



O G L E T H O R P E
U N I V E R S I T Y

GO Barcelona—Summer 2020

INT 490-01

(Cross listed SPN 290, SPN 490*)

EAT, DRINK, SPAIN: A TAPAS AND TORTILLAS FOOD COURSE

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Course Overview

This three-credit summer travel course will feature Spain as classroom and backdrop for learning about and experimenting with Spanish cuisine. A country approximately the size of the U.S. state of Texas, Spain has a rich gastronomic diversity that changes from one region to the next. Spanish food reflects, not only the historical communities that became the foundation of Spanish identity, but also the autonomous provinces that comprise the Iberian peninsula contribute a uniqueness in food preparation and ingredients that is worthy of study.

Course Objectives

The goal of this course is to expose students to the cuisine of Spain.

Through lectures, class discussions, “**food labs**” students:

- evaluate the key dishes, ingredients, and traditions associated with Spanish cuisine.
- learn about how culture and food are interconnected, and therefore, worthy of study in a course.
- learn how “national cuisine” comes to be defined in Spain.
- study Spanish cookbooks and recipes as a genre.
- prepare simple dishes and non-alcoholic drinks representative of Spain.

LeadAbroad Mission & Values

LeadAbroad is committed to leveraging the international experience for a student’s personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals
- Providing a kind greeting when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- *Creating trusting relationships* with those from different cultures
- *Identifying your purpose and path* while abroad
- *Serving* others abroad and at home
- *Maximizing your potential* by taking what you learned back home

Classroom Ethos:

- Respect yourself and one another in the classroom. The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our every day increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.
- Cell phones and all other electronic devices (laptops, tablets, music devices, etc.) may NOT be used in the classroom unless specifically requested by the professor.
- Do not leave the room during class unless it is absolutely necessary. Leaving the room while class is in session is disruptive to your learning and to the learning of others.

Texts

Recommended, not required

Civitello, Linda. *Cuisine and Culture*. John Wiley & Sons, 2011.

Recipes, poems, and excerpted writings from Spanish writers such as Emilia Pardo Bazán (*La cocina española antigua/moderna*), Manuel Vázquez Montalbán (*Barelonas*), and Pablo Neruda's ("United Fruit Co.") will be studied to illustrate how Spanish food is reflected in literature, both fiction and non-fiction, food related and cultural narrative. In addition, the recommended text, *Cuisine and Culture*, will be used to facilitate a wide array of interdisciplinary discussions centered around the primary texts as well as around the wider conversation of food as a reflection of culture. Film clips from a handful of Spanish-language movies will be used in the classroom to illustrate and prompt discussion about the ways in which food reflect society and culture.

Additional readings will be available as handouts or on Moodle as needed.

***(SPN Spanish-credit option applicable to the Spanish major and minor available for this course)**

Evaluation

The evaluation for this course is based on two tests, two short papers (3-5 pages each in length), a final research project/presentation, and active class participation. The tests will assess the student's understanding of key concepts explored in the readings (from *Cuisine and Culture*, henceforth referred to as *CC* for short), discussions, and lecture/presentations. The short papers will require students to write an analytical response to the readings and/or films; and the final presentation will constitute an expository research project on a related food topic of the student's choice.

Grade Rubric:

Tests (2@15%)	30%
Short papers (2@ 15%)	30%
Final project	30%
Participation	10%
Total	100

Grading Scale

A= Excellent (90-100)

B=Good (80-89)

C= Average (70-79)

D = Below Average (60-69)

F= < 59

***Spanish-credit option**

This course is available for Spanish credit, either SPN 290 or SPN 490, Special Topics and Advanced Special Topics designations respectively for Spanish. The following pre-requisites are required for students seeking Spanish credit for *INT 490-01--“Eat, Drink, Spain”*: for SPN 290—completion of Spanish 301 (Advanced Spanish or equivalent); for SPN 490—completion of Spanish 302 (Introduction to Hispanic Literature or equivalent). In order to receive SPN 290 or SPN 490 credit for this course, students are required to complete all written assignment in Spanish AND engage daily in class break-out sessions with the professor conducted in Spanish during class meetings. The required oral presentation must also be delivered in Spanish.

