



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

Office of International Education

## **Syllabus**

### **History, Culture and Music of Spain and Portugal**

January 3, 2018 – January 17, 2018

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### Contacts

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Web:	<a href="http://www.brockport.edu/studyabroad">www.brockport.edu/studyabroad</a>

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### Course Description and Objectives

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#### **Course Description**

This course will explore the role of Portugal and Spain's history in the culture, art, music, and food of these two countries. We will examine the interconnectedness of culture crossings due to migrations and social movements.

On this excursion, we will examine themes that elucidate how race and ethnicity function in the societies of these two countries providing students with an insight into the historical connections to Africa, Asia, and the Americas that continue to shape local life and cultural identity.

We will also experience how art, music, and food intersect with economics, identity, politics, and other social processes. We will combine pre-trip reading and activities with live journaling during



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our trip and a reflective post-trip activity to gain a deeper understanding of southern Iberia's historical legacy and global influence.

### Course Objectives & Learning Outcomes

At the conclusion of the program, it is expected that students will:

1. Identify convergences and divergences between Spain, Portugal and the USA, particularly those related to art, music, and food.
2. Understand how cultural values can be embodied and reflected within culinary and musical practices;
3. Understand ways in which both music and food reflect and contribute to large international and intercultural changes;
4. Recognize the major art and music contributors in Spain and Portugal
5. Promote cultural competence through interacting with individuals from a different culture
6. Enhance the ability to make observations, analyze situations and form a perspective using critical thinking skills and document finding effectively

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### Grading Scale and Methodology

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#### Grade Scale

	A 95-100	A- 90-94
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73

#### Methodology

Activity	Available Points
Pre Departure   Blog Posts- Introduction	5 points
Pre Departure   Blog Post- Cultural connections (3)	15 points
Pre Departure   Blog Comments (3)	15 points
During Program   Blog Posts (3)	15 points
Post Program   Blog Comments (3)	15 points
Post Program   Reflection Post	35 points
<b>Total</b>	<b>100 points</b>



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## Program Website

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<https://brockport.open.suny.edu/>

Brockport Blackboard will be the online resource for our Study Abroad program. There you will be able to input your experiences and reflect on your knowledge. It should also support student and teacher learning by facilitating reflection and collaboration and by providing contexts for engaging in conversation.

You will use this website for all of your blog posts, from your introduction post all the way until your reflection posts at the end of the program. You will be able to share photos, videos, and galleries on this site for your future viewing. The page will serve as an excellent time capsule of our experience.

This forum will also be the instructor's way of tracking your work, and ensuring that your work has been completed on time. Should you want to share a post privately with the instructor, please get in contact with her before posting to the blog.

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## Required Pre-Trip Readings and Web Resources

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Prior to our trip, students are required to read and watch the resources listed below as a way to gain an understanding of the history, culture, art and food of both Portugal and Spain. We will first use resources to get a general understanding of the Iberian region, and then we will focus on resources for each of the countries we will be visiting.

All readings and videos will be posted on our course's Blackboard page.

### **Introduction to the Iberian**

- Similarities between Arabic and Spanish  
<https://www.youtube.com/watch?v=AOe4mkzBdCs>



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- Spain and Portugal: Ethnic Moorish <https://www.youtube.com/watch?v=2Nwd80-VB7I&list=PLJSzr1mKnIYJrhm63YmfDpBvD0kxkIVaw&index=8>. You can silence this video. The information, however, is very interesting.
- Fox, Robin, Food and Eating: An Anthropological Perspective, Social Issues Research Centre, pp2-22.
- Learning about Culture from Food: <http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures>

### Portugal

- Sullivan, Edward J. (2017), Portuguese Art History: A View from North America, *Journal of Art Historiography*, No. 16, pp 1-16
- Gray, Lila Ellen (2011), Fado's City, *Anthropology and Humanism*, Vol. 36, Issue 2, pp. 141-163
- Sarmento, Clara (2010), All the World in a Boat: Portuguese Folklore, *Common Sense and Ideology, Folklore*, 121:3, pp. 268-291
- History of Portugal: <https://www.youtube.com/watch?v=mQoAE1emWDE>
- Taste Portugal:  
[http://www.turismodeportugal.pt/Portugu%C3%AAs/turismodeportugal/Documents/Taste%20Portugal%20Brochure\\_EN.pdf](http://www.turismodeportugal.pt/Portugu%C3%AAs/turismodeportugal/Documents/Taste%20Portugal%20Brochure_EN.pdf)

