

Summer 2016
SPA 390I
PLACE, SPACE AND THE CREATION OF IDENTITY: UNDERSTANDING
SELF AND EUROPE THROUGH THE *CAMINO DE SANTIAGO* PILGRIMAGE
Metropolitan State University of Denver

Faculty: Dr. Lunden MacDonald
Office Hours: Daily, by appointment
Phone and Voice Mail:(01) 720-937-1025
Local phone in Spain to be provided
Whatsapp: mrsmac2001
Email: mannl@msudenver.edu

I. General Course Information

Course Description:

Goethe wrote, “Europe was born from pilgrimage.” The *Camino de Santiago* has historically been understood as the most foundational pilgrimage experience in the evolution of Europe. The route, starting in continental Europe and crossing the Pyrenees to end in northwest Spain in the city of Santiago de Compostela, completes the triangulation of Catholic space formed by the other religious cities of Rome and Jerusalem. The evolution of this Catholic space, including the “purification” of Jews and Muslims, the Protestant influence, the political dramas that surrounded the socio-cultural practice of religion in the space—all of this defined the borders and personalities of the countries of Europe. The way that the space was defined was the way that European identity was formed on micro and macro levels. This is particularly true of the *Camino de Santiago*. In a sense, then, the history of the *Camino de Santiago* in northern Spain has become the history of Europe—the evolution of the *Camino* is the evolution of the socio-economic, political, and religious identity of the European nation on global and individual scales.

Ironically, these religious routes have in some senses led to the secularization of culture: what began as a sacred or miraculous experience that normalized religion has become “adventure tourism” that shapes contemporary national, international and personal identity. Ultimately, the person who walks the *Camino* undergoes an evolution as well; the understanding of the shaping of national and international identities and relationships is reflected in the growth of the pilgrim, in the sense of identity that is uncovered through the study and the hands-on experience of walking this ancient path. While not necessarily religious in nature, the pilgrimage is for all an identity-producing search for self and knowledge that constitutes education and growth in the truest sense of the word.

This course, taught in English, will take an interdisciplinary approach to the study of European history; students are not required to have profound knowledge of the topic, nor are they required to be conversant in Spanish. Students are, however, expected to contribute to the joint experience of all students in the course by sharing the unique perspective that each individual brings to the examination of the material due to disciplinary formation and personal life experience. Course material will examine the art,

architecture, politics, economics, anthropology, literature, sociology, religion and historical events that led to the shaping of the *Camino de Santiago* itself and of Europe as a continent with many national expressions of identity. Field trips and excursions will demonstrate how historical artifacts that were borne of intercultural interaction along the route have been preserved and integrated into the contemporary lives of Spaniards and all Europeans. Students will then walk the ancient route themselves with the goal of undergoing and analyzing a personal transformation that offers new perspective into individual identity and the understanding of one's place in the larger historical world.

Topical Content:

- + Definitions of identity, both personal and national; the relationship between diversity and identity
- + The impact of religion on personal and national identity
- + The correlation between art, architecture and national/international politics
- + Personal experience as a metaphor for historical evolution

Prerequisite(s):

Departmental consent.

Required Materials:

Course packet (excerpts from various texts):

- + Anderson, Benedict. *Imagined Communities*. London: Verso 1983.
- + Coelho, Paulo. *The Pilgrimage*. New York: Harper Collings 1992.
- + Rupp, Joyce. *Walk in a Relaxed Manner. Life Lessons from the Camino*. New York: Orbis 2005.
- + Pombo, Antón. *Guía del Peregrino: El Camino de Santiago*. Madrid: Anaya Touring, 2013.
- + Brierly, John Page. *A Pilgrim's Guide to the Camino de Santiago: The Way of St. James*. Scotland: Findhorn Press, 2009.
- + "The Way." Dir. Emilio Estevez. Producers Distribution Agency: 2010. Film.
- + Gitlitz, David M. and Davidson, Linda K. *The Pilgrimage Road to Santiago: The Complete Cultural Handbook*. New York: St. Martin's Griffin, 2000.
- + Gupta, Akhil and Ferguson, James, Eds. *Culture, Power, Place: Explorations in Critical Anthropology*. Durham, North Carolina: Duke University Press 1997.

Plus other assorted materials and timely contributions from periodical press and other sources.

