

Unid 7**Spain, Europe and the World. Reaching Out**

7.1.- Let's Work. Introduction

7.2.- In Anger: "Short-sighted Citizenship"

7.3.- Contents:

1. Spain in the World
2. One Culture, One Language
3. Spanish, European and World Citizens
4. Sport: Driving Spain into the World. Hope and Identity.

7.4.- This Issue in the Press: What is Spain?

7.5.- Let's Go to the Cinema: "The Constant Gardener"

7.6.- Looking through Images: Santiago Calatrava

7.7.- The World of Literature: The Spanish Essay (Ortega and Zambrano)

7.8.- Final and Summary Activities

7.9.- Find Out and Take Part

7.1.- Let's Work

1. The characteristics that define an active and critical citizenship.
2. The position of Spain in Europe and the world, both geographically and historically.
3. The importance of language for citizens and the importance of the Spanish language in the world.
4. Some of the most important European institutions.
5. The contribution of important thinkers, artistic creation or sport to the construction of a national identity.

Introduction

Citizenship does not only concern us; meanwhile, on the other hand, it cannot be clearly categorised. Every community develops and changes depending on its citizenship. This is the reason why the term "citizen" does not only refer to our city, or even, in a wider sense, our region and country. Being citizens means being part of the world, this wide world. We cannot only be citizens of our city; we must open up to international citizenship.

In the same way as we have an interest in the development of a participative and critical citizenship in our closest environment, our concerns should also shift to other levels of citizenship. We have to move from particularity to universality, that is, from the local to the global. Being a citizen also means taking world citizenship into account; being citizens also means being citizens of the world.

Furthermore, if our citizenship is essentially and basically limited to our country - Spain, and Spain forms part of Europe and enjoys relations with other continents, like Africa, due to its geographical proximity, or America thanks to historical links, our citizenship becomes even broader.

If Spain, without the vital context that came from opening-up to Europe and to the rest of the world, is limited and reduced, our citizenship - our concept of citizenship - will also be limited outside this context. We are complete citizens provided that we place our local citizenship within the context of a universal citizenship. And to do that we need Europe.

7.2.- In Anger: "Short-sighted citizenship"

Citizenship is a complex concept, and not only a concept, but also an experience. Citizenship is not and cannot be a simple concept. It can be said that citizenship is short-sighted when its complexity is reduced and citizenship is regarded as something easy, and lacking in difficulty.

Active and critical citizenship	
It is the type of citizenship that keeps <i>tension</i> and <i>balance</i> between apparently completely opposite points of view	
a) It requires <u>identity and unity</u>	b) but it cannot stop providing the structure for <u>diversity and plurality</u>
c) It is developed from traditions	d) it keeps <u>moving on into the future</u>
e) It comes from <u>particular and local things</u>	f) but without forgetting <u>universal and global aspects</u>

Short-sighted citizenship	
SHORT-SIGHTED CITIZENSHIP happens when differences and tensions are not accepted.	
a) It is based on the idea of unity and it forgets the idea of diversity	b) everything is diversity, there is no idea of unity
c) It is based on traditions, and doesn't look into the future	d) it believes that everything can be done by disregarding the past
e) It only takes into account local and particular aspects, forgetting common and universal perspectives	f) it is based on universality and underestimates particularity

Activity

1. According to the complex - and not short-sighted - definition of citizenship we propose, we can also establish "short-sighted citizenships" that should provoke our anger and which we must reject. Try to complete the table:

SHORT-SIGHTED CITIZENSHIP		
"Short-sighted" citizenship is the one that exclusively aims to teach...	It could be characterised as...	An example, real or not, of this attitude may be...
a)		
b) Diversity and plurality ...		
c)		
d) Looking into the future...		
e)		
f)		

7.3.- Contents

1. Spain in the World

To know a country, city or any other place, it is not enough to find out about its customs, language or politics. We can only have a true knowledge of reality - of a country in this case - if we are able to place it in context, and in this case it would be a double context: those of place and time. We can only know what Spain is according to its location in the world and history; this way, we go from a narrow concept of citizenship to a wide and cosmopolitan one.

A. Spain from a geographical point of view



Some data taken from Wikipedia and supplemented with official statistics pages, especially the Instituto Nacional de Estadística (National Statistics Institute) website (www.ine.es).