### Spain

- Cuellar-Moreno, Maria (2016), Flamenco dance. Characteristics, resources and reflections on its evolution, *Cogent Arts and Humanities*, pp 1-8
- Paetzold, Christopher (2009) Singing Beneath the Alhambra: The North African and Arabic Past and Present in Contemporary Andalusian Music, *Journal of Spanish Cultural Studies*, 10:2, pp 207-223
- Lecours, André (2001), Regionalism, Cultural Diversity and the State in Spain, *Journal of Multilingual and Multicultural Development*, 22:3, pp 210-226
- Flamenco documentary:  
[https://www.youtube.com/watch?v=X5QJ\\_9aQuD0&index=1&list=LLma-NvIuaJ338J9mkx8Mo5Q](https://www.youtube.com/watch?v=X5QJ_9aQuD0&index=1&list=LLma-NvIuaJ338J9mkx8Mo5Q)
- Food of Spain:  
<http://www.spain.info/export/sites/spaininfo/reportajes/comun/top50.pdf>



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## Course Assignments

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Pre Departure   Blog Posts- Introduction
Pre Departure   Blog Post – Cultural Connections(3)
Pre Departure   Blog Comments (3)
During Program   Blog Posts (3)
Post Program   Reflection Post or Video
Post Program   Cultural Prompt Post

### 1. Pre Departure | Blog Posts- Introduction

Please create an introductory post about who you are! Include the following information:

- Name, year, what you study
- Fun facts
- Why you chose this program
- Hopes for the program
- Concerns you may have
- Photo of yourself
- Any additional info to help us get to know you better!

### 2. Pre Departure | Blog Post- Cultural Connections (3 Posts Required)

Listed below are sample blog post topics. Please submit at least one post on one of the following topics:

#### 1. History

- From your perspective, what are the strengths of using an ethnographic approach to studying cultures? Which are its weaknesses?
- What consequences did Franco's regime have in Spain? Explain the cultural, social and artistic outcomes of his regime.



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## 2. Multiculturalism

- In Sarmiento's paper, why does she say that *popular culture moves within hegemony*? What is your position regarding this statement?
- Paetzold refers to Flamenco as a cultural hybridity. Explain why.

## 3. Social Practices

- In what ways are Fado and Flamenco similar? In what ways do they differ?
- Socially speaking, which were the events that shaped the Iberian culture, arts and culinary experiences?

## 3. Pre Departure | Blog Comments/Responses- Cultural Connections (3 Posts Required)

Please comment, respond, or further the discussion on any 3 blog posts. You may reflect on how these will influence your experience in Portugal and Spain, comment on the noticeable difference between Portugal, Spain, and the US, or interact in any other way that you feel may enhance your knowledge of Portugal and Spain before arriving.

## 4. During Program | Blog Posts (2 Posts Required)

You will be required to complete 2 substantial blog posts during the program. **These posts should be at least 1-2 pages in length.** Please select 2 out of the 3 options:

1. Observable differences in an aspect(s) of culture, customs, beliefs, etc. between the Iberian region and the United States. Must include a minimum of three photos
2. Music study. Post a recording of any musical event. Describe in detail the context of the performance (was it done in a formal/informal setting, instruments used, nature of the event, social response). This post should also include at least two photos of the event as well as your assessment.
3. Food study. Post two photos of a dish you ate for the first time. Along with it, describe as thoroughly as possible, how it tasted, its ingredients, the context of the experience (where you ate it, presentation, smell, etc.). If applicable, describe if it reminded you to any other dish you had eaten before and explain why.



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5. Post Program | Blog Comments (3)

Please comment, respond, or further the discussion on any 3 blog posts posted during the trip. How did you relate to the post and your classmate's experience? Did you experience something similar or different? How? Is there any information you consider should be added to expand on the comprehension of such post?

6. Post Program | Reflection Post or Video

You can choose one of the option given here for your Final Reflection:

**Reflection Post**

This blog post will be a way for you to reflect on the program as a whole: what you have learned from an educational, physical, or cultural standpoint. You should talk about the benefits that this program has had for you. The paragraph below outlines the proposed benefits and outcomes of participating in a study program abroad. Read the following paragraphs to get an idea of ways to talk about your experience. In completing this exercise, it may be helpful to imagine yourself describing your experience to a future employer in an interview setting.

