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**LANGUAGE, CULTURE AND COMMUNICATION: HISPANIC CULTURES AND THEIR SOCIETIES
CM329**

DESCRIPTION:

This course has been designed to introduce students to Hispanic cultures and their societies. Spain and Latin America will be approached from a transatlantic perspective taking into consideration their diversity and their complexity. Questions related to identity, nation and territory are essential and thus will be analyzed and discussed in class. The course will also inquire into the concept of culture and cultural identity and it will discuss perceptions of time, society, family, religion and values in Hispanic societies. Some basic communication theory will be presented and sites of cultural interest visited (3 credits).

PREREQUISITE:

Advanced level of Spanish

LANGUAGE OF PRESENTATION:

Spanish

PROFESSOR:

C. RUIZ, PHD

STUDENT OUTCOMES:

By the end of the course students will:

- identify cultural and social processes in Spain and Latin America from a historical transatlantic perspective;
- distinguish societies´ complexities and differences depending on their cultural practices, communication dynamics and traditions, amongst other.
- recognize cultural difference and be understanding and tolerant towards this;
- express themselves in Spanish and with criterion about topics tackled in the course verbally and in written form.

LEARNING MEANS:

- LECTURES: professor will provide the historical, political, social and economic context of the content of the course.
- CLASS DISCUSSIONS: based on key texts compiled in the course reader. All required readings can be found in the course reading package. The readings listed for a particular session must be completed BEFORE coming to class that day.
- FIELD STUDIES: professors guided visits to significant sites related to the content and outcomes the course.
- CLASS PRESENTATIONS: students will contribute to run a given session by an oral group presentation selected by themselves.

METHOD OF ASSESSMENT:

Students´ **participation in class** is essential and it will be assessed. Students are expected to have an active role in the class, participating in class discussions and fulfilling the required work for each session (readings and other possible materials such as films and documentaries as stated). Students are also required to give an **oral presentation in group** on one of the topics of the course, under the professor´s guide and instructions. **Two essays** (4 pages long; Time New Roman 12; 1.5 lines) will be written by each student on a topic given by the instructor related to two of the four visits (Field Studies) carried out through the course. Essays will be submitted in hard copy and also sent by e.mail to the professor. **Two exams** –mid term and final- on the contents of the course will be taken by each student.

Class participation:	20%
Oral presentation:	10%
Essays (1 & 2):	30%
Mid-term exam:	20%
Final exam:	20%

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COURSE CONTENT

SESSION 1	Jan. 22, 2008	<p>Class content: General introduction to the course. Topics for oral presentations and essays.</p> <p>Required readings: None</p>
SESSION 2	Jan. 24, 2008	<p>Class content: The Hispanic world: Spain and Latin America in perspective. Images, visions and transatlantic approaches.</p> <p>Required readings: Elliot, John H., "En el espejo del tiempo: América y España en el espejo del tiempo. Visiones atlánticas del mundo hispánico", <i>Diario ABC</i> (2003): 1-4.</p> <p>Film Viewing (IN CLASS): Excerpts of Luis Buñuel, <i>Los olvidados</i> (1950).</p>
SESSION 3	Jan. 29, 2008	<p>Class content: Languages and cultures of Spain: Co-existence and conflict (i)</p> <p>Fieldstudy: (Students´self-guided visit) <i>Museu d´Historia de Catalunya</i>. Under the professor´s guide and supervision, students are required to visit the museum in their own time to have a closer approach to Catalonia and its historical, political, economic and cultural insertion in Spain.</p>
SESSION 4	Jan. 31, 2008	<p>Class content: Languages and cultures of Spain: co-existence and conflict: Basc Country, Catalonia and Galicia (ii)</p> <p>Required readings: Lozano, Irene. "Lenguas en Guerra" <i>Aula de Cultura Virtual, El correo digital</i>: 1-8; Schwarzwälder, Barbara, "En el laberinto nacionalista: venturas y desventuras de una catalanoalemana": 33-43.</p>
SESSION 5	Feb. 5, 2008	<p>Class content: Identity, culture and nation : symbolic borders and imagined constructions.</p> <p>Required readings:</p> <p>Film/Documentary (IN CLASS): A selection of NODO (Spanish documentaries under Franco's political regime, 1939-1975) is to be shown to students in the class. These propaganda films were an important way for the regime to indoctrinate people and control information. Today, they have a highly cultural and historical value.</p> <p>Excerpts of: Luis G. Berlanga, <i>Las escopeta nacional</i> (1978). Bienvenido Mr. Marshall</p>
SESSION 6	Feb. 7, 2008	<p>Class content: Cultural diversity in Spain: Multicultural debates, communication and culture.</p> <p>Required readings: Bilbeny, Norbert. <i>Por una causa común. Ética para la diversidad</i>: 33-46; 167-180; Onghena, Yolanda: Reinterpretar para gestionar la diversidad cultural: 51-65.</p>
SESSION 7	Feb. 12, 2008	<p>Class content: Multiculturality in Spain: "Perceptions of the other"</p> <p>Film Viewing: Iciar Bollain: <i>Flores de otro mundo</i></p>

