

LTSP 123GS: Topics in Modern Spanish Culture: Identity and Culture in Multicultural Spain

Summer 2025

Meeting times: See calendar below (days and times vary)

Meeting Location: TBD

Professor: Dr. Ryan M. Bessett

Email: rbessett@ucsd.edu

Course description

In this course we will discuss various aspects of multicultural Spain with an emphasis on Catalan identity. First, we will provide an overview of the Autonomous Communities of Spain and then focus on Galicia, the Basque Country, Valencia and Catalonia. Following this, we will spend the rest of the session on language, culture and politics in Catalonia. This is a project-based course and students will connect what they learn in the classroom with experiences they have and data they collect in the community.

Course objectives

1. Develop connections between topics discussed in class and the actual situation found in Catalonia.
2. Identify parallels between the bicultural situation in Catalonia and the bicultural situation in California.
3. Develop cultural awareness in order to document the cultural and identity of the local community.
4. Analyze and think critically about the course readings.

El lenguaje inclusivo:

Mientras no hay consenso en cuanto a la forma de implementar el lenguaje inclusivo al español, sí hay varias propuestas. Aquí proveemos unas de las formas más comunes junto con sus pros y contras:

- Repetición de sustantivos/adjetivos/pronombres: “Hola a todos y todas”
 - Pros: Incluye hombres y mujeres sin usar el masculino para representar el grupo
 - Contras: No incluye gente no binaria, difícil a la hora de hablar
- El uso de @: “Hola a tod@s”
 - Pros: Incluye masculino, femenino y no binario
 - Contra: Sólo funciona para el habla escrita (no se puede pronunciar)

- El uso de x: “Hola a todxs”
 - Pros: Incluye masculino, femenino y no binario sin usar el masculino para representar el grupo
 - Contras: Difícil de pronunciar (sin añadir segmentos adicionales, todequises)
- El uso de e: “Hola a todes”
 - Pros: Incluye masculino, femenino y no binario sin usar el masculino para representar el grupo (la “e” es neutral en el sistema del español)
 - Contras: ??

En este syllabus, verás el uso de la “e” para intentar usar el lenguaje inclusivo. En clase, no se forzarán ningún uso y no se dará preferencia a ninguna opción, es la elección de cada alumno de decidir cómo se quiera incorporar el lenguaje inclusivo en su habla.

Materiales del curso:

- Las lecturas, instrucciones, notas de clase y otros materiales se encontrarán en CANVAS
- Materiales recomendados para consulta
 - Diccionario español/inglés e inglés/español: www.wordreference.com
 - Diccionario del español: www.rae.es
 - Guía de formato APA:
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
 - Guía de formato MLA:
 - https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html
 - Consejos para evitar el plagio:
 - https://owl.purdue.edu/owl/avoiding_plagiarism/index.html
 - Libros de gramática avanzada:
 - Butt, John y Carmen Benjamin. 2004. *A new reference grammar of modern Spanish*. Routledge: NY.
 - Canteli Dominicis, María y John J. 2003/2007/2011. Reynolds. *Repase y escriba: curso avanzado de gramática y composición*. Wiley & Sons Inc: MA.
 - Gómez Torreogo, Leonardo. 1997/2011. *Gramática didáctica del español*. Ediciones SM: Madrid.

Evaluation Criteria

GRADING SCALE

98-100 = A+	77-79 = C+
94-97 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	60-69 = D
84-86 = B	59 and below = F
80-83 = B-	

Grade distribution:

Attendance/class participation	25%
Summaries	15%
Course Projects	50%
-Symbols of Identity	
-Travel blog	
Final paper	10%

- 1. Asistencia/participación en clase (25%):** Todos los alumnos deben llegar a la hora en que empieza la clase y las visitas guiadas y que participen activamente en los eventos del día.
- 2. Resúmenes (15%):** Para demostrar comprensión de las lecturas de clase, los alumnos escribirán un resumen corto al inicio de la sesión de clase en que la lectura será discutida. El resumen consistirá en 3 partes: (1) dos-tres oraciones detallando el mensaje principal de la lectura, (2) dos datos interesantes/nuevos que aprendiste al leer la lectura, y (3) una pregunta que tengas después de haber leído la lectura. Se usará estos resúmenes para facilitar la discusión en clase.
- 3. Proyectos de campo (50%):**
 - a. Símbolos de identidad (25%):** Durante el viaje, los alumnos deben prestar atención a símbolos de la identidad en la comunidad (banderas, letreros, grafitis, etc.) y tomar fotos para documentarlos. Al final del curso, los alumnos reportarán y analizarán los ejemplos de una forma organizada (i.e. Word, PPT, o PDF).
 - b. Blog de viajes (25%):** Para este proyecto, los alumnos crearán un blog para documentar las excursiones culturales en que participan (los tours, los museos, etc.). Los alumnos deben incluir fotos y descripciones de información profunda

sobre los lugares que visitan. Hay flexibilidad en el formato del blog, puede realizarse como un blog tradicional o de otra forma (en redes sociales).

- 4. Trabajo final (10%):** Les alumnos escribirán un ensayo sobre lo que han aprendido de la identidad y cultura de Catalunya al conectar las lecturas, las visitas guiadas, y las experiencias viviendo en la comunidad.

Proviso: The professor reserves the right to amend the syllabus and class schedule at any time. Amendments will be announced in class.

University Policy Statements:

Academic Integrity:

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your professor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at <https://academicintegrity.ucsd.edu>.

