

Term Information

Effective Term Summer 2015

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2798.30
Course Title Madrid in the World, the World in Madrid: The Spanish capital as a global city, past and present
Transcript Abbreviation GlobalMay Madrid
Course Description This interdisciplinary Global May course offered with the Office of International Affairs (OIA) introduces students to the multicultural and global history of the city of Madrid, Spain through readings and films, site visits, and lectures by local scholars and residents.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Enrollment in course contingent on acceptance to the program through the Office of International Affairs (OIA).

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Students recognize and describe similarities, differences, and interconnections between Spain and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper.
- Students function effectively outside the United States by living and studying in Spain and by travelling independently both to and from Spain.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Spain through in-class discussions, a running journal, two reflection essays, and a final research paper.
- Students will gain a foundational knowledge of Spanish history, politics, and culture as seen through the lens of the history of the capital city.
- Students will develop critical thinking skills by analyzing course materials and field experiences.
- Students will develop written and spoken communications skills through class discussions, essays, conversations with those living and working in Madrid, and the collective sharing of their overseas experiences.

Content Topic List

- Overview of the city; Madrid of the "three cultures" (Muslim, Jewish, Christian)
- Guided Madrid walking tours
- Madrid of Global Immigration, Spain as the Gateway to Europe
- US-Spain Connections
- Immigration & the "Melting Pot"
- Cultural & historical representation through art and architecture

Attachments

- 2798.30 Global May Madrid course proposalfinal.docx: course proposal
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)
- globalmaysyllabusmadrid2015final.docx: Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- globalmaycreditrationalere.doc: credit rationale
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)

Comments

- Sent back to enable R. Haidt to upload revised syllabus and credit rationale. *(by Vankeerbergen,Bernadette Chantal on 04/01/2014 10:21 AM)*
- Global May materials have been submitted to OIA by posted deadline (Feb 1, 2014). *(by Sanabria,Rachel A. on 02/04/2014 12:12 PM)*

COURSE REQUEST
2798.30 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/08/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	02/04/2014 12:12 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	02/04/2014 12:12 PM	Unit Approval
Approved	Heysel,Garett Robert	02/13/2014 09:34 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/01/2014 10:22 AM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	04/05/2014 10:39 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	04/05/2014 10:40 AM	Unit Approval
Approved	Heysel,Garett Robert	04/08/2014 02:41 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	04/08/2014 02:41 PM	ASCCAO Approval

SYLLABUS FOR PROPOSED NEW COURSE:

THE OHIO STATE UNIVERSITY
Office of International Affairs
Extended Gateway Program

Spanish 2798.30: Madrid, Spain (3cr)
Madrid in the World, the World in Madrid:
The Spanish capital as a global city, past and present

GE Category: Education Abroad

May 2015

Rebecca Haidt haidt.1@osu.edu
Hagerty Hall 256; 292-4958
Office Hours: 11:00 – 12:00 am Mondays or by appt.

Texts and films:

- Three films on immigration and migration (subtitled in English): *Surcos*; *Agua con Sal*; *Poniente*. To be shown at the Fundación Ortega-Marañón in Madrid.
- Textbook: Elizabeth Nash, *Madrid: A Cultural History* (available from Amazon and other online stores).
- Literary text: Pio Baroja, *The Quest* (available from Amazon and other online stores).
- Twelve articles/essays (to be available on Carmen or through links):
 1. "Multiculturalism: Beyond the Melting Pot" http://theiaas.org/gd/pdf/beyond_meltingpot.pdf
 2. "The American Kaleidoscope, then and now" and "Toward a new Definition" in: *Reinventing the Melting Pot* (2004)
 3. "Five fascinating facts about Spain's history as a melting pot" <http://unusualhistoricals.blogspot.com/2013/08/five-fascinating-facts-about-spains.html>
 4. "Fortress, melting pot, or multicultural society" <http://www.sociology.ed.ac.uk/youth/docs/Briefing%206.pdf>
 5. *Madrid: A European capital embracing immigration* http://ec.europa.eu/bepa/pdf/publications_pdf/madrid.pdf
 6. *Exceptional in Europe? Spain's experience with immigration* <http://www.migrationpolicy.org/pubs/TCM-Spaincasestudy.pdf>
 7. *Immigration in Spain* <http://www.lebab.es/ing/immigration.pdf>
 8. "Barcelona and Madrid: A Tale of Two Cities" <http://www.theglobalist.com/barcelona-and-madrid-a-tale-of-two-cities-part-ii/>
 9. "Identity and immigrant reception in Western Europe's 'New' migration cities" https://www.du.edu/korbel/jais/journal/volume5/volume5_molles.pdf
 10. Selections from "Same Language, Two Worlds" https://kb.osu.edu/dspace/bitstream/handle/1811/45345/Same_Language_Two_Worlds.pdf?sequence=1

11. "Ceuta and Melilla: Euro-African Borderscapes" <http://www.agora-magazine.nl/wp-content/uploads/2012/10/2012-4-EuroAfrican-Borderscapes.pdf>
12. "Lavapiés: A Neighbourhood Profile" <http://blackinmadrid.wordpress.com/2012/04/05/lavapies-a-neighbourhood-profile/>

GE Education Abroad Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. *Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.*
2. *Students function effectively within their host country/countries.*
3. *Students articulate how their time abroad has enriched their academic experience.*

Course Description:

This interdisciplinary course introduces students to the multicultural and global history of the city of Madrid. The course will examine the history of Madrid and its environs, which are bound up with the fact that Spain has historically been, and continues to be, a city shaped by empires, global crossings, immigration, migration, and international commerce. Students will become familiar with the history of Madrid through readings, site visits and lectures; they will learn about the multicultural, global aspects of this history simultaneously, as well as through readings on migration and immigration, and through seeing films on immigration and migration in Spain and in the USA. In the process, students will be encouraged to think critically about their surroundings and experiences; to compare the melting pot, multiculturalism and diversity in Spain to those of the USA; and to reflect upon the role of global changes at the local level both at home in the USA and abroad in Spain. Through experiential learning in a new culture and through a study of Madrid's and Spain's cultural histories, students will be encouraged to reflect on what Spanish traditions and values can teach them about the United States and its position in the world.

