

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Language - Spanish
Course Number and Title:	LSPA 335 Issues in Hispanic Culture (Focus: The Collision of Two Worlds)
Division:	Upper
Faculty Name:	Dr. José Luis Suárez-García
Semester Credit Hours:	3

Prerequisites: One (1) upper division reading and writing Spanish course or consent of instructor.

COURSE DESCRIPTION

What would European cuisine be without **chocolate**? Why is Rubens', Tiziano's, el Greco's, Velázquez's or Van Gogh's use of the color red associated to an insect (cochineal) that lives in Mexican cactus? How different is Spanish from Spain from the Americas? Why do many people feel they can identify someone as Hispanic by looking at a person's face? This course, following the principles of global learning, will focus not only on these and similar questions, but also analyze other economic, social, political and cultural issues resulting from the collision of two worlds ("Old World" and the "New World") in a process that started in 1492. Using a transatlantic comparative perspective of analyzing historical data and cultural manifestations (films, documentaries, art, photography, illuminated manuscripts, and literature), students will gain a broad understanding of the history and cultures of Spain and Latin America.

The course, entirely taught in Spanish, is organized around four modules:

- I. Spain and the European Union: Outcomes of the past.
- II. Spain and Africa: Exchanges and influences.
- III. Spain/Europe and the Americas: The collision and global impact.
- IV. The Americas and Globalization: From knowledge to responsibility.

LEARNING OBJECTIVES

By the end of the semester, students will be able to:

- **Communicate** and **Exchange** information about cultural topics connected to the history of Spain and the Americas.
- **Answer** general questions and ask basic questions about cultural differences in Spain and the Americas.
- **Present** information on cultural topics using language they have practiced.

- **Write** short essays on cultural topics related to everyday life, social and political issues in the Hispanic world.
- **Identify** and **Understand** words, phrases, sentences and basic cultural concepts related to different Hispanic cultures.
- **Explain** the influence of art in the Hispanic World.
- **Extract** the main idea and summarize of what they have read.
- **Interact** in culturally appropriate ways in highly predictable social situations.
- **Underline** relevant historical and political moments of Spain and the Americas.
- **Recognize** relevant literary, artistic manifestations of the Hispanic world.
- **Evaluate** critically political and historical events and their consequences in contemporary societies.
- **Understand** the union and friction of Spain and the Americas.
- **Demonstrate** awareness of everyday practices, perceptions, and cultural products.

THE FIVE C'S DURING THE Fall 2019 VOYAGE:

1. **Communication:** Use Spanish to ask questions, talk and write about yourself, describe people and places.
2. **Cultures:** Learn about Spanish-speaking cultures.
3. **Communities:** Participate in a community of students of Spanish and in a multicultural world.
4. **Comparisons:** Make comparisons between Spanish and other cultures in the voyage.
5. **Connections:** Discover the influence of some African and Latin American cultures in Spanish.

REQUIRED TEXTBOOKS

AUTHOR: Chang-Rodríguez, Eugenio
 TITLE: *Latinoamérica: su civilización y su cultura.*
 PUBLISHER: Thomson & Heinle (Boston)
 ISBN: 978-14-1303-217-8
 DATE/EDITION: 2007/4th Edition

AUTHOR: Ugarte, Francisco
 TITLE: *España y Su Civilización.*
 PUBLISHER: McGraw-Hill (New York)
 ISBN: 978-0-07-338520-4
 DATE/EDITION: 2009/ 6th Edition

-Copies and additional electronic material to be provided by the professor.

-Recommended: A Spanish/English dictionary (Larousse, Harper-Collins, Santillana, etc).

