

The Ohio State University
Colleges of the Arts and Sciences New Course Request

Spanish and Portuguese

Academic Unit

Spanish

Book 3 Listing (e.g., Portuguese)

567 Spanish Mosaic: Catalonia, Basque Country, Galicia and Andalusia

Number

Title

18-Character Title Abbreviation Spanish Mosaic Level UG Credit Hours 5

Summer Autumn Winter X 2008 Spring Year

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): This course will explore the fragmentation and renegotiation of Spanish cultural and political identity in tension with its peripheral "nations" : Catalonia, Basque Country, Galicia, Andalusia.

Quarter offered: TBA

Distribution of class time/contact hours: 2-2hr classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Span 450 or H450

Exclusion or limiting clause: N/A

Repeatable to a maximum of N/A credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information: Taught in Spanish

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

The creation of this course responds to two motivations. The first is to correct the misconception that the typical touristic images of Spain—flamenco dancers, bullfighting, castles, beaches, and so on—give an adequate representation of contemporary Spanish reality. The second is to combat the tendency to think of the country only in terms of the language and culture of its center, Castile. Coexisting with Castile in the same land are other nations, each with its own language, culture, and customs, and it is vitally important for students to acquire knowledge of those nations as well. Only then can they say that they are truly familiar with the richness and significance of the Spanish mosaic.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

This course complements the existing Spanish 565, Latin American Indigenous Literatures and Cultures. Like the latter, it deals with less-studied literatures and cultures of the part of the world on which it focuses. Thus, students will have more options for exploring the multicultural aspects of that world.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A

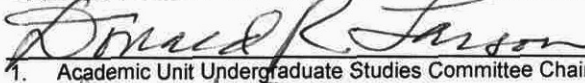
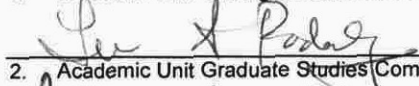

6. Expected section size: 15-25 Proposed number of sections per year: One

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

| | | |
|---|----------------------|----------------|
|  | Dr. Donald Larson | <u>1/27/07</u> |
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
|  | Dr. Laura Podalsky | <u>1/30/07</u> |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
|  | Dr. Fernando Unzueta | <u>1/29/07</u> |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

Spanish Mosaic: Catalonia, Basque Country, Galicia and Andalusia

Course description: This course seeks to explore, through different lenses, the fragmentation and renegotiation of Spanish cultural and political identity in tension with its peripheral “nations.” Since 1978, when the Spanish Constitution granted the status of “national historic communities” to Catalonia, the Basque Country, Galicia, and Andalusia, the idea of a homogeneous nation has been constantly challenged by the cultural and literary practices of each individual region. Through careful readings of selected texts, we will approach the struggle of the “peripheral nations” to define their own identities by creating ethnocentric myths, vindicating their languages, emphasizing popular traditions, etc. We will explore how literature, music, mass media, and other cultural representations (i.e. internet sites), as tools, work in the construction of these national imaginaries. It is expected that each student will take a critical position about the difficulties that arise when talking about: 1) ONE Spanish nation, and 2) PERIPHERAL national identities. This course will examine a variety of texts (short stories, novels, films, music, and web pages) that best represent the continuous resistance to an “imposed” Spanish nationhood. Background readings on nation-formation theories and Spanish history as well as information on each region’s nationalist movements will be provided. In particular, we will examine the images of the nation represented in the cultural production of these regions. In our discussions, we will consider a series of key questions such as: What makes a nation? What elements constitute a national sentiment? How are these elements represented in literature and culture? Why do we speak of a fragmented Spain? Where do these authors position themselves in relation to these problems?

Primary Texts:

Atxaga, Bernardo. Obabakoak. Barcelona: Ediciones B, 2004.
Gala, Antonio. El manuscrito carmesí. Barcelona: Editorial Planeta, 1990.
Marsé, Juan. El amante bilingüe. Barcelona: Editorial Planeta, 2002.
Martín Gaité, Carmen. El cuarto de atrás. Barcelona: Ediciones Destino, 1997.
Rivas, Manuel. La mano del emigrante. Madrid: Suma de letras, 2002.
Varios. Cuentos de las dos orillas. Granada: Fundación el legado andalusí, 2001.

