

**SPAN 3150**  
**CIVILIZATION AND CULTURE OF SPAIN**  
**SUMMER STUDY ABROAD**  
**CÁDIZ, SPAIN**

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**COURSE DESCRIPTION:** Prerequisite: SPAN 2002 or consent of instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Spain. Emphasis will be placed on the Middle Ages, the significance of the Golden Age in Spain's history, and the major events of the twentieth and twenty-first centuries. The works of representative artists, composers, and writers from the various historical periods will be studied, some of which will be complemented by film.

**OUTCOMES AND OBJECTIVES:** Within the range of listening, speaking, reading, and writing proficiency at the Intermediate (advanced) level, you will be able at the end of **SPAN 3150**:

1. To identify the major regions of Spain and cities within those regions
2. To identify various historical sites associated with the regions and to explain their significance
3. To discuss the linguistic map of Spain and its political and social significance
4. To identify major historical and literary periods of the country and the consequences of events during those periods on the development of the modern nation
5. To identify major figures in Spanish art, literature, music, and cinema and to discuss representative works of these figures
6. To discuss the social and political identity of modern Spain
7. To identify and explain the significance of various cultural traditions within Spanish society
8. To use technology to maintain a knowledge of contemporary Spanish society

**SAMPLE TEXTS**

Ugarte, Ugarte, McNerney. *España y su civilización*. 5<sup>th</sup> ed. McGraw Hill: Boston, 1999.

Piemontese-Ramos, Luisa, and Carlos Arboleda. *España: Temas de cultura y civilización*. Thomson Heinle: USA, 2008.

Handouts supplied by professor

**POLICY ON PLAGIARISM AND CHEATING**

As stated in the Academic Student Conduct Code (available at

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>), "students [i.e., YOU] are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

**POLICY ON SPECIAL NEEDS**

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester and should contact the Access Office for Students with Disabilities in Farber Hall (between Langdale Hall and Oak Street). The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

**SAMPLE ASSIGNMENTS AND GRADING POLICY**

1. Class participation, attendance, performance, and preparation – **10%**
2. Examinations – **40%**  
(4 exams at 10% each)
3. Cultural project – **20%**
4. Oral Exam – **10%**
5. Final Exam – **20%**

**GRADING SCALE**

90-100 A

80- 89 B

70-79 C

60-69 D

0-59 F

## **ACTFL INTERMEDIATE-MID (high) LEVEL**

### **SPEAKING**

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

### **READING**

Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

### **WRITING**

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

### **LISTENING**

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

## **FOR FLED MAJORS:**

**The following Conceptual Frameworks or Guiding Principles shall be adhered to in the class:**

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a lifelong process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

## **COE Conceptual Framework Standards (CFS)**

### **Standards Addressed in this Course**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content areas appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning , and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.