



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Spanish Culture and Civilization
Program	Study Abroad
Credits ECTS	3 USA
Class hours	45
Office Hours	By appointment
Requirements	Intermediate Spanish Level
Language of instruction	Spanish
Type of teaching	In person

INTRODUCTION

The course "Spanish Civilization and Culture" offers an analysis of the most relevant characteristics that adjectivize and define the Spanish culture and civilization from its historical origins to the present time, and its correct interpretation by the students. Knowledge of the past will help to understand the current circumstances. The aim is to define and make known the social, political, artistic, religious, ethnographic, anthropological and economic coordinates in which the current Spanish nation has developed and its future prospects, as well as to eliminate clichés erroneously anchored in the vision and image of Spanish society over the centuries. "Not everything is Andalusia, Fallas and Sanfermines" and to delve into the true essence of the Spanish spirit to understand the identity through cultural manifestations throughout the history of Spain. In this way, students will refrain from the reductionist and simplistic interpretation of the essence of Spain through the best known ethnographic and gastronomic manifestations and will be able to extract from the cultural productions and testimonies of the past an identity model that defines the Spanish in its differences compared to other peoples of the closest geographical area, Europe. Students of this subject will finish the course highly qualified to have a broad knowledge of Spanish civilization and culture, as well as of its most stereotypical aspects and of the deep reality of Spanish society.

For the student's professional environment, this class is fundamental for the understanding of a reality different from the one of origin, as well as for the comprehension of cultural diversity in a global context. In addition, it orients the student towards areas that imply a good knowledge of Spanish society. Namely, understanding of cultural differences that will allow for humanistic, identity and cultural planning and counseling, media management and counseling, international relations, diplomatic representation, tourism and cultural management, activities related to social networks in the Spanish language and understanding of the identity of everything related to "Spanish".

DESCRIPTION

As the main objective of the course is to learn, as much as possible, the defining features of the Spanish character through the history of Spanish culture, politics and society. The practical application of the course is that it will allow the foreign student to understand the phenomena that originated the Hispanic character and essence through time and how the Spanish people have received and projected influences from and to other peoples of the world.

1. To know and understand the Spanish culture and civilization through history.
2. Improve human relations skills through knowledge of a different culture, understanding and accepting the differences and similarities with the culture of origin.
3. To learn about Spain as a country different from the United States that has its stereotypes. In this way, we will learn to value what is different and to know the elements that build the identity of a people or country.
4. To know the relationship between Spain today and the formation of the Spanish identity in the past, as well as the participation and integration in the European and global context of the 21st century.
5. To learn to value the identity of a people through its most characteristic features, avoiding stereotypes and reductionist views of the classification of cultures different from our own.

OBJECTIVES

The teaching approach of the course is learner-centered and competency-based. In this sense, students should be told what is going to be taught, how it is going to be done, what is to be learned, what activities are available, what resources will be used, and how learning will be evaluated.

1. To know and understand the Spanish culture through the study, through history, of the evolution of the Spanish people throughout time.
2. To improve reading and writing skills through the understanding of the Spanish identity away from easy and globally known stereotypes.
3. To learn about Spain as a country different from the United States that has its stereotypes. In this way we will learn to value what is foreign and to know the elements that build the identity of a people or country.
4. To know the relationship between Spanish identity, its history and cultural, literary, artistic or cinematographic productions in order to understand the role of Spain in the contemporary world of the 21st century, as well as its differences and similarities with the United States.

COMPETENCIES

General competences (GC):

GC1: Ability to organize, plan and develop autonomous learning.

GC2: Ability to apply theoretical knowledge and critical reasoning to the interpretation, analysis and commentary of texts and images.

GC3: Ability to communicate orally and in writing.

Specific competences (SC):

SC1: Ability to apply concepts of European historiography to the Hispanic context.

SC2: Ability to handle the terminology and concepts of Hispanic history in the Hispanic historical evolution.

SC3: Ability to analyze, compare and synthesize the main characteristics of the political, social, economic, religious and cultural formations of Spanish society throughout the centuries.

SC4: Ability to situate, in space and time, relevant events for the History of Spain that have significantly marked the Spanish identity.