Capital	Madrid
• Population	3.132.463 ¹ (2007)
• Coordinates	 40°25'N 3°45'O
Most populated city	Madrid
Official Language	Spanish
Government	Parliamentary Monarchy
Surface	Position 51 st
• Total	504.645 ² km ²
• % water	1,04%
Borders	2.032 km
Population	Position 27 th
• Total	46.063.511 (2008)
• Density	91,2 inhab/km
Gross Domestic Product (nominal)	Place 8 th
• Total (2007)	US\$ 1.438.959 mill.
• GDP per capita	US\$ 32.066 ⁵
Human Development Report (2005)	0,949 (13 ^o) - High
Currency	Euro ³ (€, EUR)
Gentilic	Spanish
Hours	CET (UTC+1)
• in summer	CEST (UTC+2)
Domain name	.es
Code	+34

B. Spain from a historical and social point of view

"Spain is a country with deep historical roots in Europe. A country which - as can be seen through its cultural heritage - has gone through some conflictive and magnificent times that contribute to explaining its current reality. Spain has its own personality and idiosyncrasies, characterised by several phenomena, like the discovery of America or its neutrality during the two World Wars. But at the same time, its history shares some aspects of the history of other European countries, when - while conscience of its diversity - it declared itself a unified state and played a leading role in some of the most important

chapters of modern European history..”

Information from the official webpage of the *Office of the President* and the *Ministry of Foreign Affairs and Development*

We recommend that you visit the webpage of the Ministry of Foreign Affairs and that, during your visit, you expand on the information you have already got.



Activities:

1. Where is Spain? What is Spain like? Describe it physically.
2. What would you highlight from the data in this table? Why?
3. We can gather a lot of data about Spain. We suggest you visit the *Instituto Nacional de Estadística* (National Statistics Institute) webpage. Research into your name, your surname, your city, etc. You can go all over the place... even in English! http://www.ine.es/en/welcome_en.htm
4. After visiting the webpage of the Ministry of Foreign Affairs, and/or using other books and material, briefly answer the questions that you could be asked by a foreign teenager. What is Spain? Where is it? Does it have an identity? What is it?

2. *One Culture, One Language. Instituto Cervantes*

Language is one of the signs that form a country's identity. Language is not only a means of communicating, but also a means of expressing a way of life, culture and tradition. Spanish is the official language, but not only in Spain; it is also the official language of Latin-American countries, and one of the most widely-spoken languages in the world. The international projection of Spain is also based on the language. Taking care of a common language means taking care of our citizenship, a citizenship open to the concept of universality.

The Instituto Cervantes

The *Instituto Cervantes* is a public institution founded in 1991 to promote and teach the Spanish language and disseminate Spanish and Spanish American cultures. The institution has centres all over the world.

Its mission is to organise general and specific Spanish courses as well as courses on Spain's co-official languages. It also takes part in programmes and projects for the dissemination of the Spanish language, and organises cultural dissemination activities in collaboration with other institutions. Another important aspect is that this institution puts Spanish material and resources at people's disposal, especially on the Internet and even more so through the *Centro Virtual Cervantes*.



His Majesty the King of Spain - as Honorary President - and the Spanish Prime Minister chair this institution.

Spanish in the World

Spanish in the World is the title of the reports that the *Instituto Cervantes* has published each year since 1998. These reports are descriptive articles regarding the scope and importance of the use of the

Spanish language. These annual reports offer useful, and usually curious information on the reality of our language. Furthermore, you can find them for free on the Internet.



There are only 12 languages that exceed the 100 million speaker mark: *Mandarin Chinese, English, Spanish, Hindi, Bengali, Arabic, Portuguese, Russian, Urdu, Japanese, Punjabi and German*. According to these studies, **the number of Spanish speakers in the world is around 380 million people. It is the third language in the world in amount of speakers (after Mandarin Chinese —885 millions— and English —440—) and in the amount of countries (about twenty) where it is the official language.**

Activities:

1. Briefly describe the symbol of the *Instituto Cervantes*. What do you think it means?
2. Find some more information about the Spanish language in the world. What data would you highlight? Do you think Spanish is an important language? Why?
3. Research into the use of the Spanish language (also of other languages) on the Internet. Do you think the number of speakers is proportional?

3. *Spanish, European and World Citizens*

In all the units we have studied, including this one, we have been looking at the concept of citizenship as something personal: for us, that citizenship is Spanish. But citizenship cannot be limited; being a citizen means being open to others, to other cultures, other communities. Spanish citizenship can only be understood if it is regarded as a European and world citizenship. This is why we can say that we are Spanish, European and also cosmopolitan citizens.

