

**Semester at Sea Course Syllabus  
Colorado State University, Academic Partner**

**Voyage:** Fall 2017  
**Discipline:** Spanish  
**Course Number and Title:** LSPA 250 Spanish Language, Literature, Culture in Translation (Focus on Global Social Movements)  
**Division:** Lower  
**Faculty Name:** Dr. María del Mar López-Cabrales  
**Semester Credit Hours:** 3

**Meeting:** A Day 1400-1520, Kaisersaal Starboard

**Prerequisites:** None

### **COURSE DESCRIPTION**

LSPA250 introduces students to the experience of social movements and grass roots organizations in Spain, Latin America and select countries on our itinerary. The course takes an interdisciplinary and multicultural approach to learning. The topics and activities in this class are both theoretical and personal, designed to connect people's stories of social activism from around the world with our own daily experiences.

The course explores examples of social movements through films, documentaries, art, photography, music, and political discourses. We will read and analyze political documents, manifestos and texts related to those movements in translation. Through our readings and discussions, we aim to answer questions such as: What is a social movement? How does the experience of social movement differ among peoples and countries around the world? How can this knowledge help us better understand the United States?

In Spain, we study the anti-austerity 15-M movement and explosive growth of Pablo Iglesias' Podemos (Yes, we can) political party. The course examines social movements in Latin America such student protests in Chile, the EZLN in Mexico, the liberation theology movement in Central America, and revolutionary movements in Cuba and Venezuela.

In addition, throughout the course, we will integrate into our discussions case studies from the countries we are visiting. These itinerary-specific examples include Nelson Mandela and the African National Congress Youth League in South Africa, Mohandas Gandhi's Salt March in India, Tiananmen Square protests in China, and more.

Spanish majors and minors are encouraged to take this course and can write their papers and exams in Spanish with permission from the professor.

### **LEARNING OBJECTIVES**

The goals of this course are to inform and involve students in:

- The study of new social movements in Spain, Latin America and around the world to better understand the activist histories of countries we visit and their people.

- An analysis of the tactics and strategies used by activists in different countries to survive and organize in difficult and oppressive political situations.
- A review of how the arts reflect the origins, goals and evolution of new social movements. Students will analyze film, documentaries, painting, literature, music, and photography to understand how social movements can emerge as reactions to socio-political and cultural changes.
- A discussion-oriented classroom atmosphere designed to promote debate about social movements in Spain, Latin America and around the world.

## REQUIRED TEXTBOOKS

AUTHOR: Castells, Manuel.  
 TITLE: *Networks of Outrage and Hope: Social Movements in the Internet Age*  
 PUBLISHER: Polity Press  
 ISBN #: 13: 978-0745662855 (soft cover)  
 DATE/EDITION: 2012/2<sup>nd</sup> Edition

## TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany – September 9

**A1–September 11: Presentation and introduction**

**A2–September 13: Spanish Civil War: Guernica. Preparing for Spain**

Barcelona, Spain – September 15-18

**A3–September 19: Spanish Civil War: “Land and Freedom”**

**A4–September 21: “Attitudes of citizens toward governments, political and financial institutions in the United States, European Union, and the world at large” (Castells)**

No Class – September 23

**A5–September 24: “Reinventing politics, upsetting bipartisan hegemony: Podemos in Spain” (Castells)**

**A6–September 26: “Beyond Neoliberalism: Student movement in Chile, 2011” (Castells)**

Tema, Ghana – September 27-30

**A7–October 3: “Globalization, marginalization and contemporary social movements in South Africa” African Affairs, Sept 1, 2005**

**A8–October 5: “Invictus” and the Apartheid Regime**

Cape Town, South Africa – October 7-12

**A9–October 13: Latinos in the US: “Roses in December” the power of workers and unions.**

**A10–October 15: “Maid in America”**

No Classes – October 16

**A11–October 18: México: “Sixth Declaration of the Selva Lacandona” by Subcomandante Marcos. Chiapas.**

Port Louis, Mauritius – October 19

**A12–October 21: “Violence against a non-violent movement” (Castells)**

No Class – October 22

**A13–October 24 “Gandhi” and the nonviolence movement**

Cochin, India – October 25-30

No Classes – October 31

**A14–November 2: Documentary**

Yangon, Myanmar – November 4-8

**A15–November 9: Vietnam War. Protests and the 60’s in the Americas**

No class – November 11

**A16–November 12: Vietnam War. Protests and the 60’s in the Americas**

Ho Chi Minh City, Vietnam – November 14-18

**A17–November 19: Chile and vanished Southern Cone: “Missing”**

No Class – November 21

**A18–November 22: New Social Movements: “Networked social movements and social protests”, “Changing the World in the Network Society” (Castells)**

Shanghai, China – November 24-29

**A19–November 30: New Social Movements: “Networked social movements: An emerging pattern”, “Internet and the culture of autonomy”, “Networked social movements and reform politics: An impossible love?” (Castells)**

Kobe, Japan – December 2-6

**A20–December 7: New Social Movements: “Networked Social Movements and Political Change” (Castells)**

**A21–December 9: Presentation of Documentaries Day#1**

**A22–December 11: Presentation of Documentaries Day#2**

**A23–December 13: Presentation of Documentaries Day#3**

**A24–December 15: Exam#2**

Honolulu, Hawaii – December 16

**A25–December 18; A Day Finals.**

San Diego, California – December 23

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### **Field Class & Assignment**

The Field Class for this course will take place on Saturday, 16 September, in Barcelona, Spain.

Class Title: “Understanding Activism Through Art at the Picasso Museum”

Our field component will be at the port of Barcelona, Spain. We will tour the Ribera neighborhood on our way to visit the Picasso Museum.

The Picasso Museum offers unique insights and perspectives about the society and history of Spain and France in the years before and after the Spanish Civil War. The activism that defined this period and is personified in Pablo Picasso set the stage decades later for the popular movements, organization and movements that mark Spain today. Historically, Barcelona has been at the center of political and nationalist mobilization in Spain.

Through an exploration of the Picasso Museum, we will learn about the painter’s early works and the connection between the art world and politics in Spain. Picasso’s best known political statement was the legendary antiwar painting *Guernica*. Completed in 1937, it was Picasso’s response to the Nazi bombing of the Basque city Guernica during the Spanish Civil War. At Picasso’s wishes, *Guernica* remained outside of Spain until democracy returned to the country. It returned to Spain in 1981, six years after the death of dictator Francisco Franco. Our tour highlights the Picasso’s artistic progression that led him to eventually paint *Guernica* and remain active on the world stage.

Learning Objectives:

1. Develop familiarity with periods in Picasso’s career
2. Connect Picasso’s paintings with the social context within which they were created
3. Understand the role artists have played in Spanish activism and mobilization

**Independent Field Assignments:** At 2-3 ports, students will identify and observe examples of local social movements and/or mobilization. Students will gather examples of these

movements by going to museums and/or talking to people at port and/or doing research on the history of social movements in these countries. This experience along with the visit to the Picasso museum will serve as a starting point for the documentary project students will create across ports on the voyage and will present at the end of the semester.

**METHODS OF EVALUATION / GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Individual oral presentation	20%
Exam #1	15%
Exam #2	15%
Documentary	20%
Field component	20%
Participation	10%

**Individual oral presentation:** During the semester, each student will give an oral presentation about any of the topics covered in the class. As part of the presentation, students will prepare an activity to test whether or not other students in class understood the presentation. This is an opportunity for students to be creative and use their imaginations. Students cannot read their presentations. Reading a presentation will result in a '0' grade. Presentations should last 10-15 minutes.

**Exams #1 and #2:** There will be two tests on topics from assigned readings and discussed in class. A study guide will be provided in order to prepare for these exams.

**Documentary:** Students will create a short video documentary (approximately 10-15 minutes) about activism and social movements in countries of their choice from our itinerary. Students will present their documentaries to the class at the end of the semester.

**Active Participation:** Attendance and participation are essential and mandatory for this class.

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable

students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

### **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

### **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

### **RESERVE BOOKS AND FILMS FOR THE LIBRARY**

None

### **ELECTRONIC COURSE MATERIALS**

None

### **ADDITIONAL RESOURCES**

None