Secondary Texts (provided by professor using Carmen):

Anderson, Benedict. “Introduction: Imagined Communities.”
Fox, E Inman. “Spain as Castile: Nationalism and national identity.”
MacClancy, Jeremy. “Bilingualism and Multinationalism in the Basque Country.”
Silver, Philip. “The Basque Country.”
Romero, Eugenia R. “Las dos Galicias: perspectivas históricas.”
Anderson, Tracy. “Language and Identity in Galicia.”
Vilarós, Teresa. “A Cultural Mapping of Catalonia.”
Barrenechea, Eduardo. “Una burguesía antiandalucista.”
Rojas, Alejandro. “El nacionalismo andaluz ante la Junta de Andalucía y la Constitución.”

GRADE DISTRIBUTION

1. **Attendance and Participation (15%).** This class is designed as a seminar, therefore attendance alone is not enough to obtain a good grade in participation. Students must complete the reading assignments before class and come prepared to contribute to the dialogue and discussions. Due to the importance of class participation, students should not miss any classes. However, recognizing that there might be times when the student may need to be absent, **two unexcused absences will be allowed.** Any **additional absences will cause a 2% reduction in the final grade.** The University recognizes “illness, family tragedy, religious observance, [and] travel for intercollegiate athletics [if you're on the team]” as official excused absences. Missing class is not an excuse for not being prepared to participate the following class.
2. **Study Guides (16%).** The purpose of these guides is to help the student actively read the texts and to come to class prepared to discuss the material. The student will answer each of these guides as he/she is reading and will turn it in the day that particular text is discussed. The student can only receive two grades on these guides: 100 or 0. Turning in the answered guide is a guarantee of a 100, while not turning it in at all, or only answering a few questions, is guarantee of a 0. There will be about eight study guides (one for each main literary text); each guide will be worth 2% of the final grade. **I will not accept late work.**
3. **Written Reactions (14%):** There will be 2 short essays of approximately 2-3 pages each, that the student can turn in about any of the readings. These reactions must show that the student has read the text(s), and offer a critical/analytical position in regards to the course topic. Each essay will be worth 7% of the final grade and must be written in Spanish. The due dates for these written reactions are given in the syllabus.
4. **Final Paper (20%).** At the end of the term, the student will turn in a critical/analytical essay of about 6-8 pages long. The student should consult with the professor about possible topics for this essay. The essay's due date is the day of the last day of classes. The essay must be written in Spanish. The grade of the essay will be divided between content (60%) and form (40%), so the student must pay special attention to correct use of the Spanish language, as well as to good organization and structure.
5. **Creative project (in groups) and written report (25%):** Half way into the term, students will choose a partner to work with, and will prepare a creative project and an individual written report about the project that will be due on the day scheduled for the final exam (the presentation on the project will also be due at this time). Together, both will put together their creative abilities to create a web site that will reflect some of the things they have learned about contemporary Spain. Students will not be asked to create the actual Internet site; they can do a Power Point presentation and treat each slide as a web page. For this project, students can use any kind of images, photos, links, etc. that illustrate the vision of Spain they want to present. Students will need to consider a target audience. Some of the questions you could have in mind are: Will this site be for people that don't know anything about Spain? or Will it be a site to widen the knowledge of those who already know something about Spain? The objective of this project is that students justify their decisions about what is “important” about contemporary Spain, taking into account what they have learned in class: issues about language, geography, history, traditions, literature, music, food, etc. Along with the actual project, each student will have to turn in a written report (1-2 pages) explaining the purpose, conception, goals of the site, etc.