Specific Course Objectives:

Students will:

- Learn about Madrid's history and culture from readings, site visits, and local scholars and residents.
- Learn about the histories of migration, immigration and diversity in Spain as experienced in Madrid and its environs, and the importance of Madrid's global history within world history.
- Reflect on the workings of global movements of people and cultures in Spain, and in its capital city, from both historical and contemporary perspectives.
- Compare specifics of immigration, integration and diversity with regard to realities in both the US and Spain/Madrid.
- Recognize and describe similarities, differences, and interconnections between Spain and the U.S. through the analysis of course materials and participation in class discussions.
- Function effectively in Madrid by taking classes and interacting with faculty at the Fundación Ortega-Marañón, living with host families, and participating in field visits and programmed cultural events and activities.
- Be able to explain how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Madrid through group discussions and research and reflection papers.

Other Course Objectives

Students will:

- Have a significant exposure to a country and a city/region that through history have been the origin and destination point for waves of immigration, emigration, and Empire: Spain and Madrid.
- Examine the historical impact of global crossings in Madrid and its surrounding region by studying how it has, through Spanish history, assimilated cultural influences from Europe, Central America, the Caribbean, South America, Africa, and the rest of Spain.
- Gain knowledge about how Spain has emerged as a key contemporary node in global emigration and emigration between Africa, Europe, Asia and Latin America, and the specific importance of these current phenomena at the local Madrid level.
- Analyze the workings of the cultural "melting pot" phenomenon at the local level, and the way local cultures absorb, resist, and negotiate such an impact, and at times reinvent themselves across history and in the present day.
- Gain knowledge of the local cultural norms, values, and traditions.

Course Structure and Class Organization

The course is structurally divided into thematic units in which the history of Spain, and Madrid, are explored with regard to the global crossings of cultures and peoples through imperial conquests, emigration, migration, and immigration. Every unit will be introduced by the instructor, who will highlight the main points to be covered and their significance in the program as a whole. Most of the sessions will incorporate a guest lecture by a scholar from either our host institution (Fundación Ortega-Marañón, Madrid and Toledo) or local and regional organizations such as the Casa de Galicia, the Centro Asturiano, the Escorial, and NGOs working with immigrant populations. During the field trips, the lead instructor and/or site representatives will introduce the site or guide the visit. Three periods will be designated for watching selected films. **On evenings or afternoons when no activity is scheduled, students will be able to do research, reading and writing at the Fundación Ortega-Marañón.** All class materials will be in English or (in the case of the films) subtitled, as well as all the site visits, lectures and discussions. This class involves 27 hours of class/lecture contact, and 25 hours of experiential/site/trip contact.

Assignments

1. **Class participation and discussions (15%).** You are expected to attend all classes, lectures, planned group activities, and field trips. Your attendance and participation is essential to the course and it will be evaluated on a daily basis. A high participation grade implies that the student will actively contribute to the class with comments and informed questions about the lectures, reading materials, and films. There will be ample opportunity for students to participate in both small group and class discussion. You are required to complete all reading assignments before class.
2. **Analytical journal [minimum of 3 entries per week; minimum of 10 entries total] (10%)** . The journal, central to the experience of any study tour or study-abroad program, is based on ideas developed by K. Wagner and T. Magistrale in *Writing Across Cultures: An Introduction to Study Abroad and the Writing Process* (1995) and adapted by Newson-Horst and Kilwein-Guevara: Writing about your cultural experiences will help in the discovery and understanding of your new society and at the same time, it will enrich your knowledge of your own country and yourself. At the heart of this course is the goal of understanding cultural crossings, the workings of the “melting pot” within a given society and locality, and the local impact of global phenomena with regard to immigration, migration and emigration, specifically in Madrid and its region across history. The analytical journal will help you achieve this end. The challenge is to develop a perspective that allows you to understand how personal experiences are connected or related to the historical, political, and cultural traditions of a new society. The analytical journal is the place to practice expressive writing – using language in a relaxed and informal manner – but always with the intention of eventually placing these personal experiences into a social and theoretical context. In your analytical journal you should write about your emotions, thoughts, and experiences. You may react to lectures, readings, people, food, customs, cultural values, the weather, etc. At the same time, you should always strive to explain why you feel a certain way and why you had such an experience and why you agree or disagree with certain customs, rituals, or values. The everyday occurrences as well as typical classroom experiences, readings and other assignments are potentially rich subjects for investigation. The journal can also take the shape of a travelogue in which you are going to convey your experience of visiting different sites and cultural and geographic landscapes. Students are required to write at least three entries per week, of a minimum of 100 words per entry; that is, they are to produce a minimum of 1000 words in the 3 1/2 weeks.

