



CU/SO 270: 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 disturbances 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 Paleolithic settlement and art, 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 in the Spanish culture, and the Christian Reconquista. With the establishment of medieval kingdoms with Hapsburg and Bourbon kings, and their unification of the Spanish territory, we will explore the separation of Portugal, 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 learn 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

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 quizzes – 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. A 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: 2,000-2,500 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:

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 (1,000 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 impressionist art and modernist architecture in Salamanca: After reading about impressionist art and modernist architecture the students will have to identify a series of artworks and buildings associated with these two movements, take photos and submit them, explaining their selection of artworks/buildings.

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 (1,000 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: Democratization and Spanish art in Salamanca, visiting DA2/Barrio del Oeste: Based on the material presented in class during the whole course about artistic movements in Spain, the students will have to complete a task while visiting the Contemporary Art Museum of Salamanca and /or the Barrio del Oeste.

Course related trip: Everyday cultural habits, from *Sobremesa* to *Amor*. The students will be provided with texts explaining the meaning and roots of a few everyday Spanish cultural habits. They will have to take photos (respecting anonymity) of objects, places and interactions related to these habits. Using the collected footage, they will create a digital story of everyday cultural habits in Spain.

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 do the assigned reading *before* coming to class and take notes while you read. Come to class prepared to discuss the assigned material. Additional material for in-class discussion will be presented by power point, handout, or video during the class session. I will grade your homework by asking you to turn in your reading notes, your answers to homework and in-class activities.

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.
- Analyze 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 its society faces 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:

Attendance is mandatory, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than two classes, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Students who are late to class on a regular basis will also receive a reduction in their final grade.

CONTENT:

Session	Content	Assignments
Week 1 Session 1 Session 2	Introduction: Spain's overview Spain From its origins to the Reconquista: Between cultural diversity and unification	<ul style="list-style-type: none"> • 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 Session 4	1492. The beginning of Modern times: Cultural hegemony and dissent Spanish music workshop	<ul style="list-style-type: none"> • Read the following pages in the book by Simon Barton: 98-111 (13 pages).
Week 3 Session 5 Session 6	Imperial Spain (16th and 17th century): Politics, everyday habits and fashion. Movie in class: <i>Mad Love</i> (Juana La Loca). Course related trip: Searching for hidden episodes in the history of medieval and renaissance Salamanca	<ul style="list-style-type: none"> • Read the following pages in the book by Simon Barton: 111-117;124-130 (12 pages) • Read the article "From Mad Queen to Martyred Saint" on Moodle (8 pages). <p>Homework: watch the movie and write a 300-word essay answering the questions asked on Moodle using the reading for class.</p> <ul style="list-style-type: none"> • <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. <p><u>After the activity</u>: Write an essay (800 - 1,000 words) on one of the places/events/figures discussed during the trip and explain how does it relate to the consolidation of the Spanish empire.</p>

<p>Week 4 Session 7</p>	<p>Spanish Culture: The Golden Age</p>	<ul style="list-style-type: none"> • Read the following pages in the book by Simon Barton: 139-146 (7 pages) <p>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.</p>
<p>Session 8</p>	<p>Spanish Golden Age Literature: Miguel de Cervantes and <i>Don Quixote</i>.</p>	<ul style="list-style-type: none"> • 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).
<p>Week 5 Session 9</p>	<p>The Bourbons in Spain. The challenge of the enlightened despots. From Philippe V to Napoleon (1700 – 1808)</p>	<ul style="list-style-type: none"> • Read the following pages in the book by Simon Barton: 147-151; 156-162; 166-177 (21 pages). <p>RESEARCH PAPER TOPIC, THESIS STATEMENT AND BIBLIOGRAPHY.</p>
<p>Session 10</p>	<p>Goya and his generation. , 18th and 19th century politics, literature and painting.</p>	<ul style="list-style-type: none"> • Read the following pages in the book by Simon Barton: 177-185 (8 pages). • • Read the following pages in the book by Simon Barton:195- 210 (15 pages)
<p>Week 6 Session 11</p>	<p>MIDTERM EXAM</p>	
<p>Session 12</p>	<p>Tutorship</p>	
<p>Week 7 Session 13</p>	<p>Course related trip: In the footsteps of impressionist art and modernist architecture in Salamanca</p>	<ul style="list-style-type: none"> • <u>Before the activity</u>: Go through the information related to impressionist art and modernist architecture. • <u>During the activity</u>: Look for the impressionist works of art and modernist architecture in the designated places. • <u>Homework after the activity</u>: Submit three photos of the results of your search accompanied by a short explanation.

