

## SEVILLE: Culture, Identity & Citizenship in the City

### SECTION I: Course Overview

**UNH Course Code:** CUL362SVQ/SOC362SVQ

**Subject Areas:** Cultural Studies, Sociology, Gender Studies

**Level:** 300

**Prerequisite:** One introductory course in any of the above subject areas or with the approval of the instructor

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

#### Description

What role does Seville have as one of the most important cities in the secular state of Spain? Why and how has it played a central part during history while remaining a key anchor of national pride. It reflects the cultural contradictions that define what means to be a Spaniard. For example, Seville's main national celebrations, ie. Holy Week, run contrary to the fact that Spain is a secular country. Additionally it embraces the cultural icons of *being Spanish*: Catholicism, flamenco and bullfighting. Through these incongruences, Sevillians have cultivated a counter-culture, based upon the re-interpretation of their identity and culture as a manner of resistance. Here marginalized groups gain their space; one where traditional folklore meets with active social movements, where three world religions met and still peacefully co-exist. Seville exemplifies an ideal environment to explore alternative cultures, gender-related identities (ie. the LGBT community) and new political affiliations. Finally Seville's transformation, through newly constructed ideas of citizenship, have generated organic solutions to the economic crisis, which have yielded novel local ways to understand and articulate notions of community.

This course adopts an interdisciplinary approach borrowing instructional tools and methods from subject areas ranging from Spanish studies to gender studies. The course develops by providing a historical and analytical review on the changes which impact cultural and gender identity in Sevillian / Spanish society over the last four decades, roughly from the last years of the Franco regime to now. On the one hand, we will explore how these changes can be understood by the political developments witnessed in the country, from a conservative dictatorship to a stable democracy. On the other hand, we will also investigate how citizenship and gender spaces are negotiated within the local society by exploring different areas such as the political realm, work, cinema, family and religion.

Our analytical focal point is placed upon the city, the suburbs, and the neighborhoods of Seville where the presence of diverse local initiatives offer opportunities for exploration on how effectively they have managed to create impact and transformation on the Spanish political, economic, societal and cultural mainstream. Through academic readings and course excursions, you will explore Andalusia's capital city and the multicultural populations to which it has been home in both a historical and a contemporary context. Personal observations of and encounters with people from a variety of populations are all part of the fieldwork in this course.

You will learn how a culture's official policy about belonging and foreignness relates to gender, sexuality, and ethnicity by drawing from similar rhetorical strategies. The course will point to ways to cross lines of difference to re-imagine new forms of belonging and citizenship for a 21<sup>st</sup> century Seville.

## **Learning Objectives**

### Knowledge & Cognitive Skills

- Use both local and international scholarship to trace the social and cultural history of the city of Seville
- Identify and situate in time the principal events (the Second Republic, the Civil War, the Franco Era and the Democratic Transition) of Spanish history as they apply to course themes
- Trace the history, geography & culture of specific communities in 19th, 20th and 21st century Seville
- Locate and describe the fluctuations throughout various neighborhoods in Seville that have been transformed through the changes of its inhabitants.
- Identify global forces at work framing the uses of the city of Seville, such as the pressure to conform to its citizen's needs vs. the economic viability of a tourist destination.

### Critical Thinking Skills

- Use standards of critical thinking to analyze culture, identity and citizenship in contemporary Spain
- Analyze the various historical discourses that contribute to the notion of national and regional identity
- Account for the effects of the democratic transition and the economic crisis in this andalusian community and explore the political & intellectual consequences of these historical events to the lived reality of contemporary Seville.
- Think theoretically about and critically analyze urban and gender identities in the specific geographic space of Seville across time

### Affective & Behavioral / Attitudinal Skills

- Demonstrate a heightened awareness and appreciation of difference and cultural identity to enhance empathy for communities currently struggling to integrate into Spanish society
- Reflect upon the role culture and identity play in the process of acquiring citizenship in contemporary Spain
- Overcome cultural differences when discussing social issues with immigrant or other minority group and be able to anticipate recurrent attitudes and discourses
- Use knowledge of Spanish culture and history to be able to engage and respond with specific minority groups and with the host population, city & culture
- Conduct and present original ethnographic work in both visual (cartographic) and written (standard academic) form
- Reconstruct a multi-layered and multi-faceted map of Seville keeping in mind the multiple identities that occupy urban space, documenting it all in relation to particular sites, spaces, residents, proprietors, and patrons

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

**NAME: TBA**

**CONTACT INFORMATION: TBA**

**TERM: TBA**

### **INSTRUCTIONAL FORMAT**

Course work is comprised of in-class lectures and discussions, group exercises, student exposés, documentary clips, extensive outside readings, independent group and individual onsite practice and study, and guest lectures. Class will meet twice a week for approximately 85 minutes, depending on the semester. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning.

