Humanities 310 Syllabus
Culture of Spain
Study Abroad Spain, summer 2015

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Course Description
The following class outline details the thematic topics that will be covered during the Spain Study Abroad program in summer 2015. Since the field trips and work project dates have yet to be set, the topics have been left broad and may need adjustment closer to the departure date.

Required Texts
Giles Tremlett "Ghosts of Spain"
Phillips and Phillips "A Concise History of Spain."

Course Goals
I have three main goals. First, I will promote a “critical consciousness” toward our understanding of U.S. and Spain. In many ways we learn about ourselves through the perspective of someone else. Second, I will offer opportunities for you to appreciate Spanish culture broadly. In this appreciation we will also investigate how Spaniards are similar and different than us in the U.S. Finally, through the course requirements I hope you will obtain a broad foundation of knowledge concerning the social, economic spheres of Spanish history have led to many of its current social issues.

The educational objectives (EO) for this course include:
• EO 3 recognize crucial historical developments within the arts and humanities; appreciate the significance of major literary, philosophic, and artistic works;
• EO 4 understand the historical development of issues in the humanities in significant periods prior to and including the twentieth century; understand the ways that historical context can illuminate current problems and concerns;
• EO6 appreciate non-verbal forms of understanding and expression; appreciate the aesthetic and historical development of one or more of the visual or performing arts; understand the relationship between form and content;
• EO 8 appreciate the relative cultural significance of canonical and non-canonical works of literature, philosophy, and the arts.
Class Procedure

This class will be pedagogically “mixed method.” Recognizing the various ways in which people learn, my goal is to meet you the student half way in this learning process. Below are my commitments to you and expectations of you as a student.

First, my main teaching style is lecture mixed with class discussion and activities. Lecture will be concise, relevant, and is central to the way this class is designed. Therefore, you are expected to be at every class (unless you have an emergency) having read the designated material. A large percentage of your grade is based on participation and the reading. Second, student presentations and discussions allow you to work together with other students to grapple with the material on a deeper level. Third, field trip reflections, host family opinions, and community involvement is critical to this class. Connecting class concepts to what you are experiencing will define the bulk of your grade. Finally, the final exam will give you the opportunity to show how brilliant you are. I expect that you not only understand concepts but that you can also apply them to real life. My commitment is to judge your knowledge and effort as well as give you insightful feedback on your work.

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Count</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Excursion/Paseo Essays (4 x 10 pts)</td>
<td>(250x4) 1,000</td>
<td>40</td>
</tr>
<tr>
<td>In-Class Participation and Quick Writes</td>
<td>250</td>
<td>15</td>
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<tr>
<td>Scavenger Hunt (week 1)</td>
<td>0</td>
<td>5</td>
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<tr>
<td>Day in the Life (week 2)</td>
<td>500</td>
<td>10</td>
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<tr>
<td>Family Idols Essay (week 3)</td>
<td>500</td>
<td>10</td>
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<tr>
<td>Final: Recipe Assignment (week 4)</td>
<td>500</td>
<td>10</td>
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<tr>
<td>Final Exam</td>
<td>500</td>
<td>10</td>
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<tr>
<td>Total</td>
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Scavenger Hunt

In groups of 2 to 4 you are to find the various places in Valladolid based on names and pictures I will show the first day of class. The objectives of this assignment are four fold: 1. Practice asking for directions in Spanish; 2. Practice navigating a new city; 3. Explore areas you might not have known about; 4. Build community with other students. Please take a “selfie” with your group members at the site.

Day in the Life

Directions will be posted on Polylearn.

Participation and Quickwrites

Please be prepared to share your impressions of Spain, as well as your interests. Also, be aware that attendance is a prerequisite for participation and as such, any absences will affect your participation grade. Any unexcused absence will result in a 6 point reduction in the 10 points allocated to participation. Two unexcused absences will result in a dismissal from the class.

To bridge the reading and your experience in the classroom, you will be asked to answer a few brief questions at the beginning of class. These quickwrites illustrate to me that you are using the reading as a tool to decipher your Spanish experience.

Family Idols Essay

For this assignment, you will need to find a member of your homestay family and ask them three questions:

a. Who is your favorite political figure in Spanish history?
b. Who is your favorite cultural figure in Spanish history?
c. Who is your favorite modern famous person in Spain?

After receiving your answers, it will be up to you to learn more about these persons and their contributions to Spanish culture and history, and to draft an overview of each in three separate 2-3 page essays. Whether your person is Cervantes, or some obscure member of parliament from the 1930s, you will need to dig up information either through further discussion with the family member or through your own research during your time here in Spain (get on the internet, go to a library, investigate at local museums or historical sites, ask other Spaniards- whatever it takes).

