



SAINT LOUIS UNIVERSITY
MADRID

ANTH 3390 M01: Cultural Anthropology*
Spring 2018

***Catalog course title does not reflect course content. Correct title should be: Studies in Spanish Culture. Prior to Spring 2018, the course code was "SOC339". Expect some course documents to retain the old code.**

Class Days and Time: TR, 12:30-13:45

Classroom: Padre Arrupe Hall 24 (subject to change; confirm location prior to start of term)

Prerequisite(s): None

Credit(s): 3

Instructor: Dr. Mary Prendergast

Instructor's Email: mary.prendergast@slu.edu

Instructor's Campus Phone: 91 554 58 58, ext. TBA

Office: San Ignacio Hall 319

Office Hours: TR, 10:45-12:15

Course Description:

This course is designed for students who are new to Spain or have spent a short time here. It explores cultural change, cultural continuity and diversity in contemporary Spanish society, drawing on the disciplines of history, anthropology and sociology, with a strong emphasis on films as texts. The first part of the course focuses on the Civil War, the Franco regime, and how this period is remembered in Spain today. We then examine the impacts of this era on contemporary Spanish culture and politics. Finally, we ask what it means to be Spanish in the multicultural and multilingual reality of the country today. We focus on the contrasts of the cultural landscape, through examination of paradoxes such as these: Why was same sex marriage so rapidly legalized in a country with some of the most traditional notions of family in Western Europe? Why do many citizens choose to speak Spanish as a second language in the face of 330 million Spanish speakers worldwide? How is it that one of Europe's most Catholic countries has one of the highest rates of recreational drug use? By disentangling questions such as these, we'll attempt to understand what it means to be "Spanish."

Course Goals and Student Learning Outcomes:

This course will help students understand the cultural values and the politics of culture that shape contemporary Spanish society, and more broadly, the course aims to develop students' awareness of the problems and possibilities of cultural diversity in the European Union. Themes to be examined include religion, family values, gender roles, immigration and regional identities, as well as icons of the tourist industry such as bullfighting, flamenco and football. Readings, films and discussions are intended to improve students' understanding of their host country by unraveling the historical and cultural significance of these subjects. Particular emphasis is put on current events, with select readings from mainstream news media that relate historical topics to contemporary economic, social and political issues in Spain. Student will maintain a journal of such current events, connecting them to course content and in the process honing critical thinking and writing skills.

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Required Texts and Materials:

The primary books for this course are:

- *The New Spaniards* by John Hooper
- *Ghosts of Spain* by Giles Tremlett

These are available at the campus bookstore.

There will be additional required readings posted on Blackboard. Please familiarize yourself with Blackboard as I will also use it to post handouts and lecture notes. Note that I treat films as texts, making them fair game on exams.

Attendance and Late/Missed Work Policies:

Students who arrive at class more than 15 minutes late will be marked tardy. Two tardies equals one absence. The participation component of your grade will be decreased by one full letter for every three unjustified absences beyond the add/drop date. A student with 10 or more unjustified absences will automatically fail the course regardless of exam grades.

Examples of absences that will not be excused:

- An email to your prof stating that you are sick and cannot attend class
- Taking off an extra day for a long traveling weekend

Examples of absences that will be excused:

- Signed/stamped justification that you visited a doctor
- A print-out of documents showing that your flight back from Paris was cancelled
- An email from a professor or Student Life indicating you are on a required class field trip

The field trip is mandatory. Missing the trip will count as a regular class absence.

Missed work and exams: The media journal will be downgraded one full letter grade for each 24-hour period it is late. The midterm and final exams and student-led class may only be missed in the event of a medical or family emergency, adequately documented; otherwise, a failing grade will be given (in the case of a student-led presentation, only to the individual who missed the class).

Course Requirements and Grading Rationale/System:

The subjects covered in this course require careful thought and debate; although the readings will provide essential background to lectures, I do not teach exclusively from them and your attendance and participation in class is both expected and necessary to do well. There will be two in-class exams: a midterm and a final. These will draw on readings, lectures, films and class discussions. The format includes short answers, multiple choice and essays.

The format of the course will shift from more lecture-style to discussion over the course of the semester, as basic knowledge is built and we are better able to engage with readings. In the latter part of the semester, I will ask students to lead one class discussion. Class meetings marked with an (*) on the calendar are all possible student-led class meetings, and assignments will be arranged by midterm. Students will work in pairs (or threes, depending on final class size) to lead a discussion of the readings on their assigned day. Students must come prepared with a basic outline of the readings and a series of questions or topics for discussion, and must manage the conversation with their classmates, for approximately the first 20-30 minutes of class, after which the professor will continue the conversation.

