



Instituto Universitario  
de Investigación en  
Estudios Norteamericanos  
"Benjamin Franklin"

# SPANISH CULTURE AND CIVILIZATION

## COURSE DESCRIPTION

The course "Civilización y Cultura española" offers an analysis of the characteristics that define Spanish history, from its historical origin until today, in order for the students to interpret it correctly. The study of the past helps understand the realities of the present. The aim is to define and learn a profound social, political, artistic, religious, ethnographic, anthropological and economic background study of the development of the Spanish nation and its future perspective. Moreover, the course will try to set aside any inaccurate topics related to the vision and image of the Spanish society through its history. "The subject is not only *Andalucía*, *Fallas* and *Sanfermines*"; it tries to profoundly study the real Spanish spirit and essence through historical cultural manifestations in order to be able to understand its identity. This way, the students will set aside this simplest and reductionist view of Spain's essence and will be able to grasp what defines the Spanish culture compared to the rest of Europe.

**NOTE:** This course includes different cultural topics (such as bullfighting or other sensitive issues) that may hurt the student's sensibilities.

## OBJECTIVES

The teaching technique of this course is centered on the students and based on competences. Which are the topics to be studied in class, how is it going to be done, what do we have to learn, though which activities and resources, and how is the course assessed? The following table lists the aims of the course.

<b>Competence 1.</b>	Ability to organize, plan and develop autonomous learning skills.
<b>Competence 2.</b>	Ability to apply theoretical knowledge and critical thinking towards interpretation, analysis, and text and image commenting skills.

<b>Competence 3.</b>	Oral and written communication skills
<b>Competence 4.</b>	Applying European historiography to the Hispanic context.
<b>Competence 5.</b>	Applying proper concepts and terminology, from Spanish history, to the Hispanic historical path.
<b>Competence 6.</b>	Ability to analyze, compare and synthesize the main political, social, economic, religious and cultural characteristics belonging to the history of Spain through time.
<b>Competence 7.</b>	Ability to situate, in space and time, relevant events in Spanish history that have significantly marked the Spanish identity.

### **METODOLOGY**

The theoretical-practical lessons will be mainly based on the information in the class manual and completed with autonomous study on behalf of the students. Moreover, there will be power point presentations and audiovisual material. During the course, there will be a brief research assignment on a book chosen by the instructor.

Finally, there will be 2 exams during the course, a mid-course exam and a final exam, in order to assess if the students have achieved the required competences at the end of the course. The aim is to work on theoretical content and to achieve the development of the previously mentioned competences.

### **PREPARATION**

To maximize student learning, they have to come prepared to class, having read the assigned material and exercises in the previous class. The “theoretical” material of the course can be found on the “Google Drive”. The teacher will give all students access to this platform and the class material.

Home work is required to participate in class. This homework consists of reading the manual and doing the comprehension exercises; coming to class informed and familiarized with the vocabulary.

### **EVALUATION**

The subject is assessed using different methods. Continuous work inside and outside the classroom will be the main criteria for the students’ assessment, based on participating in the theoretical and practical sessions, doing activities, written works and tests, and the participation during the course activities. The qualification percentage is as following:

**Participation:** must be active; the students should ask questions, comments and give opinions and different points of view related to the subject. Moreover, the students should read the assigned texts and do the related activities. This section works on competences 1, 2 y 3.

This section is **10%** of the total grade.

**Written assignments.** The aim of the assignments is to analyze a certain aspect of the Spanish culture and civilization in order to obtain its historical roots and understand its role in the creation of the Spanish identity. The topics can be accessed at the end of this file and should be chosen after previously discussing it with the professor, before the due date.