## **SPECIAL ACCOMMODATIONS**

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA's *Special Accommodations Form* to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

## **FORMS OF ASSESSMENT**

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for the assignment.

Class Participation:	10%
Class Presentation:	10%
Field Assignment:	10%
Weekly Journal:	15%
Midterm Exam:	25%
Final Project & Exam:	30%

**Class Presentation:** This is an opportunity to describe your initial observations of people and their use of space to sketch a map that helps you to understand their use of that space. You will be asked to observe on two different occasions, spending at least an hour in that space observing, taking notes, taking pictures, interacting with people. If you do not have a working knowledge of Spanish, invite another student who speaks Spanish and English to join you. Your presentation will allow you to provide us with two representative photos of people as well as organization and use of space. You will be asked to conduct a two- to three-minute conversation with at least one person in that space. Ask him/her where they are from; if they can provide you some history about the space; who else passes through; when/why they like it, etc.

**Field Assignments:** Throughout the semester you will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here in the city. You will be required to complete some field assignments. A total of five field assignments are already included in the course syllabus but this number might vary. The content of the assignment and what is expected of you will vary. You may also be required to make a number of oral presentations related both to course readings and to your individual views on your personal final projects or your take on other course materials.

**Weekly Journal:** You are expected to keep a daily journal about your observations in Spain as they relate to the course material. Once per week, you will submit a single entry that you find particularly relevant and insightful. The instructor will explain in class and in greater detail the expectations and format for the weekly journal.

**Final Project:** The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and analysis. The topic will be decided in conjunction with the instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your final project in a “foreign” country. However, as a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic and in planning its execution.

1. Make a clear and compelling link between your topic & course themes & issues.
2. Link your subject to the learning objectives listed above.
3. Search out a wide variety of scholarly, peer-reviewed bibliographical sources.
4. Show personal involvement in your subject in a demonstrable way.
5. Use local resources and make your finished project one that could only be done in your host city.

**Midterm and Final Examination:** The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. The Final exam will be in the form of the essay in which the student is expected to elaborate about how they have applied the class contents to their own research project. Both, the midterm and final, are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

**Class Participation:** When determining class participation grades, traditional criteria such as material preparation, completed reading before class, reading quizzes and collaborative group work are evaluated.

Students will be required to fill out tests related to the content of the readings assigned for the course on particular days. They will not be told beforehand, as they are supposed to come to the class prepared. Also, they will be expected to give feedback on particular readings assigned, provide comment upon news items or videos provided by the instructor, or be required to find media sources and examples related to the contents of the course. These ongoing short exercises will be integral to the course throughout the semester. The purpose is to stimulate critical thinking about the theoretical material taught in class thus ensuring that students arrived prepared, as well as reinforce the internalization of key elements to enhance intercultural competence.

Also, the active, meaningful, and informed verbal and written contribution that you make are crucial towards your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively toward the grade, laxity in these areas will have a negative effect.

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)

You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C	(7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D	(6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F	(0–5.90)

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

### CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
  - A maximum of three (3) days of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
  - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing four (4) days of class, regardless of the reason for the absence.
  - If your absences exceed five (5) days of class, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs,

activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

### **WORKLOAD EXPECTATIONS**

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

### **REQUIRED READINGS**

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

### **Required Texts:**

Aguirre, A. Eick, V. Reese, E. (2006) Introduction: Neoliberal Globalization, Urban Privatization, and Resistance. *Social Justice*. Vol. 33 (3).

Arditi, B. (2012). Insurgencies don't have a plan – they *are* the plan. The politics of vanishing mediators of the *indignados* in 2011. *Journal of Journalism, Media and Cultural Studies*, 2012.

Aronowitz, S. and H. Gautney (eds.) (2003) *Implicating Empire: Globalization and Resistance in the 21st Century World Order*. New York: Basic Books.

Barber, B. R. (1998) *A place for us: How to make society civil and democracy strong*. New York: Hill and Wang.

Brecher, J.T. (2003) Globalization today. In S. Aronowitz and H. Gautney (eds.), *Implicating Empire*, 199-210

Brooksbank Jones, A. (1997). Versions of Activism. In *Women in Contemporary Spain* (Chapter 1). Manchester University Press: Manchester

Brooksbank Jones, A. (1997). Towards the Margin. In *Women in Contemporary Spain* (Chapter 4). Manchester University Press: Manchester

Catterall, B. (2011): Is it all coming together? Thoughts on urban studies and the present crisis:, *City: analysis of urban trends, culture, theory, policy, action*, 15:5, 605-612

Caron, David. *My Father & I: Queerness and Community in the Marais*. Ithaca: Cornell UP, 2009.

