



CU/SO270: THE CULTURES OF SPAIN: UNDERSTANDING PAST, PRESENT AND FUTURE
IES Abroad Salamanca

DESCRIPTION:

This course offers an overview of the heterogeneous historical and cultural landscape of Spain through an interdisciplinary approach. Throughout the semester, we will study Spanish history and culture from the prehistoric period to the great social and economic turbulences of the 20th Century. The first half of this course starts with an introduction to Spain's geography, political organization, and cultural diversity, and it continues exploring the arrival of new social groups (Iberians, Celts, Greeks, Phoenicians), the Roman Empire and its cultural legacy, the Visigoth conquest and heritage, the Islamic domination and its mark on Spanish culture, and the Christian Reconquista. It continues with learning about the establishment of medieval kingdoms, the Hapsburg and Bourbon kings, and their unification of Spanish territory, the Golden Age Literature, culture and art, and the rise and fall of Spain's Empire. After our midterm exam, we will study the difficult 19th Century and even more troubled 20th Century, the groundbreaking cultural arena of this period, and the political shifts from Monarchy to Republic and Dictatorship. Finally, we will look at the emergence of the democratic system together with the cultural revolutionary panorama and the new social and cultural context of freedom.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Tamar Groves, PhD

OFFICE HOURS: IES Center, Thursdays from 11:15 to 12:15

PREREQUISITES: Students must be interested in Spanish History and Culture

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Lectures, group in-class discussions, reading of articles provided in class by the instructor and prepared at home by students, audiovisual means, and film screenings. Also, students will be involved in a collaborative digital story project to revise the materials presented in class. Most of the materials will be available for students on the IES Abroad Salamanca online platform: (<https://moodle.iesabroad.org/login/index.php>).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Midterm Exam - 20%
- Final Exam - 20%
- Homework Assignments and collaborative projects – 20%
- Research Paper and oral presentation- 20%
- Course-related trips and essay- 10%

Course Participation

In this course, you should be prepared to participate voluntarily in discussions and other in-class activities. Rubric will be available on Moodle.

Mid-term and Final Exam

There are two in-class exams, one at mid-term and one at the end of the semester. Each of the exams is intended to cover approximately one half of the course by asking you to answer a series of questions: two short questions and one reflective question. I want you to consider the broader sweep of civilization. You will be expected to use the details you learned from the readings and discussions in these essays, but the main point is to be able to discuss and explain the bigger picture.



Research paper

Length: 2,000-2,200 words. Students will have to write a paper about a topic relevant to this course. They will discuss the topic with the professor before writing the paper. The paper should explore an important Spanish person, movement or historical event not studied in depth in class. A Grading criteria will be available on Moodle.

Student oral presentation

Students will share their topics with the rest of the class by orally presenting their research paper in class. They will prepare a 7-10 minutes' presentation about their topic using visual aid and covering their research paper's major points. A Grading criteria will be available on Moodle.

Course-Related Trips/Activities:

Course related trip: Searching for hidden episodes in the history of medieval and renaissance Salamanca. After going through the clues handed out by the instructor, the students will search for the traces of the places/events/characters they have discovered using the clues and gather information about them. After the activity, students will write an essay (300-500 words) on one of the places/events/figures discussed during the trip and explain how it relates to the consolidation of the Spanish empire. More details and a Grading Criteria will be available on Moodle.

Course related trip: In the footsteps of artistic styles in Salamanca, visiting Casa Lis. Before the activity the students go through the information related to different artistic styles we have seen in the course. During the activity the students have to identify different artistic styles in the museum and fill in a chart. After the activity the students submit a description of the activity related to the different artistic styles they have seen in the visit.

Course related trip: *While at war (Mientras dure la guerra)* and Salamanca. After watching the movie, students will explore Salamanca looking for significant places related to Unamuno and the movie. In groups, they will visit and research these places, their history, and their relation to the Civil War. They will also write an essay (300-500 words) about the ideological clashes between the rival sides in the Civil War and their implications for people's everyday lives. More details and a Grading Criteria will be available on Moodle.