3. **The 4-page research paper/project (20%):** This is to be a minimum 1200-word research paper on a topic of the student's choice or developed through discussion with the lead instructor; or an equivalent project in an alternative media format, to be developed in discussion with the lead instructor. The papers and projects should develop a coherent argument on a clearly defined topic relevant to the central ideas and materials of the course. Students are to select a topic during the first week of class. Upon selection of the topic, students should start collecting pertinent information and developing the paper/project, which is due by the end of the third week. The papers can be written (minimum 4 pp. double-spaced typed), or can combine writing and illustrations (i.e., graphics, pictures, maps, statistics, etc.); projects can combine audio-visual media. Papers can be enhanced by the use of audiovisual media. **Students will have access to internet, computers and printers through the Fundación Ortega-Marañón on a regular basis, and can work on research and papers as needed.** For a possible model of a potential non-paper research project, see:
<http://nyubaedeker.wordpress.com/2009/03/04/peddlers-and-problems-immigration-in-madrid/>

4 & 5. **The 4-page "Melting Pot" and "Global City" essays (20% each, or 40% overall):** In these two 4-page double-spaced typed essays, students will address the following questions:

-----**"Melting Pot" essay question:** "Focusing on Madrid, reflect on the ways in which Spain has been a global 'melting pot' across history into the present day. What are some of the key issues involved in the Spanish "melting pot?" As a global 'melting pot', how does Spain compare to and/or differ from the United States? Give specific examples."

-----**"Global City" essay question:** "Spain has been called the 'Gateway to Europe'; thus Madrid is the capital of a global gateway. Reflect on the ways that migration *within* Spain, and immigration *to* Spain, have shaped Madrid as a 'global city', giving specific examples regarding groups and issues."

You can draw from the readings and films and from any other observations and research undertaken throughout the course, to provide specific examples for these papers. Each of these papers should each develop a coherent argument on a clearly defined idea articulated in response to the prompt question.

6) **Final reflection paper [3 pp double-spaced, typed] (15%)** . In writing your final reflection paper, you may want to consult your own analytical journal as a starting point to reflect on how the Education Abroad experience has enriched your academic experience. However, your reflection paper cannot be a reiteration of, or a cutting and pasting of, the entries from your analytical journal. Your paper should consider all THREE of the following aspects, for which you will use concrete examples: 1. What are the most striking similarities, differences, and interconnections have you encountered between your host country/countries and the U.S.? 2. How have you developed an ability to function effectively within your host country/countries? (Think of the ways you communicated verbally

and non-verbally in your host country and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

Grading/Evaluation requirements

Attendance/Participation: 15%

10 journal entries: 10%

4-page « Melting Pot » paper: 20%

4-page “Global City” paper: 20%

4-page research paper/project : 20%

3-page Final reflection paper: 15%

Total: 100%

Grading Equivalencies

Grades will be calculated according to the following scale:

A:	95.5% and above	A-:	90% and above	B-:	80% and above
B+:	87.5% and above	B:	82.5% and above	C-:	70% and above
C+:	77.5% and above	C:	72.5% and above	E:	below 60%
D+:	67.5% and above	D:	60.0% and above		

IMPORTANT INFORMATION

Academic Misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>”

Students with disabilities: “Anyone who requires an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the

course format, anticipate special needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodation strategies. If you have not previously contacted that office, I encourage you to do so. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

ACADEMIC PROGRAM SCHEDULE

Friday, May 1st, 2015: Pre-Madrid orientation session and first formal discussion

12 noon – 1:30 pm: box lunch pre-Maymester orientation session, Hagerty Hall 255

2:00 pm – 4:00 pm: Hagerty Hall 255: First session: discuss American “melting pot” and readings #s 1, 2 & 3 from list

Wednesday, May 6th: Fly to Madrid from Columbus, arrive early Thursday morning

FIRST HALF-WEEK **Overview of the city; Madrid of the “three cultures” (Muslim, Jewish, Christian)**

Thursday, May 7th: Evening: Introduction to Madrid

5:00 pm – 7:00 pm: Fundación Ortega-Marañón

Address: Calle Fortuny, 53, 28010 Madrid, Spain

Phone:+34 917 00 41 00

Friday, May 8th: The historic core

10:00 am – 11:30 am: Fundación Ortega-Marañón , discussion of chapters 1, 2 and 4 of *Madrid: A Cultural History*

12:00 noon – 2:00 pm: Walking tour of Puerta del Sol, Plaza Mayor, Barrio de las Letras, Paseo del Prado

Saturday, May 9th: Global Madrid of “3 cultures”, I: Arabic/Muslim Madrid

2:00 pm – 3:30 pm: Fundación Ortega-Marañón , session on Arabic/Muslim Madrid, the Madrid of the Reconquista, Renaissance Madrid (“Global Madrid of 3 cultures”)

4:00 pm – 6:00 pm: Walking tour of ancient Arabic/Muslim Madrid

Sunday, May 10th:

Afternoon: Prado Museum

WEEK 1 Finish “Three Cultures”; Global Madrid as “Melting Pot”

Monday, May 11th – Tuesday, May 12th, 2015: Overnight trip to Toledo, city of the three cultures:

May 11th: Early morning train to Toledo

Morning of the 11th: 10:00 am – 12:00 noon: session at Fundación Ortega-Marañón in Toledo, on Toledo’s rich and diverse cultural history

3:00 – 6:00 pm: Walking tour of Jewish Toledo; Muslim/Arabic Toledo, Medieval Christian Toledo

