



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN  
EN ESTUDIOS NORTEAMERICANOS  
“BENJAMIN FRANKLIN”

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| <b>Course</b>                  | Introduction to Spain                                |
| <b>Program</b>                 | International Studies                                |
| <b>Credits ECTS</b>            | 3 USA  |
| <b>Class hours</b>             | 45   |
| <b>Office Hours</b>            | By appointment                                       |
| <b>Requirements</b>            | No requirements                                      |
| <b>Language of instruction</b> | English  |
| <b>Type of teaching</b>        | In person if necessary online sections in Blackboard |

## INTRODUCTION

The course will address various topics related to Spain's exciting social, political, economic, historical and cultural challenges and developments; and will provide a fascinating and comprehensive introduction to Spanish culture. In recent decades, Spanish society has undergone significant social and cultural changes that will be examined through texts and audiovisual media, such as film, music, dance, literature, art, monuments, museums, and others. As a result, narratives of ethnic and racial identities, immigration, and postmodernism, among others, will also be studied.

The course will enable students to develop a critical awareness of the narratives of cultural and political identities and issues affecting contemporary Spain. We will analyze and situate in a historical context a wide variety of cultural media that describe the way in which identities are formed and contested in contemporary Spain. Thanks to the varied topics that will be analyzed in the course, students will be able to deepen their understanding of the problems affecting modern Spanish society.

**NOTE:** This course explores different cultural topics (such as bullfighting or "destape") that may offend students' sensibilities.

## COMPETENCES

At the end of the course, students will have acquired the following competencies:

### **General Competencies (GC):**

**GC1:** Ability to analyze and interpret cultural texts and practices through the acquisition of a broad knowledge of significant cultural texts (film, literature, music, dance, photography, cities and museums) produced in contemporary Spain, addressing the aesthetic and thematic concerns of these cultural texts.

**GC2:** Development of linguistic ability in Spanish. The course will help to broaden our knowledge of important issues related to nation, race or gender, among others, that affected post-Franco Spanish society.

**GC:** Ability to express individual and collective opinions.

### **Specific competencies (SC):**

**SC1:** Develop an understanding of Spanish culture, as well as awareness and sensitivity towards other cultures.

**SC2:** Adopt a critical approach to the selection and organization of material in order to present written and oral arguments in a coherent and structured manner and contribute to group discussions in Spanish through intellectual stimulation.

## METHODOLOGY

Theoretical-practical lessons will be given by the professor based, mainly, on the information in the class manual being completed with the student's personal work. In addition, Power Point presentations and audiovisual material will be used to help understand the most important characteristics of some periods. During the course the student will have to read and comment through a brief research work on several chapters of a book to be chosen by the teacher.

Finally, the course will have two exams, one partial and one final so that the teacher can evaluate if all the competences of the course have been fulfilled. The methodology aims to work both on the theoretical

contents and on the attitudes and skills of the students with the objective of developing the aforementioned competencies.

## PREPARATION FOR CLASS

For the best performance of the course, students should come to class each day prepared, having read the relevant texts and completed the exercises assigned in the syllabus. Work at home is very important as it will allow the student to participate actively and achieve a better understanding of the content. It will basically involve reading the information in the textbook and doing the comprehension and reflection exercises.

## EVALUATION

The course will be evaluated by combining different evaluation systems, so that all students can develop their abilities. Consequently, the global evaluation will be based on the students' participation in class, as well as on the completion of individual and group assignments: analytical critiques, research papers, oral presentations and complementary extracurricular activities. The percentage of the grade assigned to each of the course sections will be as follows:

- **Participation.**

It must be active, that is to say, the student must not only ask his doubts, but must also make comments and actively participate in the exercises proposed in class both in group and individually. In addition, the student must read the texts assigned by the professor and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude such as sleeping in class, and having inappropriate behaviors in the classroom may have a negative impact on the grade of this section. The total percentage of this section is 25%.

- **Research Project**

Students must complete a research project and an oral presentation on a film, a text or any other source. The objective is to analyze another work by putting into practice the historical analysis developed in class to complement the topics studied. This will allow students to research in depth on a topic or content of interest to them. The total percentage of this activity is 40%.

### **Plagiarism:**

Research papers must expose students' own ideas. The work of other writers or experts used to support students' ideas must be cited appropriately. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program. Guidelines for writing the paper properly should be provided by the professor.

