

CULTURAL ANTHROPOLOGY: SPANISH CULTURE (SOC339)
St. Louis University in Madrid
SPRING 2015 Course Syllabus

Time: Tuesday/Thursday 12:30-1:45 **Place:** Padre Rubio Hall 5
Credits: 3 **Prerequisites:** None
Professor: Dr. Mary Prendergast **Email:** mprende1@slu.edu
Office hours/location: Tuesdays, 10:30-12:15 pm, San Ignacio Hall 308

Course description and objectives:

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."

This course will help students understand the cultural values and the politics of culture that shape contemporary Spanish society. 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. The final project, an ethnographic study of an aspect of Spanish culture, encourages students to engage with cultural differences they encounter in their daily lives, and will hone critical thinking and writing skills.

Requirements:

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 in order 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.

Your final project will consist of a group ethnographic fieldwork project, culminating in a class presentation and an individually-written term paper. A detailed handout on the project will be distributed at the beginning of the term. Groups of 2-3 students will be formed based on common interests expressed prior to the proposal due date. The project will require you to interview subjects related to your topic – for example, you might look at issues surrounding recent immigration to Spain, the relationship between the expatriate community and the local community, feelings of "Spanishness" and regionalist sentiments, the impact of the same-sex marriage law, the cultural changes spurred by the growth of Spanish suburbia, the changing roles of women in Spanish business environments, the relationship of young people to the Catholic church, *et cetera*...the possibilities are nearly endless. The goal of the project is to examine your question not as a sociologist, historian or journalist, but from the unique perspective of an anthropologist: i.e., to convey a story from the multiple points of view of the people involved, using information collected during deep interviews rather than surveys. Interviews may be conducted in any language. Knowledge of Spanish is helpful, but is by no means required. I am happy to discuss project ideas with you in advance, point to resources for research and interviews when possible, and help you with any roadblocks you may encounter.

Grading:

Active, meaningful class participation and attendance (see below): 20%

Midterm exam: 20%

Final project proposal: 5%

Final presentation: 10%

Final paper: 25%

Final exam: 20%

The grading scale for exams is as follows:

93 and above = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-80 = C+

73-76 = C

70-72 = C-

60-69 = D

0-59 = F

Participation grades:

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 receive a participation grade of A. Excellent attendance, but little participation, merits 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.

Participation grades and electronic devices: I understand that some students may wish to use laptops, tablets, etc. to take notes. However, I find that when students are glued to their devices rather than actively participating in class, it can be distracting at best, and at worst – e.g., if being used for anything other than taking notes – very disrespectful. Your choices regarding technology will be factored into your participation grade.

Participation grades and attendance: I will not take attendance, other than during add/drop period in order to aid the Registrar's office. However, you can expect that your presence or absence in class will have a very strong effect on your participation grade – you cannot participate if you are not present! If you miss class, please ask other students in the class for notes. Slides will always be posted to Blackboard within a week of class.

Late Work and Missed Exam Policy:

The proposal and final paper will each be downgraded one full letter grade for each 24-hour period they are late. The midterm and final exams and in-class presentation 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 group presentation, only to the individual who missed the class).

Policy Statement on Academic Integrity:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who

observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:
http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Academic Accommodation:

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 or at http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Policy Statement on Student Work:

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, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your exams, presentation and written work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Required readings:

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 online 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.

Supplementary texts: The following are on reserve in the library for use in your final project:

- William Chislet. *Spain: Everything you Need to Know* (Oxford University Press, 2013).
- David T. Gies. *The Cambridge Companion to Modern Spanish Culture*, (Cambridge University Press, Cambridge: 1999).
- Helen Graham and Jo Labanyi, eds. *Spanish Cultural Studies: An Introduction. The Struggle for Modernity*, (Oxford University Press, Oxford: 1995).
- Barry Jordan and Rikki Morgan-Tamosunas, eds. *Contemporary Spanish Cultural Studies*, (Arnold, London: 2000).
- Jo Labanyi, ed. *Constructing Identity in Twentieth-Century Spain: Theoretical Debates and Cultural Practice*. (Oxford University Press, Oxford: 2002).
- D. Conversi, *The Basques, the Catalans and Spain*

Important registrar dates (see SLU academic calendar for further information):

Jan 27: Last Day to Drop a Class Without a Grade of W and/or to Add a Class

Jan 27: Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) options

March 13: Last Day to Drop a Class and Receive a Grade of W

April 8: Registration begins for Fall Semester

Important course dates:

February 26: Midterm exam

March 5: Proposal for final project due

April 23, 28, 30: Presentations & class discussions of projects

May 5: Final project paper due

Friday, May 8, 12:00: Final exam

Course Outline (subject to minor changes):

All readings not listed as “Tremlett” or “Hooper” will be posted on Blackboard

Date	Topic	Reading/Assignment Due
Thurs Jan 15	Introduction to course	---
Tues Jan 20	What is culture and how do we study it?	Miner, “Body Ritual among the Nacirema” NYT, “Spain, Land of 10 PM Dinners...”
Thurs Jan 22	Spain viewed from the outside	Excerpt from <i>Iberia</i> by James Michener; stop at “Speculations” (p. 23)
Tues Jan 27	Intro to the Civil War	Selection from Gibson, <i>Fire in the Blood</i> Blitzer, “Spain’s New Old Flag”
Thurs Jan 29	Film: ¡Ay, Carmela! JOINT WITH POLS367 ROOM TBA	Read film handout & bring to class
Tues Feb 3	Discussion of ¡Ay, Carmela! Coming to terms with the past JOINT WITH POLS367 ROOM TBA	Tremlett, <i>Secretos a Voces</i> (pp. 3-33) NYT, “In Spain, a Monumental Silence”
Thurs Feb 5	Spanish culture under Franco Film: <i>No-Do</i> excerpts	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”
Tues Feb 10	Film: <i>Bienvenido Mr Marshall!</i>	Treglown, excerpt from <i>Franco’s Crypt</i> & Read film handout & bring to class

Thurs Feb 12	Discussion of <i>Bienvenido</i> ; Transitions to democracy and economic modernization	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..."); Murado, "The Old King of New Spain"
Tues Feb 17	Discussion of fieldwork projects Intro to regionalism	Hooper, Ch. 16 NYT: "Many Voices Chime in on Spain's Anthem Lyrics"
Thurs Feb 19	Regionalism and nationalism I: Basque and Catalan identity	Hooper, Ch. 17 & 18
Tues Feb 24	Regionalism and nationalism II: The State of Autonomies JOINT WITH POLS367 ROOM TBA	Reading TBA
Thurs Feb 26	MIDTERM EXAM	---
Tues Mar 3	Exam review; Immigration Part I	Hooper Ch. 21 <u>and</u> Tremlett pp. 439-445 (if you don't have 2012 edition, use the PDF)
Thurs Mar 5	Immigration Part II Film clip: <i>Immigrant Soccer</i>	NYT, "As Africans Surge to Europe's door.." NYT, "Fans in Spain Reveal Prejudices" PROJECT PROPOSAL DUE
Tues Mar 10	Roma culture & Spanishness	Tremlett Ch. 6; NYT, "In Spain, Gypsies find easier path..."
Thurs Mar 12	Film: <i>Gypsy Child Thieves</i>	El País, "750,000 Ways of Being Gypsy"
Tues Mar 17	Changing gender roles	Hooper Ch. 10 NYT: "Counting the Cost of Machismo"
Thurs Mar 19	HOLIDAY - NO CLASS	
Tues Mar 24	Marriage and family life	Hooper Ch. 11 NYT: "Spain's Jobless Rely on Family..."
Thurs Mar 26	Sex and sexuality	Tremlett Ch. 7 NYT: "In Spain, Women Enslaved..."
SPRING BREAK		
Tues Apr 7	Religion	Hooper Ch. 8 Abend: "Spain's abortion battle..."
Thurs Apr 9	<i>La Movida Madrileña</i> & its legacy in youth culture	Hooper Ch. 12 (skip gambling section) NYT, "In Spain, Old Values Survive Glitz" Vicent, "Spain's Invisible Drug Problem"
Tues Apr 14	Welfare, healthcare, & current strains on the state	Hooper Ch. 22; NYT: "Safety Net Frays in Spain..." and Moran: "We're headed back to Franco era"

Thurs Apr 16	Introduction to the crisis JOINT WITH POLS367 ROOM TBA	Chislett, <i>Spain: Everything you need to know</i> , pp. 163-183 and 187-196 (on BB)
Tues Apr 21	Popular responses to the crisis	Reading TBA
Thurs Apr 23	Class presentations/discussion	
Tues Apr 28	Class presentations/discussion	--
Thurs Apr 30	Class presentations/discussion	--
Tues May 5	Review session	FINAL PAPER DUE Come prepared with questions for exam
Friday May 8	FINAL EXAM 12:00-3:00 PM (written as a two hour exam)	