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SESSION 8	Feb. 14, 2008	<p>Class content: Multiculturalism and the city</p> <p>Fieldstudy: <i>Centre de Cultura Contemporània de Barcelona (CCCB)</i>. Founded in 1994 and situated at the core the popular and emblematic area of El Raval, CCCB is a large an active center were students will be able to experience the diversity of their cultural offer and the very concept of culture underlying their activities as well as their modern and dynamic installations. Walking from IES to CCCB is by itself an interesting part of the fieldstudy since students will have to cross part of the popular area of El Raval, nowadays mainly populated by international immigrants and home in the past of Spaniards workers who moved in the 1950s and 1960s to an industrialized and prosperous Catalonia. On our way back to IES center, we will visit La Boqueria Market.</p> <p>Required readings: García Armand, Asun: El rol de las mujeres en el devenir de un barrio intercultural: El Raval de Barcelona: 123-140.</p>
SESSION 9	Feb. 19, 2008	<p>Class content: Migration in Spain (i): domestic immigrants and cultural reconfigurations.</p> <p>Required readings: Solé, Carlota. <i>Los inmigrantes en la sociedad y en la cultura catalanas</i>: 19-42.</p> <p>First Essay Submitted</p>
SESSION 10	Feb. 21, 2008	<p>Class content: Migration in Spain (ii): international migrations (1990-2006).</p> <p>Required readings: Pajares, Miguel. <i>La integración ciudadana: una perspectiva sobre la inmigración</i>: 13-18; 35-48; 65-70.</p>
SESSION 11	Feb. 26, 2008	<p>Class content: Migration in Spain (iii): international migrations (1990-2006). The Latin America diaspora.</p> <p>Fieldstudy: Guest speaker: chief editor <i>El Hispano</i> Latin American journal in Barcelona.</p> <p>Students will be able to listen and talk to the journal editor to find out how this is produced and published.</p>
SESSION 12	Feb. 28, 2008	<p>Class content: Values, faith and family in Spain (I): historical perspectives (1930-1975).</p> <p>Film: Pedro Masó, <i>La gran familia</i> (1962)</p>
SESSION 13	Mar. 4, 2008	<p>Class content: Values, faith and family in Spain (ii): historical perspectives (1975-2005).</p> <p>Required readings: "La revolución familiar", in <i>El País</i>, 2005: 50-60; "La generación de los mil euros", in <i>El País</i>, 2005: 1-7.</p>
SESSION 14	Mar. 6, 2008	Midterm Exam
SESSION 15	Mar. 11, 2008	<p>Class content: Spain in Europe.</p>

