

SPANISH CULTURE, ARTS & TECHNOLOGY

Instructor	
Email	
Schedule	Monday & Wednesday (2,30 hrs/session)
Classroom	TBA
Office hours	by request
Credits	45 hours
Language of Instruction	English

1. COURSE DESCRIPTION

This course will examine the history, peoples, and cultures of Spain from the Middle Ages to the end of the Golden Age (14th to 17th Centuries) through a thematic design. The program proposes an interdisciplinary approach that integrates different sources and testimonies including literary and historical texts, works of art, music, film, and architecture, among others to understand the different cultural manifestations from the multicultural history of Spain.

This eclectic approach will allow students to learn how to critically analyze all sources including texts, objects, pictures, geographical spaces, architecture, all of them evidences of the shaping of the Spanish identity and spirit over time. On top of learning and identifying the different times and events that occurred in a particular period, students will learn to draw connections between industrial, cultural, and artistic manifestations, and social and historical context that we study in class.

As part of the course, students will participate in the creation of a digital/virtual collaborative project related to the social, cultural, or historical event. It could also portray or represent different cultural or political characters of the times, emblematic literary, artistic or cultural manifestations, or maybe recreating the everyday life in the towns and places. The process of creativity, planning, and design will follow the Design Thinking Methodology and will serve the purpose of integrating both, arts and technology in a digital project that can serve the purpose of optimizing the learning experience and make it more interesting to students and general audiences of all fields.

2. GOALS & COMPETENCES

Upon completion of the course students will be able to identify

Competence 1.	Identify major historical periods, key topics, and historical actors important to Spanish Peninsular culture.
Competence 2.	Develop foundational literacy (e.g. key concepts, basic terminology, historical periods) in the major subfields of design.
Competence 3.	Apply close-reading strategies to literary and cultural texts through homework, classroom exercises, and written assignment
Competence 4.	Draw connections between cultural artifacts (documents, films, stories, architecture, art, geographical spaces, etc.) and cultural and historical problems relating to Spain's history through classroom discussion, tests, and formal paper assignments
Competence 5.	Engage in a Design Thinking project that illustrates the importance of the integration of arts and technology in the development of new digital humanities opportunities at the service of culture dissemination.

3. PROGRAM

Day 1	Understanding the basics: what are digital humanities? What does it mean and how do we learn it?
Day 2	Spain: Past and Present. Foundations for an interdisciplinary approach to the learning of Spanish Arts, Culture and History.
Day 3	What do you know about Spain? Break down of historical periods, highlights of history and culture, territories and cultures.
Day 4	Christian and Andalusian Spain: Castille vs Al Andalus The Muslim invasion of the Iberian Peninsula.
Day 5	The Muslim Kingdoms: Cordoba and Granada Arabic Splendor in Spain: architecture and technical innovation in science and society.
Day 6	Time, life and legacy of the Alhambra (Granada) – Virtual tour Quiz 1
Day 7	Christian Spain. Toledo: the city of three cultures Virtual tour of the city and the intercultural neighborhoods: Civil, religious & architectural elements.
Day 7	Medieval Spain Round Table Discussion. Spain: Melting Pot or Salad Bowl? Learning about Christians, Muslims and Jews.
Day 8	Workshop on Design Thinking: session I – Digital Humanities put to work
Day 9	Workshop on Design Thinking: session I – Digital Humanities put to work
Day 10	Workshop on Design Thinking: session I – Digital Humanities put to work
Day 11	Workshop on Design Thinking: session I – Digital Humanities put to work All groups should define their digital project and present the ideas in class.
Day 11	Time of Transition: Did Spain have a Renaissance? The Catholic Monarchs, Isabella I & Ferdinand. (Part II)

Day 12	The end of a medieval world and the birth of a Spain as a modern State
Day 13	1492: The Year that changed history
Day 14	The University of Alcalá and the birth of humanism. Cisneros' City of Knowledge.
Day 15	The Spain and the World: Europe

