



1st. Term 2020-2021

Course Code & Title:	SPAN1101 - SPANISH CIVILIZATION AND ITS LANGUAGES I	
Language of Instruction: English	Units: 3	

Course Description
<p>This course offers a broad interdisciplinary introduction to the Hispanic civilization. It surveys the realities of Hispanic cultures and societies through the examination of their evolution, geography, languages, economy, social configurations, artistic ways of expressions, gastronomy, forms of leisure and celebrations. It attempts that students foster a general understanding of the connections and the differences of cultures and societies geographically wide apart. The course is taught in one interactive manner as to ensure students engage in classroom discussions and participate in projects related to Hispanic issues of interest to them.</p> <p>No prior knowledge is required. It is recommended that this course may be taken simultaneously with Spanish language courses.</p>

Learning Outcomes
<p>By the end of the course, students should:</p> <ul style="list-style-type: none"> - demonstrate understanding of the key features of the Hispanic cultures. - be familiar with the main Hispanic cultural referents. - be able to interpret more critically materials, subjects, and real-world situations related to the Hispanic world. - increase their cross-cultural awareness of Spanish speaking societies. - meaningfully assess differences between individuals and groups of people without resorting to stereotypes.

Course Content:	
Topics	Descriptions
	THE ECLECTIC NOTION OF HISPANIC CIVILIZATION
TOPIC 1	<ul style="list-style-type: none"> ◆ Hispanic cultures in the World and their international projection ◆ Multicultural history ◆ Hispanic-Chinese Relations
	THE GEOGRAPHY OF THE SPANISH-SPEAKING COUNTRIES
TOPIC 2	<ul style="list-style-type: none"> ◆ Landscapes in Spain ◆ Latin America and the Caribbean sceneries ◆ Nature sights in Equatorial Guinea
	THE SPANISH LANGUAGE
TOPIC 3	<ul style="list-style-type: none"> ◆ Linguistic evolution and diversity ◆ Languages in contact ◆ Spanglish
	ECONOMIC ACTIVITIES AND SOCIETIES
TOPIC 4	<ul style="list-style-type: none"> ◆ Economic sectors and labour ◆ Transnational migration ◆ Hispanic multinationals ◆ Household and family structure
TOPIC 5	UNIQUE ARTISTIC WAYS OF EXPRESSION

	<ul style="list-style-type: none"> ◆ Hispanic masterworks literature and Nobel prize writers ◆ Icon artists (Altamira prehistoric cave paintings, Picasso, Dali, Miró, Velázquez, Frida Kahlo, etc.) ◆ UNESCO World Heritage sites and popular architecture in Spanish-speaking countries.
TOPIC 6	GASTRONOMY
	<ul style="list-style-type: none"> ◆ Food and popular dishes ◆ “New World” food ◆ World-renowned Spanish chefs
TOPIC 7	FORMS OF LEISURE
	<ul style="list-style-type: none"> ◆ Music and dances ◆ The media ◆ Cinema (directors and actors) ◆ Sports ◆ The bullfighting debates
TOPIC 8	CELEBRATIONS
	<ul style="list-style-type: none"> ◆ Sun festivals ◆ Harvest festivals ◆ December celebrations ◆ Fertility festivals

Learning Activities					
Interactive classwork [1]	Web-based teaching	Homework / Self-study	Reflection paper	Presentation	Learning Portfolio
(hr) in / out class	(hr) in / out class	(hr) in / out class	(hr) in / out class	(hr) in / out class	(hr) in / out class
3 / 0.5	1	1.5	1.5	0.5 / 1	2
M / M	M / M	M	M	M / M	M

M = Mandatory / O = Optional

[1] Interactive classwork focuses on student-centered activities as pair work, group work, role-playing and student-teacher interaction.

