

CM 327 LANGUAGE, CULTURE, AND COMMUNICATION: THE SPANISH PERSPECTIVE

IES Abroad Barcelona

DESCRIPTION: This course has been designed to provide students with key elements to understand Spain today, the different ways Spaniards live and how their identity is defined. Students are able to explore the relationship between culture, communication and language in a multilingual and multicultural society. We study different language functions and learn to use communication as a tool for greater cultural understanding in a foreign country. The course also analyses the concept of culture and cultural identity and it discusses perceptions of time, society, food, sports, family, religion and values in Spain. Spanish news reports will be compared to reports from Spanish and European media groups to compare different perspectives on Spanish current affairs. Some basic communication theory is presented and websites and sites of cultural interest are visited. All this adventure is seen also through new digital media and “mediums” as podcasts, videos, social media, the new global media that is transforming our world.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures: Presentation of topics from Catalan history, political parties and subjects related to Catalan identity today combined with analysis of signs and vocabulary from different fields that characterize Catalan society today.
- Course-related trips: Visit locations in Barcelona and museums to complete observations of basic behaviour patterns discussed or analyzed in class. We will visit museums and parts of the city of Barcelona under the frame of communicational settings for our class topics.
- Reader: General Language and Communication topics will be introduced through readings as basic tools to evaluate and classify the Spanish Case Studies used in class.
- Student Presentation: Personal research carried out on topics related to Language, Food, Family and Sports. Students will present orally a weekly News Review Report on Spanish news.
- Debates: Cross-cultural debates based on topics from readings and news from newspapers during the semester.
- Class Discussions: Open and tolerant acceptance of students' opinions and experiences to define and evaluate topics in a progressive learning way.
- Case studies: Work on concrete cultural, political or social events to complete the theory concepts given in class about Language and Communication in Spain.
- Film and visual Viewings: Relevant documentaries and a Photo Database will be presented as base of discussion related to communication from the Spanish Perspective.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation and assignments: -10%
- Oral presentation -20%
- Final Project -20%
- Midterm Exam-25%
- Final Exam -25%

Participation and assignments

The grade is divided in the following way: 20% for each of the three assignments related to Class Field Studies and Excursions and 40% of the grade related to class activity. This includes attendance, participation in class discussions, the forwarding of pertinent questions, familiarity with the reader texts to guarantee that students are familiar with the topics covered in class and

their involvement in class activities and assignments. Be prepared when coming to class with books/articles and personal notes on the readings.

Oral presentation

A student group must give the rest of the class a 20 minutes presentation on one of the four main issues illustrating the class topics assigned by the instructor: Minorities, Food, Sports and Family.

Final project

The grade is divided in 15% for the Final Project and 5% the Final Project Draft due during the Midterm of the semester. The Final Project **should be written 10 pages long (2,000 words)**; Time New Roman 12; in double space and it will be written by each student or in groups of maximum three students on a topic chosen related to one of the four key topics presented in class as case studies during the course. Students should present a Paper Research outline or draft by mid-term to be confirmed by the professor. The paper will be submitted in online and also sent by email to the professor the last week of the semester before the final exam. Other forms of Project can be utilized in consensus with the instructor like Video, Photo-reportage, etc.

Midterm Exam

3 or 4 short essay questions and 2 long essay questions based on course content.

Final Exam

Take-home exam. 3 or 4 short questions and 2 long essay questions based on course content.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify cultural processes in Spain from a historical perspective;
- Distinguish differences between societies depending on their cultural practices, communication Dynamics and traditions;
- Recognize cultural differences within Spain and be understanding and tolerant towards them;
- Recognize cultural similarities in globalized cultures;
- Express themselves with criterion about topics tackled in the course verbally and in written form;
- Compare different cultural contexts through media in Spain;
- Apply basic anthropological concepts to their own culture;
- Analyze different minority/regional languages and nationalities within Spain.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Required Readings
Session 1	Introduction to the course. Topics for oral presentations and essays.	• Kelly, D (2000). Selling Spanish “otherness” since the 1960s. In Barry Jordan and Rikki Morgan-Tamosunas (eds.) London. (pp. 29-37). The historical and political evolution of Spain from Franco to the 21st century. • Viñas, A. (2012). The endurance of Francoist myths in democratic Spain. March 2012. International Journal of Iberian Studies (Volume 25 Number 3, pp. 201-214). An explanation of