One of the rewards of this course is being able to connect your classroom learning and readings to everyday life in Spain. Every week, numerous articles appear in the mainstream media that inevitably relate to course themes. Students will be asked to keep a media journal throughout the term, in which they offer a one- to two-page (double-spaced) typed commentary on a news article of their choice, which connects the article's topic to course content. Students will do this two to three times per month, for a total of eight articles upon completion of the journal. The journal will be turned in at the end of the semester, but an ungraded check will be made just after the midterm to make sure that students are on the right track. More information on this assignment will be given out in the second week of the course, and recommendations will be given on how to find relevant media in English.

Active, meaningful participation means: 1) attending class regularly; 2) participating in discussions by offering comments that demonstrate understanding of course content; 3) asking questions (and/or answering classmates'/professor's questions) in a way that demonstrates engagement with the material; and 4) being a kind and considerate classmate, which means: not interrupting others; taking your fair share of discussion time; and reacting to your classmates' comments in a respectful way. As a very general guideline, students that regularly attend and actively and meaningfully participate in class, in a way that demonstrates having done the reading and engaged with the material, receive a participation grade of A. Excellent attendance, but less engaged participation, might merit a B. Students who are frequently absent, rarely or never participate, and/or repeatedly demonstrate inconsiderate behavior, can expect to earn a C, D, or F according to the circumstances. On a regular basis I make notes of students' participation for my own reference – so that after approximately one month into the semester, you can ask me for an estimate of your grade at any point.

Grading:

Class participation and attendance: 15%

Midterm exam: 25%

Student-led class discussion: 10%

Media journal: 25%

Final exam: 25%

The grading scale for exams is as follows:

93 and above = A

80-82 = B-

60-69 = D

90-92 = A-

77-80 = C+

0-59 = F

87-89 = B+

73-76 = C

83-86 = B

70-72 = C-

Electronic device policy:

Use of laptops, tablets, mobile phones or other electronic devices is not allowed during class, except when required for a lab exercise.

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their "@slu.edu" e-mail regularly. Students can expect a response to emails within 24h during *non-holiday weekdays*.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#) at:. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Mandatory Trips/Activities: Students enrolled in this class must participate and make payment for the mandatory field trip to Valle de los Caídos. The prices posted on the web are approximate; the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available on-line.

Spring 2018 Course Schedule:

*****Topics & readings are subject to change; changes will be announced in class and via email*****

Italics signify important Registrar dates

Date (dates marked with * available for student-led discussions)	Topic and reading assignment due that day
Thursday, January 11	Introduction to the course
Tuesday, January 16	What is culture? What is anthropology? <ul style="list-style-type: none"> • Miner, "Body Ritual among the Nacirema" • El País, "Spain, Great Place to Live, Terrible Place to Work?"
Thursday, January 18	Spain viewed from the outside <ul style="list-style-type: none"> • Excerpt from <i>Iberia</i> by James Michener; stop at "Speculations" (p. 23)
<i>Sunday, January 21</i>	<i>Last Day to Drop a Class Without a Grade of W and /or Add a Class, choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options</i>
Tuesday, January 23	The "Two Spains" and the emergence of a Republic <ul style="list-style-type: none"> • Selection from Gibson, <i>Fire in the Blood</i> • Blitzer, "Spain's New Old Flag"
Thursday, January 25	The Civil War <ul style="list-style-type: none"> • Review/re-read sections on Civil War in Gibson, <i>Fire in the Blood</i> • Selection from Chislett, <i>Spain: Everything you need to know</i>
Tuesday, January 30	Film: ¡Ay, Carmela! <ul style="list-style-type: none"> • Read film handout & bring to class
Thursday, February 1	Discussion of ¡Ay, Carmela!; Coming to terms with the past <ul style="list-style-type: none"> • Tremlett, <i>Secretos a Voces</i> (pp. 3-33) • NYT, "In Spain, a Monumental Silence"
Tuesday, February 6	The Franco Era Film: <i>No-Do</i> excerpts <ul style="list-style-type: none"> • Excerpts from <i>Spanish Cultural Studies</i>: "The Moving Image of the Franco Regime;" "The Ideology and Practice of Sport," "Censorship or the Fear of Mass Culture"
Thursday, February 8	Film: <i>Bienvenido Mr Marshall!</i> & discussion <ul style="list-style-type: none"> • Treglown, excerpt from <i>Franco's Crypt</i> • Read film handout & bring to class
Tuesday, February 13	Transitions to democracy and economic modernization *Student-led classes assigned* <ul style="list-style-type: none"> • Tremlett, <i>Amnistía and Amnesia</i>, from the beginning to the top of p. 77 ("In an attempt to understand..."), and then from the bottom of p. 88 ("Of all the angry words...") to end; and <i>How the Bikini Saved Spain</i>, from beginning to bottom of 108 (I tried walking down...");
Thursday, February 15	Transitions wrapup; midterm Q& A <ul style="list-style-type: none"> • Murado, "The Old King of New Spain"

