic, Chairmen of Figueras, Pi i Margall, Salmeron and Castelar. Loss of the last colonies of Cuba, the Philippines and Puerto Rico; the end of the war in Cuba and the U.S. intervention

**Session 10**

**Assignment:**

The Second Republic and Spanish Civil War:

The Constitution of 1931 and the biennium reformist, social environment analysis of the time. Exposure of the overall reforms of the new Spanish state and social tensions; main background of the Spanish Civil War. The military uprising of July 18, 1936. The development of war and political developments in the two areas during the meeting.

***-Tierra y Libertad. Ken Loach. 1995***

<b>Session 11</b>	<b>Required reading and assignment:</b>
<p><u>The Spanish Civil War and the establishment of Franco:</u></p> <p>Analysis of the international dimension of armed conflict and the intervention of the fascist powers and the European democracies. Soviet aid and the International Brigades. We will examine the demographic, economic and social aspects of the Civil War and will discuss the establishment of the Franco regime.</p>	<p><b>-<i>Ay, Carmela!</i> Carlos Saura. 1990</b></p> <p><b>- <i>TEXT: "Interview with the spanish rebel leader"(pp 133).</i></b></p>

<b>Session 12</b>
<p><u>Visit to the Museu d'Historia de Catalunya</u></p> <p>Tour of the permanent exhibits on Catalonia during the dictatorship of General Franco, in addition to analyzing the evolution of post-war and Franco.</p>

<b>Session 13</b>
<p>Midterm Exam.</p>

<b>Session 14</b>	<b>Required readings:</b>
<p><u>The Franco regime from 1939 to 1959:</u></p> <p>Introduction to the ideological, social and political dictatorship. Period of autarchy, the search for economic self-sufficiency and state intervention. Spain's international isolation. There will be also a study of the 50s: to autarky, partial price liberalization and trade.</p>	<p><b>Newspaper articles:</b></p> <p><b>-"<i>¿Qué era el franquismo?</i>"(pp 134-135).</b></p> <p><b>-"<i>El dictador desconocido</i>" (pp 136-137).</b></p> <p><b>-"<i>El centinela de Occidente</i>" (pp 138-141).</b></p> <p><b>(The english version will be handed out at the beginning of the course).</b></p>

**Session 15**

The Franco regime from 1959 to 1975. Fall of the regime:

Approaching the start of the international opening of the Spanish economy. Stabilization Plan of 1959, economic development in the 60's. Analysis of the massive rural migration to cities and Western Europe. Consolidation of labor movements, student and nationalist as opposed to Franco, and historical journey through the last months of the Franco regime.

**Session 16**

**Assignment:**

The return to democracy: The Spanish Transition:

Approach to post-Franco Spain and the consequences of decades of dictatorship. Key features of the political situation in the transition. The restoration of the monarchy and the process of democratization. The governments of Adolfo Suarez and Calvo Sotelo. The 1978 Spanish Constitution and the laws of the Kingdom of Spain.

- ***Siete días de enero. Juan Antonio Bardem. 1978.***

**Session 17**

**Required readings:**

The first socialist government in Spain (1982-1996):

Presentation of the general guidelines of the governments of Felipe Gonzalez. Economic stabilization plan industry analysis and conversion of the entry to the European Economic Community on January 1, 1986 and remain in NATO as symbols of the international opening of Spain. Description of the Sandinistas' socialist government.

- ***Socialist Spain (pp 142-153).***

**Session 18**

Governments of José María Aznar, and José Luis Zapatero:

Analysis of the inclusion of the political right in the government in the Spanish political and economic measures to reduce the deficit and revive the private economic activity. Spain's participation in the birth of the Euro in 1999. Coming to power of Jose Luis Zapatero. Analysis of the first term marked by progressive social policies.

**Session 19**

Current Spanish Society I: Politics and Economics:

Introduction to social policy orientation of Spanish. Model of growth. The statistics about the macroeconomics of Spain. The jobs data and the economic crisis.

**Session 20**

Current Spanish Society II: Center for Sociological Research (CIS):

Analysis of data from the Center for Sociological Research (CIS) that determine the most important problems for the Spanish. Approach to topics such as unemployment, housing, insecurity, terrorism, immigration, etc.

**Session 21**

**Required readings:**

Current Spanish Society III:  
nationalism in Spain

Diachronic perspective the phenomenon of Spanish nationalisms. First traces of nationalist movements in the Spanish history and current situation. Peculiarities and ideological foundations of the nationalist political parties. Terrorist movement ETA.

***-Newspaper article: "Why do they kill? The Basque conflict in Spain"(pp 154-166).***

<b>Session 22</b>	<b>Required readings:</b>
<p><u>Current Spanish Society IV: the languages of Spain</u></p> <p>Presentation of the linguistic richness of Spain, close to the main features of the official languages in the Spanish territory. Language policies and diffusion of the Spanish languages.</p>	<p>- <b><i>The Catalans (pp 164-172).</i></b></p>
<b>Session 23</b>	
Students' presentations.	
<b>Session 24</b>	
Students' presentations.	
<b>Session 25</b>	
Film viewing	
<b>Session 26</b>	
Review	
<b>Session 26</b>	FINAL EXAM

\*Other required readings and assignments will be given during the course.

\*\* Some lessons may include the visit of a speaker.

\*\*\* Other field trips can be planned during the course.

## **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.

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