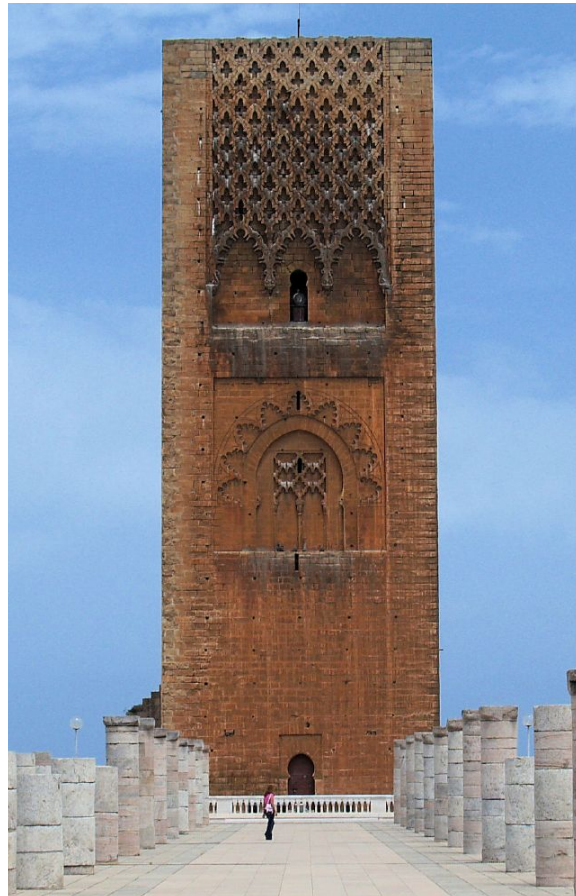


SPAN 370 / MLAN 370 / HIST395

Spain and Morocco: Traveling through History in the Western Mediterranean

Granada, Seville, Tangier, Tetouan, Rabat

Summer 2020



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Course description. This course considers the interconnected histories of Spain and North Africa through the lens of travel writing and other historical sources. As we journey through the region, students will read and reflect upon other explorers' essays about the sites as well as scholarly analyses of the region's history and present. Furthermore, local scholars will join CNU faculty for presentations that delve into rich Hispano-African connections. Learners will maintain a daily travel journal that contains their own observations about each city that we visit, along with reactions to course material. Upon returning to the United States, students will compile their records into a digital travel essay that discusses their course experience. Lecture and discussion in English. Readings and essay in Spanish for SPAN students and English for HIST and MLAN students.

Course objectives

- Demonstrate knowledge of an outcome or consequence that results from interactions between different cultures or subcultures (**Area of Inquiry Course Learning Objective**)
- Identify and summarize main ideas through written and oral discourse in an English- or Spanish-language text
- Critically reflect on others' experience of travel and articulate one's own experience (*in Spanish*)
- Strengthen digital literacy by composing an essay destined for the screen

Evaluation

Grade breakdown

PARTICIPATION AND CITIZENSHIP	15%
DISCUSSION LEADERSHIP	20%
TRAVEL JOURNALS	35%
DIGITAL ESSAY	40%

Grading scale

93 - 100 = A	88 - 89 = B +	78 - 79 = C +	68 - 69 = D +	0 - 59 = F
90 - 92 = A -	84 - 87 = B	74 - 77 = C	64 - 67 = D	
	80 - 83 = B -	70 - 73 = C -	60 - 63 = D -	

Assignments.

Participation and citizenship. Participation and citizenship is of utmost importance in the classroom and throughout the trip. Remember, you are ambassadors of CNU while we are abroad. It is important to put your best foot forward! After we return to the United States, the instructors will evaluate your overall contribution to the class and citizenship in our host countries using a rubric posted on Scholar. Grading criteria include: class preparation and participation, punctuality and cultural sensitivity to classmates and those around you.

Discussion leadership. While some classroom time will be reserved for lectures, you should also expect rich discussion in this seminar-style course. In some sessions, Spanish and History students have separate but related reading assignments to foster discussion. For these classes, pairs of students will act as “experts” that lead class discussion. Presenters should outline the main ideas of their readings for the entire class and then give an in-depth explanation of some concept or aspect of the text that was interesting for the group. Finally, discussion leaders should prepare 2-3 reflection questions for the group. Each presentation should last 15-20 minutes in total, with 10 minutes to summarize the reading and 5-10 minutes for discussion. Power Point outlines are welcomed to guide the audience.