		how Spanish media today is still using the Franco's assumptions after the war and how the narratives of Media use them.
Session 2	Images and perceptions of Spain. Inside and outside generalizations.	• Requejo, F. (2001). National Pluralism and Federalism. Four Potential Scenarios for Spanish Plurinational Democracy. <i>Perspectives on European Politics & Society</i>. Aug2001, Vol. 2 Issue 2, 305 – 328. 23p. • Trybus, K. J (2011) The sad and painful news from Spain: Vatican relations with the Second Spanish Republic at the start of the Spanish Civil War, 1936. <i>International Journal of Iberian Studies</i> Volume 24 Number 2. (pp. 91 – 107).
Session 3	Communication and culture. What do these concepts mean?	• Johnstone, B. (1997). Communication in Multicultural Settings: Resources and Strategies for Affiliation and Identity. In Torben Vestergaard (ed.), <i>Language, Culture and Identity</i>: Aalborg University Press. Torben Vestergaard (ed.) 25-40. • Casanova, J. (2012). War of extermination, uncivil peace. (Paul Preston Book Review). <i>International Journal of Iberian Studies</i> (Volume 25 Number 3. Pp. 215 – 225.)
Session 4	The linguistic map of Spain. Co-existing with Spanish: monolingualism and bilingualism in Spain. The case of Catalonia.	• Pradilla, M. Á. (2001). Linguistic demography (i). The Catalan-speaking Communities. M. Teresa Turell (ed.) <i>Multilingualism in Spain</i> Clevedon: Multilingual Matters. (pp.58-90). • Gore, S. (2002). The Catalan Language and immigrants from outside the European Union. <i>International Journal of Iberian Studies</i>. 2002, (Vol. 15 Issue 2, pp. 91 – 102). 12p.
Session 5	The linguistic map of Spain. Co-existing with Spanish: Linguistic demography (ii). The cases of the Basque Country and Galicia.	• De la Calle, L and Jeffrey Miley, Th. (2008). Is there more assimilation in Catalonia than in the Basque Country? Analysing dynamics of assimilation in nationalist contexts. Article in <i>European Journal of Political Research</i>. Oct2008, (Vol. 47 Issue 6. Pp. 710 – 736). • Cenoz, J. and Perales, J. (2001). The Basque-speaking Communities. Turell M. T. (ed.). In Sue Wright (ed.), <i>Monolingualism and Bilingualism: Lessons from Canada and Spain</i>: Clevedon: Multilingual Matters. (pp. 90-109).

Session 6	The linguistic map of Spain. Co-existing with Spanish: Linguistic demography (ii). The case of Galicia.	Hermida, C (2001). The Galician Speech Community. Turell, M. L (ed.). In Sue Wright (ed.), <i>Monolingualism and Bilingualism: Lessons from Canada and Spain</i>. Clevedon: Multilingual Matters. (pp. 110 – 140).
Session 7	Multiculturalism and Interculturality in Spain.	- Corkill, D (2000). Race, immigration and multiculturalism in Spain. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), <i>Contemporary Spanish Cultural Studies</i>. London. (pp. 48-57). - Østergaard-Nielsen, E. (2009). Mobilising the Moroccans: Policies and Perceptions of Transnational Co-Development Engagement Among Moroccan Migrants in Catalonia. <i>Journal of Ethnic and Migration Studies</i> (Vol. 35, No. 10, December 2009, pp. 1623-1641).
Session 8	The construction of national identity (i).	Balfour, S. and Ucelay De Cal, E. (1995). National Identities. In Helen Graham and Jo Labanyi (eds.). <i>Spanish Cultural Studies. An Introduction</i>. Oxford: Oxford University Press. (Pp. 25-39).
Session 9	The construction of national identity (i). Course-related trip to the History of Catalonia Museum.	
Session 10	The construction of national identity (ii). Racism and ethnicity in Spain. Ethnic minorities in Spain Gypsies. Class presentation 1	- Marshall, S. (2009). Languages and national identities in contact: the case of Latinos in Barcelona. <i>International Journal of Iberian Studies</i>. (Dec 2009, Vol. 22 Issue 2. P. 87-107). 21p. - Marzo, Á. and Turell, T. (2001). The Gitano Communities. In M. Teresa Turell (ed.), <i>Multilingualism in Spain</i>: Clevedon: Multilingual Matters. (pp. 215-234).
Session 11	The construction of national identity (iii). Food and eating practices in Spain. Class presentation 2	- Contreras, J. (2004). Markets of the Mediterranean. In <i>Mercats de la Mediterrània</i>: Barcelona: Lunwerg Eds. pp. 211-214. .
Session 12	The construction of national identity (iii). Food and eating practices in Spain. Course-related trip : Visit to the Boquería Market.	Fava, N. Guàrdia, M. and Oyón, J. L. (2010); Public versus private: Barcelona's market system, 1868–1975. In <i>Planning Perspectives</i>. Vol. 25. No. 1, January 2010, Routledge Ed. (pp. 5–27).
Session 13	Midterm Exam	
Session 14	Identity and Sports.	González Aja, T. and Stumm, P. (2003). Spain.