Grading Policies

Make-up exams will not be given, except in the case of a documented illness. Late submission of assignments and the paper will be penalized. If you have extenuating personal or medical circumstances, contact me as soon as possible via e-mail or phone. You will be required to submit valid documentation the day you return to class.

Course Policies

Class Attendance:

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor’s note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student’s final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2nd absence 2.5% deduction from overall grade
- 3rd absence additional 2.5% deduction from overall grade
- 4th absence additional 5% deduction from overall grade
- 5th absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

Participation

You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

Here are some expectations to note regarding participation in this course and how your participation is assessed:

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.

Cell phones and other communication devices should be turned off or set to vibrate and not be used during class. Texting and surfing the web are not acceptable during class. **The use of laptops is allowed only when directed by the professor for specific class-related tasks.** Personal conversations are disruptive to both your classmates and to the instructor; any observations or insights you have are always welcome to share with the entire class.

Moodle and Email

Students should familiarize themselves with Moodle and check the course page regularly since it will be used extensively to post homework assignments, supplementary readings and course updates. Each student should maintain an active, functioning e-mail account that is capable of receiving group e-mails. Your OU email account will be used to communicate important information to you about the course and your assignments.

Disability Statement

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Title IX

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.

Withdrawals and Incompletes

The standard university policies on withdrawals as outlined in the most current edition of the Bulletin, apply to this course. Incompletes will only be given if a student is unable to complete the work for the course for reasons of health, family emergencies or similar unavoidable circumstances.

Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers. Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as “the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community’s confidence in the honorable state to which we aspire.”

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1** The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2** Copying another person’s work or participation in such an effort.
- 1.3** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.
- 1.4** Forging or deliberately misrepresenting data or results.
- 1.5** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing “study aids.” There is no prohibition concerning uploading exemplars of one’s work to one’s personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7** Making unauthorized copies of graded work for future distribution.
- 1.8** Claiming credit for a group project to which one did not contribute.
- 1.9** Plagiarism, which includes representing someone else’s words, ideas, data or original research as one’s own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10** Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper’s due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one’s attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11** Stealing, such as: Stealing another’s work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or

in part to support the academic enterprise.

- 1.12** Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

“I pledge that I have acted honorably.” (Followed by the student’s signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Class Schedule

This is tentative. Changes may be necessary as the term progresses.

Week 1

Tuesday

Welcome and City Tour

Wednesday

Course Introduction (Map of Iberia and Spanish autonomies)

Lecture/Discussion: Spanish regionalism

Thursday

Readings/Discussion: CC Ch. 1 Prehistory

Friday

Reading/Discussion: CC Ch. 1: Prehistory (Food Lab#1)

Short Paper 1 due

Week 2

Monday

Reading/Discussion: Emilia Pardo Bazán (Excerpts *Cocina antigua*)

Visit to Mercat de la Boqueria

Tuesday

Test 1

Wednesday

Reading/Discussion: CC Ch. 2: The Ancient Mediterranean

Thursday

Reading/Discussion: CC Ch. 3: Christendom and Islam (Food Lab #2)

Week 3

Monday

In-Class Film Viewing: *Tapas* (2005)

Tuesday	Readings/Discussion: Food as Metaphor in Spanish and Hispanic Poetry
Wednesday	Reading/Discussion: CC Ch. 3: Christendom and Islam Short Paper 2 due
Thursday	Reading/Discussion: CC Ch. 4: New World Food (Food Lab #3)
<u>Week 4</u>	
Monday	Reading/Discussion: CC Ch. 5: The Columbian Exchange
Tuesday	Reading/Discussion: CC Ch. 5: The Columbian Exchange Visit to Museu de la Xocolata
Wednesday	Test 2
Thursday	Reading/Discussion: The Cid and the Count of Barcelona (Food Lab #4)
<u>Week 5</u>	
Monday	In-Class Film Viewing: <i>Dieta Mediterránea</i> (2009)
Tuesday	Reading/Discussion: Excerpts from <i>Gatherings from Spain</i> Richard Ford
Wednesday	Final Project Workshop
Thursday	<u>Final Projects Presented</u> Last day of class (Food Lab #4) Course Conclusions and Summaries