Course Objectives:

The goal of this course is to establish a community within which students can explore a learning environment, construct new models of knowledge, and consider new realms of meaning; to develop a new common perspective about culture that is defined by the process of activities and the interaction held among the members of this learning community; to explore in-depth the ideas and skills coincident to the acts of reading and writing about culture topics; to apply an advanced, practical vocabulary of words and expressions to discuss, both orally and in writing, historical and contemporary concepts of European culture; and to critically analyze, compare, and contrast authentic

information and superficial stereotypes about the culture of the United States and other World cultures.

Measurable Student Learning Outcomes:

By the end of the course of study, students will be able to...

1. Explain the international dimension(s) of his or her own academic discipline.
2. Compare and contrast aspects of Spanish and European culture with that of the United States.
3. Convey an enhanced understanding about the historical, political, geographical, or economic importance of Spain and Europe.
4. Evaluate the validity and/or relevance of the concept of “global interdependence.”
5. Describe how the experience in Spain and, in particular, the experience of walking the *Camino de Santiago* contributed to personal growth or to an individual commitment to global affairs and studies.
6. Describe factors that contributed to or hindered interpersonal communications with the Spanish people.
7. Identify three to four socio-economic or environmental challenges faced by Spain.
8. Recognize his or her self and cultural context in relation to others.

Evaluation Criteria:

Pre-reading reflection assignments	30%
Individual Student Journal	15%
Contribution to Course Wiki (collaborative)	15%
Participation in Class Sessions (Alicante)	10%
Participation on <i>Camino</i> (<i>Camino</i>)	10%
Final Course Project (portfolio in nature)	20%

Course Assignments:

Pre-reading reflection assignments: Before departure, students will complete a series of readings that will provide them with information on the evolution of the Camino de Santiago. The readings have been chosen to highlight the topical content of the course as connected to the Camino. Information on the development of trends in religion, art, politics, economics, and other socio-cultural phenomena will be discussed. Thought-provoking discussion questions that require critical inquiry into aspects of history and culture will be attached to each reading topic; students will turn in written answers (organized according to a rubric) for a grade and will share the answers on a public site (Blackboard or Wiki) for the benefit of the entire group. These readings and reflections will form the basis of Pre-Departure sessions #2, #3, and #4 and the grade given for this assignment will reflect both written production and oral contribution to pre-departure meetings. (SLOs 2, 3, 4, 7)

Individual Student Journal: Each student will be responsible for maintaining a daily log of impressions, starting at MSU Denver, continuing while in Spain, and finishing upon return to the United States. Journal format is up to each student. Observations may include but are not limited to:

- ✚ Comments on the readings

- ✚ Observations on student peer group
- ✚ Activities and excursions
- ✚ Attitudes of both student group and native citizens around the course topics

The journal will be reviewed by the instructor but will not be shared with other students. A rubric detailing length of submission and evaluation details will be distributed. (SLOs 1, 2, 5, 6, 8)

Contribution to Course Wiki: Each week (Pre-departure through the duration of the course) students will make several entries into the “Course Wiki” that our group will compile on a shared Wiki space. In some respects this collaborative project will resemble a shared blog, and in other aspects it will serve as a repository for artifacts of individual learning that contribute to the group experience. When the course is over, students will preserve this site as a documentation of their journey—both physical and intellectual/emotional. This assignment requires students to manipulate appropriate technologies in order to vary the type and content of contributions. The weekly contribution to the Course Wiki is meant to be a thoughtful, well-developed inquiry into the facts, facets, and meaning of the topics we are studying in addition to the documentation of the culture we are living. An evaluation rubric that specifies type and content of entries will be distributed. (SLOs 1, 2, 3, 4, 5, 6, 7, 8)

Participation in Class Sessions (Alicante): To maximize learning, each unit’s assignments will be complemented by visits to specific sites in and around Alicante, Spain. Sometimes these visits will be determined by the course syllabus, but sometimes individual students will identify these visits. Active participation in in-class sessions on the University of Alicante campus and during excursions is fundamental for the successful completion of this course. Participation will be evaluated using a rubric determined by the class in conjunction with the professor at the Pre-Departure #1 meeting. (SLOs 1, 2, 3, 4, 5, 6, 7, 8)

Participation on Camino: Students will walk the *Camino* at their own pace, but will be expected to meet up with the group at pre-designated points along the path. In addition, a group lunch will be held at the end of each day’s segment and students are expected to attend. Expectations for student behavior along the route and the understanding that we are representing MSU Denver while walking will be discussed at the Pre-Departure #1 meeting. (SLOs 1, 2, 3, 4, 5, 6, 7, 8)