		European Cultures in Sport: Examining the Nations and Regions. Ed James Riordan and Arnd Krüger. Intellect Books. US. (pp. 213 – 139). • Rezende, A. L. (2010). Olympic Education Experiences: the sponsorship role in the promotion of Olympic values. Barcelona: Centre d'Estudis Olímpics UAB. http://ceo.uab.cat/2010/docs/wp115_eng.pdf (pp 1 - 22).
Session 15	Identity and Sports. Class presentation 3 Final Discussion	• Whal, G. (2012). Inside Barcelona: Fierce rivalry with Real Madrid unlike any in U.S. <i>Magazine Planet Fútbol</i>. October 2012. P 3. • Crolley, L. (2000). Football and fandom in Spain. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), <i>Contemporary Spanish Cultural Studies</i>: London: Arnold. (pp 305-311).
Session 16	Tradition and modernity: Spanish families today. Evolution and types. Film Viewing (previous to the session): Pedro Almodóvar's, "Qué he hecho yo para merecer esto?"	• Rodríguez García, D. (2006). Mixed Marriages and Transnational Families in the Intercultural Context: A Case Study of African-Spanish Couples in Catalonia. <i>Journal of Ethnic and Migration Studies</i>, Vol. 32, No. 3, April 2006, (pp. 403-433). • Torns, T. (2015). Family Changes in Spain, some theoretical considerations in light of the wellbeing of everyday life. <i>Revista Cambio</i>, Universitat Autònoma de Barcelona. June 2015. (pp. 137 – 146). Some of the main problems women face after the democratization of Spain. Concepts like maternity leave, social help, domestic help are discussed in this article.
Session 17	Youth in Spain. Is there a youth problem? Class presentation 4	• Carrasco, C. and Domínguez, M. (2011). Family Strategies for Meeting Care and Domestic Work Needs: Evidence from Spain. <i>Feminist Economics</i> 17(4), October 2011, (pp 159–188). • Allison, M. (2000). The construction of youth in Spain in the 1980s and 1990s. In Jordan, Barry and Rikki Morgan-Tamosunas (eds.), <i>Contemporary Spanish Cultural Studies</i>: London: Arnold. (pp. 265-273). A review on the cultural changes in Music and culture during the Spanish transition.

Session 18	Cultural contact, encounters and communication. Spain and The Americas.	Galeano, E. (1997). Open veins of Latin America. (Chapter) Monthly Review Press. New York. (pp. 100-120).
Session 19	Cultural contact, encounters and communication. Spain and The Americas. Course-related trip: Visit to the Chocolate Museum of Barcelona.	
Session 20	Non-verbal communication and its cultural dimensions.	Andersen, P. A. and Michael L. Hecht, G. D. Hoobler and Smallwood, M. (2003). Nonverbal Communication Across Cultures. In William B. Gudykunst (ed.), <i>Cross-Cultural and Intercultural Communication</i>: London: Sage. (pp. 73-90).
Session 21	Gender in communication (i). Gendered images: the case of Spain	Antón, E. (2000). Gendered images: constructions of masculinity and femininity in television advertising. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), <i>Contemporary Spanish Cultural</i>. (pp. 204-212).
Session 22	Gender in communication (ii). Gendered images: the case of Spain. Pictures Workshop: Gendered Images in the Public Space in Spain. (Class Discussion) Essay to be submitted	
Session 23	Media in Spain (i): Censorship and Plurality.	- Deacon, Ph. (2000). Regulation and The flexible media regime in Spain. (pg. 149-158). - Zabaleta, I. (2000). Contemporary Spanish Cultural Studies. Ed. by BARRY JORDAN and RIKKI MORGAN-TAMOSUNAS. London: Arnold; New York: Oxford University Press: (pp. 159-168).
Session 24	Oral Presentation Papers	

Final Exam

COURSE-RELATED TRIPS:

- History of Catalonia Museum.
- Visit to the Boquería Market.
- Visit to the Chocolate Museum of Barcelona.

