
**IC/CM329 LANGUAGE, CULTURE AND COMMUNICATION:
HISPANIC CULTURES AND THEIR SOCIETIES
IES Barcelona Syllabus – Last updated: May 29th, 2008**

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 I level of Spanish or above.

INSTRUCTOR: Carme Ruiz

METHOD OF PRESENTATION:

- **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 them.

LANGUAGE OF PRESENTATION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT: Class participation (20%); Oral presentation (10%); Essays (30%); Mid-term exam (20%); Final exam (20%)

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 visits (Field Studies) carried out through the course. Essays will be submitted in hard copy and also sent by email to the professor. **Two exams** –mid term and final- on the contents of the course will be taken by each student.

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 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.

CONTENT:

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

Required readings: None

Session 2: The transatlantic perspective in film: "perceptions of the other"

Film Viewing: Iciar Bollain: *Flores de otro mundo*

Session 3: The Hispanic world: Spain and Latin America in perspective. Images, visions and transatlantic approaches.

Required readings:

Elliot, John H., "En el espejo del tiempo: América y España en el espejo del tiempo. Visiones atlánticas del mundo hispánico", *Diario ABC* (2003): 1-4.

Session 4: Transatlantic encounters (i).

Field Study: Chocolate Museum of Barcelona and Barri de La Ribera (Sta. Catarina Market)

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.

Session 5: Transatlantic encounters (ii) Food and history

Required readings:

Mintz, Sydney (1996): *Dulzura y poder, el lugar del azúcar en la historia moderna*, México, D.F. Siglo XXI.

Session 6: Transatlantic encounters (iii). Interpretative debates.

Required readings:

Cortés, Hernán. *Cartas de relación*: 35-41. (This text will be read in class)

León Portilla, Miguel (ed.), *La visión de los vencidos*: 106-111. Todorov, Tzvetan. *La Conquista de América*: 13-23.

Film Viewing: Antonio Saura, *El Dorado* (1988)

Session 7: Languages and cultures of Spain: Co-existence and conflict

Required readings:

Lozano, Irene. "Lenguas en Guerra" Aula de Cultura Virtual, *El correo digital*: 1-8; Schwarzwälder, Barbara, "En el laberinto nacionalista: venturas y desventuras de una catalanoalemana": 33-43.

Session 8: Identity, culture and nation: symbolic borders and imagined constructions.

Required readings: None

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.

Excerpts of: Luis G. Berlanga, *Las escopeta nacional* (1978). Bienvenido Mr. Marshall

Session 9: Cultural diversity in Spain: Multicultural debates, communication and culture.

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Required readings:

Bilbeny, Norbert. *Por una causa común. Ética para la diversidad*: 33-46; 167-180; Onghena, Yolanda: Reinterpretar para gestionar la diversidad cultural: 51-65.

Session 10: Multiculturalism and the city

Field Study: *Centre de Cultura Contemporània de Barcelona (CCCB)* and Raval

Founded in 1994 and situated at the core the popular and emblematic area of El Raval, CCCB is a large an active center where 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.

Session 11: Multiculturalism in the city: looking to everyday practices.

Required readings:

García Armand, Asun: El rol de las mujeres en el devenir de un barrio intercultural: El Raval de Barcelona: 123-140.

"El mestizaje del Raval atrae a 25 millones de visitantes al año," *El Periodico*, 27 may, 2008.

First Essay Due

Session 12: Migration in Spain (i): domestic immigrants and cultural reconfigurations.

Required readings:

Solé, Carlota. *Los inmigrantes en la sociedad y en la cultura catalanas*: 19-42.

Session 13: Migration in Spain (ii): international migrations (1990-2006).

Required readings:

Pajares, Miguel. *La integración ciudadana: una perspectiva sobre la inmigración*: 13-18; 35-48; 65-70.

Session 14: Migration in Spain (iii): international migrations (1990-2006). The Latin America diaspora.

Guest speaker: chief editor *El Hispano* Latin American journal in Barcelona.

Students will be able to listen and talk to the journal editor to find out how this is produced and published.

Session 15: **Midterm Exam**

Session 16: Values, faith and family in Spain: historical perspectives (1975-2005).

Required readings:

"La revolución familiar", in *El País*, 2005: 50-60; Film: Pedro Masó, *La gran familia* (1962) (excerpts to view in class)

Session 17: Spain in Europe. The Hispanic perspective in Europe.

Required readings:

Barbé, Esther. *La política europea de España 2005-2006*: 20 pp.

Session 18: Power and Communication in Latin America (i): orality, writing, ethnic groups and cultural dynamics.

Required Reading:

Lienhard, Martin. *La voz y su huella*: 25-32.

Session 19: Power and Communication in Latin America (ii): orality, writing, ethnic groups and cultural dynamics.

Required readings:

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Paz, Octavio. *El laberinto de la soledad*: 72-97.

Session 20: Communication and other discourses in Latin America (i): music, dance, textiles.
CLASS PRESENTATION 1 on Latin American textiles, music or dance.

Session 21: Communication and other discourses in Latin America (ii): music, dance, textiles.
CLASS PRESENTATION 2: on Latin American textiles, music or dance

Session 22: Hybridity, heterogeneity and transculturation: the difficult management of diversity (i):
Required readings:
Ortiz, Fernando. *Contrapunteo cubano del tabaco y el azúcar*: 86-90.

Session 23: Hybridity, heterogeneity and transculturation: the difficult management of diversity (ii):
Required readings:
Morales, Mario Roberto. *La articulación de las diferencias o el síndrome de Maximón*: 21-57.
Second Essay Due

Session 24: Hispanic Societies. Hybridity, heterogeneity and transculturation: the difficult management of diversity.
The course in perspective. Reaching some conclusions.

Final Exam

REQUIRED READING:

- 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.
- Cortés, Hernán (1985). *Cartas de relación*: 35-41. México, D.F.: Editores Mexicanos Unidos.
- "El mestizaje del Raval atrae a 25 millones de visitantes al año," *El Periodico*, 27 may, 2008.
- 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 revolución familiar", in *El País*, 2005: 50-60.
- García Armand, Asun: El rol de las mujeres en el devenir de un barrio intercultural: El Raval de Barcelona: 123-140.
- 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.
- Mintz, Sydney: Dulzura y poder: el lugar del azúcar en la historia moderna, México. Siglo XXI, 1996
- 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 READING:

- Bueno, Raúl (1998). "Heterogeneidad migrante y crisis del modelo radial de cultura". In *Indigenismo hacia el fin del milenio*: 253-268. Pittsburg: IILI.

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- 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 Canclín, 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.
- Peñarín, 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.