

**STUDY ABROAD.**  
**SPAN 3390**

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

**Course description and objectives.**

This course is a survey of the history of the Spanish borderlands, from its beginnings until the 21<sup>st</sup> century. We will have the opportunity to examine the convergence of cultures and religions in Spain as a result of transcontinental exchanges, and their role in the formation of the Spanish national identity. We will reflect on the significance of borders, as geopolitical and metaphorical zones of exchange where multicultural, economic, religious, military, intellectual, and linguistic interactions generate new sets of social relations. This course will have a multidisciplinary approach, integrating the study of art, gastronomy, immigration, globalization, and language into our lectures, discussions, and projects. In addition to our daily lectures, our course includes presentations by guest speakers and field trips. An important component of our program is a filming project that involves group work. Attendance to all field trips included in our Study Abroad program in Seville is mandatory to pass this course.

Texts in our course originate in several academic areas and cover different populations and periods. Currently, educators recognize that learning is an interdisciplinary endeavor and that each field needs other academic perspectives to develop richer bodies of knowledge. We must prepare ourselves to observe, interact, interview and write about members of the community we visit; therefore, communication, history, sociology and anthropology will be academic fields supporting our educational objectives. Some texts will be directly related to the history, culture, and economy of Spain and its colonies (which include a large area of Latin America, and territories in Africa and Asia). Others will provide the theoretical frame needed to assess the effects of globalization on the Spanish borderlands. We will, consequently, visit critical social theories (including feminism, literature, race, and cultural studies) to develop our analytical skills. In sum, our entire group will be filming, talking, learning about different disciplines and establishing relationships at a transnational level. Spain will be the place of departure towards a very stimulating intellectual journey.

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**Objectives:**

- To **critically** analyze the social, cultural, and political development of the Spanish borderlands until the current moment.
- To read historical texts and documents in order to use them as sources for clear, accurate, and informed discussion (in class and in your written reports);
- To become acquainted with research methodologies in the fields of history, diasporic studies, and borderland studies;
- To review social theories that assist our understanding of historical processes,
- To identify the relation of history with other disciplines; and

- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.

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

- Think critically about the social, cultural, and political development of Spain and its borderlands.
- Identify interlocking relations of power.
- Evaluate past events and social processes as factors that shape our present.
- Develop strategies to improve independent study skills.
- Be aware of cultural differences and research protocols.

**Required readings:**

- Selected chapters from *Food and Culture. A Reader*. Edited by Carole Counihan and Penny Van Esterik. Routledge, 2015. Selected chapters.
- 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).
- For your final paper, consult *A Concise History of Spain*, by William Phillips and Carla Rahn Phillips, Cambridge University Press; 1 edition (August 16, 2010), 0521607213.

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

**Grading Policy:**

1. Participation 15%
2. Quizzes 5%
3. Journal entries) 40%
4. Field notes 10%
5. Video recording and interviews 20%
6. Final paper/research project 10%

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

<u>Grade Scale</u>			
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 (40%):**

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 (20%)**

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 (10%)**

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 paper/research project 10%**

Students will present one paper with an extension of 10 pages. It will consist of an exploration of a topic directly related to the course you registered for, using at least three of the readings listed in our course, and five journal articles or academic books not included in our reading list. You will select the topic and consult with your professor your theme and sources before starting your research. Undergraduate students who fulfill the following conditions are exempted from submission of a final paper: students will have 1) 100 % of their journal entries timely submitted with a score of 9/10 or higher in each original entries (some journal entries carry a higher number of points but ratio for exemptions is approximately the same); 2) a perfect attendance record (including punctuality and continuous presence during class); 3) a perfect score in their presentation(s) with a noticeable participation in all phases of the course; 4) all quizzes with a passing grade; 4) a high level of meaningful participation, and, 5) encourage other students to participate. Plagiarism will disqualify students to be exempted from final paper. Graduate students will not receive a final paper exemption and the extension will be 18-20 pages. A final paper is mandatory to pass this course for graduate students and students who failed to submit one or more journals in a timely fashion, regardless of the extra credit points they may accumulate and those who have more than two absences, or missed periods within our classes (by leaving the classroom), Papers must be submitted by the deadline through Blackboard.

