

## **SEVI 410: Contemporary Spanish Society**

### **Introduction**

This is a required course for SAS students during the month prior to the start of their University of Sevilla classes. It consists of two separate units, one related to the recent history of Spain – focused on issues such as immigration or the situation of women – and one focused on analysis of basic grammatical aspects of the language. The final grade will be an average of the grades from each unit.

### **HISTORY UNIT**

#### **Objectives**

This unit aims to give students an understanding of the historical and social processes that occurred in Spain during the 20<sup>th</sup> century, exploring the consequences of these processes today and reflecting on the historical aspects that have shaped Spain. It will give students an essential cultural understanding of Spain that will allow them to develop a critical sense of contemporary Spanish society.

#### **Methodology**

The class will be based on planned lectures, and an emphasis will be placed on class attendance.

There will be class discussions surrounding a series of required readings (7 in total) that will be handed out on the first day of class.

There will also be a series of complementary activities that may include cultural visits and excursions, in order to supplement the material learned in class.

As study material, students will use the basic bibliography as well as other complementary texts that will supplement the class notes.

#### **Grading Criteria**

- Reading responses (5 responses, 1 page each): **15%**
- Quiz (Topics I-VI): **25%**
- Reflection on the visits and excursions (minimum of 7 pages): **15%**
- Final exam (all material): **45%**

#### **Complementary Activities (Attendance Obligatory)**

- Excursion: The Roman City of Itálica
- Excursion: Córdoba
- Excursion: Granada
- Visit: Archaeological Museum of Sevilla
- Visit: Reales Alcázares of Sevilla
- Visit: Cathedral of Sevilla
- Visit: Museum of Arts and Customs of Sevilla

## Disciplinary Policy of the Course

Students are allowed two absences. After the second absence, 0.2 points will be deducted off of the final grade for each additional absence.

## Basic Bibliography

- Course pack of readings designed by the professors (photocopies)
- Carr, Raymond. *Historia de España*. Madrid: Península, 2001
- Domínguez Ortiz, Antonio. *España, tres milenios de historia*. Madrid: Marcial Pons, 2000
- Hooper, John. *The New Spaniards*. New York: Penguin Books, 1995 (reading recommended by UNC)

## Schedule

Day 1	Topic 1: Introduction of the region: Cultural and linguistic differences in current Spanish society
Day 2	Topic 2: Spain in the first third of the 20 <sup>th</sup> century: the reign of Alfonso XIII Origins of nationalism
Day 3	Topic 3: The Second Republic and the Spanish Civil War (1931-1939) <i>Homework: Turn in reading response (Historical Text 1)</i>
Day 4	Topic 4: The Francoist Decades (I). Politics and mentality during the dictatorship (1939-1975) <i>Homework: Turn in reading response (Historical Text 2)</i>
Day 5	Topic 4: The Francoist Decades (II). Politics and mentality during the dictatorship (1939-1975)
Day 6	Topic 5: The Transition and the first years of the reign of Juan Carlos I (1975-1982) <i>Homework: Turn in reading response (Historical Text 3)</i>
Day 7	Topic 6: The Socialist Decade and the “Europeanization” of Spain (1982-1996) <i>Homework: Turn in reading response (Historical Text 4)</i>
Day 8	Topic 6: Spain today. The government of the Partido Popular (1996-2004). The government of José Rodríguez Zapatero (PSOE) (2004-)
Day 9	<b>QUIZ:</b> Topics 1-6
Day 10	Topic 7: Immigration and marginalization in Spain
Day 11	Topic 8: Popular religiosity and celebrations in Andalucía (I) <i>Homework: Turn in reading response (Anthropological Text 1)</i>
Day 12	Topic 8: Popular religiosity and celebrations in Andalucía (II)
Day 13	Topic 9: The situation of women in contemporary Spain
Day 14	General review <i>Homework: Turn in reading response (Anthropological Text 2)</i>
Day 15	<b>FINAL EXAM</b> (all material)

## LANGUAGE UNIT

### **Objectives**

This is an advanced course that aims to provide students with the means to express themselves both formally and academically about Spanish society, in order to prepare them for the university setting.

In order to achieve this goal, students will study cultural texts about contemporary Spain, which offer a basis for a general overview of Spanish society and propose specific topics for discussion. At the same time, students will study linguistic and grammatical aspects of the formal language, which the student can apply to the cultural base they establish in order to be able to express themselves critically and formally about specific topics.

This course is parallel to the culture course, so the historical, artistic, etc. knowledge of the students will be complemented with an emphasis on vocabulary, written expression, and oral debate.