European Citizenship: The European Union and its Institutions

The European Union is not a federation like the United States, or a mere organ of cooperation among governments, like the United Nations. It is a unique social, political and cultural reality. Its Member States are still independent sovereign nations, but they share their sovereignty in order to be stronger and have a global influence that none of them could have in isolation.

A shared sovereignty means that the Member States delegate some of their decisive powers to the common institutions with a view to taking joint decisions, always democratically, about matters of common interest.



There are three main institutions in charge of taking decisions:

-  The EUROPEAN PARLIAMENT, representing the citizens of the European Union. It is directly elected by them;
-  The EUROPEAN UNION COUNCIL, representing the Member States; and
-  The EUROPEAN COMMISSION, defending the Union's interests as a whole.

These institutions draw up the politics and legislations to be applied in the European Union. The Commission proposes the new rules (in principle) and the Parliament and the

Council must pass them. The Commission and the Member States apply them, and the Commission guarantees their compliance.

Other important institutions are the European Court of Justice, in charge of the compliance of European legislation, and the European Court of Auditors, in charge of funding. Apart from these institutions, the European Union has some other organisms that deal with specific matters.

International Institutions: Towards a Cosmopolitan Citizenship (The UN)

The UN may be the most important organisation of many other international organisations. The United Nations (UN) is the biggest international organisation. Its task is to facilitate cooperation on several matters such as international law, peace, international security, economic and social development, humanitarian matters and human rights. It was founded by 51 countries after the second World War in San Francisco (California) on the 24th October 1945.

The UN consists of several administrative and management organisms, some of them as important as the General Assembly, the UN Security Council or institutions like UNESCO (in charge of education) or the WHO (World Health Organisation). The UN is chaired by a "General Secretary", at the moment this post is held by Ban Ki-moon from South Korea, who took over the presidency on the 1st January 2007.

4. Sport: Driving Spain into the World. Hope and Identity.

Citizenship is not an abstract concept; it requires some symbols and spaces for expression. Sport - with all its consequences - is a way of expressing and recognising citizenship, as well as promoting a country in broader contexts. Citizens look for some means of identification, and one of them is sport.

The celebration of the Spanish sporting success is a way of gathering together different ways of showing and feeling citizenship, which - even if they are not enough by themselves - are important, since they guarantee hope and a collective identity.

SPAIN WINS 2008 EUROCUP (June 2008)



FERNANDO ALONSO, WORLD CHAMPION

RAFA NADAL WINS ROLAND GARROS



Activities:

1. Briefly describe the photographs presented here, which are taken from different media. What do they suggest to you? Who are the protagonists? Write a brief CV for each one of them.
2. Why do you think the success of their sportsmen is important for a country?
2. Why do you think the common celebration of sporting successes is important?
3. Research and think. Here you have four successful sporting achievements (two team and two individual sports). What values are reflected in these successful achievements? What has been transmitted to citizens?

7.4.- This Issue in the Press: What is Spain?

F. Rodríguez Adrados, *¿Qué es España?*, Speech on entering the Royal Academy of History. Press Release (EL MUNDO, Sunday, 22nd of February 2004).

"What is Spain?" wonders Rodríguez Adrados after joining the Royal Academy of History

(...)

Nadie conquistó a los vascos

*En su discurso de ingreso, Rodríguez Adrados dijo que nadie conquistó a los vascos, que **"vascos y castellanos eran todos lo mismo"** y que "los redactores de las glosas emilianenses y silenses escribían indistintamente en las dos lenguas". "Fueron castellanos desde que se inventó Castilla, sin dejar de ser vascos", puntualizó.*

*Para Rodríguez Adrados, España es un concepto bien definido geográficamente en una península, y su historia ha consistido en crear una unidad a partir de los múltiples "hispani" romanos convertidos en un pueblo y en **una nación, algo que, según dijo, Europa "no llegó a ser nunca"**.*

En este territorio, conquistado el año 714, surgieron "desde muy pronto núcleos de resistencia" en la Cordillera Cantábrica y los Pirineos que trataban de reconstruir la Hispania destruida.

Todos ellos "consideraban a España una unidad, lloraban por su destrucción o se ayudaban en las batallas decisivas contra el moro", dijo Adrados, y añadió que si bien España se fue recreando a base de matrimonios y pactos, las guerras fueron siempre contra los enemigos externos y contribuyeron a afianzar la unidad.