METHODOLOGY

In order to carry out our program, we will be based on a series of principles, on diverse strategies of action and on a series of pedagogical techniques.

Theoretical-practical lessons will be given based on the teacher's explanations and completed by the materials divided into modules that the teacher will leave in an online folder to which the student will have access from the first day of class. Our goal is to achieve a significant learning of the contents, so it is very important to take into account the previous ideas of the students, in order to use a flexible methodology.

We count on the fact that there will be a diversity of students in the classroom, therefore, when necessary, individual adaptations will be made.

The methodological strategy we will follow will be the following:

- As pre-class work, students should have read the chapters and/or class materials indicated for that day, so that students can follow the theoretical explanation without too much difficulty. The modules are divided into topics with a theoretical part and a practical part.
- At the beginning of each of the sessions there will be a quiz with questions related to the topic of the previous class. These quizzes are evaluable to check the knowledge acquired by the students.
- Students will work in small groups (2, 3 or 4 students) to pool the information searched the day before at home on the topic to be worked on.
- Each group will create a PowerPoint presentation with the main ideas on the topic studied. Each group will have a spokesperson each day who will be the one to present the results of the research.
- Finally, all the ideas presented will be shared and the teacher will make the necessary indications for the understanding of the topic.

PREPARATION FOR CLASS

Working on the readings and theoretical content before coming to class prepares you to ask questions and give opinions on the subject matter in class.

- Read the theoretical parts and presentations assigned by the professor in the dossiers for each of the topics.
- Reflect on questions that can lead to interesting discussions to share with your classmates in class.
- Take notes during explanations and class discussions.
- Apply face-to-face participatory lectures and notes taken from explanations to the understanding of each of the topics.
- Make use of class time and tutorials to deepen or complete the teacher's explanations and what you have learned autonomously.

EVALUATION

An introductory text summarizing the criteria to be evaluated can be included. It can say something like this:

The evaluation system is based on class participation, both online and face-to-face; participation in activities (Required), exams and assignments.

- **Participation.**

It must be active, that is to say, the student should not only ask his doubts, but 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 10%.

- **Complementary activity outside the classroom.**

During the course the student will have in this subject two activities of those presented by the Instituto Franklin-UAH as mandatory. Days before the activity the professor will provide the students with specific material with activities that the student will do during the activity and must present to the professor once the activity is finished.

The total percentage of this section is 10%.

- **Exams.**

The student will face throughout the course two exams.

The partial exam will consist of a series of self-evaluative questions where the knowledge obtained up to the test of the basic concepts of the history of Spain learned up to that moment will be tested.

On the other hand, the final exam will take place at the end of the course (see date in the program in the section of the classes) and will cover from the subject matter of the partial exam until the last day of class. It will consist of the elaboration of an essay in which the student will demonstrate the knowledge of the content studied in class in a way that demonstrates the written expression and knowledge skills learned during the course. The exam will consist of a written explanation of two concepts studied about the history of Spain. The grading of this exam will be based on the basic evaluation criteria of an essay.^{4C}

- **Critical thinking** must demonstrate own thinking and not repeat learned truths without judgment.

- **Communication.** Must be able to convey the message or thesis of your final essay clearly, concisely, coherently, and creatively.

- **Collaboration.** Must demonstrate ability to have engaged in collaborative learning, either with peers or through authoritative citations from other historians, professors, bibliographic or online resources.

- **Creativity.** Since this is a humanities course, the student is expected to show creativity by applying different forms of written expression in the writing of the final essay.

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.

The total percentage of this section is 40% (15% partial and 25% final).

- **Quizzes.**

At the beginning of each class the teacher will give a quiz with a series of questions related to the content of the previous class. The student will be able to demonstrate that he/she has internalized the contents explained and it will allow him/her to focus on the contents to be explained in that day's class. The result of the quiz will be given to each student at the end of the quiz and he/she will be able to check his/her progress.

The total percentage of this section is 15%.

- **Written work.**

It will correspond with the viewing of a Spanish cinema film that is considered relevant to know aspects of Spanish society that will be provided through the online platform. (The teacher will provide a secure link through which to view the film.). However, the student can get hold of the film through commercial platforms. After watching the film "**Vivir es fácil con los ojos cerrados**" (David Trueba, 2013) the student will carry out a **reflection work** about the changes in Spanish society in the last 50 years with special interest in the cultural and social changes that are observed in the film but that determine the evolution of the Spanish people today.