Castells, M. (2000). *The rise of the network society* (2nd ed.). Oxford: Blackwell.

Clark, A.(2007).Understanding community: A review of networks, ties and contacts. *Real Life Methods: Working Papers*. Retrieved from <http://www.reallifemethods.ac.uk/publications/workingpapers/>

deCerteau, M. (1984). *Walking in the city*. In *The Practice of Everyday Life*. Trans. S. Rendall. London: University of California Press.

- Denscombe, M. (2007), *The Good Research Guide for Small-Scale Social Research Projects* (3rd Ed) Maidenhead, Berks: Open University Press.
- Diaz, I. (2014) Gentrification, a back to the city movement by local government action. In *Boletín de la Asociación de Geógrafos Españoles*, n. 64, p. 477-480.
- Duggan, M., & Brenner, J. (2013). The Demographics of Social Media Users. Pew/Internet. Retrieved from [http://www.pewinternet.org/files/old-media/Files/Reports/2013/PIP\\_SocialMediaUsers.pdf](http://www.pewinternet.org/files/old-media/Files/Reports/2013/PIP_SocialMediaUsers.pdf)
- Foucault, M. & Sheridan, A. (1979). *Discipline and punish: the birth of the prison*. Harmondsworth: Penguin.
- Gonzalez, C. (2014) The price of Spanish and European citizenship. Available at Elcano Royal Institute: <http://www.realinstitutoelcano.org>.
- Graham, H. & Labanyi, J. (1996) "Sexual Politics" (Chapter 7) in *Spanish Cultural Studies: an Introduction: the Struggle for Modernity*, Oxford University Press.
- Graham, H. & Labanyi, J. (1996) "Gender and Sexuality" (Chapter 21) in *Spanish Cultural Studies: an Introduction: the Struggle for Modernity*, Oxford University Press.
- Henseler, H (2003), "Sexual subversion: Las edades de Lulú by Almudena Grandes", in *Contemporary Spanish women's narrative and the publishing industry (94-108)*, Urbana: University of Illinois Press.
- Kahn, R. and D. Kellner 2003: New media, Internet activism, and blogging. In D. Muggleton (ed.), *The Post-Subcultures Reader*, 299-314. London: Berg
- Killermann, S. (2013) Understanding the Complexities of Gender. TED talks (available at [itspronouncedmetrosexual.com](http://itspronouncedmetrosexual.com): <http://itspronouncedmetrosexual.com/2013/05/my-ted-talk-understanding-the-complexities-of-gender/>)
- Langman, L. (2013) Occupy: A new new social movement. *Current Sociology* 61 (4) 510-524.
- Lyon, D. (2001). *Surveillance society: monitoring everyday life*. Buckingham: Open University Press.
- Marinova, D. (2014) Spain's Unfinished revolution and its minorities (available at [dissentvoice.org](http://dissentvoice.org): <http://dissentvoice.org/2014/11/spains-unfinished-revolution-and-its-minorities/>)
- Mittelman, J. (2000) *The Globalization Syndrome: Transformation and Resistance*. Princeton: Princeton University Press.
- Morcillo, A. G. (2010). *Modern Women's Docile Bodies* (chapter 5). In *The Seduction of Modern Spain: The Female Body and the Francoist Body Politic*. Associated University Presses: Cranbury.
- Morris, D. (2004) *The Sense of Space*. New York: State University of New York Press.
- Oliva, J. (2014): Catalonia in Spain? The future ahead (available at <http://ukconstitutionallaw.org>: <http://ukconstitutionallaw.org/2014/11/10/javier-garcia-oliva-catalonia-in-spain-the-future-ahead/>).
- Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community* Simon and Schuster.
- Saguy, A. (2011) "Why is Fat a Feminist Issue?". *Sex Roles: Feminist Forum*, 25 Oct, 2011. London: Springer

Savage, M and Ward, A. (1993) *Urban Sociology, Capitalism & Modernity*. London: MacMillan.

Sibley, D. (1995) *Geographies of Exclusion*. London: Routledge.

Spanish Constitution: available at <http://eudo-citizenship.eu/NationalDB/docs/ES%20Spanish%20Constitution%20%28English%29.pdf>

Spradley, J. (1989) *Participant Observation*. London: Holt, Rinehart and Winston:

Twomey, L. (2003) “*Licencia más amplia para matar?*” (Chapter 4) in *Women in Contemporary Culture: Roles and Identities in France and Spain*, Intellect Ltd.

