

**STUDY ABROAD.  
COMM 4350**

**Instructor:** Selfa A. Chew-Melendez, PhD.  
**Period:** Maymester  
**Office hours:** TBA  
**E-mail:** sachewsmithart@utep.edu  
**Lecture and workshops time:** TBA  
**Classroom:** Center for Cross-Cultural Study, Seville.

**Course description and objectives.**

This course will introduce you to a variety of documentary forms and some of the social theories that are implicit in the varied filmic representations of the world and the critiques they have elicited. It connects the theoretical understanding of film studies that students develop in the classroom to professional experience in real life environments. To that effect, students will have several workshops in Seville where you will learn pre-production skills, film production structure and aesthetics, camera operation, sound recording procedures, as well as basic lighting. You will read academic texts that will increase your knowledge of the community you will visit and film.

This syllabus was designed by your professor, Selfa A. Chew, with the exception of the selection of readings from *Food and Culture*, *Food and Femininity*. All copyrights reserved.

**Objectives:**

- Obtain first-hand experience in a professional setting related to filmmaking, acquiring professional skills that will increase future employment prospects.
- To improve time management skills
- To understand the development of documentary forms.
- To examine different approaches taken by filmmakers in the production of documentaries.
- To become acquainted with visual methodologies in the fields of history, diasporic studies, and borderland studies;

**At the end of this course I would like my students to be able to:**

- Plan the production of a documentary.
- Develop strategies to improve independent study and filmmaking skills.
- Be aware of cultural differences and research protocols.

**Required readings:**

- *Documentary Film: A Very Short Introduction*, by Patricia Aufderheide, OUP, USA, 2008.
- *Documentary Filmmaking : A Contemporary Field Guide*, by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013.

- Selected chapters from *Food and Culture. A Reader*. Edited by Carole Counihan and Penny Van Esterik. Routledge, 2015. Selected chapters.
- *A Concise History of Spain*, by William Phillips and Carla Rahn Phillips, Cambridge University Press; 1 edition (August 16, 2010), 0521607213.
- Other texts will be available through our virtual library (JSTOR or EBSCO), or Blackboard, and are listed in our schedule. (Make sure you have download them or print them so you can discuss and work with them in class).

**Grades will be determined by students' performance in the following areas:**

**Grading Policy:**

1. Participation 15%
2. Quizzes 5%
3. Journal entries) 20%
4. Field notes 5%
5. Video recording and interviews 45%
6. Final reflexion 10%

Final grades will be based on the total number of points earned in the course.

**Grade Scale**

**A = 90 – 100%**

**B = 80 – 89%**

**C = 70 -79%**

**F= 69% and under**

It is highly recommended to visit blackboard periodically. You can find your grades, post messages, form discussion groups and be reminded of tests, assignments, events, etc.

**Late work policy:**

- **All assignments are due on or before the assigned dates.**
- **There will be no make-ups for class/field trip participation or quizzes in class.**

It is important that you understand the reasons why you receive the grade you do. I encourage students to discuss the graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their graded paper or quizzes.

**Students' responsibilities**

- Students will complete all procedures required to drop the course if they desire to obtain a "W."
- Students are responsible for financial arrangements to cover their trip and tuition. They are also responsible for repayment if they drop the class or earn a failing grade.
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students are expected to read the assigned material prior to beginning our trip to Spain. They should be prepared to answer questions related to material in the text and may be called on to do

so. Students should also be prepared to ask questions about issues of interest or for clarifications of concepts during class.

- Students are expected to show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor> Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
- When your professor asks you to meet with her at her office, you must schedule a meeting or meet her during office hours during the next 36 hours. Failing to meet with her will result in a deduction of your participation points.
- Students should give one another equal opportunity to express opinions, experiences and ideas.
- All students should be supportive of a cooperative learning environment in the classrooms and during our field trips.
- Students are encouraged to attend all sessions, arrive on time, and remain in attendance until each session is formally ended. When a test is scheduled, students will not be allowed to leave the classroom before finishing the test, with the exception of documented medical problems. A significant proportion of the learning process originates from interaction with others and in the give-and-take discussions relevant to readings. Because our class represents a system of learning, your presence or absence affects and enables the learning process of every other class member.
- Students will not use cell phones or other electronic devices during our class sessions, or exams at all. Students must turn all electronic devices. Computers will be used exclusively to take notes or search information your professor asks the class to retrieve from internet or your texts.

### **To get an “A” in this course:**

#### **Participation in class and field trips (15%)**

Your professor, as well as the other members of your team, will grade your participation. Evaluation will be based on punctuality, attendance, preparedness, number and quality of interventions, willingness to take notes for yourself and for your team, and collaboration with your team and the rest of the class to attain our learning goals. Participation in all field trips is mandatory. Missing two field trips will result in a W or an F. Respect for the guest speakers, the places we visit, interviewees, and any other person is crucial. Your attention when instructors are speaking or lecturing, and your intellectual engagement with our speakers will ensure the highest grade. Be aware that we will visit religious sites. Even if other visitors do sit on the floor, chat loudly, or exhibit other casual behavior, UTEP students must adhere to professional. Every student needs to adapt to the cultures we are honored to visit. These are some of the basic points regarding participation followed by a basic description of participation points.

