



Psychology, Anthropology and Sociology
SOC3390: Cultural Anthropology: Spanish Culture. Fall 2017
Credits: 3. Time: M, W 11:00-12:15
Professor: Chris Ealham, Ph.D.
E-mail: cealham@slu.edu
Office hours: M, W 18:45-19: 45 (and by appointment)

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 impact 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 by examining paradoxes such as these: why was same sex marriage so rapidly legalised 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 will 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, 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.

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 (20%)** is both expected and necessary in order to do well. There will be two in-class exams: **a midterm (20%) and a final (20%)**. These will draw on readings, lectures, films and class discussions. The format includes short answers, multiple choice and essays.

The format of the classes 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. Beginning mid-semester, I will ask students to **lead one class discussion (20%)**. Class meetings marked with an (*) on the calendar are all possible student-led class meetings, and assignments will be arranged by late September. 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 30 minutes of class, after which I will continue the conversation. More information will be provided closer to midterm.

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 (20%)** 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 twice a month, for a total of

five 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. In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Required readings: The primary books for this course are *The New Spaniards* by John Hooper and *Ghosts of Spain* by Giles Tremlett. Both are available at the campus bookstore.

There will be additional required readings. Note that I treat films as texts, making them fair game in exams.

In order to keep up with current affairs and complete the media journal, the following are useful:

- **El País** <http://elpais.com/>
- **El Mundo** <http://www.elmundo.es/>
- **Huffington Post** <http://www.huffingtonpost.es/>

For non-Spanish speakers, the English edition of *El País* is strongly recommended:

<http://elpais.com/elpais/inenglish.html>. You can also look at the Spain Report:

<https://www.thespainreport.com/>

FINAL GRADE WEIGHTINGS	
Student-led discussion: 20%	
Midterm: 20%; Media journal 20%	
Participation: 20%	
Final exam: 20%	
Grading Scale:	
93-100 A	73-76 C+
89-92 A-	69-72 C
85-88 B+	65-68 C-
81-84 B	60-64 D
77-80 B-	0-59 F
Key dates:	
Classes begin: 4 September	
Add/Drop period ends: 17 September	
1st Midterm: 11 October; Media journal ungraded check: 30 October	
Last day to DROP a class and receive a "W": 30 October	
Media journal deadline: 8 December; Final Exam: 9:30-10:45, 18 December	

Participation: 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.

Electronic device policy: Use of laptops, tablets, mobile phones or other electronic devices is not allowed during class.

Attendance Policy: Repeated unjustified absences or tardiness will affect your class participation grade.

Two tardies equals one absence. The participation component of your grade will be decreased by one full letter for every three unjustified absences. 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 me 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 to Madrid was cancelled
- An email from a professor or Student Life indicating you are on a required class field trip

Late Work and Missed Exam Policy: 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 presentation).

Policy 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 <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Students can find the Academic Integrity Policy as the first link on this page. You should also consult <https://www.slu.edu/madrid/academics/student-resources/academic-advising/policies-and-procedures#43>

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.

Title IX Statement: The 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; 91 554 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 counsellors at SLU Madrid's Counselling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 91 554 5858, ext. 230) or Sinews Multilingual Therapy Institute, the off-campus provider of counselling services for SLU-Madrid (www.sinews.es; 91 700 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>.

Accommodation Issues: 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 <https://www.slu.edu/madrid/campus-life/student-services/disability-services> 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.

Communication: Students are reminded that both your Banner and SLU-Global accounts are linked to your slu.edu address. You should then check your slu.edu account on a regular basis or have the mail from this address forwarded to a preferred account. I will communicate with the group by email, for instance giving instructions on readings or class activities. The onus is on students to read these messages.

Provisional Course Outline – N.B. EXPECT SOME CHANGES DURING THE SEMESTER

All readings not listed as “Tremlett” or “Hooper” will be distributed to the group.

Date	Topic	Reading/Assignment Due
Sep 4	Introduction to course	---
Sep 6	What is culture and how do we study it?	Miner, “Body Ritual among the Nacirema” El País, “Spain, Great Place to Live, Terrible Place to Work?”
Sep 11	Spain viewed from the outside	Excerpt from <i>Iberia</i> by James Michener; stop at “Speculations” (p. 23)
Sep 13	The Second Republic	Selection from Gibson, <i>Fire in the Blood</i> Blitzer, “Spain’s New Old Flag”
Sep 18	The Civil War	Reading TBA
Sep 20	Film: ¡Ay, Carmela!	Read film handout & bring to class
Sep 25	Discussion of ¡Ay, Carmela! Coming to terms with the past	Tremlett, <i>Secretos a Voces</i> (pp. 3-33) NYT, “In Spain, a Monumental Silence”
Sep 27	No class	
Oct 2	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”
Oct 4	Film: <i>Bienvenido Mr Marshall!</i> & discussion	Treglown, excerpt from <i>Franco’s Crypt</i> & read film handout & bring to class
Oct 9	Revision	
Oct 11	Mid term exam	
Oct 16	*Student-led classes assigned*	Tremlett, <i>Amnistía and Amnesia</i> , from the

	Transitions to democracy and economic modernisation	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"
Oct 18*	Intro to regionalism The State of Autonomies	Hooper, Ch. 16
Oct 23*	Regionalism and nationalism I: Basque identity	Hooper, Ch. 17-18 NYT: "Many Voices Chime in on Spain's Anthem Lyrics" NYT "Catalonia's Immigrants add to Separatist Debate"
Oct 25	Trip to Valley of the Fallen	
Oct 30*	MEDIA JOURNAL CHECK Immigration Part I	NYT, "As Africans Surge to Europe's door..." NYT, "Fans in Spain Reveal Prejudices" Hooper Ch. 21 <u>and</u> Tremlett pp. 439-445 (if you don't have 2012 edition, use the PDF)
Nov 1	No classes	
Nov 6*	Roma culture & Spanishness	NYT, "In Spain, Gypsies find easier path..." Tremlett Ch. 6
Nov 8*	Changing gender roles	Hooper Ch. 10 NYT: "Counting the Cost of Machismo"
Nov 13*	Marriage and family life	Hooper Ch. 11 NYT: "Spain's Jobless Rely on Family..."
Nov 15*	Sex and sexuality	Tremlett Ch. 7 NYT: "In Spain, Women Enslaved..."
Nov 20*	Religion	Hooper Ch. 8 Abend: "Spain's abortion battle..."
Nov 22*	<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"
Nov 27*	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"
Nov 29*	Introduction to the crisis	Chislett, <i>Spain: Everything you need to know</i> , pp. 163-183 and 187-196 (on BB)
Dec 4*	Popular responses to the crisis	Carlin in El País: "What Does Podemos Want" and "Religion By Other Means"
Dec 6	No class	
Dec 11	Film: <i>15-M</i>	
Dec 13	Review session	Come prepared with questions for exam
Dec 18	FINAL EXAM 9:30-10:45	