

Civilización y Cultura Española

JU Course Code: SPAN 330

SIS Course Code: SPAN 330

Subject areas: Spanish Studies, Cultural Studies, History, Political Science, Gender Studies

Language of instruction: Spanish

Contact hours: 45

Recommended credits: 3

Instructor: Mauricio Molina

COURSE DESCRIPTION

This course provides students with general knowledge of the main events of the history of Spain and their influence upon contemporary Spanish life and culture. Additionally, we will discuss the major areas of Spanish life and how they have changed in the last century so as to better understand principal current ideological, political and cultural tendencies. Finally, by comparing U.S. and Spanish cultural trends, students should gain a new understanding of their own culture and cultural adaptation. We will look at far-reaching social issues such as politics, gender, class and religion, as well as issues facing Spain today such as obesity, regionalism, changing trends in food, and especially the Spanish family.

LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

- Explain and interpret how the history of Spain influences contemporary Spanish society.
- Recognize and apply conceptual tools required in cultural studies giving special importance to intercultural strategies and sensibility.
- Develop critical thinking as a way to read and understand political, social and economic factors reflected in contemporary Spanish culture.
- Value cultural studies as a device to learn about a different culture and ultimately give an insightfully perspective towards their home culture.
- Produce active and relevant class discussion and create high-quality academic papers.

TEACHING METHODOLOGY

This course employs a blended teaching methodology to ensure student learning.

Guided lectures: Instructor's led lectures can provide structured overviews of key historical events, cultural trends, and social issues in Spain. Incorporate multimedia elements such as historical footage, maps, and contemporary media clips to illustrate points.

Classroom debates: we will promote small-group discussions on specific topics, such as changes in Spanish family dynamics or regionalism, encouraging students to engage with and debate these issues.

Student presentations: we will organise individual or group projects where students research and present on specific historical events, cultural trends, or social issues in Spain. Encourage the use of diverse sources and perspectives.

Tours of the city: we will go on guided tours of significant historical sites in the city, such as landmarks and museums, to provide a tangible connection to the course material.

COURSE EVALUATION

The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The breakdown of the final grade is as follows:

- Class participation 20%
- Midterm written exam 25%
- Final written exam 25%
- Final project 20%
- Final project 30%

Class participation: Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. *Please see the participation rubric below*

Final project: The final project consists of both a written report and an oral presentation. By the 3rd week of class, students will have chosen a topic linked to the syllabus and must get final approval from the professor for the topic of choice. This early start to the final project provides students with ample time to research their topic, meet with group members (if applicable), and not leave everything for the last minute. **Students are expected to demonstrate original and critical thinking as well as analytical reflection from scholarly research cited properly.**

Exams: Both the midterm and the final exams may contain a mix of multiple choice, short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

EXPERIENTIAL LEARNING AT SIS: FIELD STUDIES AND GUEST LECTURES

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organised during this course:

	Field Study Site	Description of activity on site
Field Study Visit 1	Roman Barcelona (Roman Walls)	Neighbourhood walk
Field Study Visit 2	Jewish Quarter (Call Jueu)	Neighbourhood walk
Field Study Visit 3	MUHBA (Museu de Historia de Barcelona)	

****Please note: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.*

ATTENDANCE POLICY

Students at SIS are permitted three (3) absences (no justification required) before their final grade is affected. These three (3) permitted absences should be reserved for illnesses that require a student to remain home or seek **immediate** medical attention. In cases of hospitalizations, religious observance or significant family/personal emergencies students can request excused absences or exam retakes, but only following a formal request to the Academics Team including proper documentation.

Why do I have to attend classes? Attendance is crucial for students as it ensures engagement with course material, participation in discussions, and timely feedback. Regular attendance fosters responsibility, enhances understanding, and helps prevent academic gaps. It also builds relationships with peers and instructors, contributing to a successful learning experience and professional development.

Am I responsible for managing my absences? Students are responsible for managing their absences and for the impact that absences will have on their final grade. Missing class due to illness, personal travel, visits from family or friends, etc. all count equally as an absence from class. Students are responsible for notifying faculty about recovering any content missed in class due to an absence.

Can I be late for class? The answer is NO. Punctuality is crucial for maintaining a productive and respectful learning environment. Students are expected to arrive on time for each session. Arriving more than **15 minutes** late is considered a **late arrival** with three late arrivals equating

one absence. Additionally, students arriving **+30 minutes late** will be marked as **absent** and may not be permitted to remain in class.

ALLOWED ABSENCES: SEMESTER TERMS						
Contact Hours	Allowed Absences without penalty			Automatic Course Failure		
Courses meet for 45 contact hours total over an average of 24 sessions	3			6		
ATTENDANCE PENALTIES: SEMESTER TERMS						
Absence	1st	2nd	3rd	4th	5th	6th
Penalty	<i>No penalty</i>	<i>No penalty</i>	<i>No penalty</i>	<i>Grade Lowered 1/3 letter grade</i>	<i>Grade Lowered 1/3 letter grade</i>	Automatic Course Failure
HIGHEST POSSIBLE GRADE						
Grade	A	A	A	A-	B+	F

ALLOWED ABSENCES: SUMMER TERMS						
Contact Hours	Allowed Absences without penalty			Automatic Course Failure		
Courses meet for 45 contact hours total over an average of 24 sessions (2 sessions/day)	3 (1.5 day sessions)			6 (3 day sessions)		
ATTENDANCE PENALTIES: SUMMER TERMS						
Absence	1st	2nd	3rd	4th	5th	6th
Penalty	<i>No penalty</i>	<i>No penalty</i>	<i>No penalty</i>	<i>Grade Lowered 1/3 letter grade</i>	<i>Grade Lowered 1/3 letter grade</i>	Automatic Course Failure
HIGHEST POSSIBLE GRADE						
Grade	A	A	A	A-	B+	F

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur **a penalty of 10% per day late**, up to a **maximum of three days**. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment:

A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.

Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination;

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels he/she has been treated unfairly, in that an instructor has deviated from his/her prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult [SIS Student Manual](#).

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

COURSE SESSIONS AND CONTENT	
SESSION	CONTENT
1	Course and Syllabus Presentation
2	The First Civilizations in the Iberian Peninsula: Cents, Phoenicians, Greeks and Carthaginians
3	The Roman Empire and the Visigoths Intro to Roman conquest in the Iberian Peninsula Period of cultural Romanization
4	Islam and the Reconquest: The Spain of Three Cultures
5	The Catholic Monarchs and the discovery of America Spanish dynastic unity and building the modern state
6	The Sixteenth-Century Spain
7	The War of the Spanish Succession 1700
8	The Industrial Revolution Demographic change, agrarian society: expansion and stagnation cultural

	developments, political change
9	The Nineteenth Century Liberal Government to the Establishment of the First Spanish Republic
10	The Second Republic and Spanish Civil War The Constitution of 1931 and the biennium reformis Social environment analysis
11	The Spanish Civil War and the Establishment of Franco
12	Visit to the Museu d'Historia de Catalunya
13	MIDTERM EXAM
14	The Franco Regime from 1939 to 1959
15	The Franco Regime from 1959 to 1975: Fall of the Regime
16	The return to Democracy: The Spanish Transition Approach to post-Franco Spain the consequences from decades of dictatorship
17	The First Socialist Government in Spain (1982 – 1996)
18	Governments of José María Aznar and José Luis Zapatero Analysis of the inclusion of political rights in the Spanish government Political and economic measures to reduce the deficit and revive the private economic sector Spain's participation in the birth of the Euro in 1999
19	Current Spanish Society I: Politics and Economics
20	Current Spanish Society II: Center for Sociological Research (CIS)
21	Current Spanish Society III: Nationalism in Spain
22	Current Spanish Society IV: The Languages of Spain
23	Student Presentations
24	Student Presentation
25	Film viewing
26	Review
27	FINAL EXAM

*****Please Note: The number of sessions and the sequence of assignments may vary depending on the term.**

BIBLIOGRAPHY

Required readings:

BOOKS

- BARTON, S. (2004). A history of Spain (Chapters: "From Prehistory to AD 1000"; "The Universal Monarchy"; "The Enlightened Despots, 1700-1833"). Palgrave Macmillan.
- CARR, R. (2000). Spain a history. New York. Oxford university press.
- HOOPER, J. (1995). The New Spaniards (Chapters: "The change in Spain", "Socialist in Spain", "Not-so-Socialist Spain", "The Catalans"). London Penguin Books.
- HUGHES, R. (2001). Barcelona. London. The harvill press.
- PEARSON, P. (1999). The history of Spain. Westport .Greenwood Press.
- SCRIBNER'S SONS (1973). Concise History of Spain. New York.
- SUTHERLAND, V. (1939). The Romans in Spain, 217 B.C.-A.D. 117. London. Methuen & Co., Ltd.

ARTICLES

- BLANCO, R. (2003). "What is a Constitution" (from <http://www.congreso.es>).
- FERNÁNDEZ, G; FUSI, J.P. ¿Qué era el franquismo? (from: EL MUNDO (1995). Historia de la democracia. Madrid. Unidad Editorial).
- NEWS CHRONICLE (1936). Interview with the spanish rebel leader (from: <http://www.historiasiglo20.org>).
- PAYNE, S. El centinela de Occidente (from: EL MUNDO (1995). Historia de la democracia. Madrid. Unidad Editorial).
- PRESTON, P. El dictador desconocido (from: EL MUNDO (1995). Historia de la democracia. Madrid. Unidad Editorial).
- WOODWORTH, P. (2001). Why do they kill? The Basque conflict in Spain. World Policy Journal, vol:18.

MOVIES

- Tierra y Libertad. Ken Loach. 1995.
- Ay, Carmela! Carlos Saura. 1990.
- Siete días de enero. Juan Antonio Bardem. 1978

Recommended readings:

- ALVAREZ JUNCO, José (1996), "The Nation Building Process in Nineteenth-Century Spain," in Mar Molinero and Angel Smith, Nationalism and the Nation in the Iberian Peninsula, Oxford: Oxford University Press, pp: 89-106.
- BALFOUR, S. (2005). "The reinvention of Spanish conservatism: the Popular Party since 1989" in "The Politics of Contemporary Spain" edited by Sebastian Balfour. Routledge: 146-169.
- BARTON, S. (2004). A History of Spain. Palgrave Macmillan.
- BURNS, j. 1998. Barça: a people's passion. London: Bloomfield.
- DOWLINGG, A. (2005). "Convergència i Unió, Catalonia and the new Catalanism" in "The Politics of Contemporary Spain" edited by Sebastian Balfour. Routledge: 106-121.
- FREIRE, Espido. (2006) El Mileurista. Barcelona:Ariel.

- GOLDIE, Shabad "Language, nationalism and political conflict in Spain" in Comparative Politics, Vol. 14 No. 4 (Jul, 1982) 443-447.
- HOOPER, J. (1995). "The New Spaniards" Penguin Books.
- MATA, J.M. (2005). "Terrorism and nationalist conflict: the weakness of democracy in the Basque Country" in "The Politics of Contemporary Spain" edited by Sebastian Balfour. Routledge: 81-106.
- PRESTON, Paul, (1981). ¡Comrades!. Planeta.
- SVEN, David. (1998) "Family ties in Western Europe: Persistent Contrasts" in Population and Development review, 24(2): 203-234.