Day 16	Charles the V: The Birth of the Spanish Empire
Day 17	Spain and the New World: Encounter with the Americas
Day 18	The Conquest of Mexico. Tenochtitlan, the city of wonders. Quiz 2
Day 19	Ongoing Project Midterm presentation.
Day 20	The Spanish Golden Age; Empire, Arts & Control. Religious Wars: The Sword and the Cross and the shaping of the Catholic Spain.
Day 21	The Spanish Golden Age: innovation and economic control. Iconic Architecture of the Counterreformation: San Lorenzo del Escorial
Day 22	Arts and Culture as part of the Imperial political agenda.
Day 23	The Art of Entertainment: Theater and technology in the baroque. Virtual visit to a baroque theater, Corral de Comedias in Almagro (Ciudad Real) Quiz 3
Day 24	Lope de Vega and the Master of the theater of the people.
Day 25	Velazquez, a painter at the service of the Crown.
Day 26	Virtual visit to El Prado and the Golden Age Madrid.
Day 27	Miguel de Cervantes, a man of his time.
Day 28	Learning about Don Quixote Quiz 4
Day 29	Project Presentation
Day 30	Project Presentation and conclusion

4. METHODOLOGY

This class is delivered in a virtual format through two different platforms: class meeting with the professor will take place twice a week in synchronous session through Zoom; in addition to that, students will and have access to all of the materials, readings, videos, quizzes and test through a Google Class. The class learning is supported with lectures, discussions, readings, in-class exercises in pairs or groups, cultural visits and explorations. Students will also enjoy a full program of cultural virtual visits, have virtual meetings with experts of different fields and participate in two different cultural workshops, one on gastronomy and a second one in Flamenco Dance.

The group will work in a collaborative digital project aimed to make connections between the different cultural, visual, historical or literary sources and the cultural, social and historical topics studied during the course. The process of planning and completing their group Collaborative Virtual project will involve a series of seminars and workshops on Design Thinking Methodology that will be coordinated by the project leaders. In this project, students in the course will be encouraged to implement the different design strategies in order to develop their projects, including observations, visualization, listening to, analyzing, storytelling and otherwise engaging users (and fellow students) as they develop their own digital project.

5. CLASS COLLABORATIVE VIRTUAL PROJECT

Each group will be responsible for the development of a Virtual Collaborative project in whatever media student prefers including Virtual Reality, Augmented Reality, digital photography, documentary or film, gaming, web site and App design or otherwise. Students will be responsible to select an event, character, work of art or any topic of their interest and turn it into an attractive and engaging digital project.

Some of the questions that should be addressed in the making of the project include:

- What is the cultural or historical event or problem that I want to focus on?
- How will we do it?
- Who is it targeted to?
- What is the object/artifact/app that the group wants to work on?
- How does the project align with the learning outcomes of the course?
- What are the benefits for the user?
- What are the resources that you need to use for your project?
- What is the timeframe, technology and planning that you will do for your project?
- What will be your project's budget?
- Where will it be displayed? What audience will it reach?
- What are the risks and other issues that you should take into consideration?
- Presentation of the prototype
- Pitch of the project (video & live presentation).

Upon conclusion each group will have to turn in two different assignments. One of them will be the group presentation, and the other one, in which each of the members of the groups should submit a paper detailing their unique contribution towards the design and creation of the project, its development and the lessons they have learned along the way.

6. EVALUATION

This course integrates different components for the final evaluation.

1. Classroom preparation & participation	10%
2. 4 Quizzes (10 pts each)	40%
3. Collaborative Project	20%
4. Project Presentation	15%
5. Personal Essay	15%

7. BIBLIOGRAPHY

There is no required textbook for this course.

Every session there will have assigned selective readings, videos or presentations that will be made available to students through Google Class.



Phillips, William D & Phillips, Carla R. *A concise History of Spain*. Cambridge, Concise Histories, 2015. (Selections: Chapter 3, 4 & 5)

Carr, Raymond. *Spain: A History*. Oxford: Oxford Univ. Press 2002. (Selections from the book)

Most readings will be directly tied to the weekly assignments and include a combination of practical guides and theoretical/historical perspectives.

Websites and cultural videos

Spanish Culture and Civilization

An Animated History of Spain

The Romanization

The Encounter of Two Worlds: the Americas

The Catholic Kings

The Habsburg Dynasty and birth of the Spanish Empire

For the collaborative Project we will be using the materials from www.ideo.org