Europa

Para Adrados, "Europa sólo ahora está llegando, en cierta medida, a ser una unidad política", ya que hasta ahora era una unidad cultural, y subrayó que "España es y ha sido siempre parte de Europa", pero "con caracteres y circunstancias singulares".

España, si bien tuvo desde muy pronto una unidad política, desintegrada y reconstruida una vez y otra, y con aproximaciones y alejamientos periódicos respecto a Europa, ahora se debate, puntualizó Adrados, entre la tendencia unitaria y la pluralizante, aunque nunca "ha dejado de ser España".

El impulso de unificación fue sustituido en España por un continuo y alternativo proceso de conflicto, pero también por un acuerdo entre fuerzas tradicionales y otras de nueva apertura, y desde una versión unitaria del Estado a otra más abierta que va del autonomismo al puro independentismo.

*La Constitución de 1978 intentó equilibrar esas tensiones porque "una democracia no puede funcionar sin unas mínimas reglas de juego, señaló, de las que no pueden pasar las tendencias enfrentadas para conseguir una síntesis que se llama **Estado de las autonomías**".*

En esta labor ha tenido éxitos, pero está sometido a una tensión constante y a veces muy fuerte que, si bien hizo avanzar la idea de autonomismo, es hoy el principal valladar contra sus excesos, que son manejables y reducibles a límites democráticos gracias a ella y los poderes que la apoyan.

Activities:

1. What is Spain according to Rodríguez Adrados?
2. According to the text, what is the relation between Spain and Europe?
3. Find more information. Who is Rodríguez Adrados? What does he do for living?
3. With the information from this text and this unit, write a short essay relating these terms: Spain-Europe; unity-diversity

7.5.- Let's Go to the Cinema: The Constant Gardener

Citizenship problems do not only concern one country. In the era of globalization, problems are not local any more, and neither are the solutions. Nowadays no country can be isolated from others. There is no national citizenship without an international projection of that citizenship. The film, "The Constant Gardener", shows a global citizenship, and a new perspective for contemplating problems and solutions.

**ORIGINAL TITLE** The Constant Gardener**YEAR** 2005**RUNTIME** 128 min**COUNTRY** United Kingdom**DIRECTOR** Fernando Meirelles**SCRIPT** Jeffrey Caine (From the novel by John Le Carré)**MUSIC** Alberto Iglesias**CINEMATOGRAPHY** César Charlone**CAST:** Ralph Fiennes, Rachel Weisz, Pernilla August, Danny Huston, Hubert Koundé, Sidede Onyulo**PRODUCER** Co-production between UK-Kenya-Germany(Info taken from www.filmaffinity.com)**WHAT IS IT ABOUT?**

In a remote area of Northern Kenya, the brilliant and passionate Tessa Quayle has been found murdered. Tessa's travelling companion, a local doctor, appears to have fled the scene and the evidence points to a crime of passion. The members of the British High Commission assume that Tessa's widower, their mild-mannered Justin Quayle, will leave the matter to their discretion, but they could not be more wrong. The diplomat's career equilibrium has been shattered by the loss of his wife, whose memories spur Justin to investigate what really happened, the supposed infidelity of his wife. Determined to clarify what happened and to finish what she started, Justin embarks on a crash course about the pharmaceutical industry, whose crimes Tessa was on the verge of uncovering. He travels in search of the truth. His eyes are soon opened to an international conspiracy which due to economic interests has claimed innocent lives, like that of his own wife and many others.

**IT MAKES US WONDER ABOUT:**

- Life plans and how they change.
- Personal commitment to the most underprivileged people.
- How the pharmaceutical companies need underdeveloped countries.
- The unfair relationships between countries.
- The global dimension of current problems.

THINK

If you see this film, make a list of all the characters and describe them briefly: what they are like, what they do, how they behave.

- What could be done to stop the injustice caused by the economic interests on an international level, as happens with the pharmaceutical industry in this film?
- Research some other examples of international economic involvement. Where were the cars we use made? Where were the trainers you wear made?

7.6.- Looking through Images: Santiago Calatrava

Economy and politics are not the only ways countries make themselves known worldwide, art is also important. Our country is well known within many artistic disciplines. One of them, related to the present day, is architecture. It is not a minor art; it combines pragmatic and aesthetic values. Creating spaces for citizenship is not just a metaphor; architecture makes space inhabitable and human. Santiago Calatrava is one of the most important Spanish architects. His characteristic view of architecture makes him one of the most creative and original architects.