Course related trip: Street art and everyday cultural habits, visiting Barrio del Oeste. The students start the activity by reading texts describing Spanish cultural habits assigned to them. They visit the neighborhood looking for these habits and related graffiti, taking photos of the most important results. The class meets to discuss the findings of all the students. After the activity the students hand in a short explanation of the results of the field trip describing their own contribution and those of their classmates.

Homework assignments

For this course, you will be asked to look at the *Assignments* section for the readings assigned for the following day. You should read the assigned texts *before* coming to class and take notes while you read. You should come to class prepared to discuss the assigned material. Additional material for in-class discussion will be presented by power point, handouts, or video during the class session. You will be also asked to participate in a collaborative digital story as part of your homework assignments.

LEARNING OUTCOMES:

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

- Demonstrate an expansive knowledge of Spain's culture and history by reading, talking, writing, and researching about it.
- Analyse and assess the evolution of major events in the Iberian Peninsula and the role of Salamanca as a reference city.
- Identify the cultural and historical elements that shaped current Spanish society.
- Critically understand the future challenges for Spain as a nation and the strengths and weaknesses that characterise its society today.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - "Salamanca Sensible":

In this course we will pay special attention to Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, specifically to 4.7 Education for sustainable development and global citizenship (4.7). Students will become familiar with Spanish culture and the role played by education in its long history of cultural diversity. They will also learn about its current challenges and its efforts to move towards sustainable development. These contents are directly related to fomenting global

citizenship.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed two unexcused absences. For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Spanish Language – Orientation (15 hrs)	1 block
Spanish Language – Semester (60-90 hrs)	3
Area (45 hrs)	2
Workshops & Seminars (15-20 hrs)	1

CONTENT:

Session	Content	Assignments
Week 1 Session 1 (Sep. 9) Session 2 (Sep. 11)	Introduction: The cultures of Spain Spain: From its origins to the Reconquista: Between cultural diversity and unification	• Read the online article “Geography” by the Spanish Government available on Moodle (5 pages). • Read the online article “Population” by the Spanish Government available on Moodle (6 pages). • Read the online article “Culture of Spain” by the Spanish Government available on Moodle (pages 1-5). • Read the chapters “Ñ and Ole” by Pilar Orti available on Moodle: 79-93 (14 pages).
Week 2 Session 3 (Sep. 16) Session 4 (Sep. 18)	1492. The beginning of modern times: Cultural hegemony and dissent Spanish Folk Music Workshop	• Read the following pages in the book by Simon Barton: 98-111 (13 pages). Read: Ethnomusicology text on Moodle
Week 3 Session 5 (Sep. 23)	Imperial Spain (16th and 17th century): Politics, everyday habits and fashion. Movie : <i>Mad Love</i> (Juana La Loca).	• Read the following pages in the book by Simon Barton: 111-114 Juana; 114-124 Carlos I; 124-132 Felipe II (23 pages)

