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Department of Modern Languages

SPN4500 SPANISH CULTURE

Course Website Login: <http://online.fiu.edu>

Instructors: Prof. María Asunción Gómez

Office Hours:

E-mail: gomezm@fiu.edu

COURSE DESCRIPTION

An examination of diverse manifestations of Spanish culture throughout history and in the present-day. The main aim is to develop a critical insight into the contemporary Spanish society and culture by looking at key sociological, political, and cultural events of the past. This is done by exploring cultural hybridity and the global aspects of Spanish cultural identity.

The course is divided into two modules. The first module analyzes the process of cultural cross-fertilization that took place among the Christian, Jewish, and Muslim communities in medieval Spain (711-1492) and focuses on the interactions of the three cultures in 21st century Spain. The second module examines how the Spanish Empire (16th and 17th centuries) became the foremost global power of its time and the place Spain has nowadays in global affairs.

We seek to encourage student's critical thinking about how the events of the past have shaped contemporary Spain. During the course we will question traditional notions of Spanish culture while broadening students' general knowledge and understanding about the main cultural themes discussed. Topics of discussion include issues on modernity, nationalisms, cultural diversity, globalization, exile, and immigration.

Throughout the semester, we will try to answer a variety of questions: How do Spaniards see their own country's past, present, and future? Do Spanish customs, culture, history, architecture, literature, and film reveal a clearly distinct way of seeing and understanding the world? What are the similarities and differences between Spanish cultural history and that of the Western European nations? How do Spaniards view their linguistic and cultural diversity, as well as their Islamic and Jewish heritage? What adjustments are necessary for examining the medieval/early-modern societies from the perspective of the 21st century's societies? Does our knowledge of the past enrich our awareness of the present and vice versa? How has Spain envisioned itself and what challenges does it face in the era of globalization? How is Spain dealing with immigration from Africa and Latin America?

OBJECTIVES AND STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to:

- Identify different aspects of Spanish cultural diversity (linguistic, artistic, racial, etc.) and discuss trends in multicultural and political issues in contemporary Spanish society.

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- Discuss the impact of different cultures (Roman, Visigoth, Muslim, Jewish) and identify the most important events that contributed to the formation of contemporary Spanish society.
- Examine Spanish cultural history *vis a vis* other world civilizations
- Discuss the role Spain has played in global political and cultural affairs throughout history.
- Demonstrate knowledge of current issues and perspectives in literary and cultural studies in Spain as well as being familiar with a range of cultural works from different periods.
- Discuss, synthesize and analyze, both orally and in writing, key points related to Spanish culture.

GLOBAL LEARNING OUTCOMES

Upon completion of this course, the student will:

- Become aware of key aspects of Spanish cultural diversity and the role Spain has played in the world stage in different times in history. (Global Awareness)
- Have acquired the linguistic and cultural tools needed to develop the analysis of multicultural, sociological, and political issues related to contemporary Spanish culture. (Global Perspective)
- Be ready to engage in current discussions related to Spanish culture and hopefully be part of intercultural problem solving, especially regarding the relationship between Spaniards and Latin Americans, as well as Muslims and Jews. (Global Engagement).

ACTIVE LEARNING STRATEGIES

- Students will engage in topics related to Spanish diversity (national, religious, cultural) through class and online discussions groups.
- Students will share information through wikies and the discussion board.
- Students will be involved in peer evaluation. They will use a rubric to evaluate group presentations and projects and they will also provide written feedback.

FORMAT

This is a hybrid course, which means that some of the course work will be conducted online. Expectations for performance in hybrid courses are the same as for traditional courses. On the Blackboard platform, you will find announcements, selected reading assignments, additional recommended readings, class notes, articles, related links, and all other relevant information. Spanish Culture is a course taught in Spanish

To sketch the broadest possible picture of our subject matter, we will draw on selected readings from books, journal articles and newspapers, as well as film and documentaries, student presentations and use of multimedia. We will seek to have both in-class and online conversations and discussions based on an interdisciplinary, interactive approach. These conversations will be critical in nature and they will deal with the social, cultural and political implications of past and current events. We will thus interrogate a wide range of issues in order to reach a better understanding of the historical period reviewed and other cultural aspects presented or assigned in class.