### **Methodology**

- Before each class, students must read the reading(s) listed on this syllabus, in a comprehensive manner, writing down words/concepts that are difficult to understand, as well as any grammatical aspects that they don't understand. They must also answer brief comprehension questions, which they will turn into the professor at the beginning of the class, and prepare discussion questions raised in the texts to contribute to class discussion.
- In class:
  - Each day, students will bring a "language example" (a colloquial expression, a new word, a complicated grammatical structure, etc.) that they have heard or read somewhere, to talk about during the first few minutes of class. This aims to familiarize the students with the everyday language, which is different than the formal language used in the texts
  - The main focus of the class will revolve around the texts and analysis of their vocabulary and grammatical aspects, as well as debates and discussions about their contents and the topics they address. For this, it is encouraged that students bring in pertinent information they find on the topics (from the press, the news, TV, opinions of his/her family and friends, from Spanish people, etc.)
  - After establishing a basis of the current situation of the topics in question, and clarifying doubts about it, each day students will study a different formal aspect (linguistic connectors, verbs, formal expressions, resources to cite, etc.) and students will learn to use these in practical ways, within the context of the topic studied (and later, to be used for their compositions)
- After each class, there will be homework assigned: a written composition (150-200 words) in which the students will express their personal and critical opinions of the topic discussed in class, stemming from the "Question of the day" raised in class. Throughout the course, students should continuously incorporate in their compositions the formal aspects studied in class, in order for their writing to become more and more academic. **The homework must always be turned in the next day of class.** The professor will

correct the compositions following the correction code (at the end of the booklet), and students must revise and resubmit the compositions with the corrections included (in the class following the day corrections were given to them). At the end of the course, if the corrections have been completed correctly, the professor will raise the final homework grade. **It is obligatory to correct the compositions, and they must be turned in the day after receiving corrections. Corrections WILL NOT be accepted at the end of the course.**

- Students are encouraged to bring in any type of material/events (press articles, news, etc.) that are of interest to the material studied in class.

### **Presentations**

Each student will give a brief presentation (between 5-8 minutes) on a cultural topic, which can be (but does not have to be) related to one of the topics discussed in class. Pronunciation, correct use of grammar, content and vocabulary, fluency and expression, as well as use of audiovisual media (photographs, drawings, graphics, posters, etc.) will be evaluated. Optionally, presentations can serve as a basis for the research paper.

### **Research Paper**

Each student must write a research paper, which will be evaluated mainly based on content and grammar, but also on format, organization, and bibliographic sources. The topic must be some cultural aspect of Spanish society, presented in an argumentative way (thesis-argument-conclusion). The paper will be about 8 pages long, plus a list of works cited.

Students must communicate to the professor their chosen topic as soon as possible, and a month before the final deadline, students must turn in an outline and a draft of the first page to the professor, who will make sure that the approach/focus is correct and that the student can move on with the work.

At the end of the booklet, there is an appendix with the rules for writing the essay, which students should read carefully!

### **Grading Criteria**

- Preparation for class and Participation: **10%**
- Comprehension Questions and Compositions: **30%**
- Presentation: **20%**
- Research paper: **40%**

The grade of this language unit will make up half of the final grade of the course “Contemporary Spanish Society”. The final grade of the course will be an average of the grades of the two units (language and history).

### **Disciplinary Policy**

Students are allowed two absences. After the second absence, 0.2 points will be deducted off of the final grade for each additional absence.

## Contents

- **Topic 1:** Language of popular culture. Effects of globalization on the Spanish way of life
- **Topic 2:** The Transition: changes in Spain in the past 30 years
- **Topic 3:** European integration: new terminology in political language. The Euro
- **Topic 4:** From a country of emigrants to one of immigrants. Comparison with the United States
- **Topic 5:** Men and women in today's Spanish society

## Bibliography

### Text books

- Culture: Hooper, John. *The New Spaniards*. Penguin Books.
- Language: Course pack of readings (photocopies)

### Reference books

- Villar, Pierre. *Historia de España*. Barcelona. Crítica, 1999.
- Carr, Raymond. *Historia de España*. Madrid: Península, 2001.
- Domínguez Ortiz, Antonio. *España, tres milenios de historia*. Madrid. Marcial Pons, 2000.
- Gibson, Ian. *España*. Barcelona: Ediciones B, 1993.
- García Santos, J.F. *Sintaxis del Español: Nivel de Perfeccionamiento*. Madrid: Universidad de Salamanca y Santillana, 1993.
- Garcés, M<sup>a</sup> Pilar. *La oración compuesta en español. Estructuras y nexos*. Madrid: Verbum, 1994.

## Schedule

Day 1	Course introduction. Spanish society: concepts and subjects
Day 2	Language of popular culture Reading: "Lúdica Hispania" (adapted text) Question: Is globalization compatible with the Spanish "saber vivir"?
Day 3	The Spanish education system. Two concepts of university studies: the differences between the Spanish university system and the American one. Libraries
Day 4	The Transition (changes in Spain in the last 30 years) Reading: "Democracia y autonomías" Question: To what point is Spain a true democracy?
Day 5	Audiovisual: "Los 25 años del reinado de Juan Carlos I"
Day 6	European Integration: new terminology in political language Reading: "Ahora soy sueco" and "La Unión Europea" Question: Is it possible to create a "United States of Europe"?
Day 7	From a country of emigrants to one of immigrants Reading: "Los inmigrantes" Question: What are the similarities and differences between immigration in Spain and the US?
Day 8	Audiovisual: "Solás" de Benito Zambrano, "Todo sobre mi madre" de Pedro Almodóvar

Day 9	Men and women in today's Spanish society Reading: "Hombres de su casa" and "La lavadora" Question: Does Spanish society encourage/promote gender equality?
Day 10	<b>PRESENTATIONS</b>
Day 11	<b>PRESENTATIONS</b>