

UNITED STATES INTERNATIONAL UNIVERSITY- AFRICA
COURSE SLLLABUS
SPN 3001: SPANISH CULTURE AND CIVILIZATION
PREREQUISITE: SPN 3000
CREDIT: 3 UNITS
LECTURER: BRO. VINCENT, SC

1. COURSE DESCRIPTION

This course is a survey of the geography, history, dance, architecture, art, fine arts, science, culture and customs of Spain. It explores as well historical, social, political, economic and cultural trends in the country. The course is conducted in Spanish. It may be taken as part of the **windows to the world program**.

Prerequisite: The course is open to students who have satisfactorily completed Spanish 3000.

Credit: 3 units

2. LINK TO UNIVERSITY MISSION OUTCOMES & TO GENERAL EDUCATION PLOS

The course content for SPN. 3001 directly contributes to the attainment of the *Higher Order Thinking, Literacy and Global understanding & Multicultural Perspective* Outcomes in General Education learning outcomes and indirectly to the *Preparedness For Career* Outcome since the minor in Spanish continues with this course which may include an educational tour to Spain, The **WINDOWS TO THE WORLD** Program.

3. EXPECTED COURSE LEARNING OUTCOMES

At the end of the course, students will be able to:

- a.) use Spanish tenses more effectively
- b.) comprehend more complex Spanish texts dealing with history, geography, culture and civilization of Spain continuing the process begun in SPN 2000.
- c.) Write and develop themes dealing with the history, geography, culture and civilization of Spain.
- d.) Translate more complex texts from Spanish to English/English to Spanish thus expanding vocabulary.
- e.) Present oral presentations on different aspects of Spanish culture and civilization.
- f.) Read and interpret the metro/bus system in Spain
- g.) Identify arquitectural styles as to their characteristics;
- h.) Identify Spanish art with respect to the artist and his technique.
For those students who opt to participate in The **WINDOWS TO THE WORLD** Program which may be integrated into SPN 3001.
- i.) Compare modern day Spain with modern day Kenya with respect to specific areas of interest using news papers, magazines.
- j.) Improve all language skills by interacting with native speakers.
- k.) Evaluate with first hand knowledge the theory presented in the course in Nairobi.

COURSE CONTENT

- a) The geography of Spain
 - 1) Extension, climate, population
 - 2) Mountain ranges and principal rivers
 - 3) Minerals and principal products
 - 4) Territorial division of the country
 - 5) Extraterritorial possessions
 - 6) Principal cities
- b) The history of Spain
 - 1) Primitive times
 - 2) The Moors and the Reconquest
 - 3) The greatness of Spain
 - 4) Decadence
 - 5) Eighteenth-twentieth century
- c) The Fine Arts and Science
 - 1) Music
 - 2) Composers, instrumentalists and singers
 - 3) Dance
 - 4) Architecture
 - 5) Painting – El Greco, Ribera, Zurbarán, Velásquez, Murillo, Goya, Sorolla, Zuluaga, Sert, Picasso, Miró, Dalí.
 - 6) Men of Science – Ramón y Cajal, Juan de la Cierva, Severo Ochoa
- d) The life and customs of Spain today
 - 2. The house and family
 - 3. Picturesque types
 - 4. Social activities and customs
 - 5. Food and drink
 - 6. Clothing
 - 7. Feast days
 - 8. Sports and diversions-bullfights
 - jai- alai
 - Football
 - (soccer)

COURSE OUTLINE

WEEK ONE: OVERVIEW (outcomes a, b, d, e)

Language – Spanish: a world language-its history, pronunciation, spelling, dialects and influences

Geography – Overview of Spain; (presentation by student- end of week)

- a) Extension, climate, population
- b) Mountain Ranges

Assignment #1 Amsco p. 405- 406 ex. A&B; Zollo - section on Language p. 35-38 (handout)

WEEK TWO: (outcomes a, b, c, d)

Geography- a) Rivers

- c) Minerals, principal products

Assignment # 2 La Riqueza de España – su Topografía- an essay of 200 words

WEEK THREE: (outcomes a, b, c, d, e)

Geography – Territorial Division of Country-review Central and Northern Spain (presentation by student)

Spain (presentation by student – end of week)

