



1st. Term 2024-2025

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. <i>It is recommended that this course may be taken simultaneously with Spanish language courses.</i></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 Syllabus	
Topics	Descriptions
TOPIC 1	THE ECLECTIC NOTION OF HISPANIC CIVILIZATION
	<ul style="list-style-type: none"> ◆ Hispanic cultures in the World and their international projection ◆ Multicultural history ◆ Hispanic-Chinese Relations
TOPIC 2	THE GEOGRAPHY OF THE SPANISH-SPEAKING COUNTRIES
	<ul style="list-style-type: none"> ◆ Landscapes in Spain ◆ Latin America and the Caribbean sceneries ◆ Nature sights in Equatorial Guinea
TOPIC 3	THE SPANISH LANGUAGE
	<ul style="list-style-type: none"> ◆ Linguistic evolution and diversity ◆ Languages in contact ◆ Spanglish
TOPIC 4	ECONOMIC ACTIVITIES AND SOCIETIES
	<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

Course Components							
Teaching Mode							
On-site face-to-face interactive classwork: 100%							
Interactive classwork ^[1] (hr) in / out class		Extra-curricular activities (hr) in / out class		Web-based Teaching (hr) in / out class		Homework /Self-study (hr) in / out class	
3	0.5		1.5		1.5		3
M	M		O		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 Type		
<i>Task nature</i>	<i>Description</i>	<i>Percentage</i>
Participation in class and homework	Active participation in class activities with regular breakout groups, self-study quizzes, and structured class debates. Continuous assessment.	10%
Mid-term reflection paper	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%
Group presentation	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%
Learning Portfolio	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%
Final quiz	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:

- Students are required to arrive on time.
- Students are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- **Should a student miss more than 25% of the class, he/she will automatically fail the course.**
- If a student is unable to attend, he/she should review the content and homework that are missed and make them up him/her-self.
- **For missed tests, make-up tests will not be arranged unless the student can provide an official supporting document, such as a medical certificate.**

Assessment rubrics	
General Grade Descriptors	Descriptors
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.red2000.com/spain/culture-index.html http://www.everyculture.com/Sa-Th/Spain.html http://www.geographia.com/indx05.htm http://www.pewhispanic.org/topics/ http://www.fordham.edu/halsall/mod/modsbook55.asp https://www.lamoncloa.gob.es/lang/en/espana/historyandculture/culture/Paginas/index.aspx https://www.history.com/topics/hispanic-history https://www.history.com/topics/hispanic-history/hispanic-latinx-milestones https://artsandculture.google.com/story/spanish-cultural-sites-you-can-explore-from-home/BQUxhFxSZvHUag?hl=en

Recommended 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.
- Gómez, L.E.** (2020). *Inventing Latinos: A New Story of American Racism*. New York. The New Press.
- 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.
- Pérez-Sánchez, G.** (2007) *Queer transitions in contemporary Spanish culture: from Franco to la movida*. Pérez-Sánchez, G NY: State University of New York Press.
- 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.
- Townson, N.** (2023). *The Penguin history of modern Spain 1898 to the present*. London. Allen Lane Publishers.

Course Schedule (Subject to changes):

<i>Week</i>	<i>Date</i>	<i>No Class Days</i>	<i>Assignments</i>	<i>Content</i>
Week 1	2-6 Sep	2nd September (Monday) Inauguration Ceremony for Undergraduates [full-time undergraduate classes suspended in the morning until 1:30 p.m.]		<i>Topic 1</i>
Week 2	9-13 Sep			<i>Topics 1-2</i>
Week 3	16-20 Sep	18 September (Wednesday) – The day following the Chinese Mid-Autumn Festival		<i>Topic 3</i>
Week 4	23-27 Sep			<i>Topics 3-4</i>
Week 5	30 Sep-4 Oct	1 October (Tuesday) – National Day No lesson		<i>No lessons</i>
Week 6	7-11 Oct	11 October (Friday) (Chung Yeung Festival)		<i>Topics 3-4-5</i>
Week 7	14-18 Oct		Mid-Term reflection paper (Topics 1-3) <i>Paper deadline</i> 20th Oct 11.59 pm	<i>Topic 5</i>
Week 8	21-25 Oct		1st presentation session	<i>Topic 5</i>
Week 9	28 Oct-1 Nov		2nd presentation session	<i>Topics 5-6</i>
Week 10	4-8 Nov		3rd presentation session	<i>Topics 6-7</i>
Week 11	11-15 Nov	14th November (Thursday) 92nd Congregation for the Conferment of Degrees [All classes suspended]	4th presentation session	<i>Topics 7-8</i>
Week 12	18-22 Nov		5th presentation session	<i>Topic 8 & Review</i>
Week 13	25- 29 Nov		Final test <i>Portfolio deadline 1st</i> <i>Dec 11.59 pm</i>	<i>Test/ Portfolio submission</i>

Class sections and teachers' contact details:

Class	Time	Classroom	No. of weeks	Teacher	Email
SPAN 1101	Tuesday 14.30-17.15	YIA 403	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	Office Hours: <i>Tuesday:</i> 1.20-2.20 pm Rm G27, KKL Building or via Zoom gladly by appointment
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.

Details of Course Website

CUHK Blackboard: <https://blackboard.cuhk.edu.hk>

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 at 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-ended 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.

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- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.
- Assignments without a properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.

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For more information about our Spanish programme, please join us on Instagram:



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