REQUIRED READINGS:

- Allison, M. (2000). The construction of youth in Spain in the 1980s and 1990s. In Jordan, Barry and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: London: Arnold. (pp. 265-273).
- Andersen, P. A. and Michael L. Hecht, M. L., Hoobler, G. D. and Smallwood, M. (2003). Nonverbal Communication Across Cultures. In William B. Gudykunst (ed.), *Cross-Cultural and Intercultural*

Communication: London: Sage. (pp. 73-90).

- Antón, E. (2000). Gendered images: constructions of masculinity and femininity in television advertising. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural*. (pp. 204-212).
- Balfour, S. and Ucelay De Cal, E. (1995). National Identities. In Helen Graham and Jo Labanyi (eds.), *Spanish Cultural Studies. An Introduction*. Oxford: Oxford University Press. (Pp. 25-39).
- Carrasco, C. and Domínguez, M. (2011). Family Strategies for Meeting Care and Domestic Work Needs: Evidence from Spain. *Feminist Economics* 17(4), October 2011. (pp. 159–188).
- Casanova, J. (2012). War of extermination, uncivil peace. (Paul Preston Book Review). *International Journal of Iberian Studies* (Volume 25 Number 3. Pp. 215 – 225).
- Cenoz, J. and Perales, J. (2001). The Basque-speaking Communities. Turell M. T. (ed.). In Sue Wright (ed.), *Monolingualism and Bilingualism: Lessons from Canada and Spain*: Clevedon: Multilingual Matters. (pp. 90-109).
- Contreras, J. (2004). Markets of the Mediterranean. In *Mercats de la Mediterrània*: Barcelona: Lunwerg Eds. pp. 211-214.
- Corkill, D (2000). Race, immigration and multiculturalism in Spain. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*. London. (pp. 48-57).
- Crolley, L. (2000). Football and fandom in Spain. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: London: Arnold. (pp 305-311).
- Deacon, Ph. (2000). Regulation and The flexible media regime in Spain. (pg. 149-158).
- Fava, N. Guàrdia, M. and Oyón, J. L. (2010); Public versus private: Barcelona's market system, 1868–1975. In *Planning Perspectives*. Vol. 25. No. 1, January 2010, Routledge Ed. (pp. 5–27).
- Galeano, E. (1997). Open veins of Latin America. (Chapter) Monthly Review Press. New York. (pp. 100-120).
- De la Calle, L and Jeffrey Miley, Th. (2008). Is there more assimilation in Catalonia than in the Basque Country? Analysing dynamics of assimilation in nationalist contexts. Article in *European Journal of Political Research*. Oct2008, (Vol. 47 Issue 6. Pp. 710 – 736).
- González Aja, T. and Stumm, P. (2003). Spain. European Cultures in Sport: Examining the Nations and Regions. Ed James Riordan and Arnd Krüger. Intellect Books. US. (pp. 213 – 139).
- Gore, S. (2002). The Catalan Language and immigrants from outside the European Union. *International Journal of Iberian Studies*. 2002, (Vol. 15 Issue 2, pp. 91 – 102).
- Hermida, C (2001). The Galician Speech Community. Turell, M. L (ed.). In Sue Wright (ed.), *Monolingualism and Bilingualism: Lessons from Canada and Spain*: Clevedon: Multilingual Matters. (pp. 110 – 140).
- Johnstone, B. (1997). Communication in Multicultural Settings: Resources and Strategies for Affiliation and Identity. In Torben Vestergaard (ed.), *Language, Culture and Identity*: Aalborg University Press. Torben Vestergaard (ed.) 25-40.
- Kelly, D (2000). Selling Spanish “otherness” since the 1960s. In Barry Jordan and Rikki Morgan-Tamosunas (eds.) London. (pp. 29-37).
- Marshall, S. (2009). Languages and national identities in contact: the case of Latinos in Barcelona. *International Journal of Iberian Studies*. (Dec 2009, Vol. 22 Issue 2. P. 87-107).
- Marzo, Á. and Turell, T. (2001). The Gitano Communities. In M. Teresa Turell (ed.), *Multilingualism in Spain*: Clevedon: Multilingual Matters. (pp. 215-234).
- Østergaard-Nielsen, E. (2009). Mobilising the Moroccans: Policies and Perceptions of Transnational Co-Development Engagement Among Moroccan Migrants in Catalonia. *Journal of Ethnic and Migration Studies* (Vol. 35, No. 10, December 2009, pp. 1623-1641).
- Pradilla, M. Á. (2001). Linguistic demography (i). The Catalan-speaking Communities. M. Teresa Turell (ed.) *Multilingualism in Spain* Clevedon: Multilingual Matters. (pp.58-90).
- Requejo, F. (2001). National Pluralism and Federalism. Four Potential Scenarios for Spanish Plurinational Democracy. *Perspectives on European Politics & Society*. Aug2001, (Vol. 2 Issue 2, pp. 305 – 328).
- Rezende, A. L. (2010). Olympic Education Experiences: the sponsorship role in the promotion of Olympic values. Barcelona: Centre d'Estudis Olímpics UAB. (pp. 1 - 22).
- Rodríguez García, D. (2006). Mixed Marriages and Transnational Families in the Intercultural Context: A Case Study of African-Spanish Couples in Catalonia. *Journal of Ethnic and Migration Studies*, Vol. 32, No. 3, April 2006, (pp. 403-433).
- Torns, T. (2015). Family Changes in Spain, some theoretical considerations in light of the wellbeing of everyday life. *Revista Cambio*, Universitat Autònoma de Barcelona. June 2015. (pp. 137 – 146).
- Trybus, K. J (2011) The sad and painful news from Spain: Vatican relations with the Second Spanish Republic at the start of