Travel journals. Throughout the trip, students will keep a travel journal with observations and anecdotes about each city they visit. The diaries should capture each individual's experience and also include reactions to the day's readings or class discussions. And of course, we encourage travelers to take photos! Remember that a “reaction” is a critical reflection, not just a collection of facts. Your journal entry should demonstrate understanding of the main ideas for each day's reading and should also respond to them by (dis-)agreeing with the author(s), asking questions and identifying weak spots.

There will be 11 journal entries, each consisting of 350-400 words (about 1½ p, double-spaced). SPAN students should complete the assignment in Spanish. At the trip conclusion, students will submit their diaries to the instructors at **noon on Friday, June 12**. Evaluation of the journals is based upon

thoroughness, content and rhetoric and writing style. Be sure to follow the rubric on Scholar when preparing your assignments.

Digital essay. Digital literacy is an increasingly valuable asset in today's workforce. This course helps you to build transferrable skills in the area through the composition of a final essay that uses web text instead of a traditional, written format. Upon returning to the United States, learners will have two weeks to edit their trip memoirs and prepare a final, digital essay about the trip.

For this project, choose a critical theme that stood out throughout your time in Spain and Morocco: gender, race or religion, for example. Then, reflect upon how your travels and our coursework engaged that theme. Your paper should include travel anecdotes, quotations and analyses from primary and secondary sources and information from class lectures. It will be helpful to first outline your ideas to have a clear vision of the paper.

With respect to the digital components, consider how media resources like Prezi, iBooks, Google Sites or any other platform you might know can be a vehicle for better communicating your ideas about the trip. Your essay should include 1500-2000 words of complete text, but your presentation should make use of technology to help the reader engage. Video clips, photos, audio texts and web links are all acceptable components of the essay. Be creative and professional with your product, and take the time to explore your chosen platform. SPAN students should complete the work in Spanish.

The deadline to submit your digital essay to the instructors is **noon on Wednesday, June 17**. Your grade will account for content, rhetoric and writing style, creativity and competency with a variety of digital tools. The rubric will be posted on Scholar.

Course calendar.

Date	Time / Location/Activity	Class Topic	Reading/lesson to prepare BEFORE class*
Pre-trip, TBA	CNU: Pre-travel meeting, what to expect, overview of final project (estimate 3 hours)	Preview and introduction to travel writing.	1) Steven Nightingale. <i>Granada: A Pomegranate in the Hand of God</i> . SPAN, MLAN and HIST 2) Tahir Shah. <i>The Caliph's House: A Year in Casablanca</i> . SPAN, MLAN and HIST
Friday, 22 May	Departure from IAD	n/a	n/a
Saturday, 23 May	Arrival in Málaga: travel to Granada.	n/a	n/a
Saturday, 23 May	5-8:15pm / hotel library / lecture and discussion	-Andalucía and its culture -The Alhambra: Introduction -Walking tour of Granada (SF)	1) José Ortega y Gasset. "Teoría de Andalucía" in <i>España invertebrada</i> . SPAN 2) José Ortega y Gasset, "A Theory about Andalusia" in <i>Invertebrate Spain</i> . MLAN and HIST
Sunday, 24 May	9-2pm / hotel lobby / guided visit to the Alhambra	The Alhambra	1) Selections. Washington Irving. <i>Cuentos de la Alhambra</i> . SPAN 2) Selections. Washington Irving, <i>Tales of the Alhambra</i> MLAN and HIST
Sunday, 24 May	6-8pm / hotel library / Lecture and discussion	The Alhambra: Reaction	

