UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Spanish Culture

2526-2-F7601M058-F7601M053M

Learning objectives

Culture and interculturality in Spanish-speaking countries. The representation of travel in the contemporary Hispanic world

The course aims to:
• Explore representations of travel in the contemporary Hispanic world (literature, cinema, testimonies) from an intercultural perspective.
• Analyse linguistic variations in Spanish from a diachronic and synchronic perspective as a reflection of cultural and historical identities.
• Stimulate critical reflection on the notion of “otherness” and on the dynamics of cultural encounter/clash, taking into account the new issues facing the world today.

With reference to the Dublin descriptors, the learning outcomes of the course are as follows:

o Knowledge of the main theoretical concepts related to culture, interculturality and the representation of travel in the Hispanic and Hispanic-American world.
o Knowledge of the varieties of American Spanish and their cultural implications from a diachronic and synchronic perspective.
o Ability to understand and contextualise narrative, essay and audiovisual texts in Spanish.
o Critical analysis of texts and documents with attention to the cultural and linguistic elements of the Hispanic-American world.
o Application of theoretical categories for the interpretation of intercultural phenomena, with particular attention to the world of the frontier.

o Ability to formulate independent and reasoned judgements on complex cultural contexts.
o Development of a critical awareness of stereotypes and representations of the “other”.
o Assessment of the dynamics of power and resistance inherent in cultural contact processes.
In terms of communication skills, the course aims to stimulate:
o Ability to express oneself correctly in Spanish, both orally and in writing, on cultural issues related to tourism.

o Active participation in seminar discussions, individual presentations and group work.
o Production of critical and argumentative texts consistent with the methods of cultural analysis.
o Development of independent study and research strategies.
o Ability to find, select and rework information from diverse sources.
o Preparation for further studies in Hispanic or intercultural studies.

Contents

Starting with the concept of travel in the sense of going from one place to another, mostly distant, for pleasure or necessity, the course aims to reflect on the cultural representations of travel in the Hispanic and Hispano-American world, from literature to plastic arts, cinema, and music.

Detailed program

The course is structured in three units:

1. **The language as an expression of culture** plays a specific role in the Hispanic world in Europe and America. The Spanish language will be studied in the context of the different representations of travel: from Columbus' Diary and the early Chronicles of the Indies to contemporary travel literature and accounts of current migrations. These texts narrate the early linguistic contacts from which American variants emerged, as well as more recent linguistic phenomena such as interlingua. The spread of Spanish worldwide is linked to the phenomenon of travel and has a specific impact on the economic value of the language.

2. **Culture of peace in the Hispanic and Hispanic-American world**. Starting from the Universal Declaration of Human Rights (1948) and reaching the Goals of the Agenda 2030 as a global framework for national and international commitment to finding common solutions to the planet's major challenges, various Hispanic-American representations of travel characterized by the violation of Human Rights are proposed, with its inevitable repercussions in the world of tourism. The global context includes migration, poverty, and violence as expressions of a history and culture of exploitation.

3. **Sustainable culture in the world of tourism.** From a current perspective, efforts will be made to integrate the topics studied in the first two units within the framework of the United Nations' Agenda 2030, and to identify the cultural elements present in the 17 Sustainable Development Goals that can ensure sustainable tourism, also following the guidelines of the World Tourism Organization.

Prerequisites

Level B1 of the CEFR

Teaching methods

The course combines traditional teaching methods with interactive teaching methods. Both methods are used in a

complementary manner in order to promote a deeper understanding of the cultures of Spanish-speaking countries. Traditional teaching focuses on classroom instruction and the presentation of content, with a particular emphasis on providing students with the tools they need to learn about and understand different cultures.
During lectures, the basic concepts of Spanish-speaking cultures are presented from an anthropological, philosophical and economic perspective.
Lectures are supported by the use of multimedia resources and teaching materials (presentations, videos, documents) that help students to engage with different realities from a multicultural perspective that stimulates critical thinking.

Interactive teaching emphasises the active involvement of students through practical activities and planned debates aimed at developing their ability to process information and communicate in Spanish. Interactive lessons are designed to encourage participation and peer interaction, with the aim of applying Spanish in different cultural contexts. Interactive activities encourage critical reflection on cultural and economic aspects related to the cultures of different peoples whose official language is Spanish, linking them to the world of tourism.
The course includes

- 14 two-hour lessons delivered in an interactive classroom setting, of which two lessons may be held remotely (synchronously) if the teacher deems it appropriate.

Assessment methods

The assessment consists of two parts:

- ongoing assessment with interactive participation, including in-depth study of specific topics covered in the course, presentation and discussion of material provided by the lecturer, presentation of topics related to the specific content of the course, and a final interview to assess understanding of the content and critical and research skills in relation to the topics covered in the course.
- an oral exam in Spanish on the content of the bibliographic, web and teaching material uploaded to the course platform. The assessment criteria will be the study and understanding of the texts, the critical ability to explore salient aspects and to relate different fundamental concepts.

Textbooks and Reading Materials

García Delgado – Alonso – Jiménez, *El valor económico del español*, Ariel – Fundación telefónica, https://www.cervantes.es/imagenes/file/biblioteca/valor_economico_espanol/valor_economico_espanol.pdf

Manuel Santos Redondo, *Economía de las industrias culturales en español*, Ariel – Fundación Telefónica.

UNESCO, Declaración Universal de los Derechos Humanos, https://www.un.org/es/about-us/universal-declaration-of-human-rights

Organización de las Naciones Unidas, *Objetivos de desarrollo sostenible, Agenda 2030,* https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/

The specific material to prepare the exam will be uploaded on the course's e-learning platform in pdf format.

Semester

Second semester

Teaching language

Spanish

Sustainable Development Goals

NO POVERTY | GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | CLIMATE ACTION | PEACE, JUSTICE AND STRONG INSTITUTIONS