Assessment Scheme		
Task nature	Description	Weight
<i>Participation in class and homework</i>	Active participation in Zoom class activities with regular breakout groups, self-study quizzes, and structured class debates. Continuous assessment.	10%
<i>Mid-term reflection paper</i>	A short writing assignment addressing what you have learned from the course in the midterm. It can cover your strengths and weaknesses of the topics, the similarities and differences across countries, your study tools and your goals for learning improvement. (550 words minimum)	20%
<i>Zoom group presentation</i>	Group presentations focusing on one specific topic related to Hispanic Civilization. One part should highlight differences between Hispanic and Chinese cultures. The presentation must include a thesis topic, one introduction, a clearly organized argument/commentary, a conclusion, and a reference.	15%
<i>Learning Portfolio</i>	Personal collection of student work that represents student’s activities, skills and achievements gained during this course. The contents should demonstrate self-reflection and critical thinking. (1000 words minimum)	25%
<i>Final online quiz</i>	Short answer questions and short essay questions (Duration: 2 hours)	30%

✓ **Interactive classwork:** Participation will be graded positively. Students are expected to participate actively in class. In particular, to comment and ask more information about the topics proposed. Furthermore, they will be

responsible for contributing additional information to class discussions found through Internet links or traditional library materials.

- ✓ **Extracurricular activities:** Students are welcome to join any cultural activities held in Hong Kong related to the Hispanic World. Activities will be announced in advance.
- ✓ **Web-based teaching:** Course materials will be uploaded to Blackboard Learning System course site.
- ✓ **Reflection paper:** Students have to reflect critically on the learning outcomes in the midterm.
- ✓ **Group presentation:** Students will work on a group presentation focusing on one specific topic. It should highlight differences between Hispanic and Chinese cultures.
- ✓ **Learner Portfolio:** a student showcase demonstrating summative learning of the subject matter. It's advisable to organize your work periodically. **Arrange to have everything in advance to meet the deadline!**

Notes:

- You are required to arrive on time.
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- **Should you miss more than 25% of the class, you will automatically fail the course.**
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself.

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Learning Resources
Course Materials
IT Resources
<ol style="list-style-type: none"> 1. CU Blackboard eLearning System 2. Web links: <ul style="list-style-type: none"> http://www.spainisculture.com/ https://www.spainculture.us/ http://contenidos.educarex.es/mci/2004/30/WebQuest/faseprevia_archivos/www.sispain.org/SiSpain/english/ http://www1.lanic.utexas.edu/ http://www.typicallyspanish.com/ http://www.spanisharts.com/ http://www.red2000.com/spain/culture-index.html http://www.everyculture.com/Sa-Th/Spain.html http://lib.nmsu.edu/subject/bord/laguia/ http://www.geographia.com/indx05.htm http://gosouthamerica.about.com/ http://www.pewhispanic.org/topics/ http://www.ucalgary.ca/applied_history/tutor/eurvoya/index.html