Session 14	1898. Defeat, regeneration and the crisis of liberal Spain: From Alfonso XIII to the Civil War 1936-1939	<ul style="list-style-type: none"> • Read the chapter: The loss of Empire, <i>Regenerationism</i>, and the forging of a Myth of National Identity by Sebastian Balfour, 25-31 (6 pages) • Read the following pages in the book by Simon Barton: 217-235 (18 pages)
Week 8 Session 15	Spanish Culture at the beginning of the 20 th century: Avant-garde and internationalization	<ul style="list-style-type: none"> • Read the chapter on Moodle: The Avant-garde in the book Spanish Cultural Studies, 63-79 (18 pages). <p>RESEARCH PAPER DEADLINE</p>
Week 9 Session 16	Movie in class: <i>While at war</i> (Mientras dure la Guerra)	Read the chapter on Moodle by Angela Cenarro: 82-96 (14 pages).
Session 17	Course-related trip: <i>While at war</i> and Salamanca	<ul style="list-style-type: none"> • <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 (800- 1,000 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 18	Franco's Dictatorship: Politics, film, music and sports	<ul style="list-style-type: none"> • Read the chapter on Moodle by Mike Richards: 173-181 (8 pages). • Read the chapter: Cultural control, 201-214 (13 pages)
Session 19	<p>The transition and democratic consolidation: Politics and cultural policy</p> <p>The debate on sustainable development</p>	<ul style="list-style-type: none"> • Read the chapter on Moodle by Pamela Beth Radcliff: 113-125 (12 pages). • Read the chapter Regional Autonomy and Cultural policy 332-342 (10 pages).
Week 11 Session 20	Course related trip: Democratization, social mobilization and art in Salamanca: Visiting DA2/Barrio del Oeste	<ul style="list-style-type: none"> • Read the following pages from the book by Groves et al: 1-17 (17 pages). • Read the chapter M is for Movida: 58-66 (8 pages) • Homework after activity: 300-word essay using the questions on Moodle
Session 21	<p>Spanish culture from the past to freedom – la Movida then and now</p> <p>Research paper presentations</p>	<ul style="list-style-type: none"> • 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 22 Session 23	Spain today: Politics, cultural trends and social challenges <i>The educational question and democracy</i> Research paper presentations Course related trip: Everyday cultural habits from <i>Sobremesa to Amor</i>	<ul style="list-style-type: none"> • 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). • Before the activity: Read the material on Moodle on Spanish everyday cultural habits • During the activity: Take photos of cultural habits discussed in the texts. • Homework after the activity: Submit a narrated video using the footage – digital story
Week 13 Session 25 Session 26	Tutorship FINAL EXAM	<ul style="list-style-type: none"> • Review your notes and readings and bring questions to class. Study your readings and notes for the exam

COURSE-RELATED TRIPS:

- 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. They will then recreate in groups one of these historical episodes. After the activity, students will write an essay (1,000 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: In the footsteps of impressionist art and modernist architecture in Salamanca: After reading about impressionist art and modernist architecture the students will have to identify a series of artworks and buildings associated with these two movements, take photos and submit them, explaining their selection of artworks/buildings.
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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
- 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.