



## UNSW Course Outline

# ARTS3576 The Making of Modern Spain - 2024

Published on the 20 May 2024

## General Course Information

**Course Code :** ARTS3576

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In less than half a century, Spain has transformed into a bustling urban metropolis and one of the strongest and more progressive democracies in Europe. Once known for its conservatism and political repression, it has undergone massive social and cultural changes in approaches to

gender, family, sexuality, and religion. Yet it also continues to be dogged by its colonial history, by problems of nationalist fervour, and internal conflict with longstanding independence movements in the country. You will be introduced to modern Spain as a country of massive change confronting big questions. Topics explored in this course include family, sexuality and gender, migration and ethnicity, identity, religion, and memory. You will discuss the social, cultural, and political challenges affecting Spain today and be immersed in Spanish culture through its songs, films, and art.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss the different types of cultural practices, trends and issues in modern Spain
CLO2 : Appraise the importance of cultural practices, trends and issues in modern Spain
CLO3 : Investigate a particular cultural practice, trend and/or issue in the context of contemporary Spain

Course Learning Outcomes	Assessment Item
CLO1 : Discuss the different types of cultural practices, trends and issues in modern Spain	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Final project</li> </ul>
CLO2 : Appraise the importance of cultural practices, trends and issues in modern Spain	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Final project</li> </ul>
CLO3 : Investigate a particular cultural practice, trend and/or issue in the context of contemporary Spain	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Final project</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Interview Assessment Format: Individual	15%	Start Date: week 3 Due Date: week 7
Presentation Assessment Format: Group	25%	Start Date: week 3 Due Date: week 8
Final project Assessment Format: Individual	60%	Due Date: Week 11: 05 August - 11 August

# Assessment Details

## Interview

### Assessment Overview

Students will conduct a 15-minute ethnographic interview with a Spaniard living in Australia. Interview questions will be informed by research into the history of Spanish migration to Australia, and will form part of the assessable task. Marked via a rubric with individual feedback provided.

### Course Learning Outcomes

- CLO1 : Discuss the different types of cultural practices, trends and issues in modern Spain

### Detailed Assessment Description

Start date: from week 3

Assessment length: 15 minutes. Due date: by week 7

Students will conduct a 15-minute ethnographic interview with a Spaniard living in Australia. Interview questions will be informed by research into the history of Spanish migration to Australia, and will form part of the assessable task. **Marked via a rubric with individual feedback provided.**

### Assessment Length

15 minutes

### Assessment information

The assessment will be evaluated using a rubric

### Assignment submission Turnitin type

This is not a Turnitin assignment

## Presentation

### Assessment Overview

Students will work in small groups to give a 15-minute presentation of a chosen topic within the context of the course. Marked via a rubric with group and individual feedback.

### Course Learning Outcomes

- CLO2 : Appraise the importance of cultural practices, trends and issues in modern Spain
- CLO3 : Investigate a particular cultural practice, trend and/or issue in the context of contemporary Spain

## Detailed Assessment Description

Start date: from week 5 until week 8

**Assessment length:** 10 to 15 minutes per group, depending on number of presenters.

Students will work in small groups to prepare a short class presentation on their final work. The presentation will include, the topic of research, individual roles and responsibilities, a timeline, and a plan for the final creative outcome.

Marked via a rubric with group and individual feedback.

**Additional details** Students receive written individual and group feedback. An individual mark from the lecturer (worth 20%) and a group mark based on peer review by the rest of the class (worth 5%). Students can contact the course convener for early feedback on their research or chosen topic.

## Assessment Length

15 minutes per group depending on number of presenters. 5 minute per person

## Assessment information

Students can contact the course convener for early feedback on their research or chosen topic.

## Assignment submission Turnitin type

This is not a Turnitin assignment

## **Final project**

## Assessment Overview

The final assessment for this course will be a real-world interaction exercise that will provide students with the ability to apply the knowledge acquired throughout the course, reflect on cross-cultural issues, and exchange cultural perspectives with native informants. The final project will be delivered in the form of a short documentary, web, blog, podcast, etc, depending on the student's interest or field of studies, and will include self-reflection. 3,000 words or equivalent for non-text-based formats. Marked via a rubric with individual feedback.

## Course Learning Outcomes

- CLO1 : Discuss the different types of cultural practices, trends and issues in modern Spain
- CLO2 : Appraise the importance of cultural practices, trends and issues in modern Spain
- CLO3 : Investigate a particular cultural practice, trend and/or issue in the context of contemporary Spain

### Assessment Length

3000 word or equivalent. See below

### Submission notes

DATE LINE SUBMISSION 11 August 5pm.