May 12th: Tourism in Toledo

Afternoon train back to Madrid

Wednesday, May 13th: Medieval Madrid & the legacy of Arabic water technologies

11:00 am – 1:00 pm: Museo Municipal: Session on ancient urban infrastructure of irrigation technology and waterways as visible in models, maps, images

3:00 pm – 5:00 pm: Walking tour of waterways and visible excavations of viajes de agua

Thursday, May 14th: Lavapiés and the concept of “The Melting Pot”

3:00 pm – 5:00 pm: Fundación Ortega-Marañón , discuss chapter 7 of *Madrid: A Cultural History* & #12 from reading list

5:30-7:30 pm: Lavapiés (Embajadores) walking tour; Lavapiés as a “melting pot” through history

Friday, May 15th: Global Madrid, historical city of Spanish immigrants

11 am – 1 pm: Galicia in Madrid: visit to Casa de Galicia en Madrid

4 pm-6 pm: Asturias in Madrid: Centro Asturiano en Madrid

8 pm: Dinner: Cider and roasted chicken at Casa Mingo

Saturday, May 16th: City of rural-urban migration, continued

3:00 pm – 5:00 pm: Walking tour of Paseo de las Acacias or Tetuán districts, to talk about *La Busca/The Quest* in relation to the history of peninsular immigrants to the city, and their roles in the capital’s development

5:30-7:30 pm: Fundación Ortega-Marañón : Film: “Surcos”

Sunday, May 17th: Excursion to Segovia

Early morning: Take bus to Segovia

Spend day touring Roman aqueduct in Segovia (Roman water engineering); Segovia of the Three Cultures (Alcázar, Romanesque churches)

Evening: Bus back to Madrid

WEEK 2: *Global Madrid: Latin American and African immigration; history of empire; soccer*

Monday, May 18th: Global Madrid: African immigration

10:00 am – 12:00 noon: Fundación Ortega-Marañón , faculty from Centro de estudios sobre migraciones: on migration and immigration into Madrid from Africa; discuss readings #s 4, 5, 6, 7, 11 from list

1:00 pm – 3:00 pm: Fundación Ortega-Marañón : Film: *Poniente*

5:00 pm – 7:00 pm: visit NGO site of outreach and support for African immigrants

Tuesday, May 19th: Global Madrid: Latin American immigration

10 am – 12 noon: Session at Fundación Ortega-Marañón : faculty from Centro de estudios sobre migraciones: on migration and immigration into Madrid from Ecuador, Latin America; discuss readings #s 8, 9 & 10 on list

1:00 pm – 3:00 pm: Film at Fundación Ortega-Marañón: *Agua con sal*

5:00 pm – 7:00 pm: Visit NGO site of outreach toward and support for Latin American immigrants

Wednesday, May 20th: Free day; “Melting pot” paper due

Thursday, May 21st: Global Madrid of international soccer

3:00 pm – 5:00 pm: Tour Bernabeu stadium; discuss Chapter 12 in *Madrid: A Cultural History*

Friday, May 22nd: Paseo del Prado and imperial history of Madrid

5:00 pm – 7:00 pm: Walking tour of Paseo del Prado, discuss Chapter 1 of *Madrid: A Cultural History*

Saturday, May 23rd: Excursion to El Escorial

Sunday, May 24th: The crossings of Global Empire: Naval conquest

Visit Museo Naval (Naval History Museum)

WEEK 3: Global Madrid: US-Spain Connections; Goya; Pulling it all together

Monday, May 25th: US-Spain connections:

10:00 am – 12 noon: Session at Fundación Ortega-Marañón with US citizens living and working in Spain, students

Tuesday, May 26th: Free day

Wednesday, May 27th: Royal Palace

10:00 am – 12:00 noon: Tour of Royal Palace, discuss Chapter 3 of *Madrid: A Cultural History*

“Global City” 4-page paper due

Thursday, May 28th: Goya and Madrid

10:00 am – 12:00 noon: discuss chapters 5 and 6 of *Madrid: A Cultural History*

3:00 pm – 5:00 pm: Prado Museum to see Goya works

Friday, May 29th: Research/writing; packing

finish research/writing at Fundación Ortega-Marañón

4-page research project/paper due

Journal due

Saturday, May 30th: Final session; group dinner

10: am – 12:00 noon: Final/closing session, Fundación Ortega-Marañón

9:00 pm: Group dinner, Sobrino de Botín restaurant

Final 3-page reflection paper due

Sunday, June 1st: Return to Columbus

COURSE PROPOSAL

Global May Spanish 2798.30: Madrid, Spain (3cr)

Madrid in the World, the World in Madrid: The Spanish capital as a global city, past and present

Professor Rebecca Haidt & On-site Faculty at the Fundación Ortega-Marañón (Madrid & Toledo, Spain)

Phone: 614-292-4958

Office Hours: Mondays 11:00 to 12:00 noon, or by appointment

Contact info: haidt.1@osu.edu; r.haidt@gmail.com

40-word descriptor for master course listing: GE Education Abroad course in Madrid, Spain studying Madrid as a city reflecting Spain's global history of immigration, trade and empire, from ancient Roman and Arabic settlement to today's Chinese, Latin American, African and US immigrants and workers.

1. GE Education Abroad Goals and Expected Learning Outcomes

Goals and Learning Outcomes for this course, Spanish 2798.30:

- Students recognize and describe similarities, differences, and interconnections between Spain and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper.
- Students function effectively outside the United States by living and studying in Spain and by travelling independently both to and from Spain.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Spain through in-class discussions, a running journal, two reflection essays, and a final research paper.
- Students will gain a foundational knowledge of Spanish history, politics, and culture as seen through the lens of the history of the capital city.
- Students will develop critical thinking skills by analyzing course materials and field experiences.