The Benefits of Studying Abroad:

*"The benefits to completing an internship abroad both professionally and personally are immeasurable. You will learn more about your country, your home, your prior education, and yourself than you have ever learned in a semester. You will have the opportunity to meet students from around the world, learn about human values through integration into another culture, increase your foreign language skills (perhaps), have the opportunity to work and/or study at prestigious organization, and become more sophisticated and more self-reflective.*

*An internship abroad increases your flexibility and openness to new ideas, allows you to enjoy academic and experiential learning, and deepens cross-cultural understanding while it encourages independent thinking. Your intellectual maturity and self-confidence will rise along with your career prospects. All in all, you will become better prepared for your life and work in our increasingly globally interdependent world."*



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This post should be at least 2-3 pages in length.

OR

**Reflection Video**

This is an opportunity to show us your video making abilities! Create a promotional video for the program of about 2-4 minutes in length, encouraging students to study abroad on this program. The video should be filled with more videos than photos (this is not a photo journal). Think of a typical GoPro video, or travel videos. This should be filled with exciting elements from the trip, and should encourage future students to participate on the program!

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**Calendar**

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<b>Date</b>	<b>Location/Information</b>	<b>Assignment Due</b>
12/4/17	Pre Departure	Introduction Post Due
12/10/17	Pre Departure	Cultural connections posts due (3)
12/22/17	Pre Departure	Responses/Comments on Cultural posts due
1/3/2018	Depart USA	
1/4/2018	Arrive Madrid, Spain	
1/5/2018	Madrid – Prado Museum	
1/6/2018	Madrid – Thyssen Bornemisza Museum	
1/7/2018	Madrid - Córdoba	
1/8/2018	Córdoba / Málaga	
1/9/2018	Málaga	Blog 1 Due
1/10/2018	Málaga / Granada	
1/11/2018	Granada – Albaicin and Sacromonte	Blog Comments Due
1/12/2018	Granada / Sevilla	





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1/13/2018	Sevilla – Jerez de la Frontera	
1/14/2018	Sevilla – Flamenco Dance Museum	
1/15/2018	Sevilla / Lisbon	Blog 2 Due
1/16/2018	Lisbon – Belem Quarter	
1/17/2018	Lisbon / Home	Blog Comments Due
1/22/2018	Post Program	Reflection Post or Video

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### Rules for Submission

Please submit all posts on our group's Blackboard page: <https://brockport.open.suny.edu/>. These posts should follow the calendar above, and are expected to be submitted by the date listed. If for any reason these dates change, please obey by the new due date and disregard the date listed in this syllabus.

While we understand that not everyone will be bringing a laptop with them on the program, the instructors will make exceptions if we can see clear evidence that you are working on your posts while on the program. If you can show proof that you are physically writing out ideas for your post, working on your post on the program online app., or provide any additional ways to show progress on your blog posts, we will allow you to submit the posts at a later time.

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### Responsibilities

All of the assignments are meant to focus on the following areas: a critical reflection upon the study abroad experience, an appreciation and understanding of another culture, as well as an increased sense of self-awareness.

Failure to complete the course requirements will result in a failing grade for this course.

Failure to comply with all programmatic, academic and internship site policies and procedures may negatively affect student grades. The following are examples of such negative behavior:

- Failure to attend in-country orientation sessions and required professional activities
- Failure to comply with policies and procedures at the internship site
- Failure to interact in a positive and respectful fashion with internship site supervisors and workers



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- Failure to interact in a positive and respectful fashion with Resident Directors or Program Coordinators
- Behaving in a knowingly culturally offensive manner

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### Disability Policy Statement

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Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Student with Disabilities (OSD) makes this determination. Please contact the Office of Students with Disabilities at (585) 395-5409 or [osdoffice@brockport.edu](mailto:osdoffice@brockport.edu) to inquire about obtaining an official letter to the course instructors detailing any approved accommodations.

It is vitaly important that the Office of International Education be informed by the student at the time of program application if the student has need of any specific accommodation. On some programs and in some countries the available facilities and laws dealing with disabilities are different than on the campus at Brockport. Ample time needs to be given so that the Office of International Education can seek to provide the best opportunities and advice for any student that needs special accommodation.

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### Policy on Academic Dishonesty

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Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

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### Statement of Equity and Communication

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In recognition that each class is composed of diverse populations and aware of, and attentive to inequities of experience based on social identities including but not limited to race, class, assigned gender, gender identity, sexuality, geographical background, language, religion, disability, age, and nationality. This class will operate on a model of equity and partnership, in which we expect and appreciate diverse perspectives and ideas. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, I encourage open communication with myself and/or the class as a whole.