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PRE-REQUISITES

Advanced Spanish language proficiency (SPN 3422 or equivalent) is required in the four skills: reading, writing, listening, and speaking. Students should already have the ability to express complex ideas in Spanish, in both written and oral formats.

COURSE REQUIREMENTS

1. Class participation. We will discuss selected assigned readings and students are expected to come prepared and be able to participate in small group or whole class discussion on the topics and readings assigned. Two un-excused absences are permitted. If you miss class, it is your responsibility to catch up. Please, be on time for class and if by any chance you arrive late, do not disrupt the class. Students will be advised to attend possible lectures organized by the Center for Mediterranean Studies, the Centro Cultural Español-Miami, the Cuban Research Institute and guest speakers in the Dept. of Modern Languages here at FIU.

2. Blackboard discussion forum. Since this is a hybrid course and we will meet only once (1) a week, some of the discussions on the topics and readings will take place via Blackboard. Students are expected to post their reflections and comments about other students' postings.

3. Two (2) short individual projects in Spanish (4-5 pages, double-spaced) on a topic related to Spanish culture discussed in class. While at least one of the written assignments will be a research paper, the other can be a creative work. In both cases, the projects have to be approved by the professors. Late papers will be penalized (half a grade point off for each day that it is late; for example, an A paper, will receive an A- if it is one day late).

The grade for the written projects will be decided as follows:

- Project summary and bibliography. The first step will be to submit the following information in writing: title, 200-word abstract and commented bibliography of your research paper. At least five academic bibliographical sources will be included. You are supposed to summarize each of the sources in a paragraph.
- Final paper. The ideas of at least four sources should be incorporated and quoted in the paper. Of course, you may consult many other sources, however, only the cited works whose ideas are included. Students must follow MLA Handbook guidelines.

We suggest that for your individual project you develop a topic closely related to your group project so that you have part of the research done. The topic can be related to any cultural or historical aspect discussed in class, including art, architecture, food, dressing, everyday life, politics, cultural history, etc. Sample topics:

España en el mundo islámico.

Sefarad, quinientos años después.

Al-Ándalus y su legado en la España actual.

Influencia de la cultura andalusí en el mundo.

El papel de la mujer en la España musulmana.

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Aspectos de la vida cotidiana en la España medieval.

La ciencia en Al-Ándalus.

Sinagogas, mezquitas e iglesias. Las transformaciones de los lugares de culto.

Toledo, ciudad de las tres culturas.

Vestido, política e identidad cultural.

Las contribuciones del árabe a la lengua española.

Misticismo y espiritualidad en la España renacentista.

Bartolomé de las Casas y su defensa de los derechos humanos.

España y Castilla: nacionalismo e identidad nacional.

Hibridez y construcción de la identidad en el Inca Garcilaso.

Familia y comunidad en la España moderna. La sombra de los antepasados.

La comida del Nuevo Mundo llega a Europa: gustos y percepciones.

4. Two (2) group projects. Students will be divided into groups and they will work on the two projects. They will communicate through Blackboard and then they will present a video or do an oral presentation in class about the chosen topic. The time assigned for the oral presentation will depend on the size of the group, but each student should talk for about 10-15 minutes. The aim of the group project is to develop a critical reflection on the topic and to promote class discussion. The grade of the group projects will be based on peer evaluations.

5. Quizzes via Blackboard. The quizzes will be based on a selected aspect of the weekly assigned readings. There will not be any make-ups for given quizzes.

6. Extra credit. Students can get extra credit by attending lectures and events related to Spanish culture. These events are organized by the Spanish and Mediterranean Studies Center, the Centro Cultural Español-Miami, and the Department of Modern Languages here at FIU. Professors will announce the time and place for the lectures and the assignments students will have to complete in order to get the extra credit points.