- Students will develop written and spoken communications skills through class discussions, essays, conversations with those living and working in Madrid, and the collective sharing of their overseas experiences.

2. GE Rationale

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

This goal is built into the selected readings, lectures, and site visits. As students read and discuss the course materials and as they visit historic sites, they will be encouraged to adopt a comparative perspective. Students are also required to take a cross-cultural approach in at least one of their essays.

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

Students will be required to travel independently to Madrid. Students will receive orientation on how to do so both pre-departure and during an initial orientation once in Madrid. Students will be placed with host families for their stays, and these families will be experienced at hosting international students who require orientation and help in figuring out how to get around in the city. This will ensure that from the first meeting forward, students will be well-prepared to successfully navigate the public transportation system and arrive at classes and events. I will be available 24/7 by cell phone to take any questions or respond to any needs; in addition, contacts at the Fundación Ortega-Marañón will be available to provide students with information and assistance.

c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?

Our lectures, readings and film viewings about Madrid's history as a globally-connected city will be reinforced and extended by site visits, excursions, and encounters with actual people. Some examples:

1. After hearing a lecture, studying maps, and reading about the Arabic roots of Madrid and the Roman settlement of the Iberian Peninsula, we will visit the exposed remains of the Arabic wall and walk through the streets and hills of Madrid's most ancient sections, and will travel to nearby Segovia to see and study its Roman aqueduct, one of the most important Roman structures in the Iberian Peninsula;
2. Readings about the history of the city will be reinforced by visits to districts, sites and cultural centers where students will see first-hand evidence of the development of the metropolis and the way culture and history shape, and are shaped by, the built environment.
3. We will be reading articles and seeing (subtitled) Spanish films about immigration in Spanish culture, and then will walk through immigrant-strong neighborhoods in

Madrid and talk to organizations working with immigrant communities about the history and cultural impact of immigration into Madrid and Spain.

4. GE Assessment Plan: end-of-course and direct assessments:

End-of-course measure:

a) final reflection paper:

Students are required to write a *3-page reflection paper at the end of the course* that captures how well they have met the Education Abroad ELO's. The assignment is worth 15% of the student's final grade. The prompt will likely be:

Please write a thoughtful three-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience: 1. What are the most striking similarities, differences, and interconnections have you encountered between your host country/countries and the U.S.? 2. How have you developed an ability to function effectively within your host country/countries? (Think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

Direct assessment measure:

b) Four written assignments:

- Running journal
- "Melting Pot" essay
- "Global City" essay
- Research paper/project

Each student will keep a running journal of at least 10 total entries, write two 4-page essays on key topics of the course, and produce a final research paper or project of 4 written pages, or in a digital blog or powerpoint format combining the equivalent of a paper in writing, with accompanying images. The research paper/project topics can take into issues such as: national or local identity and the impact of global cultures; immigration and its impact on neighborhood, urban or national cultures; the history of Madrid's connections to other countries and cultures through immigration or migration to a particular neighborhood; etc. Students will select their topics during the first week of the course, in consultation with the lead instructor. Research is expected to combine on-site (in-Spain) evidence and observations, with information from the lectures and assigned readings, and online searches for information and data. For a possible sample/model of a potential non-paper research project, see:
<http://nyubaedeker.wordpress.com/2009/03/04/peddlers-and-problems-immigration-in-madrid/>

1. *The running journal* is worth 10% of the student's final grade. The analytical journal is the place to practice expressive writing – using language in a relaxed and informal manner – but always with the intention of eventually placing personal experiences into a social and theoretical context. In the analytical journal students should write about emotions, thoughts, and experiences. They may react to lectures, readings, people, food, customs, cultural values, the weather, etc. In these journals, students should always strive to explain why they think they feel a certain way during or after a particular experience, why they agree or disagree with certain customs, rituals, or values, and so on. The everyday occurrences as well as typical classroom experiences, readings and other assignments are potentially rich subjects for investigation. The journal can also take the shape of a travelogue in which students convey the experience of visiting different sites and cultural and geographic landscapes. Students are required to write at least three entries per week, of a minimum of 100 words per entry; that is, they are to produce a minimum of 1000 words (10 entries) in the 3 1/2 weeks. The journal is an important component in the ELO assessment as a measure of how much the student has learned over the course of the class.

2. *The 4-page research paper/project* is worth 20% of the student's final grade. This is to be a minimum 1200-word research paper on a topic of the student's choice or developed through discussion with the lead instructor. The papers should develop a coherent argument on a clearly defined topic relevant to the course. Students are to select a topic during the first week of class. Upon selection of the topic, students should start collecting pertinent information and developing the paper, which is due by the end of the third week. The papers can be written, can combine writing and illustrations (i.e., graphics, pictures, maps, statistics, etc.), and can be enhanced by the use of audiovisual media. The research paper is a crucial component in assessment of learning outcomes, in that it provides a defined vehicle for the gathering, analysis and integration of new information about the chosen subject. Students will have access to internet, computers and printers through the Fundación Ortega-Marañón on a regular basis; and in hours between morning and afternoon activities, can work on research and papers as needed. For a possible model of a potential non-paper research project, see:
<http://nyubaedeker.wordpress.com/2009/03/04/peddlers-and-problems-immigration-in-madrid/>

- 3 & 4. *The 4-page "Melting Pot" and "Global City" essays* are worth 20% each, or 40% overall of the student's final grade. In these 4-page essays, students will address the following questions:

-----"Melting Pot" essay question: "Focusing on Madrid, reflect on the ways in which Spain has been a global 'melting pot' across history into the present day. What are some of the key issues involved in the Spanish "melting pot?" As a global 'melting pot', how does Spain compare to and/or differ from the United States? Give specific examples."