Twomey, L. (2003) “*Gendered Structures in the City*” (chapter 6) in *Women in Contemporary Culture: Roles and Identities in France and Spain*, Intellect Ltd.

Twomey, L. (2003) “*Lesbian Identity in contemporary Spain*” (chapter 8) in *Women in Contemporary Culture: Roles and Identities in France and Spain*, Intellect Ltd.

Rheingold, H. (2002) *Smart Mobs: The Next Social Revolution*. Cambridge, MA: Perseus.

Wesch, M. (Producer).(2007) *A Vision of Students Today*. Video retrieved from <http://www.youtube.com/watch?v=dGCJ46vyR9o>

## **ADDITIONAL RESOURCES**

### **UNH ONLINE LIBRARY**

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

### **CEACLASSROOM: CEA'S MOODLE CMS**

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>



During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Session	Topic	Activity	Student Assignments
<i>Part I: Introduction</i>			
1	<b>Overview of syllabus: Introduction to the Course</b>	Overview of syllabus with focus on learning objectives and course structure  <b>In-class activity:</b>  The Story of a name	<ul style="list-style-type: none"> <li>- Syllabus Handout</li> <li>- Review class contents</li> </ul>
2	<b>Today's Seville</b>	Mapping Activity: Overview of Geography, Identity, & Urban Space	<ul style="list-style-type: none"> <li>- deCerteau, M. (1984). Chapter 11: Walking in the city.</li> </ul>
3	<b>Historical Review I: the western citizen and the 2nd Republic (1931-1936).</b>	Lecture & Discussion	<ul style="list-style-type: none"> <li>- Second Spanish Republic: <a href="http://www.donquijote.org/culture/spain/history/second-spanish-republic.asp">http://www.donquijote.org/culture/spain/history/second-spanish-republic.asp</a></li> </ul>
4	<b>Historical Review II: the Spanish Civil War (1936-1939)&amp;Francoist Dictatorship (1939-1975). The <i>caballero español</i></b>	Lecture & Discussion	<ul style="list-style-type: none"> <li>- Perfect Wives and Mothers (Morcillo, 2010; Chapter 4)</li> <li>- Field Assignment on <i>Sección Femenina</i> or <i>The caballero Español</i></li> </ul>
5	<b>Historical Review III: the Transition &amp; its contemporary revision</b>	Film: Las Constituyentes	<ul style="list-style-type: none"> <li>- Field assignment on the unfinished transition (see below)</li> <li>- Spain's unfinished revolution and its minorities (see required reading for weblink)</li> <li>- Catalonia in Spain: the future ahead (see required reading for weblink)</li> <li>- The price of Spanish and EU citizenship (see required reading for weblink)</li> </ul>

Session	Topic	Activity	Student Assignments
6	<b>The constitutional processes: Spain as a nation vs Spanish diversity &amp; nationalities</b>	Lecture & In-class student presentations	<ul style="list-style-type: none"> <li>- Presentation of Field Assignment on Constitutional processes &amp; Dictatorship</li> <li>- Presentation of Mapping activities (pictures and journal)</li> </ul>
<b>Part II: Gender</b>			
7	<b>Urban Topography of Gender</b>	Lecture & Discussion	<ul style="list-style-type: none"> <li>- Twomey, L. (2003) “<i>Gendered Structures in the City</i>” (chapter 6) in <i>Women in Contemporary Culture: Roles and Identities in France and Spain</i>, Intellect Ltd.</li> </ul>
8	<b>Gender spaces: the Private &amp; Public Sphere</b>	Picture- field trip: Detailed study of gender domains in the city	<ul style="list-style-type: none"> <li>- “Women on the Verge of a Nervous Breakdown” (Chapter 11; Hooper, <i>The New Spaniards</i>, 1995 ed.)</li> <li>- Field-trip Report to be included in Weekly Journal and discussion of observations/pictures in class</li> </ul>
9	<b>Socialisation of Gender: Identity &amp; Stereotypes</b>	Lecture & Discussion Class discussion	<ul style="list-style-type: none"> <li>- Gender &amp; Sexuality (In Graham &amp; Labanyi, 1996; ch.21)</li> <li>- Understanding the complexities of gender (TED Talks; see required reading for weblink)</li> </ul>
10	<b>Gender and the Disciplined Body</b>	Lecture & Group-led discussion	<p>Class presentations on Discipline bodies or Hegemonic Masculinity:</p> <ul style="list-style-type: none"> <li>- Why is Fat a Feminine Issue (Saguy, 2011)</li> <li>- Morcillo, A. G. (2010). <i>Modern Women’s Docile Bodies</i> (chapter 5).</li> <li>- Men and Women: Machismo Meltdown (In Hooper, 2006 ed; Ch.10)</li> </ul>
11	<b>Homophobia &amp; Racism in Spain</b>	Lecture & Discussion	<ul style="list-style-type: none"> <li>- Review of Weekly Journals</li> <li>- Twomey, L. (2003) “Lesbian Identity in contemporary Spain” (chapter 8).</li> </ul>