Session 6 (Sep. 25)	Course-Related Activity: Searching for hidden episodes in the history of medieval and renaissance Salamanca	<u>Before the activity:</u> go through the clues handed out by the instructor. <u>During the activity:</u> search for the traces of the places/events/characters you have discovered using the clues. <u>After the activity:</u> Write an essay (300 -500 words) on one of the places/events/figures discussed during the trip and explain how it relates to the consolidation of the Spanish empire
Week 4 Session 7 (Sep. 30)	The Golden Age: Literary and society	• Read the following pages in the book by Simon Barton: 139-146 (7 pages) • Read the following pages in the book by David T. Gies: Gerly 178-186 (8 pages)
Session 8 (Oct. 2)	The Golden Age Literature: Miguel de Cervantes and <i>Don Quixote</i> .	• Read the following pages in the book by David T. Gies: 201-222 (21 pages) • Read two chapters of the book <i>Don Quixote</i> by Miguel de Cervantes available on Moodle (3 pages and 4 pages). RESEARCH PAPER TOPIC AND THESIS STATEMENT DEADLINE: Submit the topic and the thesis statement of your paper on Moodle to be approved by the professor. • Digital story activity – Part 1
Week 5 Session 9 (Oct. 7)	Spanish Baroque: crisis and creativity.	• Read the article on Baroque art history on moodle RESEARCH PAPER TOPIC, THESIS STATEMENT AND BIBLIOGRAPHY. • Digital story activity – Part 2
Session 10 (Oct. 9)	Salamanca Barroca: A collaborative project about Salamanca	• Digital story activity – Part 3
Week 6 Session 11 (Oct. 14)	MIDTERM EXAM	
Session 12 (Oct. 16)	Tutorship	
Week 7 Session 13 (Oct. 21)	Political trends of the 18 TH and 19 TH Centuries: Enlightenment and the war of independence	• Read the following pages in the book by Simon Barton: The enlightened Despots and war of succession 147-151; Charles III 156-162; War of independence 177-185 (18 pages).

Session 14 (Oct. 23)	Cultural trends of the 18 TH and 19 TH Centuries: From Enlightenment to Romanticism	Read the following pages in the book by Simon Barton:193- 210 (17 pages)
Week 8 Session 15 (Oct. 28)	The turmoil of the 19th century: Politics and cultural realism	Read the following pages in the book by Simon Barton:186-195 Demography and Economics;195-197 cultural developments; 197-201 politics and Isabel II; 208-210 restoration (17 pages).
Session 16 (Oct. 30)	The crisis of liberal Spain and its cultural impact (1898). Modernism in painting and literature	- Read the following pages in the book by David T. Gies: Unamuno 496-499 (3 pages) - Read the following pages in the book by Simon Barton: The Cuban disaster , 1898 2010-2015 ; 217-224 Crisis of Liberal Spain and Primo de Rivera. RESEARCH PAPER DEADLINE
Week 9 Session 17 (Nov. 4)	The Second Republic and The Civil War: politics, education and culture.	- Read the following pages in the book by Simon Barton:225-236 (11pages). - Read the chapter on Moodle by Angela Cenarro: 82-96 (14 pages).
Session 18 (Nov. 6)	Course-Related Activity: <i>While at war</i> and Salamanca Movie in class: <i>While at war</i> (Mientras dure la Guerra)	<u>Before the activity</u>: watch the movie <i>While at war</i> <u>During the activity</u>: explore Salamanca looking for significant places related to Unamuno and the movie. In groups, visit and research those places, their history, and their relation to the Civil War. <u>After the activity</u>: Write an essay (300- 500 words) individually about the ideological clashes between the rival sides in the Civil War and their implications for people's everyday lives.
Week 10 Session 19 (Nov. 11)	Course-Related Activity: In the footsteps of artistic styles in Salamanca – Visiting Casa Lis	<u>Before the activity</u>: Go through the information related to different artistic styles we have seen in the course. <u>During the activity</u>: Look for the different artistic styles in the museum. <u>Homework after the activity</u>: Fill in the chart of the artistic styles and add drawings and photos.
Session 20 (Nov. 13)	Franco's Dictatorship and the Transition to Democracy: Politics and Culture The educational question and democracy Research paper presentations	- Read the chapter on Moodle by Mike Richards: 173- 181 (8 pages). - Read the chapter on Moodle by Pamela Beth Radcliff: 113-125 (12 pages).