the Spanish Civil War, 1936. *International Journal of Iberian Studies* Volume 24 Number 2. (pp. 91 – 107).

- Viñas, A. (2012). The endurance of Francoist myths in democratic Spain. March 2012. *International Journal of Iberian Studies* (Volume 25 Number 3, pp. 201-214).
- Whal, G. (2012). Inside Barcelona: Fierce rivalry with Real Madrid unlike any in U.S. *Magazine Planet Fútbol*. October 2012. P 3.
- Zabaleta, I. (2000). *Contemporary Spanish Cultural Studies*. Ed. by BARRY JORDAN and RIKKI MORGAN-TAMOSUNAS. London: Arnold; New York: Oxford University Press: (pp. 159-168).

RECOMMENDED READINGS:

- Shields, R. (1994). *Culture and Power: A Media, Culture and Society Reader*.
- Hecht, M. L., Andersen, P. A. and Ribeau, S. A. (1991). The Cultural Dimensions of Nonverbal Communication. In William B. Gudykunst and B. Mody (eds.), *Handbook of International and Intercultural Communication*. London: Sage. (pp. 163-185).
- Jordan, B. (2000). How Spanish is it? Spanish cinema and national identity. In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: London: Arnold. (pp. 68-78).
- MacInnes, J. (2001). *Stateless nations in the 21st century: Scotland, Catalonia and Quebec*. Institute of Governance.
- McRoberts, K. (2001). *Catalonia: Nation building without a state*. Don Mills, Ont.: Oxford University Press Canada.
- Mar-Molinero, C. (2000). Politics, language and the Spanish education system. In *The Politics of Language in the Spanish-Speaking World*: London/New York: Routledge. (pp. 157-164).
- McRoberts, K. (2001). Nation and identity in contemporary Catalonia. In *Catalonia: Nation Building Without State*: Oxford/New York: Oxford University Press. (pp. 161-178).
- Núñez, X.M. (2001). "What is Spanish Nationalism today? From legitimacy crisis to unfulfilled renovation (1975-2000). *Ethnic and Racial Studies*. 24 (5): (pp. 719-752).
- Orbe, M. P. (1998). *Constructing co-cultural theory: an explanation of culture, power and communication*. London: Sage.
- Risager, K. (1999). Language and culture. Disconnection and reconnection. In Torben Vestergaard (ed.), *Language, Culture and Identity*: Aalborg: Aalborg University Press. (pp. 83-98).
- Storti, C. (1994). *Cross-Cultural Dialogues. 74 Brief Encounters with Cultural Difference*. Yarmouth: Intercultural Press.
- Tannen, D. (2001). Different words, different worlds. In *You Just Don't Understand*: Quill: New York. (pp. 23-48).