Emphasis on a) South – Andalucía

- b) East- Cataluña, Valencia,
- Murcia, Aragón

- c) - Extraterritorial possessions

**Assignment # 3 La España- ¿La Verdadera España? –an essay of 200 words
Amsco p.412-416 ex. A to G**

WEEK FOUR: (outcomes a, b, d, e)

History – Review primitive tribes, Romans, Arabs, Reconquest, 1492, Hapsburgs
(presentation by student- end of week)

Emphasis on a) Spain under the Bourbons

WEEK FIVE: (outcomes a, b, c, d)

History - The Bourbon Dynasty continued

Assignment # 4 La Importancia de los Borbones- an essay of 200 words

WEEK SIX: (outcomes a, b, c, d)

History The Spain of twentieth Century

**Assignment # 5 Una Comparación entre Los Habsburgos y los Borbones
-an essay of 200 words
Amsco p. 420-422 ex. A-E**

WEEK SEVEN: (outcomes a, b, c, d)

Revision

MIDTERM EXAMINATION

WEEK NINE: (outcomes a, b, d)

The Fine Arts & Science Music
Dance
(presentation by student- end of week)

Assignment # 6 Answer the following questions:

- a) ¿Quiénes son los compositores, instrumentistas, y cantantes principales de España y ¿qué son sus tipos de música?
 - b) ¿Qué son los bailes típicos regionales de España y su estilo de baile?
- Amsco p. 434- 437 ex. A-D

WEEK NINE: (outcome g)

Architecture	Roman- bridges, aqueducts – e.g. Segovia
	Moorish- mosques, alcazares, e.g. Alhambra
	Romanesque- Santiago de Compostela
	Gothic- Burgos, Sevilla, Toledo
	Baroque Salamanca

Men of Science Ramón y Cajal, Juan de la Cierva y Severo Ochoa

Use of slides/ Cds/DVDs- Cities/Monuments of Spain

Quiz # 1- Identificar el tipo de arquitectura por sus características

WEEK TEN: (outcomes d, e, h)

Spanish Art - characteristics of Spanish Art
- Prado Museum
- principal artists ej. El Greco, Rivera, Zurbarán
- Velásquez, Murillo, Goya, Sorolla, Zúñiga,
- Sert, Picasso, Miró y Dalí

Use of slides/Cds- Works of Art

Quiz # 2- Identificar la obra con su pintor

WEEK ELEVEN: (outcomes a, b, c, d, e, h)

ORAL PRESENTATIONS

Artist, works influences, characteristics

WEEK TWELVE: (outcomes a, b, c, d, f)

Contemporary Life and Customs -the house and family
 - Picturesque types
 - Social activities and customs- metro system
 - food and drink
 - clothing
 - feast days
 - sports and diversions

Use of maps of cities and metro system

Assignment # 7 Amsco p. 441-442 ex. A-D

TEACHING METHODOLOGY

- a) Lectures; handouts
- b) Tapes of music
- c) Slides of cities/ paintings
- d) DVDs, maps.
- e) Reflection papers, diary while in Spain

COURSE TEXTS

Calidoscopio Español, Robert D. O'Neal and Marina García Burdick (Boston: Ginn Co. 1971).
Spanish Language, Life & Culture, Michael Zollo (London: Hodder & Stoughton Ltd, 2000)
An Advanced Spanish Dictionary
Spanish Three Years, Stephen L. Levy and Robert J. Nassi. (New York: Amsco publishers, 1988).

COURSE EVALUATION

At USIU (prior to departure)

Attendance/participation	10%
Quizzes	10%
Assignments	10%
Oral presentations	10%
Mid-quarter Exam	20%

In Spain

Reflection papers (3)	15%
Diary	5%
Conversional skills	10%
At USIU (upon arrival)	
Term Paper (5 typed pages)	10%

At USIU- for students who are **not** participating in The **WINDOWS TO THE WORLD** Program

- 1) Amsco p. 438-440 translate 5%
 - 2) A resume in Spanish – 300 words each
- Chapters 6- 12 inclusive of

Spanish: Language, Life and Culture 35 %

by Mike Zollo

GRADING

- A- 90- 100
- A- 87-89
- B+ 84- 86
- B 80- 83
- B- 77-79
- C+ 74-76
- C 70-73
- C- 67-69
- D+ 64-66
- D- 60-61
- F 0-59

NOTE: *If for any reason you are not able to attend class, please inform the lecturer*