
CM327 LANGUAGE, CULTURE AND COMMUNICATION: THE SPANISH PERSPECTIVE
IES Barcelona Syllabus – Last updated: June 4th, 2008

DESCRIPTION: This course has been designed to provide students with key elements to understand Spain today, the different ways Spaniards live and how their identity is defined. Students are able to explore the relationship between culture, communication and language in a multilingual and multicultural society. They study different language functions and learn to use communication as a tool for greater cultural understanding in a foreign country. The course also analyses the concept of culture and cultural identity and it discusses perceptions of time, society, family, religion and values in Spain. Some basic communication theory is presented and sites of cultural interest are visited. (3 credits)

INSTRUCTOR: Xavi Alcón

METHOD OF PRESENTATION: Lectures, class discussions, field studies, class presentations.

LANGUAGE OF PRESENTATION: English

REQUIRED WORK AND FORM OF ASSESSMENT: Class participation (20%); oral presentation (10%); essay (20%); mid-term exam (25%); final exam (25%)

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 a group** on one of the topics of the course, under the professor's guidance and instructions. **One essay** (7 pages long; Time New Roman 12; 1.5 lines) will be written by each student on a topic given by the instructor related to one of the four visits (Field Studies) carried out through the course. The essay will be submitted in hard copy and also sent by e.mail to the professor.

IES ATTENDANCE POLICY: Attendance is mandatory for all IES classes, including field studies. Students are permitted 3 absences in IES area studies courses and 5 absences in IES Spanish language courses with no impact on the final grade. These include absences due to illness, delayed flights, interviews, family celebrations, or any other personal commitments. Beyond these absences, one half of a letter grade will be deducted from the final grade for each additional absence. If a student is absent more than 7 times for area studies courses or 10 times for language courses, the student will receive an F for the course.

LEARNING OUTCOMES: By the end of the course, students are able to:

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

CONTENT:

Session 1: Introduction to the course. Topics for oral presentations and essays.

Session 2: Images and perceptions of Spain. Inside and outside generalizations.
Humour, jokes and stereotypes in communication.

Required readings:

Kelly, Dorothy (2000): 29-37

Session 3: Communication and culture. What do these concepts mean? Cross-cultural communication,

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intercultural communication, multicultural communication. Cultures and « communicative competence»:
cultural patterning of communicative behavior.

Required readings:

Johnstone, Barbara (1999): 25-40; and Levine, Deena R. and Mara B.
Adelman (1993a): 6-16.

Session 4: The linguistic map of Spain. Co-existing with Spanish: monolingualism and
bilingualism in Spain. Linguistic demography (i). The case of Catalonia.

Required readings:

Pradilla, Miguel Ángel (2001): 58-90.

Session 5: The linguistic map of Spain. Co-existing with Spanish: monolingualism and
bilingualism in Spain. Linguistic demography (ii). The cases of the Basque Country and
Galicia.

Required readings:

Cenoz, Jasone and José Perales (2001): 90-140; Hermida, Carme (2001): 110-
140.

Session 6: Multiculturalism and Interculturality. Spanish identity and immigration from the 1990s
onwards. Migration “challenges” to existing models of cultural identity and citizenship in Spain and
Barcelona.

Required readings:

Corkill, David (2000): 48-57.

Session 7: The construction of national identity (i). Field study to the History of Catalonia Museum.

Required readings:

Balfour, De Cal (1995): 25-39.

Session 8: The construction of national identity (ii). Racism and ethnicity in Spain. Ethnic
minorities in Spain: the Gypsies. Class presentation 1

Required readings:

Marzo, Ángel and Turell, Teresa (2001): 215-234.

Session 9: The construction of national identity (iii). Food and eating practices in Spain. Class
presentation 2

Required readings:

Contreras, Jesús (2004): 211-214.

Session 10: Field study: Visit to the Boquería Market

Session 11: Identity and Sports. Class
presentation 3

Required readings:

Crolley, Liz (2000): 305-311.

Session 12: Identity and Sports. Final Discussion

Session 13: **Midterm Exam**

Session 14: Tradition and modernity: Spanish families today. Evolution and types. Class presentation
4Film Viewing (previous to the session):

Pedro Almodóvar´s, “*Qué he hecho yo para merecer esto?*”

Session 15: Youth in Spain. Is there a youth problem?

Required readings:

Allison, Mark (2000): 265-273.

Session 16: Cultural contact, encounters and communication (i). Spain and The Americas.

Session 17: Field study: Visit to the Chocolate Museum of Barcelona

Session 18: Non-verbal communication and its cultural dimensions.

Required readings:

Andersen, Peter A., Michael L. Hecht, Gregory D. Hoobler and Maya Smallwood (2003): 73-90.

Session 19: Gender in communication (i). Male and female conversational strategies.

Film/documentary: She said/he said.

Session 20: Gender in communication (ii). Gendered images: the case of Spain.

Required readings:

Antón, Elvira (2000): 205-213.

Session 21: Gender in communication (iii). Gendered images: the case of Spain.

Media and Gender Class Discussion.

Session 22: Media in Spain (i): Censorship and Plurality.

Essay to be submitted

Required readings:

Deacon, Philip (2000): 149-158

Session 23: Media in Spain (ii): Politics and TV in Spain.