**Recipe Assignment**
Directions will be posted on Polylearn.

**Excursion/Paseo Essays**
These essays should be organized like a journal entry, but they need to be much more than just a description of your experience. Specifically, in these essays you must apply material from the readings to your experience. The excursion, and descriptions thereof, should serve as a launch pad for a sophisticated reflection on the reading material. For example, when we visit a cathedral, you might reflect on the role of religion, and Catholicism specifically, in Spanish culture. Just traveling on a bus, and looking at the countryside, might lead you to reflect on the impact of geography. As we make our way to different cities and interact with people, you will see differences that might lead you to reflect on regional distinctions and the push to craft a unified nation.

NOTE: Your first essay is due Tuesday, June 30. That is of course before we even have our first class! Nonetheless, you should have completed Tremlett chapters 1-8 by this time, and you will have been in Spain for several days. Though I will still expect you to reference the reading (Tremlett, chpts 1-8) in this essay, you may treat this one as more of a reflection on your first impressions of Spain (perhaps how some of your assumptions have been challenged), and thoughts about what you are expecting and what intrigues you as we begin this journey.

* As a General Education, C4 class, this course is required to include a minimum of 3,000 words of writing and to base 50% or more of a student's grade on written work. One page of handwritten work is typically about 250 words.

The following class outline details the topics that will be covered during the Spain Study Abroad program. Since the field trips and work project dates have yet to be set, the topics have been left broad and may adjust closer to the departure date. Readings have also been added to provide further information about the course.
**Week 1 (June 29-July 3)**

**Monday, June 29**  
Orientation. Language Exam. Tour of Valladolid. No Humanities Class.

**Tuesday, June 30 (All Classes Begin)**  
Alaniz, Ryan. “How to be a Conscientious Gringo: 12 ways to affect change in yourself and the world.”  
PASEO ESSAY #1 DUE

**Wednesday, July 1**  
Phillips, Chpt 1: “The Land and Its Early Inhabitants”  
Phillips, Chpt 2: “Ancient Legacies”  
SCAVENGER HUNT DUE

**Thursday, July 2** (Paseo-Casa Museo de Zorrilla) Meet at 17,30 at the Museo de Zorrilla  
Tremlett, Chpt 9: “II-M: Moros y Cristianos”  
AS PART OF THE PASEO, I WOULD LIKE YOU TO ATTEND A CATHOLIC MASS. MASS SCHEDULES CAN BE FOUND HERE--  
[http://www.misas.org/](http://www.misas.org/)

**Friday, July 3** (No Class)

**Saturday, July 4** (Excursion to Salamanca Leave at 9,30 return at 19,30)

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**Week 2 (July 6-July 10)**

**Monday, July 6 (No Class)**

**Tuesday, July 7**  
Phillips, Chpt 4: “The Rise of Spain to International Prominence”  
Phillips, Chpt 5: “Spain as the First Global Empire”  
PASEO ESSAY #2 DUE

**Wednesday, July 8**  
Tremlett, Chpt 10: “In the Shadow of the Serpent and the Axe”  
Tremlett, Chpt 11: “The Madness of Verdaguer”  
DAY IN THE LIFE REFLECTION PAPER DUE

**Thursday, July 9** (Paseo – PenaFiel)

**Friday, July 10** (No Class)

**Saturday, July 11** (Excursion to Segovia Leave at 9,30 return at 19,30)
Week 3 (July 13-July 17)
Monday, July 13 (No Class)

Tuesday, July 14
Phillips, Chpt 6: “Toward Modernity: From the Napoleonic Invasion to Alfonso XIII”
PASEO ESSAY #3 DUE

Wednesday, July 15
Phillips, Chpt 7: “The Struggle for the Spanish Soul: Republic, Civil War, and Dictatorship”
Tremlett, Chpt 12: “Coffins, Celts, and Clothes”
FAMILY IDOLS ESSAY DUE

Thursday, July 16
Paseo-Museo Critobal Colon- Meet at 17,30 at the Museo de Colon

Friday, July 17 (No Class)

Saturday, July 18 (Excursion to Santander Leave at 9,30 return at 21,00)

Week 4 (July 19-23)
Monday, July 19 (No Class)

Tuesday, July 21
Phillips, Chpt 8: “New Spain, New Spaniards: European, Democratic, and Multi-Cultural”
PASEO ESSAY #4 DUE

Wednesday, July 22
Tremlett, Chpt 13 “Moderns and Ruins”
RECIPE ASSIGNMENT DUE-BRING DISH TO SHARE

Thursday, July 23
Paseo-Museo de Escultura--17,30 Meet at Museo de Escultura (Cadenas de San Gregorio)

Friday, July 24
Spanish and Cal Poly Final

Saturday, July 24
Graduation Ceremony. Program ends at 3pm.

Sunday, July 25
Check out by 12pm