-----"Global City" essay question: "Spain has been called the 'Gateway to Europe'; thus Madrid is the capital of a global gateway. Reflect on the ways that migration *within*

Spain, and immigration *to* Spain, have shaped Madrid as a ‘global city’, giving specific examples regarding groups and issues.”

These essays provide students defined and structured opportunities to practice concepts and utilize information learned during this global May-Madrid class, and bring them into dialogue with ideas held prior to the class, such that students move beyond preconceived notions and implement their new understanding.

Graded GE course components:

Attendance/Participation:	15%
Running journal :	10%
4-page “Melting Pot” essay:	20%
4-page “Global City” essay:	20%
4-page research paper/project :	20%
<u>Final 3-page reflection paper :</u>	<u>15%</u>
Total:	100%

c) **Explanation of the level of student achievement expected.** I expect all students to be able to earn at least a grade of “C” on the four “direct assessment” assignments that correlate directly with the Expected Learning Outcomes of the GE Study Abroad Category. These are the research paper, the running journal, the “Melting Pot” essay, and the “Global City” essay.

d) **Description of follow-up/feedback process.**

As the proposer and lead instructor of this course, I will collect and examine the results of all direct and indirect assessment methods to see whether the course is meeting its Goals and ELO’s. I will continue to monitor the course, making suggestions for improvement to future teachers. I am happy to assume the responsibility of archiving information and assessment materials.

4. A detailed rationale for the number of credit hours to count for GE credit.

This 3 credit hour course has the following contact hours:

- Classroom and on-site discussions/lectures: Classroom and on-site lectures and formal discussions of one, two or three hours each, as noted in the attached detailed syllabus: **45 formalized instruction hours total.**
- Structured educational activities: In-city tours and visits to other sites, involving field trips (half and whole day) and walking tours. (Includes one overnight trip to Toledo; one

day trip to Segovia; one half-day trip to El Escorial.): **80 structured educational activity hours total.**

- **Total: 125 hours**

Breakdowns:

---The formalized instruction hours add up to the equivalent of at least 1 semester credit hour.

---The structured educational activity hours add up to the equivalent of at least 2 semester credit hours.

---38 of the structured educational activity hours directly build on and relate to formalized instruction.

---Of the 45 formalized instruction hours, 39 call for outside preparation (readings, class preparation) by students.

Course Structure

This course will have two major components:

1. class lectures and discussions, films, and on-site lectures and discussions of readings, places and phenomena; and
2. walking tours and field trips.

This course is structured in such a way as to use readings, discussions and lectures to introduce students to the history of Madrid from Roman times through to the present day, while directly and progressively building in experiential and informational components having to do with the multicultural and global nature of the history of the city (due to factors such as empire, war, migration, immigration, trade).

Course Description

This interdisciplinary course introduces students to the multicultural and global history of the city of Madrid. The course will examine the history of Madrid, a city which, like Spain itself, was shaped by empires, global crossings, immigration, migration, and international commerce throughout history, long predating Madrid's designation as the capital. Students will become familiar with the history of Madrid and Spain through readings, site visits and lectures; they will learn about the multicultural, global aspects of this history simultaneously, as well as through readings on migration and immigration, and through seeing films on immigration and migration in Spain and in the USA. In the process, students will be encouraged to think critically about their surroundings and experiences; to compare the melting pot, multiculturalism and diversity in

Spain to those of the USA; and to reflect upon the role of global changes at the local level both at home in the USA and abroad in Spain. Through experiential learning in a new culture and through a study of Madrid's and Spain's cultural histories, students will be encouraged to reflect on what Spanish traditions and values can teach them about the United States and its position in the world.

Required Texts and films:

- Three films (subtitled in English), treating immigration/migration in Spain and Europe (*Surcos*; *Agua con Sal*; *Poniente*). Shown at the Fundación Ortega-Marañón in Madrid.
- History: Elizabeth Nash, *Madrid: A Cultural History* (available from Amazon and other online stores).
- Novel: Pio Baroja, *The Quest* (available from Amazon and other online stores). (Original Spanish title: *La busca*.)
- Articles/essays (to be available on Carmen or through links):
 1. "Multiculturalism: Beyond the Melting Pot" http://theiaas.org/gd/pdf/beyond_meltingpot.pdf
 2. "The American Kaleidoscope, then and now" and "Toward a new Definition" in: *Reinventing the Melting Pot* (2004)
 3. "Five fascinating facts about Spain's history as a melting pot" <http://unusualhistoricals.blogspot.com/2013/08/five-fascinating-facts-about-spains.html>
 4. "Fortress, melting pot, or multicultural society" <http://www.sociology.ed.ac.uk/youth/docs/Briefing%206.pdf>
 5. Selections from *Universo mestizo* (2005)
 6. *Madrid: A European capital embracing immigration* http://ec.europa.eu/bepa/pdf/publications_pdf/madrid.pdf
 7. *Exceptional in Europe? Spain's experience with immigration* <http://www.migrationpolicy.org/pubs/TCM-Spaincasestudy.pdf>
 8. *Immigration in Spain* <http://www.lebab.es/ing/immigration.pdf>
 9. "Barcelona and Madrid: A Tale of Two Cities" <http://www.theglobalist.com/barcelona-and-madrid-a-tale-of-two-cities-part-ii/>
 10. "Identity and immigrant reception in Western Europe's 'New' migration cities" https://www.du.edu/korbel/jais/journal/volume5/volume5_molles.pdf
 11. Selections from "Same Language, Two Worlds" https://kb.osu.edu/dspace/bitstream/handle/1811/45345/Same_Language_Two_Worlds.pdf?sequence=1
 12. "Ceuta and Melilla: Euro-African Borderscapes" <http://www.agora-magazine.nl/wp-content/uploads/2012/10/2012-4-EuroAfrican-Borderscapes.pdf>
- "Lavapies: A Neighbourhood Profile" <http://blackinmadrid.wordpress.com/2012/04/05/lavapies-a-neighbourhood-profile/>