Tuesday, February 20	MIDTERM EXAM
Thursday, February 22	NO CLASS (winter break)
Tuesday, February 27	The State of Autonomies <ul style="list-style-type: none"> • Hooper, Ch. 16 • Chislet, <i>Spain: Everything you need to know</i>, pp. 95-99
Wednesday, February 28	FIELD TRIP TO VALLE DE LOS CAIDOS (info to be distributed; see above regarding payment of fees)
Thursday, March 1	No class. OPTIONAL MEDIA JOURNAL CHECK (see journal handout)
Tuesday, March 6	The Basques <ul style="list-style-type: none"> • Hooper, Ch. 17 • Current events article TBA
Thursday, March 8	The Catalans <ul style="list-style-type: none"> • Hooper, Ch. 18 • Current events article TBA
Friday March 9	<i>Last Day to Drop a Class and Receive the Grade of W.</i>
Tuesday, March 13*	Immigration Part I <ul style="list-style-type: none"> • Hooper Ch. 21 <u>and</u> Tremlett pp. 439-445* • *This assumes you have the 2012 edition of Tremlett; if you have the earlier edition, there is a PDF on Blackboard you can read instead.
Thursday, March 15	Immigration Part II <ul style="list-style-type: none"> • Current events articles TBA
Tuesday, March 20*	Roma in Spain, past and present <ul style="list-style-type: none"> • Tremlett Ch. 6; • NYT, “In Spain, Gypsies find easier path...”
Thursday, March 22	Roma in Spain, past and present: film clips of <i>Gypsy Child Thieves</i> <ul style="list-style-type: none"> • Read film handout • El País, 750,000 ways of being gypsy
	SPRING BREAK
Tuesday, April 3*	Changing gender roles <ul style="list-style-type: none"> • Hooper Ch. 10 • NYT: “Counting the Cost of Machismo”
Thursday, April 5*	Marriage and family life <ul style="list-style-type: none"> • Hooper Ch. 11 • NYT: “Spain’s Jobless Rely on Family...”
Wednesday, April 4	<i>Spring Registration Opens</i>
Tuesday, April 10*	Sex and sexuality <ul style="list-style-type: none"> • Tremlett Ch. 7 • NYT: “In Spain, Women Enslaved...”
Thursday, April 12*	Religion <ul style="list-style-type: none"> • Hooper Ch. 8 • Current events article(s) TBA
Tuesday, April 17	<i>La Movida Madrileña</i> & its legacy in youth culture <ul style="list-style-type: none"> • Hooper Ch. 12 (skip gambling section) • NYT, “In Spain, Old Values Survive Glitz”

	<ul style="list-style-type: none"> • Vicent, “Spain’s Invisible Drug Problem”
Thursday, April 19*	Welfare, healthcare, & current strains on the state <ul style="list-style-type: none"> • Hooper Ch. 22; • Current events articles TBA
Tuesday, April 24	The legacy of “ <i>la crisis</i> ”: economic fundamentals, and popular responses <ul style="list-style-type: none"> • Chislett, <i>Spain: Everything you need to know</i>, pp. 163-183 and 187-196 (on BB) • Current events articles TBA
Thursday, April 26	Reacting to la crisis (15-M movement); watch segments of documentary
Tuesday, May 1	NO CLASS – PUBLIC HOLIDAY
Thursday, May 3	Course wrapup & final exam review session <ul style="list-style-type: none"> • Review study sheet for final exam MEDIA JOURNALS DUE
Thursday, May 10	12:00-14:00: FINAL EXAM (note that this is a two-hour exam, not three)