He was born in Benimàmet (Valencia) on the 28th July 1951; his family worked in the export of citrus fruit, which allowed him to travel to other European countries. He studied Architecture in Valencia. He also studied civil engineering for four years in Zurich, at the Federal Institute of Technology. He has been awarded several prizes, including the *Príncipe de Asturias* Prize in 1999.

"Turning Torso" is one of Santiago Calatrava's most important works. It is a 190-metre high and 54-floor residential skyscraper in Malmö (Sweden). It is the highest residential building in Sweden, and the second highest in Europe (on the day it was inaugurated). It was inaugurated on the 27th of August 2005, and its construction took four years. As its name indicates, the author got his inspiration from a human torso turning 90 degrees from the bottom to the top. The building is made of steel, glass and reinforced concrete. It consists of nine rotary cubes and their main structural element is a reinforced concrete core. The outside of the building is covered with glass and aluminium panels. There are six floors to each cube.

**CIUDAD DE LAS ARTES Y DE LAS CIENCIAS (Valencia)**

“La utopía subsiste continuamente en la arquitectura. El problema de las megaciudades sólo se solucionará si se subdividen. En el caso de México DF, por ejemplo, se podrían crear subciudades con nombres y apellidos, con centros y estructuras urbanas donde se eleve el nivel de vida. Ahí, según creo, pueden jugar un papel importante lo que se conoce como arquitectura-espectáculo (...)

- Si le ofrecieran la posibilidad de diseñar una ciudad para el siglo XXI, ¿qué elementos primarían en ella?

“La escala de una persona es la que debería medir todo. Partiendo de este principio levantaría un entorno donde primara la calidad de vida. La ciudad sería para los hombres, no para los coches. Cualquier obra que se haga en una ciudad tiene que tener una escala humana.”

Declaraciones en “El Mundo” (20 de noviembre de 2000).

Look Up Some Facts

- Find some more information about Santiago Calatrava and his work.

Learn to Look

- Choose some of the Santiago Calatrava's works that attract you.

Why have you chosen this one?

What would you highlight in it?

- What do you think is the most characteristic element of Santiago Calatrava's architecture?

Think About the Image

- What do you think he is trying to express?

- Why do people criticise and reject this kind of work?

- Imagine that the council of your town can commission Santiago Calatrava to design a building.

What would you commission: a square, a school, a bus station,

etc...? Keep on imagining: if you

could give him advice for the

construction of this building, what

would you say? What would you

suggest?

7.7.- The World of Literature: The Spanish Essay, Ortega y Gasset and Zambrano



J. ORTEGA Y GASSET. He was born in Madrid in 1883. He studied Philosophy and Arts in Madrid. He often travelled to Germany, which brought him in touch with European Philosophy. He was Metaphysics professor in Madrid, where he taught regularly until 1936. As equally important as his teaching at the university was his teaching outside the lecture halls in conferences, articles, public debates, etc. His translations and the creation of the cultural magazine “*La Revista de Occidente*” (The Review of the West) were also significant. He died in 1955. Highlights of his work include “Meditations on Quixote”, “The Rebellion of the Masses”, “What is Philosophy?” etc.

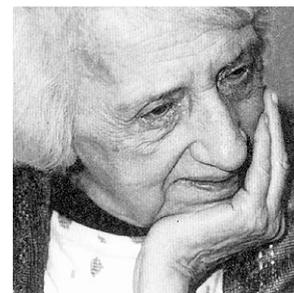
"Los europeos no saben vivir si no van lanzados en una gran empresa unitiva. Cuando ésta falta, se envilecen, se aflojan, se les descoyunta el alma. Un comienzo de esto se ofrece hoy a nuestros ojos. Los círculos que hasta ahora se han llamado naciones llegaron hace un siglo, o poco menos, a su máxima expansión. Ya no puede hacerse nada con ellos si no es trascenderlos. Ya no son sino pasado que se acumula en torno y bajo del europeo, aprisionándolo, lastrándolo. Con más libertad vital que nunca, sentimos todos que el aire es irrespirable dentro de cada pueblo, porque es un aire confinado. Cada nación que antes era la gran atmósfera abierta oreada, se ha vuelto provincia e "interior". En la superación europea que imaginamos, la pluralidad actual no puede ni debe desaparecer. Mientras el Estado antiguo aniquilaba lo diferencial de los pueblos o lo dejaba inactivo, fuera, o a lo sumo lo conservaba momificado, la idea nacional, más puramente dinámica, exige la permanencia activa de ese plural que ha sido siempre la vida de Occidente.