The format of the subject is that of a Blog. The course blog is available at:

<https://spainandspanish.wordpress.com/> Each student has to choose 2 chapters of “**España y los Españoles**”, written by Juan Goytisolo, available at the Google Drive file “temas” at the end of this syllabus and will write an entry. The focus of this section is to work on competences 3, 4, 5 and 6, and its aims are:

- **Introduction:** Here, the students have to write an introductory paragraph and present the questions that caught his/her attention (What, how, where and why” and present the thesis to be developed in the future.
- **Development:** The students must then demonstrate the thesis through argumentative elements and, in this way, show their analysis and comprehensive concept skills, extracting ideas from different sources and then, complete, contrast or consolidate the defended thesis.
- **Conclusions:** In a final paragraph, the students have to synthetically gather and list the defended points in the main thesis to demonstrate their synthesis capabilities and their abilities to correctly conclude a work.
- **Specific language:** The students must express their knowledge through a specific language that they will acquire through lecture and the teacher’s explanations.
- **Images or audiovisual material that supports the arguments in the texts:** Since it is a semi digital work (blog), graphic or audiovisual material to support the information stated in the text is required. The aim is that the blog entry serves as a form of proof of the student’s knowledge acquired through their stay in the country they are visiting. Through this, the students will learn about the social and cultural reality of Spain and will understand the historical aspects.

At the end of the course, the blog will contain 15 entries, which correspond to the 15 essays o from Juan Goytisolo.

1. ***Homo hispanicus: el mito y la realidad***
2. **El «contagio» judaico**
3. **El caballero cristiano**
4. **El pecado original de España**
5. **Don Quijote, don Juan y la Celestina**
6. **¿Siglo de las Luces?**
7. **El mundo de Goya**
8. **La Biblia en España**

9. **Comienzos de la industrialización**
10. **Unamuno y el paisaje de Castilla**
11. **Mr. Hemingway va a ver corridas de toros**
12. **Caín y Abel en 1936-1939**
13. **Gerald Brenan analiza nuestra posguerra**
14. **España ya no es «diferente»**
15. **De cara al futuro**

This section forms **20%** of the final grade.

**Comments on the course's blog:** The students will be asked to assess their classmates' entries with a critical and constructive attitude. All students must actively participate in this blog (at least 3 times), showing their interest in learning the subject. The comments will be assessed and answered by the teacher.

Comments will be considered valid if they follow the following features:

1. Provides new information
2. Debates o discusses important points.
3. Starts new debates.
4. Contradicts using solid points

**NOTE:** Comments that simply restate previous information will not be taken into account

The total percentage of these comments is **10%** of the final grade.

#### **Complementary activities.**

An important part of the course is that of students' participation in activities that take place outside the classroom, organized by Instituto Franklin-UAH, and that complement the course content.

Some of these activities can be visits to cities such as:

- **Visit to the city of Toledo.**
- **Visit to the city of Segovia**
- **Visit to El Escorial and Valle de los Caídos.**

These trips are not compulsory but students' interest and participation will be taken into account. All the trips to museums, monuments or different cultural organizations will take place out of lecture time (possibly few exceptions).

Moreover, the teacher will regularly write blog entries that can be of students' interest and will provide complementary information. Any comments to the professor's entries will be taken into account as extra work and as proof of interest on behalf of the student.

The total percentage of this section is **10%**.

**Midterm exam:** Will take place mid-course. In the exam students will have to answer 5 questions related to a topic, image or text regarding Spanish culture and civilization.

The total percentage of this section is **25%**.

**Final exam (final):** will take place at the end of the course and will be cumulative. The student will have to answer several questions related to a topic, image or text regarding Spanish culture and civilization.

The total percentage of this section is **25%**.

**If the teacher detects copying or plagiarism in the exams or essays the student will obtain a 0 as final grade and will not have the option of a second-chance exam.**

Assessment is thus as following:

<b>Attendance and in-class participation</b>	<b>10%</b>
<b>Course Blog comments</b>	<b>10%</b>
<b>Course Blog entries</b>	<b>20%</b>
<b>Attendance and participation during activities</b>	<b>10%</b>
<b>Midterm Exam</b>	<b>25%</b>
<b>Final Exam</b>	<b>25%</b>

## **ATTENDANCE**

Class attendance is MANDATORY for lectures. If the student is absent for more than the allowed limit (**one class absence in the summer program and two absences in the fall and spring programs**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by the Program Director. It is the individual responsibility of the student to make up for any missed content about the subject taught in class the day the student was absent.

