



**SF 143 M1 – BETWEEN MYTH & REALITY: REPRESENTATIONS OF SPAIN**

**Instructor Information:**

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**Course Information:**

**Catalog Description:** Using excerpted readings from travel texts, histories, and essays from the nineteenth and twentieth centuries, this course will explore the varying descriptions and interpretations of Spain as seen by those traveling through and/or living within its boundaries. From Richard Wright’s thought-provoking insights into Franco’s Spain’s racial issues to Giles Tremlett’s straightforward depictions of contemporary Spain, the readings will provide differing filters through which to consider the many contradictions that make up “the Spanish experience”.

**Prerequisites:** None

**Credit Hours:** 4

This course follows the US Federal Government’s Credit Hour definition: “An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111\\_Policy\\_On\\_Credits-And-Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

<b>Assignments/Activities</b>	<b>Engagement Estimate</b>	<b>Engagement Hours</b>
Course Readings	6 hours x 5	90 hours
Essays (Research, Reading, Writing, Editing)	15 hour x 3	45 hours
Author Presentation	5 hours	5 hours
Midterm Exam	10 hours	10 hours
Final Paper Research Outline	8 hours	8 hours
Final Exam	6 hours	6 hours
Class Attendance 3h x 15 weeks	15 hours	15 hours
Outside of classroom activities and reports	4 hours	4 hours
<b>TOTAL</b>		<b>183 HOURS</b>

### **Mentoring:**

The Seminar for Freshmen-course includes a mentoring component taking place both inside and outside of the classroom: SF faculty members also serve as SF mentors to their seminar students. The 'SF Mentor' is a role model and guide for incoming students with whom they can engage not only at the start of their studies but also throughout their college careers and beyond. Broadly speaking, SF mentors create a 'safe' and respectful environment for students to express themselves. They help students to identify both strengths and weaknesses and make helpful suggestions to utilize the first and encourage ways to overcome the latter. During the first semester, while students are enrolled in a Seminar for Freshmen-course, the SF mentor will assist students to achieve the following goals:

1. develop interdisciplinary connections with faculty and staff
2. understand active learning techniques
3. develop time management skills
4. understand what it means to uphold academic integrity
5. help students identify campus wider sources to support student success

Outside-of-class, the mentors and mentees will participate in small group and one-on-one conversations aimed at building a relationship between mentees and mentor beyond the classroom, and identifying students' personal short and long- term goals. These conversations will resume after the SF course has concluded; the SF mentor will continue to assist students throughout their second semester at Suffolk.

### **Textbook/Course Materials:**

- Ernest Hemingway, *The Sun Also Rises*
- John Hooper, *The New Spaniards*
- Washington Irving, *Tales of the Alhambra*
- Richard Wright, *Pagan Spain*.
- George Orwell, *Homage to Catalonia*
- Selected essays (available on Blackboard)

### **Course Goals & Learning Objectives:**

<b>Upon successful completion of this course, students will know/understand:</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>How the student will be assessed on these learning outcomes:</b>
<ul style="list-style-type: none"><li>• understand the core elements of a sustained intellectual inquiry</li></ul>	<ul style="list-style-type: none"><li>• practice engaged, critical reading</li><li>• formulate questions to guide inquiry</li><li>• recognize diverse perspectives and approaches</li><li>• meet course-specific writing-intensive requirements</li></ul>	<ul style="list-style-type: none"><li>• Preparing reading for class by answering proposed questions and topics to analyze</li><li>• Class Discussions</li><li>• Quizzes</li></ul>
<ul style="list-style-type: none"><li>• understand how learning and experiences inside and outside the classroom are connected and interdependent</li></ul>	<ul style="list-style-type: none"><li>• engage in the intellectual, social, and cultural life of the college and/or the Madrid area</li></ul>	<ul style="list-style-type: none"><li>• Attending outside of classroom programmed and suggested activities</li><li>• Writing brief reports on activities attended</li></ul>
<ul style="list-style-type: none"><li>• understand the expectations, the time commitment, and the skills required for a successful college career</li></ul>	<ul style="list-style-type: none"><li>• establish connections with faculty and academic support staff as needed</li><li>• develop active learning strategies</li><li>• describe and practice academic integrity</li><li>• set priorities in order to complete projects and meet deadlines</li></ul>	<ul style="list-style-type: none"><li>• Personal and group meetings</li><li>• In class discussions on learning strategies and time management skills</li></ul>
<ul style="list-style-type: none"><li>• Representations of Spain by various Anglo writers</li></ul>	<ul style="list-style-type: none"><li>• Identify the various features of both fiction and non-fiction accounts on Spain</li></ul>	<ul style="list-style-type: none"><li>• In-class discussions, essays, and exams</li></ul>

<b>Upon successful completion of this course, students will know/understand:</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>How the student will be assessed on these learning outcomes:</b>
<ul style="list-style-type: none"> <li>• Understand and learn about past and present myths surrounding Spain and its culture</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and discuss those myths based on readings and cultural experience</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions, essays, and exams</li> </ul>
<ul style="list-style-type: none"> <li>• Realities of modern-day Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the cultural climate of Spain from a non-biased point of view</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions, essays, and exams</li> </ul>

### **Course Policies:**

**Late assignments.** Excused or unexcused absences are not justification for late assignments. Please submit in advance (preferably in my mailbox) any assignments on the day on which they are due. Note: It is the student's responsibility to ensure that the professor receives the document on time. Essays received after class will be considered late.