COURSE EVALUATION AND GRADING

Class participation: 10%

Discussion Forum: 15%

Quizzes: 10%

Group Project: 30%

Individual Written Papers: 35% (Project Summary 5%; Final Paper 30%)

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GRADING SCALE

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B	83 - 86	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	0 - 59

Note: According to the University policy, an incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. Please, contact your instructor if you have any questions or need assistance at any time during the semester. Do not wait until the end of the term to ask for help or clarification.

DATES TO KNOW

Please, see official FIU calendar for details

ACADEMIC DISHONESTY

All course work must be the work of the student; otherwise, it is considered cheating. Plagiarism, cheating, and forgery are serious offenses and will not be tolerated as stated in the Academic Misconduct section of FIU's Academic Affairs Policies, Manuals, and Handbooks.

COURTESY

Technology can be useful but can also be very distracting to students themselves and to their classmates in many ways. Unless you have a physical or other kind of challenge that can be documented by the university, and have specific needs, please observe the above request.

SPECIAL NEEDS

Any student with special needs or requiring special accommodations should inform the instructor as soon as possible. Disability Services for Students provides information and assistance to students with disabilities who are in need of special accommodation or assistance.

COMMUNICATION

Your instructors will be available to speak with you during office hours, after class, or by appointment. We prefer that you give us a heads up so that we can be prepared for you. We welcome your thoughts, suggestions, and questions throughout the semester. Likewise, you may approach your instructors during office hours or by appointment, to discuss or suggest any other appropriate class topics you would like to explore, as well as extra credit activities or readings you would like to suggest for yourself or for the class to explore during the semester. Please,

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WEEKLY SCHEDULE-MODULE 1

WEEK 1 August 21-27	Introduction Due on August 27th: Discussion Forum 1. Presentación.
WEEK 2 August 28-September 3	España ayer y hoy: globalización y multiculturalismo Readings: “España global” by William Chislett “El antisemitismo y el conflicto palestino-israelí” by Carmen González Enríquez ¿Por qué al Qaeda y Estado Islámico ven en España un territorio a “reconquistar”? by Pablo Esparza Due on August 29th: Discussion Forum 2: La España medieval en el siglo XXI
WEEK 3 September 4-10	La llegada de los musulmanes a la España visigoda <u>Documentary</u> : “El islam y la resistencia cristiana” Reading: “Ocho siglos de Al-Ándalus” by Jesús Fernández Heredia Due on September 5th: Exam 1 based on documentary and reading assignment.
WEEK 4 September 11-17	Vida en Al-Ándalus Reading: <i>La vida cotidiana en la España musulmana</i> by Fernando Díaz-Plaja Group Presentation: Córdoba (Siglos VII y IX)
WEEK 5 September 18-24	Las ciencias y las artes en la ciudad de las tres culturas Readings: <i>Cuentos del Conde Lucanor</i> by Don Juan Manuel (Ejemplo XXXV. De lo que aconteció a un mancebo que se casó con una mujer muy brava y muy fuerte) <i>Milagros de Nuestra Señora</i> by Gonzalo de Berceo (“Cristo y los judíos de Toledo”) Group Presentation: Toledo (siglos XII y XIII) Due on September 24th: Discussion Forum 3 Due on September 27th: Annotated bibliography for first project.
WEEK 6 September 25-October 1	Los reinos cristianos: diálogos con las culturas orientales y europeas <u>Documentary</u> : “La península de los cinco reinos” Group Presentation: El románico y el gótico Group Presentation: El camino de Santiago
WEEK 7 October 2-8	El rechazo del Otro: judíos y moriscos <u>Documentary</u> : “La disgregación del islam andalusí” Group Presentation: Sevilla (siglos XIII y XIV) Group Presentation: Granada (siglo XIV) Due on October 8th: Discussion Forum 4 Due on October 2nd: Individual Written Project
WEEK 8 October 9-15	El rechazo del Otro: judíos y moriscos Reading: “El ocaso del judaísmo español” by Julio Baldeón Baruque <u>Documentary</u> : “Sefarad. Judíos en España” Group Presentation: La diáspora de los judíos sefarditas Group Presentation: Conversos y moriscos Group Presentation: La España multicultural del siglo XXI