Week 11 Session 21 (Nov. 18)	Spanish Classical Music Workshop Research paper presentations	• Read the article on Moodle by Eva Moreda Rodríguez about Manuel de Falla (15 pages).
Session 22 (Nov. 20)	Spanish culture from the past to freedom – la Movida then and now Research paper presentations	• Read the article on Moodle by William Nichols (13 pages). • Read the article on Moodle by H. Rosi Song and William Nichols (6 pages).
Week 12 Session 23 (Nov. 25)	Spain today: Politics, cultural trends and social challenges Research paper presentations	• Read the chapter on Moodle by Pamela Beth Radcliff: 125-130 (5 pages). • Read the following online article “Spanish Institutions” by the Spanish Government available on Moodle (11 pages).
Session 24 (Nov. 27)	Course-Related Activity: Street art and everyday cultural habits. Visiting Barrio del Oeste. The debate on sustainable development	• Quaggio Giulia (2023) Democracy on the walls: the portrayal of the common people in post-dictatorship Iberian murals, Journal of Spanish Cultural Studies, 24:2, 281-301, <u>Before the activity:</u> read the text assigned to your group <u>During the activity:</u> explore the streets looking for cultural habits and relevant graffiti. <u>Homework after the activity:</u> submit a short explanation of the results of the field trip
Week 13 Session 25 (Dec. 2)	FINAL EXAM	

COURSE-RELATED TRIPS/ACTIVITIES:

- Course related trip/activity: Searching for hidden episodes in the history of medieval and renaissance Salamanca: After going through the clues handed out by the instructor, the students will search for the traces of the places/events/characters they have discovered using the clues and gather information about them. They will then recreate in groups one of these historical episodes. After the activity, students will write an essay (300- 500 words) on one of the places/events/figures discussed during the trip and explain how it relates to the consolidation of the Spanish empire.
- Course related trip/activity: In the footsteps of artistic styles in Salamanca – Visiting Casa Lis. Before the activity the students go through the information related to different artistic styles we have seen in the course. During the activity the students have to identify different artistic styles in the museum and fill in a chart. After the activity the students submit the chart and a description of the activity and the different artistic styles.
- Course related trip/activity: *While at war (Mientras dure la guerra)* and Salamanca: After watching the movie, students will explore Salamanca looking for significant places related to Unamuno and the movie. In groups, they will visit and research these places, their history, and their relation to the Civil War. They will also write an essay (300-500 words) about the ideological clashes between the rival sides in the Civil War and their implications for people’s everyday lives. More details and a Grading Criteria will be available on Moodle.

- Course related trip/activity: Street art and everyday cultural habits, visiting Barrio del Oeste: The students start the activity by reading texts describing Spanish cultural habits assigned to them. They visit the neighborhood looking for these habits and related graffiti, taking photos of the most important results. The class meets to discuss the findings of all the students. After the activity the students hand in a short explanation of the results of the field trip describing their own contribution and those of their classmates.

REQUIRED READINGS:

- Barton, Simon. *A History of Spain*. Second Edition. New York: Palgrave Macmillan, 2009.
- Cervantes, Miguel de. "Don Quixote. Part I. Chapter 1."
<http://pd.sparknotes.com/lit/donquixote/section5.html>: 1-3.
- "Don Quixote. Part II. Chapter 74."
<http://pd.sparknotes.com/lit/donquixote/section130.html>: 1-4.
- Gies, David T (ed.). *The Cambridge History of Spanish Literature*. Cambridge: Cambridge UP, 2004.
- Graham H. and Labanyi J. *Spanish Cultural Studies. An introduction*. Oxford: Oxford University Press.
- Groves, Tamar, et al. *Social Movements and the Spanish Transition*. Palgrave Macmillan, 2017.
- Nichols, William. "From Counter-Culture to National Heritage: "La Movida" in the Museum and the Institutionalization of Irreverence." *Arizona Journal of Hispanic Cultural Studies* 13 (2009): 113- 126.
- Orti P. The A to Z of Spanish Culture Lulu.com, 2018.
- Quaggio Giulia (2023) Democracy on the walls: the portrayal of the common people in post-dictatorship Iberian murals, *Journal of Spanish Cultural Studies*, 24:2, 281-301.
- Moreda-Rodríguez, Eva. "A Catholic, a patriot, a good modernist: Manuel de Falla and the Francoist musical press." *hispanic research journal* 14.3 (2013): 212-226.
- Shubert, Adrian, and José Álvarez Junco, eds. *The history of modern Spain: chronologies, themes, individuals*. Bloomsbury Publishing, 2017..
- Song, H. Rosi and Nichols, William. "Introduction: "El futuro ya estuvo aquí." *Arizona Journal of Hispanic Cultural Studies* 13 (2009): 105-111.
- Spanish Government: "Spanish Institutions."
<http://www.lamoncloa.gob.es/lang/en/espana/spanishinstitutions/Paginas/index.aspx>: 1-11.
: "Population."
<http://www.lamoncloa.gob.es/lang/en/espana/historyandculture/population/Paginas/index.aspx>: 1-6.
: Geography."
<http://www.lamoncloa.gob.es/lang/en/espana/historyandculture/geography/Paginas/index.aspx>: 1-5.