TOPICAL OUTLINE OF COURSE

Place/Classes	Chapter Themes/Topics	Assignments/Activities <i>Main Theme for discussion</i>
Depart Hamburg, Germany – September 9		
A1–September 11	Introducción y Presentación ¿Qué es cultura?	<i>Defining/understanding culture</i>
A2–September 13	<i>I. Spain and the European Union: Outcomes of the past.</i> Unidad del mundo latinoamericano (Chang) De Iberia a Hispania – España desde sus orígenes hasta la Reconquista (Ugarte) Apuntes Profesor (<i>electronic</i>)	-Unity in the Hispanic World -Spanish/Hispanic -Spain: Origins and medieval times
Gdansk, Poland – September 15-20		
A3–September 21	<i>II. Spain and Africa: Exchanges and influences.</i> Europa. La literatura española desde su nacimiento –La Edad Media (Ugarte) <i>América. Las grandes civilizaciones precolombinas (Chang)</i> <i>La arquitectura precolombina y artes plásticas (Chang)</i>	Quiz 1
A4–September 23	Arte y cultural medieval y (España) La lengua española (historia) Apuntes Profesor (<i>electronic</i>) Material visual	<i>Spain: A country, three cultures</i> Video: España de las tres culturas: Al-Ándalus, Sefarad, Reyes Católicos. Video with group activities.
A5–September 25	Los Siglos de Oro: La España Imperial de los siglos XVI-XVII – Los RRCC-hasta Felipe II Apuntes Profesor (<i>electronic</i>) Material visual	
Lisbon, Portugal – September 26-28		

Cadiz, Spain – September 29 – October 1		
A6–October 3	Repaso. Spain	Reflexiones culturales, discusión en grupo. Video with group activities.
A7–October 5	La literatura del Siglo de Oro (Ugarte)	Exam 1
Dubrovnik, Croatia – October 6-10		
A8–October 12	<i>III. Spain/Europe and the Americas: The collision and global impact.</i> Las exploraciones, la conquista y su significado (Chang 4, pg. 45-47, 51-55 y 58); El régimen colonial (Chang 5, pp. 63-64, 67-72)	<i>Travels and Colonization</i> <i>The colonial regime</i>
A9–October 14	El régimen colonial (Chang 5 pg. 63-64, 67-72) La arquitectura y las artes plásticas coloniales (Chang 17, pp. 283-5; 18 pp. 305-7)	<i>Colonial Art</i>
Casablanca, Morocco – October 15-20		
A10–October 22	Esplendor y decadencia del imperio (los Austrias) y Miguel de Cervantes (Ugarte, pg. 66-71 y 85-91)	Quiz 2 <i>The Golden Age and Cervantes</i>
A11–October 25	El Mundo Barroco: Artistas y música del Siglo de Oro (Ugarte, pp. 94-101)	<i>Golden Age: Artists/music</i>
A12–October 27	El Mundo Barroco 2 Europa/América	
Tema, Ghana – October 28-30		
Takoradi, Ghana – October 31 – November 1		
A13–November 3	La España de los Borbones: Siglos XVIII y XIX (Ugarte, pp. 108-118)	<i>Spain in the XVIII and XIX century</i>
A14–November 5	Repaso. Material Visual	
A15–November 8:	La Guerra de independencia hispanoamericana (Chang 8, pp. 107-118)	Quiz 3 <i>The Americas: the independence</i>