Monday, 25 May	8:45-10:45 am / hotel library / Lecture and discussion 11-1:30pm / hotel lobby / Walking tour of Sacromonte and guided visit of Abadía	Sacromonte -Flamenco as Cultural Heritage -Abadía del Sacromonte: Pilgrimage and Spiritual Journeys	1) Selections. Luis de Góngora, Federico García Lorca, Ángel Ganivet, <i>Granada la bella</i> , Théophile Gautier, <i>A Romantic in Spain</i> . SPAN, MLAN and HIST 2) Selections. José Caldaso. <i>Cartas marruecas / Moroccan Letters</i> . SPAN, MLAN and HIST 3) UNESCO Draft Decision 5.COM 6.39 (p. 50), concerning flamenco's inscription on the Representative List of the Intangible Cultural Heritage of Humanity. SPAN, MLAN and HIST
Monday, 25 May	5-7pm / TBA / Flamenco exposition INORI and lecture by Naemi Ueta 9-11pm / hotel lobby / Flamenco show	Encounters with flamenco	
Tuesday, 26 May	9-11am / TBA / guest lecture and discussion by Dr. Elena Arigita 11-? / self-led tours of Granada	<i>Convivencia</i> today	1) Eric Calderwood. "The Invention of al-Andalus: discovering the past and creating the present in Granada's Islamic tourism sites." <i>The Journal of North African Studies</i> 19 (2014): 27-55. SPAN, MLAN and HIST
Wednesday, 27 May	Travel to Seville.	Seville (SF)	n/a
Wednesday, 27 May	5-8pm / hotel lobby / Lecture and discussion	-The Alcazar: Introduction -Walking tour of Seville center, including Becquerian sites	1) Selections. "Seville," Patrick O'Flanagan, <i>Port Cities of Atlantic Iberia, c. 1500-1900</i> . SPAN, MLAN and HIST
Thursday, 28 May	9-2pm / Guided tours of the Alcazar and the Seville Cathedral (SF)	-Architecture of Empire	
Thursday, 28 May	6-8pm / hotel library / Lecture and discussion	American and Eastern Encounters	1) Selections. Christopher Columbus, <i>Diario de a bordo</i> . SPAN, MLAN and HIST 2) Letters from Diego de Bobadilla's 1642 voyage the Philippines. Vatican Archives. Transcription SF. SPAN 3) Madre Maria Rosa. <i>Journey of Five Capuchin Nuns</i> . Edited and translated by Sarah E. Owens. MLAN and HIST
Friday, 29 May	9-11:30 am / hotel lobby / Visit the Archivo General de Indias. Tour and view documents related to the journeys we've studied.	American and Eastern Encounters (SF)	

	11:30-? / self-led tours of Seville		
Saturday, 30 May	Travel to Tangier via Tarifa	n/a	n/a
Sunday, 31 May	Tangier: Lecture and Tour of Old City and American Legation	Moroccan Encounters (SF)	1) Selections. Lorenzo Silva. <i>Del Rif al Yebala</i> . SPAN 2) Selections. Paul Bowles, <i>Travels: Selected Writings, 1950-53</i> . MLAN and HIST
Monday, 1 June	Excursion to Tetouan; Lecture & Tour of Tetouan w/ Dr. Ben Souлами	The origins of <i>hermandad hispano-arabé</i> (DS)	1) Pedro Antonio de Alarcón, <i>Diario de un testigo de la guerra de África</i> SPAN 2) Itzea Goikolea-Amiano, <i>Hispano-Moroccan mimesis in the Spanish war on Tetouan and its occupation (1859-62)</i>
Tuesday, 2 June	Tangier	The Spanish Protectorate (DS)	Eric Calderwood, <i>Moroccan Jews and the Spanish colonial imaginary, 1903-1951</i> ALL
Wednesday, 3 June	Travel to Rabat; visiting Burj Hassan and mausoleum	Colonial Rabat (DS)	Janet Abu-Lughod, <i>Building the Colonial Edifice</i> ALL
Thursday, 4 June	Rabat: visiting the <i>medina</i> and <i>kasbah</i>	Decolonizing Morocco (DS)	Mounira Charrad, <i>Palace, Tribe, and Preservation of Islamic Law: Morocco</i> ALL
Friday, 5 June	Rabat: guest lecture Dr. Souad Eddouada	The Women's Rights Movement (DS)	Souad Eddouada, <i>Feminism in Morocco: Between the Local and the Global</i> ALL
Saturday, 6 June	Rabat: guest lecture Dr. Maâti Monjib	Politics and Human Rights (DS)	Samia Errazzouki, <i>Under watchful eyes: Internet surveillance and citizen media in Morocco, the case of Mamfakinch</i> ALL
Sunday, 7 June	Departure from CMN; arrival at IAD		