Session	Topic	Activity	Student Assignments
12	Gay Marriage & Diverse Families	Group-led Discussion	- FELGTB videos on diverse families ( <a href="http://www.felgtb.com/familiarizate/">http://www.felgtb.com/familiarizate/</a> )
13	<b>Midterm Examination</b>		
<b><i>Part III: In the Field</i></b>			
15	How to develop a research project: Ethnography	Lecture and discussion	- Spradley, J. (1980). <i>Participant Observation</i> . - Descombe, M. (2007) <i>The Good Research Guide for Small-Scale Social Research Projects</i> .
16	Case Study Space and Power: Emigrants in Spain	Flim: 14 kilometros	- Deadline for submission of proposals for Final Project
17	Case Study Space and Power: Jewish quarters	Neighborhood Excursion: The Jewish Quarters	- Morris, D. (2004) The Sense of Space. - Catterall, B. (2011): Is it all coming together? Thoughts on urban studies and the present crisis
18	Case Study: The Global and the Local	Neighborhood Excursion: The Historic Center as the Postcard Tourism	- Brecher, J.T. (2003) Globalization today. -
19	Case Study: The Global and the Local	Flamenco: A living Art or a “dead” World Heritage	- Kahn, R. and D. Kellner 2003: New media, Internet activism, and blogging.
20	Taking the public: The <i>indignados</i> movement (15M) and communal sites of success	Neighborhood Excursions: las setas and El Pumarejo	- Ardit, B. (2012) Insurgencies don’t have a plan – they <i>are</i> the plan. - Langman, L. (2013) Occupy: A new new social movement.

<b>Sessio n</b>	<b>Topic</b>	<b>Activity</b>	<b>Student Assignments</b>
21	<b>Case Study: Spatial planning and homelessness</b>	Alternative scene: Alameda de Hercules Film: <i>Las abuelas Ocupas</i>	- Diaz, I. (2014) Gentrification, a back to the city movement by local government action
22	<b>Case Study: Spatial planning and homelessness</b>	Neighborhood Excursions: San Bernardo (film: San Bernardo 52)	- Field Assignment on 'Las abuelas ocupas' (2005) and related press
23	<b>Case Study: Spatial planning and homelessness</b>	Case Study: La Corrala Utopia (film: Habitar la Utopia/Inhabitin g the Utopia)	- Field Assignment: The Corrala Utopia - Aguirre, A. Eick, V. Reese, E. (2006) Introduction: Neoliberal Globalization, Urban Privatization, and Resistance.
24	<b>Review of Ethnography results and assessment of learning</b>	Revision of contents and in- class revision of cross-cultural learning	- Deadline for submissions of Final Research Projects - Rheingold, H. (2002) Smart Mobs: The Next Social Revolution.
25	<b>Synthesis: Crossing Lines and Building New Solidarities and Citizenship Models</b>	Class Summary	Revision of materials used in the second half of the term
26	<b>Final presentations of Field Studies</b>	Student-led presentations of their ethnographic and research conclusions	- Presentation of Final Research Projects
27	<b>Final Exam</b>		- All materials

## SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM AND COMMUNICATIONS:** As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES:** Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

**Laptops:** Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

**ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD TRIPS, SITE VISITS, GUEST LECTURES, ETC:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

**GRADE DISPUTES:** Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at [http://www.ceastudyabroad.com/docs/CEA\\_Policies.pdf](http://www.ceastudyabroad.com/docs/CEA_Policies.pdf).

## **B. CEA GENERAL ACADEMIC POLICIES**

**COURSE REGISTRATION:** It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

**MONITORING GRADES AND ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting [http://www.ceastudyabroad.com/docs/GC\\_Academic\\_Integrity\\_Policy.pdf](http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf).

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**SPECIAL ACCOMMODATIONS:** CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found:

<http://www.cEAStudyAbroad.com/docs/CEA-DisabilityPolicy.pdf>

**RELIGIOUS HOLIDAYS:** CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using ***CEA’s Religious Observance Request Form*** in the timeline stated above for full consideration.



**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

**COURSE AND INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** CEA transcripts for this course will be available approximately 90 days from your program completion.

**APPEALING A GRADE:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA\\_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)