Creative Project Grade Distribution
 60% Actual project (originality, attractiveness, visual elements, etc.)
 30% Written report about the project — Grammar and clarity of ideas will be graded.
 10% Grade given by your partner.
6. **Group presentation (10%):** The final requirement for the creative project is its presentation to the class. The presentation will be scheduled for the day of the final exam (along with the creative project and

written report). Students will be required to do a 5 to 10 minute presentation on their creative project. They will have to explain their decisions about what they had considered important about contemporary Spain. Most importantly, this will allow the whole class to see the different versions or perspectives they have of Spain too. The presentation will be graded on the ability to clearly communicate ideas, organization, and creativity.

Due Dates: I will **NOT** accept any late works. It is the student's responsibility to make the necessary arrangements to turn in his/her work on time. There will be **NO** exceptions, nor will there be any changes in dates for exams or other assignments for individual students.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp) or contact Student Affairs at 292-9334 for more information.

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue. For more information you contact the Office for Disability Services at 292-3307, TDD 292-0901 or visit their web page at <http://www.ods.ohio-state.edu>.

Schedule

Week 1

What is the nation?

Day 1

Introduction. Administrative details.
Benedict Anderson "Introduction: Imagined Communities" pp 1-7. (in class)
Spain in Internet (in class).

THE SPANISH NATION

Day 2

Film: Bienvenido Mr. Marshall (in class).

Week 2

Reconfiguring Spain

Day 3

E Inman Fox, "Spain as Castile: Nationalism and national identity" pp. 21-36; Martín Gaité, El cuarto de atrás pp. 11-64
Study Guide 1 due.

Day 4

El cuarto de atrás pp. 65-150

Week 3

Day 5

El cuarto de atrás pp. 151-182.
WRITTEN REACTION 1 DUE.

FRAGMENT I: EUSKADI

Day 6

Jeremy MacClancy, "Bilingualism and Multinationalism in the Basque Country" pp. 207-220; Philip Silver, "The Basque Country" pp. 54-64; Internet web sites, and music (in class).
Study Guide 2 due.

Week 4***National Identity and Language***

Day 7 Atxaga, Obabakoak pp. 233-276

Day 8 Atxaga, Obabakoak, pp. 341-345; 399-417; 483-496
Study Guide 3 due.

Week 5***FRAGMENT II: CATALONIA***

Day 9 Teresa Vilarós, “A Cultural Mapping of Catalonia” pp. 37-53
Internet web sites, and music (in class)

The nation and the Other

Day 10 Marsé, El amante bilingüe pp. 7-112

Week 6

Day 11 Marsé, El amante bilingüe pp. 113-220
Study Guide 4 due.

Day 12 Película: El amante bilingüe.

Week 7***FRAGMENT III: GALICIA***

Day 13 Eugenia R. Romero, “Las dos Galicias: perspectivas históricas.”
Tracy Anderson “Language and Identity in Galicia,”
Internet sites, and music (in class).
Video: Santiago de Compostela (in class).
Study Guide 5 due.

Absence: Exterior and Interior Migration

Day 14 Rivas, La mano del emigrante pp. 7-67
WRITTEN REACTION 2 DUE.

Week 8

Day 15 Rivas, “Los naufragos” in La mano del emigrante. Rivas, Manuel. “Ese inmenso camposanto de la Habana.”
Study Guide 6 due.

FRAGMENT IV: ANDALUCÍA

Day 16 Eduardo Barrenechea “Una burguesía antiandalucista”; Alejandro Rojas “El nacionalismo andaluz ante la Junta de Andalucía y la Constitución,” internet sites, and music.
Video: Sevillanas

Week 9***Invasions, Conquests and Southern Spain***

Day 17 Antonio Gala, El manuscrito carmesí pp.7-25
Study Guide 7 due.

Day 18 Rosa Regás, “El molino de viento” y Mustafa Al-Misnawi, “Tariq, aquel que no conquistó Al-Andalus”
Study Guide 8 due.

Week 10

Day 19

Conclusions, final thoughts, etc.

FINAL EXAM DAY

Group presentations, creative project and written report due.