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
Pre-Departure May 18		<p>Lengel, Laura. "Researching the Other," <i>Transforming Ourselves</i>.</p> <p>Faith and Foodstuffs (Chapter 8), from <i>A Movable Feast</i>.</p> <p>Zinn, Howard, <i>A People's History of the United States</i>. Chapter 1: "Columbus, the Indians, and Human Progress." Harper Perennial Modern Classics, 2015.</p> <p>Smith, Linda Tuhiwai. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. Chapter 1. "Imperialism, History, Writing, and Theory." Zed Books, 2012.</p>
May 19 Pre-Departure		<p>Nunn, Nathan, and Nancy Qian. "<i>The Columbian Exchange: A History of Disease, Food, and Ideas</i>." <i>The Journal of Economic Perspectives</i> 24, no. 2 (2010): 163-88. <a href="http://0-www.jstor.org.lib.utep.edu/stable/25703506">http://0-www.jstor.org.lib.utep.edu/stable/25703506</a>.</p> <p>Blackhawk, Ned. "Teaching the Columbian Exchange." <i>OAH Magazine of History</i>; Oct2013, Vol. 27 Issue 4, p31</p> <p>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.</p> <p>Rogozen-Soltar, Mikaela. "Al-Andalus in Andalusia: Negotiating Moorish History and Regional Identity in Southern Spain." <i>Anthropological Quarterly</i> 80, no. 3 (2007): 863-86. <a href="http://0-www.jstor.org.lib.utep.edu/stable/30052728">http://0-www.jstor.org.lib.utep.edu/stable/30052728</a>.</p>
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).	<p>Calvo, Luz and Catriona Rueda Esquibel. <i>Decolonize Your Diet</i>, Introduction. Arsenal Pulp Press, 2016.</p> <p>Nabhan, Gary Paul. "Rooting out the causes of disease..." Chapter 23</p>

	Food, Culture and History Class.	in <i>Food and Culture. A Reader</i> by Counihan and Van Esterik. Kate Cairns and Josee Johnston. <i>Food and Femininity</i> . Chapters 1 and 2.
May 23		Nirenberg, David. "Conversion, Sex, and Segregation: Jews and Christians in Medieval Spain." <i>The American Historical Review</i> 107, no. 4 (2002): 1065-093. doi:10.1086/532664.  Olmos, Juan Carlos Checa, and Ángeles Arjona Garrido. "Anti-Immigrant Feeling in Spain." <i>Polish Sociological Review</i> , no. 177 (2012): 39-53. <a href="http://0-www.jstor.org.lib.utep.edu/stable/41478918">http://0-www.jstor.org.lib.utep.edu/stable/41478918</a> . Submit paragraph for your journal and answer quiz.  Binimelis, Rosa. "The Situation of Rural Women in Spain: The Case of Small-Scale Artisan Food Produces" <i>Athenea Digital</i> - 14(3): 3-22 (Noviembre 2014)
May 24	Meeting at the Centro. Visit to Cathedral	Phillips, William D and Carla Rahn Phillips. <i>A Concise History of Spain</i> , Chapter 1  Phillips, William D and Carla Rahn Phillips. <i>A Concise History of Spain</i> , Chapter 2
May 25	12:00 Information meeting at the Centro to plan visit to Cordova 19:15 Meeting at the Center. Evening visit to Casa de la Memoria	Bourdieu, Pierre. Chapter 3: "Distinction: A Social Critique of the Judgement of Taste." In <i>Food and Culture</i> .  Oprea, Alexandra. "Romani Feminism in Reactionary Times." <i>Signs</i> 38, no. 1 (2012): 11-21. doi:10.1086/665945.  Colmeiro, José F. "Exorcising Exoticism: "Carmen" and the Construction of Oriental Spain." <i>Comparative Literature</i> 54, no. 2 (2002): 127-44. doi:10.2307/4122479.  Watch Film: Latcho Drum, by Tony Gatlif (In preparation for next-day assignment).
May 26		Film: Latcho Drum, by Tony Gatlif. (You can turn this report on the film on June 8).  Vega-Durán, Raquel. "United Spains? North African Immigration and the Question of Spanish Identity in "Poniente"" <i>Afro-Hispanic Review</i> 32, no. 1 (2013): 159-80. <a href="http://0-www.jstor.org.lib.utep.edu/stable/23617263">http://0-www.jstor.org.lib.utep.edu/stable/23617263</a> .  Cantarero L, Espeitx E, Gil Lacruz M, Martín P., "Human Food Preferences And Cultural Identity: The Case Of Aragon (Spain)" <i>International Journal of Psychology</i> . 2013;48(5):881-90. doi: 10.1080/00207594.2012.692792. Epub 2012 Aug 23.