Required readings:

Zabaleta, Iñaki (2000): 159-168.

Session 24: **Oral Presentation Papers**

Final Exam

REQUIRED READING:

Allison, Mark (2000). "The construction of youth in Spain in the 1980s and 1990s". In Jordan, Barry and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: 265-273. London: Arnold.

Andersen, Peter A., Michael L. Hecht, Gregory D. Hoobler and Maya Smallwood (2003). "Nonverbal Communication Across Cultures". In William B. Gudykunst (ed.), *Cross-Cultural and Intercultural Communication*: 73-90. London: Sage.

Antón, Elvira (2000). "Gendered images: constructions of masculinity and femininity in television advertising". In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: 205-213. London: Arnold.

Balfour, Sebastian and Enric Ucelay De Cal (1995). "National Identities". In Helen Graham and Jo Labanyi (eds.), *Spanish Cultural Studies. An Introduction*: 25-39. Oxford: Oxford University Press.

Cenoz, Jasone and Josu Perales (2002). "The Basque-speaking Communities". In Sue Wright (ed.), *Monolingualism and Bilingualism: Lessons from Canada and Spain*: 91-109. Clevedon: Multilingual Matters.

- Contreras, Jesús (2004). "Markets of the Mediterranean". In *Mercats de la Mediterrània*: 211-214. Barcelona: Lunwerg Eds.
- Corkill, David (2000). "Race, immigration and multiculturalism in Spain". In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: 48-57. London: Arnold.
- Crolley, Liz (2000). "Football and fandom in Spain". In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: 305-311. London: Arnold.
- Deacon, Philip (2000). "Regulation and The flexible media regime in Spain": pg. 149-158.
- Hermida, Carme (2001). "The Galician Speech Community". In Sue Wright (ed.), *Monolingualism and Bilingualism: Lessons from Canada and Spain*: 110-140. Clevedon: Multilingual Matters.
- Johnstone, Barbara (1999). "Communication in Multicultural Settings: Resources and Strategies for Affiliation and Identity". In Torben Vestergaard (ed.), *Language, Culture and Identity*: 25-40. Aalborg: Aalborg University Press.
- Kelly, Dorothy (2000). "Selling Spanish "otherness" since 1960s". In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: 29-37. London: Arnold.
- Levine, Deena R. and Mara B. Adelman (1993). "Cross-Cultural Contact with Americans". In Deena R. Levine and Mara B. Adelman (eds.), *Beyond Language. Cross-Cultural Communication*: 37-46. Upper Saddle River, NJ. Prentice Hall.
- Marzo, Angel and Turell, Teresa (2001). "The Gitano Communities". In M. Teresa Turell (ed.), *Multilingualism in Spain*: 215-234. Clevedon: Multilingual Matters.
- Pradilla, Miguel Ángel (2001). "The Catalan-speaking Communities". In M. Teresa Turell (ed.), *Multilingualism in Spain*: 58-90. Clevedon: Multilingual Matters.
- Zabaleta, Iñaki (2000). "Politics and television news in Spain": 159-168.

RECOMMENDED READING:

- Fitzgerald, Thomas (1994). "Media, Ethnicity and Identity". In Paddy Scannell, Philip Schlesinger and Colin Sparks Culture and Power. London: Sage.
- Hecht, Michael L., Peter A. Andersen and Sidney A. Ribeau (1991). "The Cultural Dimensions of Nonverbal Communication". In William B. Gudykunst and B. Mody (eds.), *Handbook of International and Intercultural Communication*: 163-185. London: Sage.
- Jordan, Barry (2000). "How Spanish is it? Spanish cinema and national identity". In Barry Jordan and Rikki Morgan-Tamosunas (eds.), *Contemporary Spanish Cultural Studies*: 68-78. London: Arnold.
- MacInness, John and David McCrone (eds.) (2001). *Stateless nations in the 21st century: Scotland, Catalonia and Quebec*. Scottish Affairs, special issue. Edinburgh: Institute of Governance.
- McRoberts, Kenneth (2001). "The Historical Roots of Nationhood". In *Catalonia: Nation Building Without State*: 6-20. Oxford/New York: Oxford University Press.
- Mar-Molinero, Clare (2000). "Politics, language and the Spanish education system". In *The Politics of Language in the Spanish-Speaking World*: 157-164. London/New York: Routledge.
- McRoberts, Kenneth (2001). "Nation and identity in contemporary Catalonia". In *Catalonia: Nation Building Without State*: 161-178. Oxford/New York: Oxford University Press.
- Núñez, Xosé-Manoel (2001). "What is Spanish Nationalism today? From legitimacy crisis to unfulfilled renovation (1975-2000)". *Ethnic and Racial Studies*. 24 (5): 719-752.
- Orbe, Mark P. (1998). *Constructing co-cultural theory: an explanation of culture, power and communication*. London: Sage.
- Risager, Karen (1999). "Language and culture. Disconnection and reconnection". In Torben Vestergaard (ed.), *Language, Culture and Identity*: 83-98. Aalborg: Aalborg University Press.
- Storti, Craig (1994). *Cross-Cultural Dialogues. 74 Brief Encounters with Cultural Difference*. Yarmouth: Intercultural Press.
- Tannen, Deborah (2001). "Different words, different worlds". In *You Just Don't Understand*: 23-48. Quill: New York.