Todo el mundo percibe la urgencia de un nuevo principio de vida. Mas — como siempre acontece en crisis parejas — algunos ensayan salvar el momento por una intensificación extremada y artificial precisamente del principio caduco. Este es el sentido de la erupción "nacionalista" en los años que corren. (...)

Pero todos estos nacionalismos son callejones sin salida. Inténtese proyectarlos hacia el mañana, y se sentirá el tope. Por ahí no se sale a ningún lado. (...) Pero en Europa todo está de sobra consolidado, y el nacionalismo no es mas que una manía, el pretexto que se ofrece para eludir el deber de invención y de grandes empresas. La simplicidad de medios con que opera y la categoría de los hombres que exalta, revelan sobradamente que es lo contrario de una creación histórica.

Sólo la decisión de construir una gran nación con el grupo de los pueblos continentales volvería a entonar la pulsación de Europa. Volvería ésta a creer en sí misma, y automáticamente a exigirse mucho, a disciplinarse".

J. ORTEGA Y GASSET, *La rebelión de las masas*



MARÍA ZAMBRANO (1904-1991) she was a student of Ortega y Gasset. She continued with her teacher's approaches, but with a different sensitivity. It is a philosophy that lives and thinks through dreams, time, and words. She looked for light, clarity, and above all that light should flood our lives. It is not enough to live life, life must be enjoyed. Living humanely requires a profound commitment to one's self.

She was exiled due to her politic convictions. She came back to Spain in 1984. She was awarded several prizes, including the *Príncipe de Asturias Prize* and the *Cervantes Prize*.

"Vuelve en ti mismo; en el interior del hombre habita la verdad". El hombre europeo ha nacido con estas palabras. La verdad está en su interior; se da cuenta por primera vez de su interioridad y por eso puede reposar en ella; por eso es independiente, y algo más que independiente, libre"

FEELING AND THINKING WITH WORDS

- Look for some more information about J. Ortega y Gasset and M. Zambrano.
- In this text Ortega counters the idea of Europe with radical nationalism. How is this characterised?
- According to the paragraph written by M. Zambrano, Europe is truth and freedom. Find out who the author of the sentence she discusses is. Why could this character be one of the "vital" keys to Europe?

7.8.- Final and Summary Activities

1. **THE ABDUCTION OF EUROPE.** Without a shadow of a doubt, you will know many fundamental events of the History of Europe. Now, we invite you to investigate myths. Europe also has a place in Greek mythology. Answer these questions:

- Who is Europe?
- Who abducted her? Why? How?
- What could this myth symbolise or represent?
- Look at these representative pictures. Who were the artists? When were they painted? What do you think the artists were trying to express?

It is said that Zeus, the gods' father, fell in love with Europe, the daughter of the king Agenor. To seduce her, he decided to go up to the Phoenician beaches as a beautiful and tame bull. Zeus took this form so that the girl would trust and approach him without fear...

TIZIANO



1562, Isabella Stewart Gardner Museum. Boston

PICASSO



Picasso, 1946

VOUET



1640, Museo Thyssen-Bornemisza, Madrid

4. Languages are the way peoples express themselves, so like people they are never isolated; rather they are continuously changing and enriching each other. Languages exchange words, and consequently they exchange lives and the world. Why don't you create an exchange table? Which words does the Spanish language lend to other languages? Which words has it borrowed from other languages? What do these terms mean?

Loanword from Spanish to other languages	Loanwords to Spanish	
- "siesta"	English	-
-	German	-
-	Arabic	-
-	French	-
-	Italian	-

7.9.- Find Out and Take Part

CIRCLES OF CITIZENSHIP. Our citizenship is complex; we are citizens of our city and also citizens of the world. We invite you to investigate the "circles of citizenship" around us, especially those around you, from the closest to the most distant. Look at the webpages of the places you belong to as a citizen.

I am citizen of...	Researching information on the Internet (the "official" Web is...)
<i>My village/city</i>	
<i>My province</i>	
<i>My Autonomous Region</i>	
<i>My country</i>	
<i>My continent</i>	(in the case of Europe) http://europa.eu/index_es.htm
<i>The world</i>	http://www.un.org/spanish/ (UN)