<b>CLASS SCHEDULE</b>	
<b>TOPIC</b>	<b>ASSIGNMENTS</b>
Introduction: España. Contexto histórico y geográfico	
De la Hispania Romana a los albores de la Edad Media	
La España Medieval (Marco Referencial)	<b><i>“España y los españoles” chapter election due date</i></b>
El Esplendor de Al-Andalus	
Los núcleos de resistencia cristianos SS.VIII-XI	<b><i>Homo hispanicus: el mito y la realidad</i></b>
La decadencia de Al-Andalus	
Final de la Edad Media y Reyes Católicos	<b>El «contagio» judaico</b>
Final de la Edad Media y Reyes Católicos. La Reina Juana y el cambio de paradigma	<b>El caballero cristiano</b>
El esplendor de la monarquía hispánica y la expulsión de los moriscos (1609) Carlos V Rey Emperador	<b>El pecado original de España</b>
El esplendor de la monarquía hispánica y la expulsión de los moriscos (1609) Felipe II o la intransigencia al servicio del poder	<u>Mid semester Exam Review</u>
<b>Mid semester Exam</b>	
El esplendor de la monarquía hispánica y la expulsión de los moriscos (1609). La república de los hombres encantados	<b>Don Quijote, don Juan y la Celestina</b>
Reformismo y Napoleón. El Siglo Francés (S.XVIII)	<b>¿Siglo de las Luces?</b>
Reformismo y Napoleón. (Bajo la Sombra del águila)	<b>El mundo de Goya</b>
Revolución y Liberalismo SXIX ¡Vivan las cadenas!	<b>La Biblia en España</b>
Revolución y Liberalismo SXIX Románticos y realistas	<b>Comienzos de la industrialización</b>
La crisis fin de siglo y el reinado de Alfonso XIII (El desastre del 98)	<b>Unamuno y el paisaje de Castilla</b>
La crisis fin de siglo y el reinado de Alfonso XIII (regeneracionismo y crisis)	<b>Mr. Hemingway va a ver corridas de toros</b>
La Segunda República Española	

La Guerra Civil española	<b>Caín y Abel en 1936-1939</b>
La Guerra Civil española (Voluntarios con gafas)	
Exilios tras la guerra	<b>Gerald Brenan analiza nuestra posguerra</b>
Cuarenta años de Franquismo	<b>España ya no es «diferente»</b>
La transición a la Democracia	
El intento de golpe de estado y la Democracia del 23F	<b>De cara al futuro</b>
General review of the contents	
<b>Final Exam</b>	
<b>Publication of final grades</b>	

**NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.**

#### **BIBLIOGRAPHY**

García De Cortázar, Fernando & González Vesga, J.M., *Breve Historia de España*, Alianza, 2017 (nueva edición)  
 Altamira y Crevea, Rafael, *Historia de España y de la Civilización española*, Editorial crítica, 2001  
 Valdeón, Julio et alii, *Historia de España*, Espasa, 2011

#### **WEBGRAPHY**

Temas de historia de España: <http://bachiller.sabuco.com/historia/hespana.htm>

<https://ricluengo.wordpress.com/2008/03/05/temario-de-historia-de-espana-2%c2%ba-bachillerato/>

Vídeos historia de España: <https://www.youtube.com/playlist?list=PL3BA7A73203133279>

<http://www.rtve.es/alacarta/videos/memoria-de-espana/>

#### **WE WILL ONLY SPEAK IN SPANISH**

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping the student get used to the specific jargon of the professional field. For a better understanding of the class a medium-high level of Spanish is recommended.