#### **Follow these rules for an enjoyable class discussion:**

1. **Listen actively** -- respect others when they are talking.
2. Practice **timely attendance**.
3. Do not be afraid to **respectfully challenge one another** by asking questions, but refrain from personal attacks -- focus on ideas.
4. **Participate to the fullest of your ability** -- community growth depends on the inclusion of every individual voice.
5. **The goal is not to agree** -- it is about hearing and exploring divergent perspectives.

- If you feel we need to add other rules, please do not hesitate to talk to me in the class or during my office hours. Address your professors with respect. We can always add rules if other participants agree to it.

**Follow these rules for an enjoyable field trip:**

1. Wear comfortable clothes and shoes adhering to the most conservative dress codes. We will visit community centers and religious sites. Even if these institutions don't publish their dressing and conduct codes, the unspoken rules are as important. As a social scientist, research and observe such unspoken rules.
2. Remember, it is a privilege to visit community centers and museums as well as religious, archeological, and historical sites. Touching objects, walls, plants damages their (our) heritage: the cost is not only financial but deteriorates irreplaceable elements of their (our) cultures.
3. Be on time and stay with the group. Notify your instructor of your need to leave momentarily the group.
4. We have a rich schedule, full of beautiful and interesting places. We need your collaboration to be on time for every group appointment we have arranged. Visitors usually buy their tickets at least six months before their scheduled time. If we don't arrive at the time we reserve, the entire group may be rejected. In addition, any delay causes a rise in the cost of our transportation. Our group will need you to avoid taking pictures while instructors are lecturing or explaining our schedule, or when we must complete our visit without delays. Our guide will indicate the group when we can have breaks to take pictures. We must resume our visit as soon as the leader of the group notify us. More than two reminders of this policy will result in deduction of participation points.
5. Take copious field notes. Some museums will prohibit the use of pencils or pens, you can take your notes after we leave their facilities.
6. Adapt to changes: every trip is subjected to modifications as conditions change in a foreign country and we are not in control of them.
7. Ask for the next day itinerary. Interviews of experts in the studied field will constantly be rescheduled as interviewees are not always available.
8. Enjoy our visits and interviews! You will be amazed at how much we take with us when we stop using our cell phones and cameras to let the beauty of Spain permeate all our senses.

**Journal entries (20%):**

Journal entries consist of a summary of each article or chapter scheduled to read, plus a comments section. Unless instructions for specific texts differ, each summary will have a **minimum** extension of **200 words per text**. In addition, each entry will include a one-paragraph critical comment on the readings assigned for class. Some journal entries will have to address topics provided in the instructions. This exercise will prepare you for our discussions in class and to write your final paper. Journals carry a large weight of your grade; therefore, students should take great care and pride when writing them. Missing more than five assignments will result in a failing grade. College work requires careful examination of sources. Learning takes place at different stages and settings, it is not a process that occurs solely in the classroom and from your professor. Your journal must reflect your intellectual growth as the course progresses and it will be the vehicle for individualized feedback.

Expectations are:

1. A clear thesis and logical organization.
2. Write concisely.
3. Avoid passive constructions. Tell who is performing the action you describe.

4. Quotations must be used sparingly and references included.
5. Strive for gender-neutral phrasing.
6. Avoid derogatory language. Research what is the most current terms to describe social groups.
7. Incorporate new terms learned but use your own words, demonstrate that you understood the text.
8. Students will accrue 0 points when they use the patchwork method to write a journal entry. Patchwork means to take a fragment of the text and paste with other phrases in one sentence. Research the term.
9. Ask questions in your comment section if you feel you are not understanding a concept.
10. When provided, read my feedback. Replying to my comments will automatically give you 1-3 points over that journal entry grade.

Notice that our readings are not in strict chronological order, and that some topics are repeated. This apparent repetition should elicit analytical comparisons in terms of primary sources and scholarly interpretations. Keep in mind that historical processes or intellectual processes are not linear; therefore, you will exercise your ability to establish relationships among periods, events, and issues.

**Video recording and group interviews (45%)**

Students will contribute to the filming of a documentary. Different roles and responsibilities will be assigned and rotated. Participation will be noted in your field notes.

**Field notes (5%)**

Students will participate in activities exploring the relationship between food, culture, and history, including a daily lecture. Field notes reflecting observations of the events will be graded weekly.

**Quizzes (5%)**

Students will submit quizzes on their assigned materials through Blackboard. Quizzes provided during all lectures will also be included in this section of your grade.

