This course has a strong emphasis on place-based learning methods. The course consists of two components during the fall semester. The first part will be an introduction to Spanish society and the second will focus on research methods to facilitate the experiential learning process in both the fall and spring semesters.

The course will combine lectures with off-site visits, film viewings, guest speakers and one-on-one meetings with students. Readings are available on Blackboard in English and Spanish (depending on the student’s language level). Class work will be based on current issues related to Spanish society, politics and culture. Students are expected to keep up-to-date with current affairs in Spain through English and/or Spanish media, depending on their language levels.

Students are expected to read the provided readings for the referred class day and will be randomly asked to share their opinion about or to summarize the reading.

Please note that off-site visits may take place on Friday mornings between 9:30-12:30 (see dates below). Some changes in this schedule may occur. Readings assigned for the day of off-site visits are required and a discussion on them will take place during the activity.

Two off-site visits will substitute Mon-Wed 9:30-11:00am classes, while the third off-site visit will be done during class time.

There will be three site visits on the following days:

- Friday, September 21th. Visit to the neighbourhood of Lavapies: Meet at 9:30am in Plaza Tirso de Molina outside of the metro exit.
- Wednesday, October 24th. Visit to Mercado de Maravillas and Tetuan. Meet at the Metro stop Cuatro Caminos, exit Reina Victoria St. (Impares “Odd #s”)
- Friday, November 30th Visit TBA.
During the second half of the semester, students – in consultation with the professor – will create an annotated bibliography that supports their individual research interests.

Additionally, each student will keep a fieldwork blog throughout the course. Posts should be submitted regularly (minimum one post, weekly) with accounts on the learning experience in Madrid interpreted from a research, analytical and experiential approach. A training session on blogging will be given at the beginning of the semester (date TBA). Students should assess their own capacity of analysis and communication in their experiential learning process.

The final paper will be based on a topic related to the course, which has been discussed previously with the instructor. Group work is encouraged if there are students sharing interests in the same topics. Students are expected to develop some fieldwork in relation to their project.

**Main Goals**

The main goal of *Experiential Learning I* is the immersion of the student in the site from an interdisciplinary perspective on the local, national and global variables that have contributed to shape the current social, economic, physical and cultural shape of the city and its historic evolution.

As a desired outcome of the course the student is expected to become knowledgeable with the city in which s/he is living and studying. Students should engage in active participation in city life through the university but also in their private lives. Observation, inquiry, analysis and comparative approach should be everyday tools that students use to approach successfully the independently crafted topics that the student decides in the field of his/her concentration.

Jointly, with the language courses s/he is taking, experiential learning aims to provide students with the tools to achieve a better and deeper understanding of local, national cultures in a broad sense, alongside visions of the bigger global realm taken from a local perspective.

Each session consists of a number of articles in English, as well as in Spanish in order to provide students the opportunity to improve their language skills. All readings are required.

**Assessment Components**

**Participation (25%)**: Students are expected to participate in class both voluntarily and when called upon by the professor. Students are expected to be up-to-date with weekly readings and to stay abreast of current events, in addition to being capable of answering and taking part in discussions relevant to course materials and topics.

**Blog (25%)**: Each student will have his/her own blog and will have to produce a minimum of one quality post per week consisting of experiential, investigative and analytical content based on his/her personal, intellectual and/or GLS placement experience in Madrid.

**Final Project (30%)**: An individual or group academic research paper based on fieldwork and research on aspects of the city of Madrid related to the student’s concentration. The
student is expected to use the literature provided in the course, as well as other sources found on his/her own. Individual final papers must be around 4000 words. Group work will have a proportional length requirement depending on the size of the group.

Annotated Bibliography (20%): An annotated bibliography of at least five references should be developed around the topic of the student’s interest regarding his/her concentration and eventually but not necessarily the topic of the dissertation for the Independent Research Seminar.

Grading Policy
Final grades will be determined in accordance with the aforementioned assessment components. Grades for written assignments will be determined not only by the quality of the content of the work presented, but also by a student’s attention to grammar and the quality of his/her research and analysis.