Readings & Library Resources

- Afinoguénova, E. & Martí-Olivella, J.** (Eds.) (2008). *Spain is (Still) Different: Tourism and Discourse in Spanish Identity*. Lanham, MD: Rowman & Littlefield Inc.
- Balfour, S. & Quiroga, A.** (2007). *The reinvention of Spain: nation and identity since democracy*. NY: OUP.
- Beltrán, C.** (2010). *The trouble with unity: Latino politics and the creation of identity*. NY: OUP.
- Copeland, J.G., Kite, R. & Sandstedt, L.A.** (2001). *Civilización y cultura: Intermediate Spanish*. Fort Worth, Tex.: Harcourt Brace College Publishers (7th edition).
- Dawson, A.S.** (2011). *Latin America since independence: a history with primary sources*. NY: Routledge.
- DeGuzmán, M.** (2005). *Spain's long shadow the black legend, off-whiteness, and Anglo-American empire* [electronic resource]: Minneapolis, Minn. University of Minnesota Press.
- Gies, D.T.** (Ed.) (1999). *The Cambridge companion to modern Spanish culture*. NY: CUP.
- Grabowski, J.F.** (2000). *Spain*. San Diego, CA : Lucent Books.
- Jordan, B.** (2002). *Spanish culture and society: the essential glossary*. NY: OUP.
- Jordan, B. & Morgan-Tamosunas, R.** (Eds.) (2000). *Contemporary Spanish culture studies*. London: OUP.
- Labanyi, J.** (2010). *Spanish literature: a very short introduction*. Oxford: OUP.
- Mahoney, J.** (2010). *Colonialism and postcolonial development: Spanish America in comparative perspective*. NY: CUP.
- Martín-Estudillo, L. & Ampuero, R.** (Eds.) (2008). *Post-authoritarian cultures: Spain and Latin America's Southern Cone*. Nashville, Tenn.: Vanderbilt University Press.
- McGuirk, B. & Millington, M.I.** (Eds.) (1995). *Inequality and difference in Hispanic and Latin American cultures*. Lewiston: E. Mellen Press.
- Moya, J.C.** (Ed.) (2011). *The Oxford handbook of Latin American history*. NY: OUP.
- Payne, S.G.** (2011). *Spain: a unique history*. Madison, Wis. University of Wisconsin Press [CUHK library online access available].
- Pérez-Sánchez, G.** (2007) [Queer transitions in contemporary Spanish culture \[electronic resource\] : from Franco to la movida/Gema Pérez-Sánchez](#) NY: State University of New York Press. CUHK library Online access
- Rodgers, E. & Rodgers, V.** (Ed.) (1999). *Encyclopedia of contemporary Spanish culture*. NY: Routledge.
- Smith, P.J.** (2003). *Contemporary Spanish culture: TV, fashion, art and film*. Malden, MA: Blackwell.
- Stanton, E. F.** (2002). *Culture and customs of Spain*. Westport, Conn.: Greenwood Press.

Schedule (Subject to changes):

Week	Date	No Class Days	Assignments	Content
Week 1	8 Sep			Topic 1
Week 2	15 Sep			Topics 1-2
Week 3	22 Sep			Topics 2-3
Week 4	29 Sep	1st Oct National Day 2 nd Oct The day following the Chinese Mid Autumn Festival		Topics 2- 3
Week 5	6 Oct			Topics 3-4

Week 6	13 Oct			Topics 4-5
Week 7	20 Oct		Mid-Term reflection paper (Topics 1-3) <i>Paper deadline 17th Oct 11.59 pm</i> 1st presentation session	Topic 5 Paper submission
Week 8	27 Oct	26 th Oct Chung Yeung Festival	2nd presentation session	Topic 5
Week 9	3 Nov		3rd presentation session	Topics 5-6
Week 10	10 Nov		4th presentation session	Topics 6-7
Week 11	17 Nov	19 th Nov 88 th Congregation for the Conferment of BA and MA's Degrees	5th presentation session	Topics 7-8
Week 12	24 Nov			Topic 8 & Review
Week 13	1 st Dec		Final Test/ Portfolio <i>Portfolio deadline 5th Dec 11.59 pm</i>	Test/ Portfolio submission

Schedule (Subject to changes):

Class sections and teachers' contact details:

Class	Time	Classroom	No. of	Teacher	Email
SPAN 1101	14.30-17.15 Tuesday	Zoom	13	DR Leticia VICENTE-RASOAMALALA	lvicente@cuhk.edu.hk

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Dr. Leticia VICENTE-RASOAMALALA (Course Coordinator)	3943 1678	lvicente@cuhk.edu.hk	G27, K.K. Leung Building Office Hours: <i>Tuesday:</i> 1.20-2.20 pm or gladly by appointment in Zoom
General Office	39439836	lin@cuhk.edu.hk	Rm G17, KKL Building Office Hours: <i>Monday to Thursday:</i> 8:45am to 1:00pm and 2:00pm to 5:30pm <i>Friday:</i> 8:45am to 1:00pm and 2:00pm to 5:45pm

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Feedback for Evaluation

Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedbacks will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedbacks in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedbacks will be used for future course planning and teaching.