Salvador, Brazil — November 10-15		
A16—November 16	El Siglo XX – La guerra civil española (Ugarte, pp. 145-153) La literatura española del Siglo XX (Ugarte, pp. 156-168)	
A17—November 18	Arte y Música del Siglo XX (Ugarte pp. 170-180) España, Siglo XX. Del Franquismo a la democracia La España actual. (Ugarte, pp. 187-219). Selección de ideas generales.	Selección de preguntas de estas secciones sobre la España contemporánea <i>Art and Music in the XX century</i>
A18—November 20	México, Siglos XIX y XX Chang 13, pp. 193-203)	<i>Mexico</i>
A19—November 23	La personalidad hispánica de las Antillas Mayores (Chang 15, pp. 227-235 y 240-247) Centroamérica republicana (Chang 14, pp. 207-222)	<i>Antillas</i>
Port of Spain, Trinidad and Tobago — November 24	Field trip (option 1)	
A20—November 26	Los países del Río de la Plata (Chang 10, pp. 137-138, 142-151)	<i>Río de la Plata</i>
A21—November 28	Los países andinos meridionales: Perú, Bolivia y Chile (Chang, 11 pp. 157-172)	<i>Países andinos</i>
A22—December 1	Los países andinos Septentrionales: Ecuador, Venezuela y Colombia (Chang 12, pp. 177-189)	Quiz 4 <i>Países andinos</i>
Guayaquil, Ecuador — December 2		
A23—December 9	<i>IV. The Americas and Globalization: From knowledge to responsibility.</i> España y América. Repaso	Material visual sobre movimientos migratorios en las Américas
Puntarenas, Costa Rica — December 11-15	Field Trip: Costa Rica , Economic impact of natural areas Costa Rica Dec. 12 (Day 2)	
A24—December 16	Presentaciones en grupos	

A25—December 19 <i>Final Exam</i>	Presentaciones en grupos	Exam 2
Arrive San Diego, California — December 23		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Class constitute 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class & Assignment

The Field Class for this course will take place on **December 12, 2019 in Punta Arenas, Costa Rica (Day 2).**

Field Class Title: Economic impact of natural areas: Costa Rica

Field Class Description During this field trip

Field trip option 1 (Dec 11. Puntarenas. Costa Rica) Exploring Natural Costa Rica: Nature, Culture and the Economy. Central America is a region known for its volcanic activity and natural areas. Natural disasters in Central America have affected the economies of the region on numerous occasions. This field trip will take students to a famous natural park close Puntarenas, where students will learn about how nature can be a force of beauty and destruction.

Field Class Learning Objectives:

1. *Identify the relationship between the product (what people think of populated areas that have been devastated by volcanic activities), the perspectives (why/reason people continue living in dangerous areas) and the practices (how to deal with natural disasters)*
2. *compare it to the ones you have seen in other ports and in your own community.*

Independent Field Assignments

This is an upper introduction Spanish course on culture. Consequently, throughout the semester, students will be able to use and produce a limited amount of language and grammatical constructions and communicate with linguistic limitations on certain cultural concepts to be evaluated. Students will be asked to choose different ports and to describe, narrate their experiences with a number to topics in journal format! For one of those ports, they will have to create an interactive multimedia presentation (with questions for the other

students) in front of the class. The journal will be used as a resource for the field class assignments (a collaborative essay and presentation).

METHODS OF EVALUATION

1. Field Class	20%
2. Travel journal (independent field assignment) (including written work + mini presentation)	15%
3. Exams (2 x 15)	30%
4. Quizzes (total)	10%
5. Participation, homework (overall)	5%
6. In-class mini-presentations	10%
7. Interactive presentation based on collaborative essay on field trip, in pairs	10%
Total	<hr/> 100%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

Spanish-English dictionary

Monolingual Spanish dictionary

AUTHOR: Carlos Fuentes.

TITLE: *The Buried Mirror (El espejo enterrado)*

PUBLISHER: Boston/New York. Houghton Mifflin Company

ISBN #: 0-395-92499-5

DATE/EDITION: 1999 (First Mariner Books Ed.)

AUTHOR: Edwin Williamson

TITLE: *The Penguin History of Latin America*

PUBLISHER: Penguin Books

ISBN #: 978-0-141-03475-1

DATE/EDITION: 2009

AUTHOR: Fox, Arturo A.

TITLE: *Latinoamérica. Presente y pasado*

PUBLISHER: Prentice Hall
ISBN #: 13-978-0-205-79426-3
DATE/EDITION: 2011, 4th ed.

FILM REQUEST

All the films/videos (digital supplements) will be in the digital platform used in Fall 2019 (Moodle) during the voyage.

ADDITIONAL RESOURCES

None