Artificial Intelligence (AI) / Translation Tool Use Policy

Using AI can impede your learning. The assignments in this class challenge you to develop your language skills in Spanish. Using AI technology could limit your capacity to do this type of work, and as the instructor, I urge you not to miss out on the educational opportunities that this course will provide. As is the case for all courses at UCSD, work submitted by you for this class should reflect both your own ideas and your own language and you should properly cite any resources you have consulted. Submitting content that has been generated by someone other than you or was created or assisted by a computer application or tool, including translation tools like Google translate or artificial intelligence (AI) tools such as ChatGPT is cheating and constitutes a violation of the Student Conduct Code. You may use simple word processing tools to update spelling and

grammar in your assignments, but you may not use AI tools to draft your work, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools. If you have any questions about citation or about what constitutes academic honesty in this course or at UCSD in general, please feel free to raise these questions in class and/or contact me to discuss your concerns.

Generative AI output is NOT your work, even if your prompts led to the output. If you submit this output as if it is yours, that's misrepresenting your knowledge and abilities. It is academically dishonest.

Office for Students with Disabilities:

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu>). Students are required to discuss accommodation arrangements with professors and OSD liaisons in the department IN ADVANCE of any exams or assignments. <https://osd.ucsd.edu/faculty-staff/forms.html#Sample-Statement-for-Course-Syl>

Important dates:

Enrollment & Registration Quarterly Timeline with Deadlines:

<https://students.ucsd.edu/academics/enroll/quarterly-timeline.html>

Academic and Administrative Calendars:

<https://blink.ucsd.edu/professors/resources/academic/calendars/>

Resources for Support and Learning:

Learning and Academic Support	
<p><u>Ask a Librarian: Library Support</u> <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><u>Course Reserves, Connecting from Off-Campus and Research Support</u> <i>Find supplemental course materials</i></p> <p><u>First Gen Student Success Coaching Program</u> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><u>Office of Academic Support & Instructional Services (OASIS)</u> <i>Intellectual and personal development support</i></p>	<p><u>Writing Hub Services in the Teaching + Learning Commons</u> <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><u>Supplemental Instruction</u> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><u>Tutoring – Content</u> <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><u>Tutoring – Learning Strategies</u> <i>Address learning challenges with a metacognitive approach</i></p>
Support for Well-being and Inclusion	
<p><u>Basic Needs at UCSD</u> <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</i></p> <p><u>Counseling and Psychological Services</u></p>	<p><u>Community and Resource Centers Office of Equity, Diversity, and Inclusion</u> <i>As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus</i> (858).822-.3542 diversity@ucsd.edu</p>

<p><i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p> <p><u>Triton Concern Line</u></p> <p><i>Report students of concern: (858) 246-1111</i></p> <p><u>Office for Students with Disabilities (OSD)</u></p> <p><i>Supports students with disabilities and accessibility across campus</i></p>	<p><u>Get Involved</u></p> <p><i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><u>Undocumented Student Services</u></p> <p><i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>
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Temario Provisional
(Fechas basadas en el 2024, cambiarán para el 2025)

Fecha	Contenido y lecturas	Tareas
martes, 2 de julio (10am-1pm)	Introducción: España y sus comunidades (énfasis en Catalunya) Introducción a los proyectos	Lectura: Las Autonomías y las nacionalidades históricas
Miércoles, 3 de julio (9am-1pm)	Tour de la historia de la ciudad	Lectura: Las Autonomías y las nacionalidades históricas
jueves, 4 de julio (10am-1pm)	Comunidades Autónomas Lectura: Las Autonomías y las nacionalidades históricas	
viernes, 5 de julio 5 (3pm-4:30pm)	Museo de Picasso	Lectura: Del siglo XX al XXI
lunes, 8 de julio (9am-11am)	Tour: Barcelona contemporánea España contemporánea I Lectura: Del siglo XX al XXI	Lectura: Antonio Gaudí
martes, 9 de julio (10am-1pm)	Antonio Gaudí Lectura: Antonio Gaudí	
Miércoles, 10 de julio	Tour: Ciudad moderna y Gaudí -12:15pm Sagrada Familia -6:15pm Park Güell	

(12:15pm and 6:15pm)		
jueves, 11 de julio (10am-1pm)	Discusión ciudad moderna y Guadí	Lectura: La sociedad española contemporánea
viernes, 12 de julio (10am-1pm)	España contemporánea II Lectura: La sociedad española contemporánea	Lectura: La cultura contemporánea
lunes, 15 de julio (10am-1pm)	España contemporánea III Lectura: La cultura contemporánea	
martes, 16 de julio (3:45pm)	Museo de la historia de Catalunya	
miércoles, 17 de julio (por determinar)	Tour de Tarragona	
jueves, 18 de julio (por determinar)	Tour de Valencia	Lectura: El movimiento independentista de Catalunya
lunes, 22 de julio (10am-1pm)	El movimiento independentista de Catalunya	
martes, 23 de julio (3:45pm)	Museo nacional del arte de Catalunya	
miércoles, 24 de julio (por determinar)	Museo Dalí Tour de Besalú	
jueves, 25 de julio (por determinar)	Tour de Girona	
lunes, 29 de julio (10am-1pm)	Trabajo en grupos (de LTSP 174GS)	
martes, 30 de julio (10:00am-1pm)	Trabajo en grupos (de LTSP 174GS)	
miércoles, 31 de julio (10:00am-1pm)	Presentaciones finales (de LTSP 174GS)	
jueves, 1 de agosto (10:00am-2pm)	Presentaciones finales (de LTSP 174GS)	Entregar el trabajo final