Due on October 10th: Exam 3 based on documentary and readings

WEEKLY SCHEDULE-MODULE 2

<p>WEEK 9 October 16-22</p>	<p>New worlds, new words. Readings: Armillas Tiseyra: "On Language and Empire-The Prologue to Grammar of the Castilian Language"; Adam Lifshey: "The Magellan Fallacy: Globalization and the Emergence of Asian and African Literature in Spanish" <u>Documentary:</u> América un Mundo Nuevo Group presentation: Origins and evolution of the Spanish language. Due on October 17th: Discussion Forum 5</p>
<p>WEEK 10 October 23-29</p>	<p>Center and Peripheries Readings: Carlos Fuentes: El espejo enterrado: 1497 el año crucial, Eduardo Subirats: "La palabra verdadera, el reino del silencio"; Ramón Marrero-Fente: "Human Rights and Academic Discourse: Teaching in Las Casas-Sepúlveda Debate at the Time of the Iraq War." Group Presentation: Spanish Humanism historical background and development. Due on October 24th: Annotated bibliography for second written project</p>
<p>WEEK 11 October 30- November 5</p>	<p>New Societies, New Subjects. Readings: <i>La vida de Lazarillo de Tormes y de sus fortunas y adversidades</i> (Tratado I and II); Joseph Ricapori: "Commonality of Thought: Juan Luis Vives and <i>Lazarillo de Tormes</i>," and Victor Gollwitzer: Canclini: "La Globalización: productora de culturas híbridas." <u>Documentary:</u> Carlos V: Un monarca, un imperio, una espada. Group Presentation: The epic novel: The new literary genre that revolutionized the art of European novel. Due on November 6th: Exam 3 based on readings and documentary</p>
<p>WEEK 12 November 6-12</p>	<p>The National Catholicism of Philip II Readings: Henry Kamen: "La política religiosa de Felipe II". Artículos: ABC-"España más allá del catolicismo"; ELPAIS-"España es menos católica"; Artículo James Pinkerton-"Yesterday's Spain, Today's America". <u>Documentary:</u> La España de Felipe II: un Imperio sin emperador Group presentation: The Counter-Reformation: safeguarding the Catholic faith against heresies. Group Presentation: Spanish Universities in the time of the Catholic Monarchs. Due on November 13th: Discussion Forum 6</p>
<p>WEEK 13 November 13-19</p>	<p>Patterns of migration. Readings: Ida Altman: "Moving Around and Moving On: Spanish Emigration in the Age of Expansion"; Dolores Juliano: "La construcción de la diferencia: Los latinoamericanos"; Tomas Calvo Buezas: Los inmigrantes en un mundo globalizado y multicultural: ¿Amenaza o nueva civilización? Group Presentation: The European Baroque, Sor Juana and the Baroque of the Indies.</p>

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	Due on November 20th: Discussion Forum 7
WEEK 14 November 20-26	Cervantes's work: Handling conflictive situations in today's culture. Readings: Antonio Feros: "Por Dios Por La Patria y El Rey: El Mundo Político en Tiempos de Cervantes"; Mario Vargas Llosa: "El Quijote: Una novela para el Siglo XXI"; Article: Luis Garzón: "Globalización: ¿Oportunidad o amenaza para España?" <u>Documentary</u> : Voces contra la globalización-La estrategia de Simbad Group Presentation: El Escorial: Its historical and cultural significance Due on November 27th: Exam 4 based on documentary.
WEEK 15 November 27- December 3	Border Interrogations. Readings: Juan Goytisolo: España y los españoles; Flessler Daniels: "Return to the Moor: Differences Within and Without"; Parvati Nair: "Europe's East Wall-Contiguity Exchange and Heterotopia in Ceuta". Group Presentation: Spanish Golden Age plays: Fuenteovejuna, a democratic play in the Castilian theatre."

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