



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Spanish Art and Literature Through the Ages This course will provide students an introduction to Spain's rich artistic traditions of painting/photography and literature. The course will include site visits throughout Madrid and the region that provide students the opportunity to view and reflect on Spanish art, history, literature, and culture. Our explorations will range from coursework to seeing films based on some of our readings, and taking tours of famous literary haunts in Alcalá and Madrid. We will watch Flamenco dancers as they tell stories through dance, and we will talk with people who may have different perspectives from our own. This course provides an overview of Spanish art and literature while enhancing our confidence in the ability to write our own stories. Students are encouraged to think critically, develop evaluation skills and use what is learned to become stronger readers and writers.
Program, semester, year	International Studies Program, Spring 2024
Credits ECTS	4,5 ECTS credits (3 USA)
Instructor's full name and email	Daniel Gilhooly, Associate professor, The University of Central Missouri Gilhooly@ucmo.edu
Block dates (days and time)	Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	

Requirements	No textbook is required for this course. Course readings will be provided by the instructor.
Language of instruction	English
Type of teaching	In person

INTRODUCTION

Course work will allow students to learn more about Spain and its rich history as reflected in its literary, and artistic tradition. That tradition also had a powerful impact on the literature of Europe and the New World. Tours and conversations will enhance understanding of the strong influence of the history, art, and literature of this fascinating country. The impact of reading short stories, a play and poetry will support discussions and writing as knowledge evolves. Class writings will include keeping individual journals regarding what we learn from our readings. Conversations, films, speakers and tours of literary sites in Alcalá as well as in Madrid will further enhance our work. The course concludes with the construction of short stories that are written by the students and set in Spain.

COMPETENCES

This course addresses six of the UCM General Education competencies. These are listed below:

- **Competency One:** Writing with clarity and purpose, using the correct format, structure, and documentation.
- **Competency Two:** Presenting and interacting in public, group, and interpersonal settings.
- **Competency Three:** Thinking creatively and critically.
- **Competency Four:** Knowledge and appreciation of literature, languages and the arts.
- **Competency Five:** Knowledge of human experience through history and the social/behavioral sciences.
- **Competency Six:** Creating a cumulative work that demonstrates the integration and application of knowledge.

METHODOLOGY

Engaged students choose to operate in an interactive learning environment with instructors that foster the sharing of ideas and critical thinking. Formats will include seminar, lecture presentations, field tours of relevant sites, performance events, demonstrations, readings, journaling and social events (dining, hosting, acknowledging appreciation). Journal prompts will, be open ended with the intent to foster critical thinking.

PREPARATION FOR CLASS

A text like this can be included:

- *Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, student should show preparation of the readings by asking relevant questions and making comments related to the topic.*
- *Student should think about questions and relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Student takes notes during class presentation and discussions.*

EVALUATION

- Daily journal [1;4;6;8]
- Active and appropriate participation in site visits to historic literary monuments, attendance at performances, and contributions to peer and class events. [2;4;6;8]
- Developing, editing, completing and sharing a creative short story, based on the experiences in Spain or set in the context of Spanish history/culture. [6;10]

- Reading and writing as required within the class. Please make sure to obtain the 3 paperback books that can be ordered from Amazon or another distributor of your choice.
- Hosting and presenting (with instructor support) a guest speaker. Responsibilities will include planning:
 - The invitation
 - Making the introductions
 - Leading discussions and Q & A sessions
 - Expressing appreciation
 - Wrapping up the session formally [2;4;6;8]

Evaluation procedures

Attendance, good attitude and contributions to class discussions (25%). Attendance in class is expected. Grades will reflect attendance, as well as work effort, indications that students have done all assigned readings and the proper completion of all required assignments in class. In addition, students are expected to attend tours with the class in order to further enhance learning in the course.

Student journals will be maintained throughout the course. Students will offer reflections on class content as well on activities and field trips. (25%)

Class presentations: (25%) Students will present on a topic of their choice. Detailed expectations will be discussed with their professor.

Final reflection paper: Summative/graded assessment – Students will write a final reflection of their experiences in Spain (25%)

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	25 %
ACTIVITIES AND FIELD TRIPS	25 %
Final reflection paper	25 %
ORAL PRESENTATION	25 %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

CLASS SHCEDULE**Template for Weekly Schedule:**

Much of the detailed content for the schedule depends on access to sites, speakers, and transportation, so cannot be finalized until closer to the time of the class start date. However, this outline will give the reader a solid idea of the structure of the course.

Week #1:

Welcome to Class, course syllabus explanation, introduction of one another. Course expectations. The reading in class of a selected short story of Cervantes, followed by conversation and writing to be shared. Discussion of places to visit and events they would like to see as related to our topics. We will take a look at Spanish history and organize our readings for the week, with an eye toward why they were written, what was happening in Spain at the time, and what types of responses from us are evoked post-reading. We will also make every attempt to understand what reactions people had to the short stories, poetry and plays that were produced during the times they were written.

The specifics for each week will be addressed as time draws closer.

Topics:

Readings/Viewings:

Speaker(s):

Class Trips/Visits/Performances:

Reading and Writing Assignments due:

Week #2:

Readings and writings of short stories and poems as assigned, plus more conversations about historical events in Spain. Films will be introduced this week. A timeline chart will further enhance student understanding about the types of work that were written at various time in the history of Spanish events and culture. Guest speakers will be invited to present to us this week, and we will be prepared to ask questions.

Topics:

Readings/Viewings

Speaker(s):

Class Trips/Visits/Performances:

Week #3:

We will work in class, specifically focusing on writing this week.

After our class meets for academic endeavors, we will discuss how we can absorb the most from our tours as related to what we have learned so far. We plan to do several trips this week, both to Alcalá' and to Madrid.

Topics:

Readings/Viewings

Speaker(s):

Class Trips/Visits/Performances

Reading and Writing Assignments due:

Week # 4:

This week we continue to use our surroundings as the best learning tools, as we will continue planned trips and relate them to our reading and writing assignments. We will also wrap up our academic work and gather feedback from the students.

Topics:

Readings/Viewings

Speaker(s):

Class Trips/Visits/Performances

Reading and Writing Assignments due:

References:

Please see the list of **3 required books** for you to order from Amazon, or the company of your choice.

Any other readings that are expected will be provided by the instructors.

Additional Materials

TBA, but will include:

- DVD and media clips to enhance understandings of the literature and the culture
- Additional short story or poetry selections
- Guest speakers
- Social events (as available)
- Information related to the history of Alcála de Henares and its citizenry.
- Performances (Dance, poetry readings, short story readings, as available)

- **Culturally relevant historic site visits:**

- Cervantes Birthplace Museum
- Plaza de Cervantes
- Cervantes Festival (if available)
- Calle Mayor
- Corrala de la Sinagoga
- Peekholes for visitors
- Corral de Comedias
- Archbishop's Palace
- Laredo Palace
- Alcála de Heares Cathedral

- **Potential Literary Site Visits**

- Calle Huertas
- Restaurante Sobrino de Botín
- La Venencia
- Las Cuevas de Séamo
- Casa de Cervantes
- Tombs of Literary Giants in Madrid
- Barrios de las Letras

Note:

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

BIBLIOGRAPHY

Including online resources as well as textbooks, articles, etc.

INSTRUCTOR

Daniel Gilhooly at Gilhooly@ucmo.edu