Final Course Project: Each student will work with the professor to develop a unique final project that reflects his or her experience on the *Camino* in the light of what was learned in the course about the above-mentioned topics. Students can choose a traditional-format research paper, but may also be as creative as they wish in terms of designing a project. The project must use the student’s individual disciplinary focus as a project focus (i.e. a political science major must use tools and topics of this discipline to highlight their work, etc.). Students of Spanish have the option of writing the paper in Spanish. A rubric will be distributed that outlines the general parameters and requirements of the project, but individual details will be defined by the student in concert with the professor. (SLOs 1, 2, 3, 5, 8)

Grading Scale:

Letter grades are based on the following percentage system.

MDL +/- Grade	% grade for work completed	GPA correspondence
A+	96.5-100	4.00
A	92.5-96.49	4.00
A-	89.5-92.49	3.67
B+	86.5-89.49	3.33
B	82.5-86.49	3.00
B-	79.5-82.49	2.67
C+	76.5-79.49	2.33
C	72.5-76.49	2.00
C-	69.5-72.49	1.67
D+	66.5-69.49	1.33
D	62.5-66.49	1.00
D-	59.5-62.49	.67
F	00.-59.49	0.00

II. Course Policies

Ethical Conduct:

Most students do not fully understand what cheating is. Therefore, I would like to provide a description of what I view as cheating and plagiarizing. If you put an idea, statistic, or quote in your writing assignment that is from another source, absolutely cite the source. If you do not cite a direct quote or even a paraphrased quote or idea, this will be considered plagiarism and you will receive either an F in the course or an F on the paper and your actions will be reported to college officials. It is my policy, and the College's policy, that cheating and plagiarism are strictly prohibited. Any student that is caught cheating on any assignment or plagiarizing on a paper will be reported to the academic dean. Moral of the story, cite and reference your work appropriately! Please consult the student handbook: <http://www.msudenver.edu/academic/catalog/assets/pdf/Rights.pdf>

Class Attendance:

Attendance will benefit you in several ways. First, material is presented in class that is not covered in your text, but will be expected to appear in your assessment opportunities. Second, your understanding of the course material is heightened from double exposure to the material (i.e., in class and in the text). Third, you are responsible for all information presented in class even on days that you are absent. If absences are necessary, please use common courtesy and contact me BEFORE the class. Please enter and exit the class ON TIME. This class is a RESPONSIBILITY much like a job: you would not just show up late or ditch work without calling in. I expect the same courtesy and responsibility that you would offer to your employer!

Class Attendance on Religious Holidays:

Students at Metropolitan State University of Denver (MSUD) who, because of their sincerely held religious beliefs, are unable to attend classes, take examinations, participate in graded activities or submit graded assignments on particular days shall

without penalty be excused from such classes and be given a meaningful opportunity to make up such examinations and graded activities or assignments provided that advance written notice that the student will be absent for religious reasons is given to the faculty members during the first two weeks of the semester.

Nothing in paragraph one of this policy shall require MSUD faculty members to reschedule classes, repeat lectures or other ungraded activities or provide ungraded individualized instruction solely for the benefit of students who, for religious reasons, are unable to attend regularly scheduled classes or activities. However, presentations, critiques, conferences and similar activities involving individual students shall be scheduled to avoid conflicts with such students' religious observances or holidays provided that reasonable advance notice of scheduling conflicts is given to faculty members. Because classroom attendance and participation is an important aspect of learning, MSCD students should not register for courses if regularly scheduled classes or activities routinely conflict with their religious observances or holidays (e.g., conflicts resulting in weekly absences for an entire semester). Any MSCD student who believes that an MSCD faculty member has violated this policy is entitled to seek relief under Section V of the MSUD Equal Opportunity Grievance Procedure. Any MSUD student who believes that an MSUD faculty member has violated this policy is entitled to seek relief under Section V of the MSUD Equal Opportunity Grievance Procedure.

American Disabilities Act (ADA) Compliance:

The Metropolitan State University of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability, which may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Auraria Library, Suite 116, 303-556-8387.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your faculty notification letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your faculty notification letter.) Once I am in receipt of your official Access Center faculty notification letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access center website <http://www.msudenver.edu/access/>.