- **Complementary activity outside the classroom.**

There will be complementary extracurricular activities throughout the semester. Possibly: Cultural visit to Toledo and Segovia. This activity has a percentage of 10% (5 points each). If students have the opportunity to visit other cities or towns in their free time, they can get extra points. Students can write an open reflection to describe their experiences and what they have learned about Spanish culture, customs and people, relating it to what they have learned in class. What have you learned about the locality that relates to what you have learned in class? What are the similarities/differences with your city/culture? Does it differ from other places in Spain? The report should

be no more than 5 pages in length. Students may complete up to three extra point reports. The extra point complementary activities reports are independent of the mandatory complementary extracurricular activities mentioned above.

● **Exams.**

There will be a cumulative final exam on all topics worked on in class. The total percentage of this section is 25%.

Plagiarism. If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

The professor reserves the right to give "surprise exams" when he/she deems it appropriate. These exams will always be at the beginning of the class and will be very short (five minutes more or less). They will be valued as an additional homework grade.

## EVALUATION

The class grade scale will be as follows:

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| PARTICIPATION & ASSIGNMENTS | 25% |
| RESEARCH PROJECT            | 20% |
| CULTURAL PRESENTATIONS      | 20% |
| FIELD TRIPS                 | 10% |
| FINAL EXAM                  | 25% |

## ATTENDANCE

Attendance is mandatory. Students are not permitted to miss any class during the International Studies Program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit. Attending class and fieldtrips does not grant a grade towards the participation grade of the class. Active participation during these activities is required.

## STUDENTS WITH SPECIAL NEEDS

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

## USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

## USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don't teach the class virtually. For more information about using it contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

## CLASS SHCEDULE

|  | CLASS CONTENT  | ASSIGNMENTS   |
|--|--|---|
|  | Introduction to the class<br>Breaking the ice. Teaching guide.   | Collect "Spanish Vignettes" by Norman Berdichevsky in reprographics |
|  | Introduction Spain as a crossroads between Europe and Africa. Regional nationalisms and languages. Population. Maps. | Map study - Europe, Spain   |
|  | Myths/realities of Spain. Geography as Destination Spain as a crossroads between Europe and Africa cont. maps.       | Map study - Europe, Spain   |
|  | Origins. Impact of the first settlements and invaders (Phoenicians, Greeks, Celts). Romanization of the Peninsula.   | p.116 to 129<br>Theme of the cultural presentation                  |

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|  | <p>Sports and Entertainment</p> <p>Flamenco: another identity of Spain</p> <p>Spanish Hollywood stars, famous artists</p>  | <p>Homework:</p> <p>p. 15 to 21 and 29 to 36</p> <p>Theme of the cultural presentation</p> |
|  | <p>Sports and Entertainment</p> <p>Spanish La Liga. Real Madrid vs. FC Barcelona</p> <p>Sports in Spain. American Football vs. European Football, Basque Pelota.</p> | <p>Homework: p. 22 to 28</p>   |
|  | <p>Gastronomy</p> <p>Typical meals, meal times and cultural aspects</p>  | <p>Homework: p. 47 to 63</p>   |
|  | <p>Society and Religion</p> <p>Catholicism</p> <p>Being a Muslim in Spain</p>  | <p>Homework assignments: p 73-82</p> <p>Theme of the cultural presentation</p>             |
|  | <p>Society and Religion</p> <p>Migration and the Camino de Santiago</p>  | <p>Homework: p. 64 to 72</p>   |
|  | <p>Society and Religion</p> <p>The impact of migration in Spain</p> <p>Refugee Crisis</p> <p>Madrid</p>  | <p>Homework: p 83-90 and 91-100</p> <p>Theme of the cultural presentation</p>              |
|  | <p>History and Foreign Relations</p> <p>Gibraltar</p> <p>The Basque problem</p>  | <p>Homework:</p> <p>p.101-105 and 116-128</p> <p>Theme of the cultural presentation</p>    |
|  | <p>History and Foreign Relations</p>   | <p>Homework: p 135-147</p>   |