This section will be focused according to the following sections:

- **Introduction:**

The student will make an introductory section in which he/she will expose the questions that have led him/her to take interest in the topic in question. (What, how, where and why) and will state the thesis that will vehicle his work from now on.

- **Development:**

The student will then demonstrate the thesis defended about the chosen topic through argumentative elements that serve to demonstrate their ability to analyze and understand the concepts by extracting arguments from different sources to complete, contrast or strengthen the thesis defended.

- **Conclusions:**

The student will have to dedicate a final section to resume in a synthetic way the arguments argued for the defense of his main thesis and thus demonstrate his capacity for synthesis and conclusion.

- **Specific language:**

The student will have to express his/her knowledge using a specific language that he/she will have to acquire through the readings and explanations given by the professor.

The objective of the work done by the student will be a sample of the knowledge that a student of the program can acquire with respect to Cervantes' work. The written work will have a minimum length of 2

pages "Times New Roman 12" single space (1') and a maximum of 4 pages. The written work must be uploaded to the platform before the date indicated in the schedule.

Note: If the work is not submitted on the indicated date, the student will receive one point less for each day of delay. If the work is not delivered on the indicated date, the student will receive one point less for each day of delay.

The total percentage of this section is 10%.

● **Oral presentation.**

During the theoretical classes the teacher will divide the group into smaller groups to share the concepts and topics worked on by the student at home. During this time each group will choose a spokesperson who will make a presentation (5-10 minutes) in front of the whole class explaining to the rest of the classmates the points learned. The important thing about these presentations is to transmit the ability to summarize and explain briefly in order to consolidate the knowledge learned. Throughout the course and depending on the final number of students, each student should have made at least two presentations in total. Each group will be able to use the audiovisual media they consider necessary for the presentation. If videos are used, it is suggested that they should not be longer than 2 minutes.

The total percentage of this section is 10%.

● **Plagiarism:**

Research papers should expose students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. 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.

EVALUATION

The class grade scale will be as follows:

PARTICIPATION	10 %
ACTIVITIES AND FIELD TRIPS	15%
MIDTERM EXAM	15 %
FINAL EXAM	25%

QUIZZES	15%
RESEARCH PAPER	10%
ORAL PRESENTATION	10%

ATTENDANCE

Attendance is mandatory. Students are not permitted to miss any classes of the 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.

STUDENTS WITH SPECIAL NEEDS

Students with special needs should contact Antonio Fernández: 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 might 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

CLASS SHCEDULE

	CLASS SCHEDULE	ASSIGMENTS
	Tema 1. España antigua. Desde la colonización fenicia hasta el fin de la Hispania romana	Elaboración antes de la clase por grupos establecidos en la clase anterior, de cada unidad temática solicitada por el profesor. La presentación oral tendrá que tener una introducción, un desarrollo con las ideas principales y unas conclusiones. El formato de las presentaciones será de 5-10 minutos en PowerPoint o cualquier otra herramienta de presentación en clase. Tras la presentación el profesor aclarará o añadirá información que se considere importante para el resto de los estudiantes.
	Tema 2. España tardoantigua. Visigodos y la creación de Al Ándalus	
	Tema 3. La Edad Media: Los reinos cristianos y la desintegración de Al Ándalus	
	Tema 4. El final de la Edad Media y el reinado de los Reyes Católicos.	
	Tema 5. La España Imperial. Austrias Mayores S.XVI.	
	Tema 6. La Decadencia del Imperio. El siglo de Oro S. XVII	

	Tema 7. Reformismo e Ilustración. S.XVIII	
	Tema 8. El Romanticismo. S.XIX	
	Tema 9. Regeneracionismo y II República (1898 – 1936)	
	Tema 10. La Guerra Civil española (1936-1939)	
	Tema 11. La Dictadura de Franco (1939-1975)	
	Tema 12. La España democrática (1975-2019)	

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.

BIBLIOGRAHY

- 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

WEBGRAFÍA

- 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/alcarta/videos/memoria-de-espana/>

WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.