The participation grade will take into account not only the frequency with which students speak, but also the quality of their participation and the extent to which it is clear that students have read, referenced and comprehended the material.

Attendance Policy
Students are allowed two excused absences. For each absence beyond the two excused absences (unless otherwise approved), students’ grades will be reduced by a half a letter grade.

It is understood that emergency situations arise. In such an event, please contact the professor as soon as possible to make accommodations.

Late Submission of Work
Students will lose one letter grade per day.

Plagiarism Policy
At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
- submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

For further information, students are encouraged to check
Course Content and Readings:

As required reading that will help contribute to the learning process based on the experience abroad, students should read and work with the following articles:


1. Introduction to Spanish Society

This section of the course aims to provide the student with general knowledge of the host country in order to facilitate the completion of an Experimental Learning project. We will tackle general topics about Spanish history, society, culture, politics and the economy; we will address these topics in detail with specific examples.

Week 1
September 10th
Session 1

An Approach to the Kingdom of Spain

- What is Appealing to you about Spain?
- The Country Today: What is going on?
- A Brief Description & Map Viewing
- A Short History of Spain


Week 2
September 21st FRIDAY
STUDY TRIP

Spanish People and Society

- Where do people live in Spain?
- Demography: Who are the Spaniards?
- Current Demographic Trends: Immigration & Birth Rates
- Class Structure
- How Important is Religion in a Secular Society?


Corkill, D. (2000), “Race, Immigration and Multiculturalism in Spain”. In


Data and figures on Spanish Demographics.

**Week 3**

**September 24-26th**

**Culture in Spain I: Between Tradition and Modernity**

- Building Cultural Identities
- Main Cultural Institutions: Bullfights, Religion and Football.
- The Evolution of Arts: Films, Literature and others.


**Week 4**

**October 1-3rd**

**Culture in Spain II: The Global Trends**

- A Generational Approach to Youth Culture
- Popular Culture & Mass Consumption: from Real Madrid to IKEA
- Coming out of the Closet: Gay Culture in Spain.


Week 5
October 8-10th

**Business & Economic Activity**

- Virtues and Vices of Spanish Economy
- From 1990 to 2010: a Growth Roller-Coaster
- What Now? The Crisis and its Consequences

Readings TBA
Video Español by Alex Sailo (2010): [http://www.youtube.com/watch?v=N7P2ExRF3GQ](http://www.youtube.com/watch?v=N7P2ExRF3GQ)

Week 6
October 15-17th

**Rural Spain**

- Losing Population but still there
- What is the future for the rural world? Revisiting ruralia.


Week 7
October 22-24th

**An Approach to the City of Madrid I**

Off-Site visit: Mercado Maravillas & Tetuan.


Week 8
October 29-31st

**An Approach to the City of Madrid II**

- The History of the City
- How Does the City Work: People, Policy and Politics
- Current Challenges: Big Debt, No Money


Week 9
November 5th-7th

**An Approach to the city of Madrid III**

- A Tale of Two Cities: Madrid & Barcelona
- The Barcelona Model: Reinventing the City through Big Events

Week 10
November 12\(^{th}\)-14\(^{th}\)

An Introduction to Qualitative Research Methods I

- Some Notions on Research
  Why? What? How?

- Main Research Methods:
  o The ethnographic method
  o Interviews
  o Participant observation
  o Group discussion


Week 11
November 19\(^{th}\)-21\(^{th}\)

An Introduction to Qualitative Research Methods II

- Managing data: labelling, grouping & building categories
- Finding explanations: explanatory accounts
- Presentation of data


Week 12
November 30\(^{th}\)
Study trip TBA

Week 13
December 3\(^{rd}\)-4\(^{th}\)

Appealing Dissertation Projects: What do I like? What do I want to learn? And, how?
Each student will make a short presentation with an appealing topic from which his/her dissertation topic could come.

Week 14
December 10\(^{th}\)-12\(^{th}\)

DEADLINE FINAL PAPER

Discussion & wrap-up session: prospects for Experiential Learning II