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|  | Spain's African Plazas<br>The great Iberian rivalry (Spain-Portugal)                                    |  |
|  | History and Foreign Relations<br>Medieval multicultural Spain: The Three Cultures                       | Homework assignments: p. 148-157<br>Theme of the cultural presentation |
|  | History and Foreign Relations<br>The Reconquest and the expulsion of the Jews and Moors.                | Home assignments: p 129-135  |
|  | Festivals and Shows<br>The April Fair, The Sanfermines, The Three Wise Men, Christmas, Other traditions | Task: p.269-278<br>Topic of the cultural presentation                  |
|  | Festivals and Shows<br>Las Fallas, Easter, Carnival   | Topic of the cultural presentation                                     |
|  | Education<br>Schools, teaching style, ranking<br>Respect and kindness<br><br>Seville                    | Homework:<br>Study<br>p. 181-187<br>Topic of the cultural presentation |
|  | Culture, Art, Language, Music<br>Don Quixote  | Homework assignments: p. 194-207<br>Theme of the cultural presentation |
|  | Culture, Art, Language, Music<br>Language diversity and controversies                                   | Homework: p. 213-216   |
|  | Culture, Art, Language, Music<br>The identity of Spain in the works of Antonio Machado and García Lorca | Homework assignments: p. 217-224<br>Theme of the cultural presentation |
|  | Culture, Art, Language, Music<br>Spanish painters of the 20th century. Picasso, Dalí                    | Homework: p. 233-238   |

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|  | Miró. Antonio Gaudi and Modernism in Spain.  |  |
|  | The Economy<br>The fishing industry enriched<br>Imports and exports, prices  | Homework assignments:<br>Theme of the cultural presentation.                   |
|  | The Economy<br>Euro, European Union/ Schengen<br>Home ownership  | Homework: p 245-256  |
|  | The Economy<br>The Mercadillos, the Valencian Orchard, the greenhouses of Almeria<br>The financial crisis and its impact   | Homework assignments:<br>Theme of the cultural presentation.                   |
|  | Spanish Art<br>The three landmarks of Spanish art: The Mosque of Cordoba, The Giralda of Seville and The Alhambra of Granada.<br>Rural Spain. Fields of Castile by Antonio Machado<br>The House of Bernarda Alba by García Lorca | Homework assignments: p 158-163, 175-181<br>Theme of the cultural presentation |
|  | The 20th Century<br>The Spanish Civil War: are there any traces left of Franco's dictatorship?<br>War propaganda: posters that are now "art".  | Theme of the cultural presentation   |



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|  | <p>From Dictatorship to Democracy</p> <p>The 80's: a change in society. The Movida Madrileña. The rebirth of new artists: Pedro Almodóvar and his controversial films.</p> | Theme of the cultural presentation |
|  | <p>The Environment</p> <p>Spanish geography: the diversity of the rural environment. The climate and its influence on Spanish food and gastronomy.</p>                     | Theme of the cultural presentation |
|  | <p>Contemporaneity</p> <p>Social challenges: domestic and international terrorism, drugs, crime, gender issues.</p> <p>Women, sexuality, equal rights</p> <p>Barcelona</p> | Theme of the cultural presentation |

The dates of the cultural activities may be subject to change. The Institutions to which the visit is programmed reserve the right to change them according to their scheduling needs or possible administrative eventualities.

NOTE: This program is subject to change. The final course syllabus will be delivered on the first day of class.

## BIBLIOGRAHY

**Mandatory book\*:** Spanish Vignettes. An offbeat look into Spain's culture, society and history, by Norman Berdichevsky. Santana Books.

### Recommended books

Barton, Simon. *A History of Spain*. London: Palgrave Macmillan, 2009.

Beevor, Antony. *The Battle for Spain: The Spanish Civil War 1936-1939*. London: Cassell, 1999.

Carr, Raymond. *Modern Spain: 1875-1980*. Oxford: Oxford University Press, 2001.

Graham, Helen, and Jo Labanvi. *Spanish Cultural Studies: An Introduction: The Struggle for Modernity*. Oxford: Oxford University Press, 1996.

Williams, Mark. *The Story of Spain*. Malaga: Santana, 2010.

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. London: Fontana, 2010.

Balfour, Sebastian and Paul Preston, eds. *Spain: Dictatorship to Democracy*. London: 1981.

Conversi, Dainel. *The Basques, the Catalans and Spain*. London: 1997.

James, Edward, ed. *Visigothic Spain: New Approaches*. Oxford, 1980.

Keay, S. J. *Roman Spain*.

## **WE SPEAK IN ENGLISH**

This class is taught in English