Grading Scale

Grades will be calculated according to the following scale:

A: 93% and above; A-: 90% to 92%; B+: 87% to 89%; B: 83% to 86%; B-: 80% to 82%; C+: 77% to 79%; C: 73% to 76%; C-: 70% to 72%; D+: 67% to 69%; D: 63% to 66%; D-: 60% to 62%; E: below 60%

Course Policies

- **Disability:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
- **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Overview of classes/discussions/lectures/visits (please see attached detailed proposed syllabus for hours and session specifics):

Friday, May 1st, 2015: Pre-Madrid orientation session and first formal discussion

Box lunch pre-Maymester orientation session, OSU, Hagerty Hall 255

Afterward: Hagerty Hall 255: First session: discuss American “melting pot” and readings #s 1 & 2 from list

Wednesday, May 6th: Fly to Madrid, arrive early Thursday morning

Thursday, May 7th: a.m.: get settled in with host families

FIRST HALF-WEEK **Overview of the city; Madrid of the “three cultures”
(Muslim, Jewish, Christian)**

Thursday, May 7th: Introduction to Madrid

Late afternoon: Orientation, Fundación Ortega-Marañón

Address: Calle Fortuny, 53, 28010 Madrid, Spain

Phone:+34 917 00 41 00

Friday, May 8th: The historic core:

Morning: Fundación Ortega-Marañón , discussion of chapters 1, 2 and 4 of *Madrid: A Cultural History*

Afternoon: Walking tour area of Puerta del Sol, Plaza Mayor, Barrio de las Letras, Paseo del Prado

Saturday, May 9th: Global Madrid of “3 cultures”, I: Arabic/Muslim Madrid

Morning: Fundación Ortega-Marañón , session on Arabic/Muslim Madrid, the Madrid of the Reconquista, Renaissance Madrid (“Global Madrid of 3 cultures”)

Afternoon: Walking tour of ancient Arabic/Muslim Madrid

Sunday, May 10th: Global Madrid of 3 cultures, II: Reconquest; Jewish Madrid

3:00 pm – 7:00 pm: Half-day walking tour to visit remains of Medieval Jewish and Christian Madrid

WEEK 1 Finish “Three Cultures”; Global Madrid as “Melting Pot”

Monday, May 11th–Tuesday, May 12th, 2015: Overnight trip to Toledo, city of the three cultures:

May 11th: Early morning train to Toledo

Morning of the 11th: session at Fundación Ortega-Marañón in Toledo, on Toledo’s rich and diverse cultural history

Afternoon: Walking tour of Jewish Toledo; Muslim/Arabic Toledo, Medieval Christian Toledo

May 12th: Morning and early afternoon: Casa El Greco; Alcázar; Inquisition museum

Train back to Madrid

Wednesday, May 13th: Medieval Madrid & the legacy of Arabic water technologies

Morning: Museo Municipal: Session on ancient urban infrastructure of irrigation technology and waterways as visible in models, maps, images

Afternoon: Walking tour of waterways and visible excavations of viajes de agua

Thursday, May 14th: Lavapiés and the concept of “The Melting Pot”

Morning: Fundación Ortega-Marañón, discuss chapter 7 of *Madrid: A Cultural History*

Afternoon: Lavapiés (Embajadores) walking tour; Lavapiés as a “melting pot” through history

Friday, May 15th: Global Madrid, historical city of Spanish immigrants

Morning: Fundación Ortega-Marañón, lecture on history of immigration to Madrid from other regions of Spain, starting from establishment of Corte in 16th century, through rural-urban migration, 19th century exodus from country to city.

Late morning to early afternoon: Galicia in Madrid: visit to Casa de Galicia en Madrid

Late afternoon: Asturias in Madrid: Centro Asturiano en Madrid

Dinner: Cider and roasted chicken at Casa Mingo (Asturian restaurant)

Saturday, May 16th: City of rural-urban migration, continued

Morning: Session at Fundación Ortega-Marañón : discuss *La Busca/The Quest*

Afternoon: Walking tour of districts such as Pirámides, Paseo de las Acacias, Tetuán, to talk about formation of *extrarradio*, creation of housing for poor workers in the rapidly expanding city, discuss historical (late 19th, early 20th century) to present day history of slum dwellers on the outskirts of the city, and their integration into/role in the capital's economic and social life

Evening: Fundación Ortega-Marañón : Film: "Surcos"

Sunday, May 17th: Madrid and the crossings of Global Empire: Romans in Spain: day in Segovia

Early morning: Take bus to Segovia

Spend day touring Roman aqueduct in Segovia (Roman water engineering); Segovia of the Three Cultures (Alcázar, Romanesque churches)