REQUIRED VIDEOS:

- "Mad Love (Juan la Loca)" Vicente Aranda, 2001.
- "A Tribute to Pedro Almodóvar" MOMA (NYC), 2011.
- "While at War (Mientras dure la Guerra)", Alejandro Amenábar (2019).

RECOMMENDED READINGS:

- Barrai I Altet, X. *Art and Architecture of Spain*. New York: Bulfinch Press, 1998.
- Barton, S., And Fletcher, R. *The World of El Cid: Chronicles of the Spanish Reconquest*. Manchester: Manchester University Press, 2000.
- Bozal, V. *Goya: Black Paintings. (Gallery Guide)*. Madrid: Fundación de amigos del Museo del Prado, 2002.
- Brown, J. *Painting in Spain, 1500-1700*. New Haven: Yale University Press, 1998
- Carr, R. *Spain: A History*. Oxford: Oxford University Press, 2000.
- Finkelstein, H. (Ed.). *The Collected Writings of Salvador Dalí*. Cambridge: Cambridge University Press, 1998.
- Harris, J. *Art History: The Key Concepts*. New York: Rutledge, 2006.
- Havard, R. *The Spanish Eye. Painters and Poets of Spain*. London: Tamesis Books, 2007.
- Kamen, H. *Golden Age Spain*. New York: Palgrave Macmillan, 2004.
- Karmel, P. *Picasso and the Invention of Cubism*. New Haven: Yale University Press, 2003.
- Lynch, J. *Bourbon Spain, 1700-1808*. Oxford: Basil Blackwell, 1988.
- Payne, S. *A History of Spain and Portugal*. Madison: University of Wisconsin Press, 1973.
- Tomlinson, J. *From El Greco to Goya: Painting in Spain, 1561-1828*. London: Laurence King, 2012.



- Truxillo, C. *By the Sword and the Cross: The Historical Evolution of the Catholic World Monarchy in Spain and the New World, 1492-1825*. London: Greenwood Publishing Group, 2001.
- VVAA. *Is the War Over? Art in a Divided World (1945-1968)*. Madrid: Museo de Arte Contemporáneo Reina Sofía, 2011.

INSTRUCTOR BIOGRAPHY:

Tamar Groves is an associate professor at the Teacher Training College at the University of Extremadura. She holds a BA in psychology and history and an MA in history (both Cum Laude). In 2010, she obtained her PhD from the Tel Aviv University and the UNED, Madrid (awarded with a *Premio Extraordinario*). She has authored, co-authored and co-edited seven books in publishing houses such as Springer and Routledge. She also published extensively in leading international journals, including the *Journal of Social History*, *Bulletin of Hispanic Studies*, *Third World Quarterly*, etc. Dr. Groves received a teaching excellence prize twice from the University of Extremadura. She was a visiting researcher in PRIO, Oslo, the London School of Economics, Maastricht University, etc. She is an historian specializing in contemporary Spain, civic education and international education. At IES Abroad Salamanca she has taught the course “The Cultures of Spain: Understanding Past, Present and Future” since 2021.