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. 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. More details and a Grading Criteria will be available on Moodle.

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.

**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:**
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<th>Session</th>
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| **Week 1**<br>Session 1 | Introduction: Spain’s overview | - 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). |
| Session 2 | Spain: From its origins to the Reconquista | - Read the following pages in the book by Simon Barton: 77-81; 89-97 (12 pages). |
| **Week 2**<br>Session 3 | 1492 The beginning of Modern times | - Read the following pages in the book by Simon Barton: 98-124 (26 pages). |
| Session 4 | Imperial Spain (16th and 17th century) | - Read the following pages in the book by Simon Barton: 124-147 (23 pages).  
- Watch the movie *The Escorial Conspiracy/Alatriste*.  
- Write a movie review (1,000 words) and analyze how the movie treats different social, cultural and political phenomena of the period. |
| **Week 3**<br>Session 5 | Course related trip: Searching for hidden episodes in the history of medieval and renaissance Salamanca | - Before the activity: Go through the clues handed out by the instructor.  
- During the activity: Search for the traces of the places/events/characters you have discovered using the clues and recreate in groups the historical episode.  
   - After the activity: Write an essay (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>| Session 6 | Spanish Culture: The Golden Age in architecture and literature | - Read the following pages in the book by David T. Gies: 178-200 (22 pages). |</p>
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<th>Week 4</th>
<th>Session 7</th>
<th><strong>Spanish Golden Age Literature: Miguel de Cervantes and Don Quixote.</strong></th>
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| Session 8 | **The Bourbons in Spain: from Philippe V to Napoleon (1700 – 1808)** | • Read the following pages in the book by David T. Gies: 201-222 Cambridge (21 pages)  
• Read two chapters of the book Don Quixote by Miguel de Cervantes available on Moodle (3 pages, and 4 pages) |
| Week 5 | Session 9 | **The Bourbons in Spain: 19th century** |
| Session 10 | **Spanish Enlightenment and Romanticism, 18th century and 19th century literature** | • Read the following pages in the book by Simon Barton: 147-166 and 177-186 (28 pages). |
| Week 6 | Session 11 | **Tutorship** |
| Session 12 | **MIDTERM EXAM** | • Review your notes and readings thus far. |
| Week 7 | Session 13 | **Painting and Music during the 18th and the 19th centuries: The two faces of Goya** |
| Session 14 | **From Alfonso XIII to Francisco Franco** | • Read the article on Moodle by Edward J. Olszewski (16 pages).  
• Watch the movie: Goya’s Ghosts.  
• Write an essay (1,000 words) on how the movie reflects the social, political and cultural situation in Spain at the time.  
• Read the following pages on the book by Simon Barton: 217-246 (29 pages). |
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<tr>
<th>Week</th>
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<td>8</td>
<td>15</td>
<td>Movie in class: <em>While at war</em> (Mientras dure la Guerra)</td>
<td>Read the chapter on Moodle by Angela Cenarro: 82-96 (14 pages).</td>
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<td>9</td>
<td>17</td>
<td>Spanish Culture from the turn of the Century to the Civil War (1900-1936)</td>
<td>• Read the following pages in the book by David T. Gies: 595-608 (13 pages).</td>
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<td>18</td>
<td>Popular and high culture during the Spanish Second Republic</td>
<td>• Read the article on Moodle by Eugenio Otero (15 pages).</td>
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<td>10</td>
<td>19</td>
<td>From Franco’s Dictatorship to Democracy</td>
<td>• Read the chapter on Moodle by Óscar Rodrigiez Barreiro: 97-112 (15 pages).</td>
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<td>20</td>
<td>Spanish Culture: from Censorship to Freedom</td>
<td>• Read the following pages from the book by Groves et al: 1-17 (17 pages).</td>
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### Course Schedule

| Week 11 | Session 21 | Post-1978 Spain: Cultural and geographical diversity | **Week 11**  
Session 21 | Session 22 | Spanish current politics and future social and national challenges: Economic Crisis and Political Uncertainty | **Week 11**  
Session 22 | Week 12 | Session 23 | Culture from the present to the future I: Freedom and national benefits and side-effects | **Week 12**  
Session 23 | Session 24 | Culture from the present to the future II: Trends and social challenges | **Week 12**  
Session 24 | Week 13 | Session 25 | Tuturship | **Week 13**  
Session 25 | Session 26 | FINAL EXAM | **Week 13**  
Session 26 |

- **Read the chapter on Moodle by Josefina Gómez de Mendoza:** 214-228 (14 pages).
- **Read the following online article “Spanish Institutions” by the Spanish Government available on Moodle:** (11 pages).
- **Read the chapter on Moodle by Pamela Beth Radcliff:** 113-132 (19 pages).
- **Read the article on Moodle by H. Rosi Song and William Nichols:** (6 pages).
- **Read the article on Moodle by William Nichols:** (13 pages).
- **Read the article on Moodle by Bert Cardullo:** (8 pages).
- **Watch the following documentary “A Tribute to Pedro Almodóvar” available on Moodle:** [https://www.moma.org/explore/multimedia/videos/189/1030](https://www.moma.org/explore/multimedia/videos/189/1030) (7:30 minutes).
- **Review your notes and readings and bring questions to class.**
- **In groups prepare a digital story after informing the teacher about the chosen session.**

### Course-Related Trips:

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REQUIRED READINGS:
- Cervantes, Miguel de. “Don Quixote. Part I. Chapter 1.”
- “Don Quixote. Part II. Chapter 74.”
- Spanish Government: “Spanish Institutions.”
  : “Population.”
  : “Geography.”

REQUIRED VIDEOS:
- “A Tribute to Pedro Almodóvar” MOMA (NYC), 2011.
- “The Escorial Conspiracy (La Conjura de El Escorial), Antonio del Real (2008)
- “While at War (Mientras dure la Guerra)”, Alejandro Amenábar (2019).

RECOMMENDED READINGS:
- Truxillo, C.*By the Sword and the Cross: The Historical Evolution of the Catholic World Monarchy in Spain and the New*