**Grading/Evaluation.** Students are expected to prepare required reading assignments prior to the class session. In addition to a mid-term and final exam, quizzes will also be given frequently and may be announced or unannounced. Students will hand in two 5-page essays and one 10-page paper, and they will also give one 10-minute presentation during the semester.

### **Classroom policies:**

**Class Behavior:** Students are expected to come to class equipped with a copy of the required texts and other pertinent materials. Correct classroom behavior is also expected. Eating and drinking (with the exception of water) are not permitted. Mobile phones should be turned off or put in the "silent" mode.

### **Assignments/Exams/Papers/Projects:**

Students will be evaluated in the following areas:

Midterm Exam	15%	Essay #2	15%
Final Exam	20%	Essay #3	20%
Presentation	5%	Quizzes	5%
Essay #1	15%	Outside of classroom	5%

### **Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

*In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.*

*In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or*

presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Tardiness is equally unacceptable and will be counted against the final course grade. Please note that four tardies are equal to an unjustified absence.

### **Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

### **Student Resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

### **Midterm Review:**

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments, quizzes and midterm exam). Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

### **Academic Misconduct:**

[www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy](http://www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

### **Academic Grievances Policy:**

[www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics)

## **Course Schedule:**

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

<b>Course Number</b>	<b>Class Topic</b>	<b>Work Due</b>
1		<b>First Class Session</b> Overview/ discussion of syllabus
2	John Hooper, <i>The New Spaniards</i> (Introduction) <b>Ian Gibson, <i>Fire in the Blood</i> (Chapter 10, "At Home with Spaniards")</b>	<b>Giles Tremlett, <i>Ghosts of Spain</i> (Introduction: "The Edge of a Barber's Basin")</b>
3	Giles Tremlett, <i>Ghosts of Spain</i> (Chapter 9, "11-M: Moros y Cristianos") <ul style="list-style-type: none"><li>• Travel Writing in the 19<sup>th</sup> century</li><li>• The World Tour</li></ul> <b>Essay #1 (part 1) due</b>	Time management workshop
4	Washington Irving, <i>Tales of the Alhambra</i> : <ul style="list-style-type: none"><li>• The Journey</li><li>• Palace of the Alhambra</li><li>• Inhabitants of the Alhambra</li></ul>	Washington Irving, <i>Tales of the Alhambra</i> : <ul style="list-style-type: none"><li>• The Hall of the Ambassadors</li><li>• The Mysterious Chambers</li><li>• Mementos of Boabdil</li></ul> Edward Said, <i>Orientalism</i> (selections)
5	Women Abroad: <ul style="list-style-type: none"><li>• George Elliot's diary</li><li>• Edith Wharton in Spain</li></ul>	Kate Field <i>Ten Days in Spain</i> (selections)
6	Workshop: Academic Dishonesty & Using Library Databases (meet in computer lab)	Havelock Ellis, <i>The Soul of Spain</i> ("The Spanish People") Gerald Brenan, <i>South from Granada</i> (selections) Chris Stewart, <i>Driving over Lemons</i> (selections) <b>Essay #1 (part 2) due</b>
7	Review for Midterm	<b>Midterm</b>
8	Ian Gibson, <i>Fire in the Blood</i> (Chapter 3, "The Republic, the Civil War and the Franco Regime") Hemingway, <i>The Sun Also Rises</i>	Hemingway, <i>The Sun Also Rises</i>
9	Hemingway, <i>The Sun Also Rises</i>	Ernest Hemingway, "On the American Dead in Spain"; "The Denunciation"; "The Butterfly and the Tank"; "Night Before Battle"; "Under the Ridge"  <i>Research Paper Proposal due</i>
10	Martha Gellhorn, "Only the Shells Whine"; "City at War"; "Men without Medals"	George Orwell, <i>Homage to Catalonia</i>  <i>Research Paper Annotated Bibliography Due</i>  Workshop: MLA Style
11	George Orwell, <i>Homage to Catalonia</i>  <b>Essay #2 due</b>	Richard Wright, <i>Pagan Spain</i> ("The Underground Christ," "Life After Death", "Death and Exhaltation")

Course Number	Class Topic	Work Due
12	Richard Wright, <i>Pagan Spain</i> (“Sex, Flamenco and Prostitution,” “The World of Pagan Power”)	Giles Tremlett: <i>Ghosts of Spain</i> (“How the Bikini Saved Spain”)  John Hooper, <i>The New Spaniards</i> (Chapter 21, “New Arrivals and Old Prejudices”;
13	<b>Chapter 9, “Sex: From Francoist Prudery to Gay Marriages”; Chapter 31, “The New Spaniards”</b>	Review for Final Exam  <i>Research Paper due</i>
14	<b>Final Exam TBA</b>	