

**DOMINICAN  
UNIVERSITY**  
*of CALIFORNIA*  
*School of Liberal Arts and Education*

**Visiting Spain, Virtually**

**EDUO 9957 2 or 3 Semester Credits/Units**

Instructor – Julia Seufert

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**Course Syllabus**

**Course Overview:**

Experience Spain without the costs or time of in-person travel. Study history, geography, economics, and tourism through web-based articles and videos. There are no required texts or locations. The entire course is online and self-paced. Explore interesting facets of the second-largest country in the EU. Study the country from economic, geographic, and historic perspectives. Understand the country's touristic importance. Develop an ad campaign highlighting Spain's culture, history, and geography. **There is a required text only for the 3-Credit/Unit option: The Sun also Rises by Ernest Hemingway.**

**Course Learning Objectives:**

Students will present:

- Evidence of having studied the country through historic, geographic, and economic articles.
- Information and knowledge learned from the articles and videos.
- Three classroom lessons that were taught using the knowledge gleaned from each of the virtual visits.
- The common core standards achieved in objective #3.

**Course Relation to CCS or other Professional Standards:**

By submitting three lesson plans based on the knowledge obtained from this course, professionals are relating their learning to:

- NBPTS: Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- The standards that they choose for each lesson will be individually determined based on the specific lesson, student need, and the state in which the lesson is taught

**How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

## Course Assignments

### Course Assignments Part A:

1. Pre-trip summary (1.a)
  - a. Write a single page letter to the editor of a travel magazine asking for more articles about Spain. Explain in your letter what you already know, what you think you know, and what you would like to learn about Spain.
  
2. A summary of Spanish History (2.b.c.)
  - a. Read Article One A - [Spain's Country Profile](#)
  - b. Read Article One B - [Spain's Historical Timeline](#).
  - c. Use your personal interests to conduct individualized research into Spanish history. List the resources you found on the required summary in part d below.
  - d. To your surprise, the travel magazine has tasked you with writing the articles about which you asked. Using the information you have learned, write a single page summary of Spanish history. Base your summary article around the following question: In your opinion, *which aspects of Spain's history most contribute to its current political climate?*
  
3. A tour map (3.d.e)
  - a. Read Article Two - [Spanish Geography](#)
  - b. Browse each link listed on this page - [Spain's UNESCO World Heritage Sites](#)
  - c. Read Article Three - [Spanish Islands](#)
  - d. Read Article Four - [Spain's Geography and Climate](#)
  - e. Write a one-page article for the travel magazine aimed at an audience who has never traveled to Spain. The magazine has asked you to write a piece titled 'Two Weeks in España' and to offer two different, but detailed, itineraries.
  - f. Design a map to accompany your travel article. Draw/create the outline of the country and label at least twenty (20) landmarks including cities, geographic features, UNESCO sites, etc. Don't forget to highlight the suggested itineraries from your article. The map may be created by hand or using an online tool of your choice.
  
4. Economic Summary (4.c.d)
  - a. Read Article Five - [Heritage Foundation Spain](#)
  - b. Read Article Six - [Spanish Economy](#) (the link directs you to 'migration' - scroll down to 'Economy.')
  - c. Use your own interests to conduct personalized research into the Spanish economy. List the resources you found in the summary below.
  - d. The travel magazine has, once again, asked you to write an article about Spain. This one is about the economy. Write a 500-word article based on the following questions: *What are the main sectors of Spain's economy? Which are the most stable? Which are the least stable? Explain and justify your responses.*

5. Cultural Postcard (5, e)

- a. Read Article Seven - [Spanish Tapas](#)
- b. Read Article Eight A and B - [Spanish Cuisine](#) and [Spanish Cuisine](#)
- c. Browse Website Nine - [Arts and Culture in Spain](#)
- d. Read Article Ten - [Spanish Etiquette](#)
- e. The magazine is asking for an article about Spanish culture. Choose your preferred theme - food and cuisine, arts, dance, and literature, etiquette, or a combination – and write a two-page article using your new cultural knowledge and competence. Pretending that you have spent time in Spain, add a descriptive personal anecdote such as: Did you ever make a cultural faux pas? Was there an aspect of the cuisine you didn't like? What surprised you? Did you attempt to learn Flamenco? Did you attend a bullfight? What did you find that was similar to or at odds with your own culture?