### Assessment information

The final group work for this course is presented in non-traditional formats, but must reflect good research with a clear research question and generate data that addresses that question.

The substantive creative work should be a 10-minute creative outcome or the equivalent of a 1,500-word piece (30%) and must be accompanied by a 1500-word individual self-reflection (30%) as well as a one-page group report outlining responsibilities, challenges, etc.

The individual self-reflection should include a minimum of 5 ACADEMIC SOURCES used during the research and different from the weekly readings. The final reflection should indicate a clear connection to lecture content, tutorial discussions, and weekly readings.

Harvard referencing style must be used. <https://www.student.unsw.edu.au/harvard-referencing>

The academic sources and the final reflection are individual.

### Assignment submission Turnitin type

This is not a Turnitin assignment

## **General Assessment Information**

In this course, you must use HARVARD referencing style. For more information <https://student.unsw.edu.au/harvard-referencing>

### Grading Basis

Standard

### Requirements to pass course

80 % of lectures completed and 80% tutorial attendance.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Activity	<ul style="list-style-type: none"> <li>Purchase the book, Hooper, J., 2006. The new spaniards. Penguin UK. <a href="https://www.penguin.com.au/books/the-new-spaniards-9780141927749">https://www.penguin.com.au/books/the-new-spaniards-9780141927749</a></li> <li>Access our Moodle Course and read the document COURSE EXPECTATIONS</li> <li>Complete the first web lecture. All students must complete the web lectures before attending the first tutorial.</li> </ul>
Week 1 : 27 May - 2 June	Blended	<p>Spanish National Identity, a myth?</p> <p>The lecture dismantles the idea of a unified Spanish national identity. By going back to the origins of Spain we will consider the diversity of peoples who have inhabited the Iberian Peninsula and their impacts on today's Spain, including various dimensions of cultural practices and heritage. The lecture will deepen our understanding of a range of contested notions—geographical, linguistic, regional, cultural, and religious – that contest Spain as a coherent national and historical entity.</p>
Week 2 : 3 June - 9 June	Blended	<p>Spanish Civil war, Franco and the new political party VOX</p> <p>The lecture considers the Spanish Civil War in both a domestic and international context. In the international arena, the Spanish Civil War came to symbolise a doomed but dignified fight for democratic freedoms. Within the context of Spain, it reinforced ideological, political, and economic divisions that persisted for generations and continue to impact the current society. The outcome of the war was the decades-long dictatorship of General Franco, the leader of the anti-Republic uprising. The lecture analyses the profound impact of the regime as well as the attitudinal characteristics that have led some Spanish citizens to vote for the new radical right party VOX.</p>
Week 3 : 10 June - 16 June	Blended	<p>Monarchy and democracy. A 3rd Republic?</p> <p>The lecture outlines the process of Spain's transition to democracy and its impact on current politics. The attitudes of Spaniards towards the legacy of the dictatorship are examined in the context of a general discussion about how societies remember and commemorate controversial chapters of their historical past. The lecture discusses the concept of the 'Spanish model' of transition to democracy and its usefulness for other societies transitioning from authoritarian regimes to democratic systems. During the lecture, we will discuss the role of the Spanish Monarchs, their relation with the old regime (Franco), and the current social movement demanding a third Republic.</p>
Week 4 : 17 June - 23 June	Blended	<p>New family values, gender representations. The case of Almodóvar</p> <p>The lecture will consider the significant social transformations that have occurred in Spain since the transition to democracy. In 2005, Spain became the third country in the world to legalise same-sex marriage and is now considered the most gay-friendly country in the world. In June 2018, new Socialist Prime Minister Pedro Sánchez appointed a majority-female cabinet. Despite these massive social advances, however, gender-based violence continues to be a problem. We will consider the social and political impact of these changes in relation to a number of case studies, including the films of Pedro Almodóvar, and consider whether these changes have altered, yet again, what it means to be "Spanish".</p>
Week 5 : 24 June - 30 June	Blended	<p>The Basques and The Catalans, who are they and what do they want?</p> <p>This week's lecture looks at the Basque and Catalan cultures which promulgate identities that threaten the unity of the Spanish nation. Both cultures have their own native languages and histories, dating back to long before the birth of modern Spain; both are prosperous industrial and commercial peoples that boast vibrant metropolises (Bilbao and San Sebastián in the Basque country, Barcelona in Catalonia); both have had to struggle against repression of their historical languages and identities by the centralised Spanish state. During the 40-year dictatorship of Franco, which ended in 1975, the Basque and Catalan cultures and languages were officially repressed, but the death of Franco and the ensuing re-integration of Spain into modern Europe sparked movements of cultural and linguistic renewal among these groups. The Basques went through four decades of violent separatism, spearheaded by the terrorist group Eta, while The Catalans rubbed along peacefully for most of that time, only to make a sudden dash for independence in 2017 that confronted Spain with the possibility of break-up and plunged it into the worst crisis since Franco's death.</p>
Week 6 : 1 July - 7 July	Reading	
Week 7 : 8 July - 14 July	Blended	<p>Tourism and stereotypes. The birth of Tourism-phobia.</p> <p>Some stereotypes come from 'black legends' created by the British and Dutch Empires -the main enemies of the Spanish Empire-, others from the romantic approach of Anglo-Saxon and northern European travellers to Spain at the end of the 19th Century. The tourist campaign entitled 'Spain is different' developed by</p>