Failure to notify the instructor in a timely fashion may hinder the University's ability to assist students to successfully complete the course.

The Metropolitan State University of Denver does not discriminate on the basis of race, color, creed, national origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities. Inquiries concerning Title VI, Title IX and Section 504 may be referred to:

Dr. Percy Morehouse, Director
 Equal Opportunity
 Metropolitan State University of Denver
 (303) 556-2939

or Office for Civil Rights
 U.S. Department of Education
 1244 Speer Boulevard, Suite 300
 Denver, CO 80204

Discrimination based on disability in admission to, access to or operation of programs, services or activities of the University is prohibited by the Americans with Disabilities Act.

Problems or Difficulties:

If at any time you have a problem concerning any aspect of the course, please feel free to contact me directly. If you cannot attend my office hours, we can arrange a convenient appointment. If at any time you feel somewhat unprepared or overwhelmed by the demands of the course, the MSUD Tutoring Center does offer free tutoring for students enrolled in Metro Modern Languages courses. Please call the Tutoring Center at 303.556.6439, check the Tutoring Center web-site at <http://www.msudenver.edu/sas/tutoring/> or see me for assistance in this area. The Metro Writing Center is also an incredibly helpful resource for a literature course, please visit: <http://www.msudenver.edu/writectr/>.

IMPORTANT: Changes to Academic Policies

Effective fall 2013 the NC grade notation will no longer be applied to academic records. For information on this and other academic policy changes, please see <http://www.msudenver.edu/advising/student/academicpolicies/>.

Course Calendar:

DATE	PREPARATION/ACTIVITIES	VISITS
Pre-departure #1	Orientation Meeting <ul style="list-style-type: none"> o Logistical details o Preparation for study abroad experience o Behavioral expectations 	MSU Denver
Pre-departure #2	General concept <ul style="list-style-type: none"> o European History o Spain: 10th C and onward o Greek and Roman influence in Europe 	MSU Denver
Pre-departure #3	The concept of pilgrimage <ul style="list-style-type: none"> o <i>Homo viator</i> o The union of Church and State in early Europe 	MSU Denver

	<ul style="list-style-type: none"> and how this affected the pilgrimage ○ Pilgrimage and salvation ○ Pilgrimage as a profession ○ Pilgrimage as the search for identity (national/personal) 	
Pre-departure #4	Religion and art along the <i>Camino</i> <ul style="list-style-type: none"> ○ Plastic art ○ Music ○ Architecture ○ Manifestations of all along the <i>Camino</i> 	MSU Denver
Week 1: Spain	Politics along the <i>Camino</i> <ul style="list-style-type: none"> ○ European influence, influence on Europe ○ Contemporary 	City of Elche <ul style="list-style-type: none"> ○ Basilica Santa María ○ Palm Tree Museum ○ Arab baths ○ Castle Towers
Week 2: Spain	Other cultural components: food, music, clothing, economics	
Week 3: Spain	Contemporary society/manifestations	Alicante Province <ul style="list-style-type: none"> ○ Castell de Guadalest ○ Canalobre Caves ○ Fuentes del Algar
Week 4: Spain	Camino de Santiago	On-site, walking
Week 5: Spain	Camino de Santiago	On-site, walking

- I. Orientation
 - a. Four mandatory two-hour pre-departure lectures/workshops.
 - i. Cultural topics around living abroad
- II. General Topic: Early European History
 - a. Greek/Roman influence
 - b. Developing Spain
 - c. Collaborations and tensions among developing nations
- III. The concept of “pilgrimage”
 - a. Homo viator
 - b. The union of Church and State in early Europe and how this affected the pilgrimage
 - c. Pilgrimage and salvation
 - d. Pilgrimage as a profession
 - e. Pilgrimage as the search for identity (national/personal)
- IV. Religion and art along the Camino de Santiago
 - a. Plastic art
 - b. Music
 - c. Architecture
 - d. Manifestations of all along the *Camino*
- V. Politics along the *Camino*
 - a. European influence/influence on Europe
 - b. Contemporary issues

- VI. Other cultural components
 - a. Food
 - b. Music
 - c. Clothing
 - d. Economics
- VII. Manifestations and impact of the *Camino* on contemporary Spanish and European society
- VIII. Field Experience
 - a. Walking the *Camino de Santiago* (10-day excursion)