May 27 (Saturday)	Cordova (day trip)	<p>Oliver-Rotger, Maria Antònia. "Gloria Anzaldúa's Borderless Theory in Spain." <i>Signs</i> 37, no. 1 (2011): 5-10. doi:10.1086/660169.</p> <p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 3</p> <p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 4</p>
May 28		Morocco. Make sure to bring your readings for next day.
May 29		<p>Walker Bynum, Carolyne. Chapter 17: "Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women." In <i>Food and Culture</i>.</p> <p>Villette, Agnès. "Nuns at Work." <i>Gastronomica</i> 11, no. 2 (2011): 90-93. doi:10.1525/gfc.2011.11.2.90.</p> <p><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></p>
May 30	<p>4:45 PM. Meeting at the Centro.          Afternoon visit to Museo de Baile Flamenco</p> <p>Film.</p>	<p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 3</p> <p>Pilcher, Jeffrey M. Chapter 29: "Taco Bell, Maseca and Slow Food, A Postmodern Apocalypse..." In <i>Food and Culture</i>.</p> <p>Counihan, Carole. Chapter 1: "Mexicanas Food Voice and Differential Consciousness." In <i>Food and Culture</i>.</p>
May 31	12:00 Information meeting at the Centro to plan visit to Granada.	<p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 4</p> <p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 5</p> <p>MESSENGER, DAVID A. "Beyond War Crimes: Denazification, 'Obnoxious' Germans and US Policy in Franco's Spain after the Second World War." <i>Contemporary European History</i> 20, no. 4 (2011): 455-78. <a href="http://0-www.jstor.org.lib.utep.edu/stable/41238374">http://0-www.jstor.org.lib.utep.edu/stable/41238374</a>.</p> <p>Watch <i>Biutiful</i> in preparation for June 2 reflection.</p>
June 1		<p>Cadiz</p> <p>"The Feast and the Gift"</p>

June 2		<p><i>Film Reflection: Biutiful</i> by Alejandro González Iñárritu</p> <p>Connolly, Kathleen Honora. "Spirits and Those Living in the Shadows: Migrants and a New National Family in "Biutiful"" <i>Revista Canadiense De Estudios Hispánicos</i> 39, no. 3 (2015): 545-63. <a href="http://0-www.jstor.org.lib.utep.edu/stable/24717396">http://0-www.jstor.org.lib.utep.edu/stable/24717396</a>.</p> <p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 6</p>
June 3 (Saturday)	Study trip to Granada	<p>Yan, Yungxian. Chapter 31: "Consuming McDonalds..." In <i>Food and Culture</i>.</p>
June 4 (Sunday)		<p>Granada. Return to Seville.</p> <p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 7</p> <p>Phillips, William D and Carla Rahn Phillips. A Concise History of Spain, Chapter 8</p>
June 5		<p>Moreno, Luis. "Federalization and Ethnoterritorial Concurrence in Spain." <i>Publius</i> 27, no. 4 (1997): 65-84. <a href="http://0-www.jstor.org.lib.utep.edu/stable/3330610">http://0-www.jstor.org.lib.utep.edu/stable/3330610</a>.</p> <p>Perry, Mary Elizabeth. "Deviant Insiders: Legalized Prostitutes and a Consciousness of Women in Early Modern Seville." <i>Comparative Studies in Society and History</i> 27, no. 1 (1985): 138-58. <a href="http://0-www.jstor.org.lib.utep.edu/stable/178640">http://0-www.jstor.org.lib.utep.edu/stable/178640</a></p>
June 6	Departure to Madrid. Prado Museum	<p>Madrid.</p> <p>Leone, Maryanne L. "Trafficking and Consuming Sex in Global Spain: Facing Ethical Citizenship in Juan Bonilla's "Los Príncipes Nubios"" <i>Revista Canadiense De Estudios Hispánicos</i> 38, no. 1 (2013): 145-65. <a href="http://0-www.jstor.org.lib.utep.edu/stable/24388686">http://0-www.jstor.org.lib.utep.edu/stable/24388686</a>.</p> <p>Guest Speaker</p>
June 7	Study trip to Toledo	<p>Guest speaker</p>
June 8	Madrid	<p>Departure</p>
June 18		<p>Final paper submission (Blackboard)</p>