		the Franco regimen in the 1960's tried to justify dictatorship repression of political opposition in the name of superior Spanish values – guardian of Western and Christian views – and projected a country of exotic traditions, with images of bull-fighting and flamenco widely deployed. However, many of these stereotypes have dissolved on their own in the face of major social, economic, and political transformations undergone over the four decades. We deconstruct these stereotypes and address these transformations in a quest to understand the realities of Spain and undermine the myths.
Week 8 : 15 July - 21 July	Blended	Questions on Migration and the need to belong. This lecture will address several aspects of Spain's current economic and socio-political crisis and the society's reactions to it. Since the 2008 economic crisis, Spain has been under enormous pressure from the financial markets, the IMF, and Brussels to impose harsh austerity measures on its citizens, which led to increased unemployment, a massive wave of house evictions, and a general impoverishment of the population. Spanish youth are among the most affected groups within the population, with extremely high unemployment rates, and the country is experiencing a 'brain drain' as well-trained young people are forced to emigrate in search of work. The hardship has led to a shift in attitudes, from the apathy of the ni-ni generation to the mobilisation of the so-called lost generation. Coupled with corruption cases among the politicians and the lack of an immediate solution on the part of any institutions of the state, the situation led to a deep disaffection of the electorate with their representatives. The democratic system - which was so hard to build after the dictatorship - appeared to be failing its citizens.
Week 9 : 22 July - 28 July	Blended	Spain's Watergate. A series of corruption scandals. This lecture will address several corruption scandals that have affected Spain in recent years, from alleged royal corruption to ministerial dirty tricks against political rivals. In Spain, corruption costs amount to EUR 90 billion annually, or 8% of GDP, according to the latest EU report. Public opinion surveys indicate that corruption ranks among the highest concerns for Spanish citizens, 94% of whom believe the problem is widespread. Spain scores below the EU average in Transparency International's Corruption Perceptions Index. Moreover, perceptions of governance and corruption in Spain are deteriorating, likely due to a combination of political instability and widespread media coverage of corruption scandals. Corruption has become a daily reality in Spanish political life, and it is a recurrent theme found in the media, institutes of social research, public opinion barometers, and citizenship. Right now, it is one of the most intense issues in public debate. As a result of this ubiquity, democratic principles are undergoing a process of degradation that undermines the credibility and legitimacy of leaders, parties, and cultural and political institutions.
Week 10 : 29 July - 4 August	Blended	Spanish sense of Humour. Who is laughing now? Humour has been often viewed as a reflection of a character not only individually but also collectively. In other words, humour and national identity are interconnected. For our last class, we will look at Spanish humour, politics, identity and religion. This final lecture will address how dealing with problems by laughing at them maybe more characteristic of people in Spain than in other cultures. In other words, we use humour as a way of coping with trauma and crisis. But am I right when I say "we"? and when is a joke too soon or has gone too far? When does humour become problematic?

## Attendance Requirements

**80% completion of web lectures prior to weekly tutorials, and 80% attendance of tutorials.**

80% of attendance is required to achieve specific course learning outcomes such as the ability to discuss the different types of cultural practices, trends, and issues in modern Spain. To appraise the importance of cultural practices, trends, and issues in modern Spain while investigating different cultural practices, trends, and/or issues in the context of contemporary Spain

- Align with the course learning outcomes

- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact.
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

# Course Resources

## Prescribed Resources

The New Spaniards, 2nd Edition by J Hooper

**Extra readings, films, and articles available in MOODLE**

## Recommended Resources

For additional bibliography relevant to the films/topics studied consult different databases pertinent to Spanish Studies.

You will also find a wealth of information on Google Scholar

## Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation MyExperience.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Natalia Ortiz Ceberio		Room 270, Level 2, Morven Brown Building		by appointment only	No	Yes
Tutor	Judith Martínez				by appointment	No	No

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course

information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

### Submission of Assessment Tasks

#### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

### School Contact Information

#### School of Humanities & Languages

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm