

# ADV 4930: Spanish Culture

Summer 2022

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**Class hours:** TBA

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Welcome to Spanish Culture! Although, in this class, we can't even begin to scratch the surface of really "knowing" a culture, consider this an introduction. And what's better, you'll learn by living here, meeting, watching and talking to people, and visiting the landmarks we'll be reading and talking about.

**Students requesting classroom accommodation must first register with the Dean of Students Office before we leave for Spain. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.**

## University and Class Policies

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

*Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://uf/b;uera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (Links to an external site.)*

**Attendance:** university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please see below for attendance policies for the Study Abroad program

**UF Grading Policies:** *Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading*

*policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:*

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Academic Honesty:** Academic honesty is important at the University of Florida. All students are expected to practice the University of Florida Honor Code: “We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” For all work submitted for credit, including homework, in-class assignments and examinations, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Your well-being is important to the University of Florida and to me. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

### **Course Description:**

This course is designed as a broad overview of the field of Spanish culture. Over the next few weeks we'll be learning and discussing issues in this rather broad and unique field so that you will begin to understand:

- The culture of Spain
- “American culture”
- The popular culture of Spain
- The international marketplace
- Economy of Spain
- Regulatory and political environment
- Media of Spain

This course is designed around a lecture/discussion format. In other words, this will be a highly interactive class and is based on cooperative learning. For each week, the most relevant readings have been assigned. However, I encourage you to step outside of these readings and acquaint yourself with other readings about the rich culture of Spain!

### **Class Operating Policies**

**1-**Assignments will be due on the dates indicated in the syllabus. No late papers or assignments will be accepted – no exceptions.

**2-**Your attendance is mandatory for each class – as is the case with all classes in this program (program policy), one full letter grade is deducted for each miss!

**3-**Being late (more than 5 minutes late – program policy) means one half letter grade deduction

**4-**Prepare ahead of time for class.

**5-**Participate!

**6-**If you have a cell phone on the trip, turn it off in class unless there is an emergency.

**7-**Some assignments can be conducted in groups. Your participation is very important for these, especially because, in this case, not only will you have to attend class with your team members, but you'll be living VERY close to them, traveling together and spending long hours on planes, boats and buses. So it's doubly important that you are a strong team member. Work as hard as you can to earn respect from your team! You will be conducting peer evaluations at the end of the final assignment.

### **Required Readings (must be read before we leave):**

*Ghosts of Spain: Travels through Spain and its silent past* by Giles Tremlett

Read only chapters: Introduction, Chapter 1,5,7,8,10, 11, 13 and Afterword

(available at Amazon.com and half.com, bookstores, etc)

### **Assignments**

**Trust Paper Due May 20 in class 3-5 typed pages Must do alone**

Trust has been studied extensively across diverse fields such as: cultural studies, social science, psychology, business, economics and political science; but it's still not well

understood. Trust is particularly important when we are abroad, because American students, in general, are a very trusting group. And people (not just Americans or students) overall, use some very “untrustworthy” methods to assess trust, like faces, attractiveness, assessments of altruism, emotions, etc. So, in short, we end up giving trust to the wrong people. And, on a broader scope, we sometimes use the premise that “the more similar the cultures are, the more you will use your same evaluation criteria and trust people more in a more similar culture.” The purpose of this paper is for you to examine trust on a number of levels: on a cultural level and on a personal level. Understanding the assumptions we make about trust as Americans and as humans will hopefully help you assess your future decisions about who and why we trust.

So, think of a time when you trusted someone that you shouldn't have trusted. This might be very tough to re-examine. But you'll be writing a paper about this instance. Here are the steps and the questions to answer:

1. What is trust? How do you know when or how to trust someone? In other words, what cues have you used in the past?
2. On a cultural level: as Americans are we trusting? Are we trustworthy? Why do you believe this?
3. What cues have you used to decide someone is not trustworthy?
4. Now the incident. Describe the person and the incident.
  - a. What cues were present to make you think you could trust this person?
  - b. What were your own motivations to trust this person? In other words, why were you ready to trust this person?
  - c. Did you think this person had your best interests at heart? Did you feel strongly this person could be trusted? Why or why not?
  - d. What trust-like behaviors did they exhibit?
  - e. What things that you saw did you choose to ignore?
  - f. Did you ever detect selfish objectives on the part of this person?
  - g. Did others warn you about this person's trustworthiness?
  - h. Let's talk about your perceptions of trust in

We will be discussing this in class. I'm going to ask for volunteers to discuss your “incident,” so be sure it's something you are willing to share. Or, let me know you are NOT willing to share this incident to your classmates.

***Diary Observations of culture (due just before we leave Spain in class 11, May 27 – can be done in pairs)***

You can begin to learn much about the culture of the country through a semiotic (the study of signs and symbols) look at common activities, landmarks and buildings, among other things. Think of this project as a scavenger hunt of sorts. For the “shopping” and “club” portion of this assignment, sit in an unobtrusive place and start watching, taking pictures and notes. Look for the things listed below but not just these. Look through your eyes initially. And keep a diary while you're there...

A couple of rules: First, try to suspend your culture and don't judge what you see, just take note of it. Second, take immediate note of things that strike you *before* you start

answering the questions listed. In other words, look *into* the setting and really see it from *your* perspective before you answer my questions. Then, write down things that indicate what you see and what I'm asking you to see.

In your diary take note of how your reactions, feelings and meanings change as we travel to different parts of Spain.

If you are working with another classmate on this final paper, you must do the observations together. In other words, don't divide them up between you.

**A-Clubs/Bars/Restaurants/Cafes-** (**note: this is NOT a participant observation assignment, merely observational.**) The nightclubs/bars/restaurants in a many countries truly reflect their dominant culture. One popular culture book notes: "The primary function of *all* drinking places, in *all* cultures, is the facilitation of social bonding, and *all* drinking places tend to be socially integrative environments." But I am asking you to observe there, not drink there. In fact, for this assignment, you are strictly prohibited from drinking. (If you would prefer not to go into a club, choose a restaurant instead, and proceed with the assignment). But pick a club/restaurant in a traditional and SAFE neighborhood

Club/restaurant itself: What is the décor? Flooring? Lighting? Sound level? Is there music? Live? What is the volume? Is it at a level designed for entertaining or talking? Are people singing? Are families there? What about the seating? Does it suggest function or looks? Do people rearrange the chairs? What do these observations tell you about the culture? What about the servers? Friendly? What about the rest rooms?

**B-People-** (do this during the day please)

You can't learn more about the people of a country than by talking to them! As we'll discuss, employment and future prospects are looking pretty good for people your age in Spain. Talk to them, find out what it's like to live in Spain. What are *their* aspirations? What do *their* families want for them? How far in advance are they setting *their* goals? Where do they live? Where do they see themselves in five years? Ten years? Twenty years? What are they expected to contribute to family life? Try to assess their level of happiness, resignation, their values.

**C-Beaches**

Go to one of the two main beaches in Sydney and walk around. Is it mostly families? Young people? Is it mostly tourists? What are you noticing? Picnicing?

**D-Grocery Stores-**

Choose an upscale and a working class grocery store in Spain (Note: by working class I don't mean the little corner convenience stores, go to a larger grocery store to make comparisons)

**Shopping area itself:** Layout – what is its function? Is it for the quick shopper, or is it designed to keep people there for the maximum time? What's the noise volume? Voice volume? How is the lighting? Is it inviting? Lines? How are people acting standing in lines?

**E-Clothing/department/shoe stores** -how do people shop? How do they handle the merchandise (or not)? What are the attitudes of the salespeople?

**Shoppers:** Are they there for the purpose of seeing and being seen? Meeting and being met? Are they walking fast? Is this an interactive or solitary activity? How are people dressed? Do they smile at one another? At you? Are they mostly female? Are they browsing or is this a purposeful place to shop? Is this age or gender specific? Do they make eye contact with salespeople? What about the salespeople – friendly? How about standing in lines? What do these observations tell you about Spanish culture? What is being bought by shoppers?

(I understand that this is just a glimpse at “the culture” of Spain, and in no way encompasses the entire country or even the regions we will be visiting.)

**With this assignment please turn in the notes and drawings/photos of the layouts of the locations. Describe what you’ve seen and their apparent cultural meanings to you.**

If you opt to do this assignment in pairs, you will need to submit a **peer review** (form included below) assessing your partner’s attitude, participation, contributions, quality and amount of work and the like. Students not contributing their fair share will have project and peer evaluation points deducted.

### **Grading Criteria for Final Project**

These criteria will be used, among others, in determining your grade on this project (not presented in any particular order):

- Quality of writing, editing
- Content
- Quality, scope, currency and appropriateness of research
- Integration and synthesis of knowledge learned
- Focus and organization
- Clarity in relating knowledge learned about the culture as reflected in the ads
- Your participation in the final assignment as reflected by peer evaluations

### **Grading Policies**

Class Participation and discussions of assigned questions/book	40%
Trust paper and discussion	20%
Hofstede assignment class discussion	10%
Final diary project/presentations and peer review (if applicable)	30%

**Schedule of classes** (dates of classes are a moving target based on room availability in Spain, but for now...)

**Class 1: May 6 Introduction #2, introduce selves, syllabus discussion, assignment discussion, group exercise discussion for next class (personal and family culture)**

- Think about and be ready to discuss why it's important to study culture
- Think about and be ready to discuss your preconceptions and stereotypes of Spanish

\*TTT

**Class 2: May 10 Spanish Culture Overview**

**1-Discussion:**

- Spain overview (Treise)

Becoming culturally conscious is one way to understand your cultural position within the US, your own cultural values, norms and beliefs, One way is to examine your upbringing.

Be ready to discuss this in groups:

- What values did your parents or guardians attempt to instill in you? For example: Did they want you to choose a certain career? Did they say they just wanted you to be happy no matter what? Were they merely happy that you stayed out of trouble?
- Why were these values considered important?
- Do you think they tried to instill in you the value of competition? The value of cooperation?
- How were you expected to contribute to family life?
- What do you know about your ethnic background?
- What are your aspirations – apart from your family's expectations?
- When you think of goals for yourself how far in advance are they?
- The stage question....

Discuss this with your groups and then decide how your own cultural position is unique and how it is similar to that of others.

\*TTT

**Class 3: May 11 Spanish Culture overview, Pt 2**

\*TTT

**Class 4: May 17 Book discussion**

Be ready to discuss the following questions:

1. The author says the noise level in Barcelona “poses a danger to health and sanity.” Agree? Tertulias (TV debate programs) are the loudest of all. Have you seen one?
2. Spaniards are said to be proud of their country, their food, wine, opinions, etc. Have you encountered this? Explain!
3. Spaniards are said to be fiercely believe that it is their right to enjoy themselves. Is this an American trait as well? Explain

4. We've never been invaded by a foreign country or suffered WWII here. What aspects of Spanish culture are evidence of the invasions they have endured.
5. What is the "pact of forgetting?"
6. What is the author's opinion of Franco?
7. What is *enchufe*, and how is it manifested in Spain?
8. What are the *clubes de alterne*? How do Spaniards view them? How does the legal system view them??
9. Talk about Spaniards' religious views versus their view of sex?
10. According to the author, how are women viewed in Spain? Children?
11. Discuss what you learned about Catalans from the book? Have you discussed this with any Spaniards? Why are they striving for independence from Spain?
12. Spain is always changing and "embracing the new," according to the author. What evidence does he provide for this?

\*TTT

## **Class 5: May 18 American Culture – a more broad look than class #2; US Popular Culture**

### Group discussion

- Can you define American culture?
- What defines your own culture?
- What does being American mean to you?
- What are some "American characteristics?"

### What's so great about America

A highly controversial book, *What's so great about America*, written by Dinesh D'Souza in 2002, makes some pretty strong statements about foreigners' beliefs about American culture that he believes explain why so many people from Middle Eastern countries dislike us so strongly.

Think about and be ready to discuss and agree or disagree with the following statements made in this highly controversial book:

- America is special.
- The American system is unique.
- Americans are not like other people.
- There is no better life available than in the U.S.
- America has generated a lot of material prosperity at the expense of moral and social decline.
- Americans are unsure of who they are, what their priorities should be and whether they are truly happy.
- Americans in general have never really paid attention to the happenings in the rest of the world.
- American popular culture shapes the general tone of society.
- And the most controversial: America deserved what it got on 9/11

### American Pop Culture

\*TTT

## **Class 6: May 19 Catalonia vs Spain – what are the differences**

### **Class 7: May 20 Trust**

Trust paper discussion (paper due)

\*TTT

## **Class 8: May 24 Spain vs United States – what are the differences**

\*TTT

## **Class 9: May 25 Geert Hofstede**

***Geert Hofstede Discussion (can work in pairs) for discussion only - no paper; but I will be asking specific questions, so you need to have read this and be ready to participate in the discussion questions.***

Culture is a poorly understood concept. International marketers and business people have continually faced profitability problems by ignoring local (in this case, meaning individual countries) culture's influence and differing value systems, and assuming a global culture that translates across many countries.

This is an individual assignment.

- Go to <https://www.hofstede-insights.com/country-comparison/> and the **6-D model of national culture** at: <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>
- Make sure you completely understand those **four (only the first four) dimensions** first and how the two countries compare.
- Make sure you completely understand those dimensions first.
- What evidence of each of the four dimensions do you see in American culture? Provide some specific examples.
- What evidence of each of the four dimensions do you see in Spanish culture? Provide some specific examples
- Do the dimensions of Spanish culture match up with your preconceptions of it? What does? What does not?
- Be specific about where and when you observed the examples you provide.
- Click on our models → country comparison tool and compare the two countries <https://www.hofstede-insights.com/product/compare-countries/>  
Surprised by anything?

**Picture interpretations; gestures**

\*TTT

## **Class 10: May 26 FINISH THOSE TRAVEL DIARIES**

\*TTT NO CLASS

## **Class 11: May 27 Diary Discussions; wrap up TTT winners!!!**

**Diaries are due**

Discuss diaries

**\*TTT:** Treise Trivia Time (a ridiculous trivia game in which you are not only learning about culture but also it just allows me a way to award even more ridiculous prizes for the winning trivia masters at the end of the trip)

**(to be completed for each assignment if you are working in teams; do not evaluate yourself)**

**EVALUATION-Member Evaluations**

Note: On a separate sheet please type comments justifying your evaluations. Be sure to indicate how each member can improve his/her performance.

Your Name: \_\_\_\_\_

Team Member 1: \_\_\_\_\_

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Unacceptable</i>
1. Commitment to our common purpose:	<input type="checkbox"/>				
2. Efforts in accomplishing group tasks:	<input type="checkbox"/>				
3. Willingness to work:	<input type="checkbox"/>				
4. Work products:	<input type="checkbox"/>				
5. Attitude, friendliness, and respectfulness:	<input type="checkbox"/>				

Agency Member 2: \_\_\_\_\_

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Unacceptable</i>
1. Commitment to our common purpose:	<input type="checkbox"/>				
2. Efforts in accomplishing group tasks:	<input type="checkbox"/>				
3. Willingness to work:	<input type="checkbox"/>				
4. Work products:	<input type="checkbox"/>				
5. Attitude, friendliness, and respectfulness:	<input type="checkbox"/>				

(don't evaluate yourself please)

(Use for any/all group assignments)