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		<p>Required readings: Barbé, Esther. <i>La política europea de España 2005-2006</i>: 20 pp.</p>
SESSION 16	Mar. 13, 2008	<p>Class content: Transatlantic encounters (i).</p> <p>Fieldstudy: Chocolate Museum of Barcelona.</p> <p>Chocolate was brought from the Americas to Europe in the 16th C by the Spanish Conquistadores. The hot spicy drink of Aztec warriors became a sophisticated sweet in Paris and Belgium by the means of Spanish royal engagements. Today, chocolate is well known and appreciated worldwide. The students will participate in a workshop where they will be introduced to chocolate, its history, production, collecting process, etc.</p>
	SPRING BREAK	
	SPRING BREAK	
SESSION 17	Mar. 25, 2008	<p>Class content: Transatlantic encounters (ii).</p> <p>Required readings: Cortés, Hernán. <i>Cartas de relación</i>: 35-41. (This text will be read in class); Todorov, Tzvetan. <i>La Conquista de América</i>: 13-23; León Portilla, Miguel (ed.), <i>La visión de los vencidos</i>: 106-111.</p> <p>Film Viewing: Antonio Saura, <i>El Dorado</i> (1988)</p>
SESSION 18	Mar. 27, 2008	<p>Class content: Power and Communication in Latin America (i): orality, writing, ethnic groups and cultural dynamics.</p> <p>Required Reading: Lienhard, Martin. <i>La voz y su huella</i>: 25-32.</p>
SESSION 19	Apr. 1, 2008	<p>Class content: Power and Communication in Latin America (ii): orality, writing, ethnic groups and cultural dynamics.</p> <p>Required readings: Paz, Octavio. <i>El laberinto de la soledad</i>: 72-97.</p>
SESSION 20	Apr. 3, 2008	<p>Class content: Communication and other discourses in Latin America (i): music, dance, textiles.</p> <p>CLASS PRESENTATION 1 on Latin American music to see the significance of music linked to orality, and also to learn about symbiosis and transculturation taken into music: <i>Samba (Rio de Janeiro Carnaval)</i>; <i>Andean music (huayno)</i>; <i>tango, bolero, cumbia; meringue and Caribbean rhythms</i>.</p> <p>Second Essay Submitted</p>
SESSION 21	Apr. 8, 2008	<p>Class content: Communication and other discourses in Latin America (ii): music, dance, textiles.</p> <p>Required Reading: Carlsen, Robert S., et al. <i>"Amb les seves mans i els seus ulls" Teixits maies, miralls d'una cosmovisió</i>. (In Spanish translation): 10-45.</p> <p>CLASS PRESENTATION 2: on Latin American textiles.</p>

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SESSION 22	Apr. 10, 2008	<p>Class content: Hybridity, heterogeneity and transculturation: the difficult management of diversity (i):</p> <p>Required readings: Ortiz, Fernando. <i>Contrapunteo cubano del tabaco y el azúcar</i>: 86-90.</p>
SESSION 23	Apr. 15, 2008	<p>Class content: Hybridity, heterogeneity and transculturation: the difficult management of diversity (ii):</p> <p>Required readings: Morales, Mario Roberto. <i>La articulación de las diferencias o el síndrome de Maximón</i>: 21-57. TO FILL OUT.</p>
SESSION 24	Apr. 17, 2008	<p>Class content: Hispanic Societies. Hybridity, heterogeneity and transculturation: the difficult management of diversity. The course in perspective. Reaching some conclusions.</p>
FINAL EXAM*	Apr. 24, 2008	Final Exam

LIST OF SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS

SESSION	DATE	ACTIVITY	DESCRIPTION
3	Jan. 29, 2008	Class on site	Students´ self-guided visit to the <i>Museu d´Història de Catalunya</i> .
8	Feb. 14, 2008	Class on site	<i>Centre de Cultura Contemporània de Barcelona (CCCB)</i> and the surrounding area El Raval.
11	Feb. 26, 2008	Guest Speaker	Guest speaker: chief editor <i>El Hispano</i> Latin American journal in Barcelona
16	Mar. 13, 2008	Class on site	Visit to the Chocolate Museum of Barcelona.
2	Jan. 27, 2008	Film Viewing (in class)	Luis Buñuel, <i>Los olvidados</i> .
5	Feb. 5, 2008	Film Viewing (in class)	Luis G. Berlanga, <i>La escopeta nacional</i> .; <i>Bienvenido Mr. Marshall</i>
7	Feb. 12, 2008	Film Viewing	Iciar Bollain, <i>Flores de otro mundo</i>
12	Feb. 28, 2008	Film Viewing	Pedro Masó. <i>La gran familia</i> .
17	Mar. 25 2008	Film Viewing	Antonio Saura, <i>El Dorado</i>

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REQUIRED READINGS

- Barbé, Esther (2006). *La política europea en España 2005-2006*: 20 pp. Barcelona: Working Paper, 69.
- Bilbeny, Norbert (2002). *Por una causa común. Ética para la diversidad*: 33-46; 167-180. Barcelona: Gedisa.
- Carslen, Robert S., et al. (2004). "Amb les seves mans i els seus ulls" *Teixits maies, miralls d'una cosmovisió*: 10-45. (Spanish translation). Barcelona: Fundació Caixa Girona.
- Cortés, Hernán (1985). *Cartas de relación*: 35-41. México, D.F.: Editores Mexicanos Unidos.
- Elliot, John H. "En el espejo del tiempo: América Y España en el espejo del tiempo. Visiones atlánticas del mundo hispánico", in *Diario ABC*, 2003: 1-4.
- "La generación de los mil euros", in *El País*, 2005: 1-7.
- "La revolución familiar", in *El País*, 2005: 50-60.
- León-Portilla, Miguel (ed.) (1992). *La visión de los vencidos*: 106-111. México, D.F.: Universidad Nacional Autónoma de México.
- Lienhard, Martin (1992). *La voz y su huella*: 25-42. Lima: Horizonte.
- Lozano, Irene. "Lenguas en Guerra" Aula de Cultura Virtual, *El correo digital*: 1-8.
- Morales, Mario Roberto (1998). *La articulación de las diferencias o el síndrome de Maximón*: 21-57. Guatemala: FLACSO.
- Ortiz, Fernando (1991). *Contrapunteo cubano del tabaco y el azúcar*: 86-90. La Habana: Editorial de Ciencias Sociales.
- Pajares, Miguel (2005). *La integración ciudadana: una perspectiva sobre la inmigración*: 13-18, 35-48; 65-70. Barcelona: Icària.
- Paz, Octavio (1981). *El laberinto de la soledad*: 72-97. (México, 1950). México, D.F.: Fondo de Cultura Económica.
- Solé, Carlota (1982). *Los inmigrantes en la sociedad y en la cultura catalana*: 19-42. Barcelona: Península.

RECOMMENDED READINGS:

- Bueno, Raúl (1998). "Heterogeneidad migrante y crisis del modelo radial de cultura". In *Indigenismo hacia el fin del milenio*: 253-268. Pittsburg: IILI.
- Cixous, Hélène (2000). "Testimonio". In *Mestizajes culturales e identidades en conflicto*. Revista de Occidente. 234.
- Cornejo Polar, Antonio (1994). *Escribir en el aire. Ensayo sobre la heterogeneidad socio-cultural en las literaturas andinas*. (Lima, Horizonte, 1994): 11-89.
- García Canclini, Néstor (1989). *Culturas híbridas. Estrategias para entrar y salir de la modernidad*: 263-327. México, D.F.: Grijalbo & Consejo para la Cultura y las Artes.
- Martín Barbero, Jesús (2000). "Globalización y multiculturalidad: notas para una agenda de investigación". In Mabel Moraña (ed.), *Nuevas perspectivas desde/sobre América Latina*: 17-29. Santiago de Chile: Editorial Cuarto Propio.
- Moraña, Mabel (1998). "Indigenismo y globalización". In *Indigenismo hacia el fin del milenio*: 243-253. Pittsburg: IILI.
- Ortega y Gasset, José (1995). "Carta a un joven argentino que estudia filosofía". In *Meditación del pueblo joven y otros ensayos sobre América*. Madrid: Alianza Editorial.
- Peñamarín, Cristina (2000). "Fronteras interculturales en la comunicación". In *Mestizajes culturales e identidades en conflicto*. Revista de Occidente. 234.

- Polanco Martínez, Fernando (1998). "Euskera y castellano: ¿conflicto lingüístico en el País Vasco?: 1-27. www.ub.es/filhis/culturele/euskera.html
- Pratt, Mary Louise (2000). "La modernidad desde las Américas". In *América Latina: Agendas culturales para el nuevo siglo* (1993): 831-840.
- Reyes, Alfonso (1982). "La posición de América" (México, 1942). In *La posición de América*. Mexico, D.F.: Nueva imagen.
- Rivera Cusicanqui, Silvia (1997). "La noción de "derecho" o las paradojas de la modernidad postcolonial: indígenas y mujeres en Bolivia". In *Aportes sobre diversidad, diferencia e identidad*. Aportes Andinos. 11.
- Royo Arpón, Jesús (2000). *Argumentos para el bilingüismo*: 11-36. Barcelona: Montesinos.
- Sommer, Doris (2000). "El contrapunteo latino entre el inglés y español: notas para una nueva educación sentimental". In *América Latina: Agendas culturales para el nuevo siglo, Revista Iberoamericana*. 193: 863-876.
- Steiner, George (2004). "Entrevista". In *Europa: Unidad en la diversidad*. Revista de Occidente (278-279).
- Vázquez Montalbán, Manuel (1971). *Crónica sentimental de España*: 155-188. Barcelona: Random House Mondadori.