**Final report (10%)**

Students will present one paper with an extension of 5 pages. In this paper, you will reflect on your experience as members of a filmmaking crew in Spain. Some areas to cover are: what were some technical challenges? What were some cultural issues? How will this experience help you as a person and as a filmmaker?

Plagiarism will not be tolerated. Should you need to obtain information on how to avoid plagiarism you may consult the following source: <http://www.plagiarism.org/>  
 Cheating and plagiarism will be reported to the Dean of Students. This syllabus is subject to modifications, including exams dates. Plan on attending each session.

SCHEDULE (It may be modified).

Date	Assigned readings and films
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Pre-Departure May 18		Lengel, Laura. "Researching the Other," Transforming Ourselves. Faith and Foodstuffs (Chapter 8), from A Movable Feast.  <i>Documentary Film: A Very Short Introduction</i> , by Patricia Aufderheide, OUP, USA, 2008. Chapter 1.
May 19 Pre-Departure		Nunn, Nathan, and Nancy Qian. "The Columbian Exchange: A History of Disease, Food, and Ideas." <i>The Journal of Economic Perspectives</i> 24, no. 2 (2010): 163-88. <a href="http://www.jstor.org.lib.utep.edu/stable/25703506">http://www.jstor.org.lib.utep.edu/stable/25703506</a> .  <i>Documentary Film: A Very Short Introduction</i> , by Patricia Aufderheide, OUP, USA, 2008. Chapter 2.  Altabé, David Fintz. "The Significance of 1492 to the Jews and Muslims of Spain." <i>Hispania</i> 75, no. 3 (1992): 728-31. doi:10.2307/344154.
May 20		Read material for May 22
May 21	Walking tour of Seville	Hostel. Session Orientation. Field Trip.
May 22	* Visit to Alcazar and Barrio Santa Cruz (Jewish neighborhood).  Food, Culture and History Class.	<i>Documentary Film: A Very Short Introduction</i> , by Patricia Aufderheide, OUP, USA, 2008. Chapter 3.
May 23		<i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 1
May 24	Meeting at the Centro. Visit to Cathedral	Visit to Cathedral  <i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 5
May 25	12:00 Information	Bourdieu, Pierre. Chapter 3: "Distinction: A Social Critique of the

	meeting at the Centro to plan visit to Cordova 19:15 Meeting at the Center. Evening visit to Casa de la Memoria .	Judgement of Taste." In <i>Food and Culture</i> .  <i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 6  Watch Film: Latcho Drum, by Tony Gatlif (In preparation for next-day assignment).
May 26	Triana	Film: Latcho Drum, by Tony Gatlif.  <i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 7
May 27 (Saturday)	Cordova (day trip)	Leitch, Alison, <i>Food and Culture</i> , Chapter 28: "Slow Foods and the Politics of Globalization." In <i>Food and Culture</i> .  <i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 8
May 28		Morocco. Make sure to bring your readings for next day.
May 29		<i>Scenes of eating</i> <a href="https://scenesofeating.com/2015/03/11/eating-the-other-bell-hooks-on-ethnicity-as-spice/">https://scenesofeating.com/2015/03/11/eating-the-other-bell-hooks-on-ethnicity-as-spice/</a>  bell hooks, <i>Eating the other</i> <a href="https://de.ryerson.ca/DE_courses/uploadedFiles/6052_Arts/CSOC_202/Modules/Module_00/eating%20the%20other.pdf">https://de.ryerson.ca/DE_courses/uploadedFiles/6052_Arts/CSOC_202/Modules/Module_00/eating%20the%20other.pdf</a>
May 30	4:45 PM. Meeting at the Centro. Afternoon visit to Museo de Baile Flamenco  Film.	<i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 9  Pilcher, Jeffrey M. Chapter 29: "Taco Bell, Maseca and Slow Food, A Postmodern Apocalypse..." In <i>Food and Culture</i> .
May 31	12:00 Information meeting at the Centro to plan visit to Granada.	<i>Documentary Filmmaking : A Contemporary Field Guide</i> , by John Hewitt and Gustavo Vazquez, Oxtord University Press, 2013. Chapter 10

		Watch <i>Biutiful</i> in preparation for June 2 reflection.
June 1		Cadiz
June 2		Film Reflection: <i>Biutiful</i> by Alejandro González Iñárritu
June 3 (Saturday)	Study trip to Granada	
June 4 (Sunday)		Granada. Return to Seville.
June 5		Williams-Forson, <i>Psyche</i> . Chapter 9: "More Than Just "The Big Piece of Chicken.'" In <i>Food and Culture</i> .
June 6	Departure to Madrid. Prado Museum	Madrid.  Production  Guest Speaker
June 7	Study trip to Toledo	Guest speaker
June 8	Madrid	Departure
June 18		Final report submission (Blackboard)