Evening: Bus back to Madrid

WEEK 2: Madrid of Global Immigration, Spain as the Gateway to Europe

Monday, May 18th: Immigration, migration, integration

Morning: Fundación Ortega-Marañón , discuss readings #s 4, 5, 6, 7, 8 from list

Afternoon: Fundación Ortega-Marañón : Film: *Poniente*

"Melting Pot" 4-page paper due

Tuesday, May 19th: Global Madrid: African immigration

Morning: Session at Fundación Ortega-Marañón : lecture by faculty from Centro de estudios sobre migraciones: on migration and immigration into Madrid from Africa; discuss readings# 12 and 13 from list

Afternoon: visit NGO site of outreach and support for African immigrants

Wednesday, May 20th: Global Madrid: Latin American immigration

Morning: Session at Fundación Ortega-Marañón : lecture by faculty from Centro de estudios sobre migraciones: on migration and immigration into Madrid from Ecuador, Latin America; discuss readings #s9, 10 & 11 on list

Afternoon: Visit NGO site of outreach toward and support for Latin American immigrants

Evening: Film at Fundación Ortega-Marañón: *Agua con sal*

Thursday, May 21st: Global Madrid: Chinese immigration; Global Madrid of international soccer

Morning: Fundación Ortega-Marañón : discuss chapter 12 in *Madrid: A Cultural History*

Early afternoon: Tour Bernabeu stadium

Late afternoon: Chinese immigration in Madrid: Walking tour of Madrid's "Chinatown"

Friday, May 22nd:

AM & PM: Second visits to NGO sites of outreach and support to African and Latin American immigrants

Saturday, May 23rd: Excursion to El Escorial

Morning and afternoon: bus to El Escorial: excursion with tour; return to Madrid

Sunday, May 24th: Madrid and the crossings of Global Empire: Naval conquest

Early afternoon: Visit Museo Naval (Naval History Museum)

Late afternoon: Walking tour along Paseo del Prado, áreas covered in Chapter 1 of *Madrid: A Cultural History*; discuss chapter

WEEK 3: Global Madrid: Pulling it all together

Monday, May 25th: US-Spain connections:

Morning: Session at Fundación Ortega-Marañón with US citizens living and working in Spain, students

Afternoon: visiting US-owned businesses and businesses employing US workers OR visit US cultural attaché in Madrid

Tuesday, May 26th: Global Madrid: Pulling it all together

Morning: Fundación Ortega-Marañón, discussing African and Latin American immigration, Chinese immigration, melting pot

Wednesday, May 27th: Royal Palace

Morning: Session at Fundación Ortega-Marañón, discuss Chapter 3 in *Madrid: A Cultural History*

Afternoon: Tour of Royal Palace

“Global City” 4-page paper due

Thursday, May 28th: Goya and Madrid

Morning: Fundación Ortega-Marañón: discuss chapters 5 and 6 of *Madrid: A Cultural History*

Late morning to early afternoon: Walking tour of some of the area covered in those two chapters

Late afternoon: Prado Museum to see Goya works

Friday, May 29th:

Morning: finish research/writing at Fundación Ortega-Marañón

4-page research project/paper due

Journal due

Saturday, May 30th:

Morning: Final/closing session, Fundación Ortega-Marañón

Evening: Group dinner, Sobrino de Botín restaurant

Final 3-page reflection paper due

Sunday, June 1st:

Return to Columbus

Spanish 2798.30, Madrid, Spain: Credit-Hour Rationale

Date	Formalized instruction		Structured Educational Experiences	
	Time	Hours	Time	hours
5/1	2:00-4:00	2.0		
5/7	5:00-7:00	2.0		
5/8	10:00-11:30	1.5	12:00 – 2:00	2.0
5/9	2:00 – 3:30	1.5	4:00 – 6:00	2.0
5/10	Prado museum			
(subtotals)		(7.0)		(4.0)
5/11	10:00-12:00	2.0	3:00-6:00	3.0
5/12	Toledo tourism			
5/13	11:00-1:00	2.0	3:00-5:00	2.0
5/14	3:00-5:00	2.0	5:30-7:30	2.0
5/15			11:00-1:00, 4:00-6:00	4.0
(subtotals)		(6.0)		(11.0)
5/16	5:30-7:30	2.0	3:00 – 5:00	2.0
5/17	Segovia excursion			
5/18	10:00-12:00	2.0	5:00-7:00	2.0
5/19	10:00-12:00	2.0	5:00-7:00	2.0
5/20	Free day			
(subtotals)		(6.0)		(6.0)
5/21			3:00-5:00	2.0
5/22			5:00-7:00	2.0
5/23	Escorial excursion			
5/24	Naval history museum			
(subtotals)				(4.0)
5/25	10:00-12:00	2.0		
5/26	Free day			
5/27	10:00-12:00	2.0		
5/28	10:00-12:00	2.0		
5/29	Writing and packing			
5/30	10:00-12:00	2.0		

(subtotals)		(8.0)		
TOTALS		27.0		25.0

Allocation

The proposed syllabus contains approximately 27 hours of formalized instruction, in addition to approximately 25 hours of structured educational experiences. Per the Arts & Sciences Curriculum guidelines equating 12 ½ hours of formalized instruction and/or 25 hours of structured educational experiences per credit hour (or 37 ½ hours of formalized instruction per 3 credit hour course), the Department of Spanish and Portuguese requests that Spanish 2798.30 be valued at 3 total credit hours.