**Primary readings in Spanish will be 3-8 pages, depending upon the difficulty of the text. Primary readings in English will be 10-15 pages. Secondary readings in English will be 20-25 pages.*

Course policies

1) Attendance

Class attendance is crucial to the successful completion of this class. Because class lectures, discussion and group tours are a significant part of the course, all students are required to attend all class sessions and activities. An on time arrival is crucial to good citizenship and participation, as well as to facilitating our movement throughout Spain and Morocco. Learners should allow at least 15 minutes extra to arrive on time to various destinations to account for unforeseen issues. In addition, your active and intelligent participation is an important part of this course, and your involvement in classroom discussions and activities is expected and welcomed. Excused absences must be supported with written documentation from a physician, officer of the court, law enforcement official, an obituary, an official note of participation in a sanctioned CNU academic or athletic event, or other documentation as your professor deems appropriate on a case-by-case basis. If you have a chronic health condition that might cause you to miss class, you should meet with your professor prior to the trip to determine the documentation that is needed to excuse your absences. Should an illness or extenuating circumstances during the trip prevent you from attending class or participating in a particular activity, alert an instructor so that he or she can determine appropriate measures to make up the missed class time.

Any unexcused absence from a lecture or class activity will result in the automatic lowering of the final course grade by one step (A- to B+, B+ to B, etc.). Although the maximum automatic penalty for absences will be a full letter grade from the final grade (A to B, B to C, etc.), poor attendance will also lower the class participation grade and could negatively impact assignment and test grades.

Should a student be asked to return to the United States early because of behavioral issues, he or she will fail the course automatically.

2) **Academic Honesty**

Cheating is the act of wrongfully using or taking the ideas or work of another in order to gain an unfair advantage. It includes, but is not limited to: (1) the act of plagiarism*; (2) the acts of attempting to give or giving unauthorized aid to another student or attempting to receive or receiving unauthorized aid from another person on quizzes, tests, assignments, or examinations; (3) the acts of using or consulting unauthorized materials or using unauthorized equipment or devices on tests, assignments, quizzes or examinations; (4) the act of using any material portion of a paper or project to fulfill the requirements of more than one course unless the student has received prior permission to do so; or (5) the acts of intentionally commencing work or failing to terminate work on any examination, test, quiz, or assignment in violation of the time constraints imposed. (2012-2013 University Handbook, p. 32) Cheating is a very serious violation of the CNU Honor Code and may result in penalties that can include, at the discretion of the instructor, rewriting the entire assignment, having to complete an alternative assignment, getting a zero on the plagiarized assignment or getting an F for the course. In addition to these penalties, the instructor will place a note in the student's university file, which could result in an Honor Council sanction such as suspension or expulsion from CNU. I expect that you will uphold the CNU Honor Code in all work submitted for this course.

*Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his or her own and does not give credit to the original source. (2014-2015 University Handbook, p. 33)

Online translators The use of online translators is an infraction of academic honesty and will be penalized as such. Likewise, consulting with another student, community member or relative about your use of Spanish on papers, presentations and other assignments is considered cheating unless the professor has explicitly indicated otherwise.

3) **Disabilities**

In order for a student to receive an accommodation for a disability, that disability must be on record in the Dean of Students' Office, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Dr. Kevin Hughes, Dean of Students (594-7160) to discuss your needs. Dean Hughes will provide you with the necessary documentation to give to your professors.

Students with documented disabilities are required to notify the instructor no later than the first day on which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

4) **Physical requirements**

We plan to walk 3-5 miles a day through cities that have hills, stairs, and cobblestone, and the climate may be warm in some areas. Be aware that, while comfortable, accommodations and diet will conform to the standards of the countries that we visit. Students should be prepared to adapt to situations that may not mirror exactly what they find in the United States. Adventure is part of travel! When visiting historic monuments and museums, spaces may be tight or confined with uneven ground. Please contact the faculty if you have concerns about the physical demands of the current itinerary.