6. Tourism Advertisement (5.b)

- a. Browse: [Spain's Official Tourism Website](#) There is so much to see here!
- b. That travel magazine is calling again. This time they want you to design a spread that supports tourism. Design an article or advertisement highlighting and describing key aspects of Spain's economy, geography, history, culture, etc. You must include:
  - i. a catchy title or slogan
  - ii. demonstration of specific knowledge learned in activities 2-5
    1. How does Spanish history lend itself to tourism?
    2. What about its geography makes Spain such a desirable destination?
    3. How does Spanish culture support Spain as a tourist destination?
  - iii. a minimum of eight (8) visuals
  - iv. a convincing closing. *Why should a tourist travel to Spain?*

7. Post-trip Summary (6.a)

- a. Think about what you have learned during this trip and reflect on what you have not learned. Considering the following questions, write and submit a one-page reflection: *What is lacking by taking this trip virtually rather than in person? Which aspects of a country can you only experience in-person?*

8. Lesson Plans (7.a-b)

- a. Submit three dynamic lesson plans demonstrating incorporation of knowledge from this course into your classroom.
- b. List and describe how your lessons incorporate National Standards in your state.

## 1. Additional One Credit (1, a-c)

- c. Research Spain's bullfighting legacy in sufficient detail to be able to compare/contrast fact with fiction.
- d. Read Hemingway's The Sun Also Rises available [here on Amazon](#) or from your local library.
- e. Using the following questions as a guide, write a three-page single-spaced reflection comparing and contrasting how Hemingway's historical fiction novel deals with nationalism and the tradition of bullfighting in Spain.
  - i. Conflict: Hemingway portrays bullfighting as beautiful. How does that conflict with the view of many Spaniards today? What conflict led each character to travel to Spain?
  - ii. Context: What changes have occurred in the history of bullfighting? How did Hemingway's characters change after their trip to Pamplona?
  - iii. Cause: What was the immediate cause of the conflicts in the characters' lives? Were there other, more distant, causes?
  - iv. Characters: Who were the main players witnessing the *corrida de toros*? Do you think the characters would feel the same way about bullfighting if they witnessed a *corrida* today?
  - v. Course: What events led to the characters' arrival in Pamplona? What events (if any) have occurred since the publication of The Sun Also Rises to change Spain's thinking about and response to bullfighting?
  - vi. Conclusion: What was the ultimate conclusion for the characters? Is there anything about this conclusion that can help us to understand later historical events?
  - vii. Consequences: What has happened as a result of the conclusion of this event?

### Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOTACCEPTABLE
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C</b> <b>or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.

Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

### Resources:

- a. Read Article One A - Spain's Country Profile.
  - i. <https://www.bbc.com/news/world-europe-17941641>
- b. Read Article One B. - Spain's Historical Timeline
  - i. <https://www.bbc.com/news/world-europe-17955805>
- c. Read Article Two - Spanish Geography
  - i. <https://www.britannica.com/place/Spain#ref70257>
- d. Browse each link on the website - Spain's UNESCO World Heritage Sites
  - i. <https://whc.unesco.org/en/statesparties/es>
- e. Read Article Three - Spanish Islands
  - i. <https://www.touropia.com/best-spanish-islands/>
- f. Read Article Four - Spain's Geography and Climate
  - i. <https://www.countryreports.org/country/Spain/geography.htm>
- g. Read Article Five - Heritage Foundation Spain
  - i. <https://www.heritage.org/index/country/spain>
- h. Read Article Six - Spanish Economy
  - i. <https://www.britannica.com/place/Spain/Migration#ref70285>
- i. Read Article Seven - Spanish Tapas
  - i. <https://theculturetrip.com/europe/spain/articles/a-brief-history-of-the-world-famous-spanish-tapas/>
  - j. Read Article Eight - Spanish Cuisine
    - i. <https://theculturetrip.com/europe/spain/articles/a-crash-course-in-spanish-cuisine/>
    - ii. <https://www.jtgtravel.com/europe/spain/spanish-food-culture/>
- k. Browse Website Nine - Spanish Arts and Culture
  - i. <https://artsandculture.google.com/project/discover-spain>
- l. Read Article Ten - Spanish Etiquette
  - i. [https://www.commisceo-global.com/resources/country-guides/spain-guide#:~:text=Spanish%20people%20are%20open%20and,with%20a%20hug%20\(abrazo\).](https://www.commisceo-global.com/resources/country-guides/spain-guide#:~:text=Spanish%20people%20are%20open%20and,with%20a%20hug%20(abrazo).)
- m. Browse: [Spain's](#)