



SYLLABUS

THE SPANISH PEOPLE IN WORDS AND IMAGES

Instructor: Dr. Alena Amato Ruggerio

Language of Instruction: English

UO Credits: 4 credits

Contact Hours*: 40 hours

Total Hours of Student Engagement (THSE) in all course activities*: 120 hours

OVIEDO, SPAIN

COURSE DESCRIPTION

This course uses the method of communication analysis to explore questions of how Spain is depicted in public messages, and how that compares and contrasts with our own experiences of Spain. We will search for the answers to these questions in many different kinds of public messages including films, stories, speeches, songs, poems, podcasts, websites, museums, architecture, paintings, sculptures, advertisements, and more, with different approaches to analysis each week. These communication analyses will reveal the worldview of the cultures that send and receive those messages.

COURSE OBJECTIVES

Instructional Goals. The course will:

- Introduce the academic field of rhetoric, with comparison and contrast with media analysis, communication social science, and other cognate fields
- Present a variety of methods of communication analysis (also known as rhetorical criticism), including Neo-Aristotelian, Cluster, Narrative, Fantasy Theme, Dramatistic, and so on
- Introduce students to public communication artifacts of life in Spain (with an emphasis on the discursive and visual artifacts of the city of Oviedo, the Principality of Asturias, and the Costa Verde region) by people of Spain communicating about themselves and others outside communicating about Spain
- Challenge students to apply their knowledge to an original rhetorical criticism of a Spain-themed public communication artifact of their choice

Student Outcomes. Students who successfully complete this course will:

- Describe different approaches to analyzing communication
- Appraise examples of messages by Spaniards and about Spain according to communication analysis methods
- Support interpretations of the worldviews of senders and receivers of communication of and about Spain
- Articulate insights about communication to be applied to new situations and contexts

INSTRUCTIONAL METHODOLOGY

This section should explain how the course is being conducted: lecture, seminar, discussions, student presentations, guest lectures, etc. Texts used to impart information should be included, and can include films, interviews, etc. This should also include use of experiential education opportunities, excursions, etc.

- Mini-lectures on textbook (*Rhetorical Criticism: Exploration and Practice* by Sonja K. Foss) content introducing methods of communication analysis. We will work through the diagram handouts for each chapter, discuss the students' reading guide answers, and apply the textbook methods to the Spanish communication artifact of the week.

- Screenings and Readings: Displaying communication artifacts connected to the topic of Spain (with a focus on Oviedo, Asturias, and the Costa Verde), including screening films and video clips, watching plays and dances, and dramatic oral readings from books and poetry.

- Excursions: Because nearly any instance of public communication, whether discursive or visual, could lend itself to be the artifact of analysis for a rhetorical criticism, every standard excursion would be relevant to this course. Students will be encouraged to recognize public communication artifacts found on excursion and to post them for class analysis. Excursions could include any of the following:

- The Shrine of Our Lady of Covadonga
- Oviedo's pre-Romanesque monuments: Santa María del Naranco, San Miguel de Lillo, Santa Cristina de Lena, the Cámara Santa, and San Julián de los Prados
- Catedral de San Salvador de Oviedo
- Cueva de Altamira (Cantabria) and Cueva del Sidrón (Asturias)
- Museo Arqueológico de Asturias
- Quinta Guadalupe and the Archivo de Indianos
- Gijón
- Avilés
- Santillana del Mar in Cantabria
- Toledo
- Burgos
- León
- Barcelona

METHOD OF EVALUATION (GRADING)

Comprehensive Student Work:

- **Term Paper:** Each student will select an artifact of public communication related to the theme of Spain. This text must focus on Spain in any time period, and it must be tangible, public rather than interpersonal, and not already analyzed as an example in class. Students will then select one of the rhetorical criticism methods from the textbook, and use it to analyze their chose artifact. The goal of the final paper is to discover the underlying worldviews of Spain in the artifact, and to extract a transferrable insight into communication.
- **Roundtable Presentation:** The insights from the final paper will be presented to the rest of the class at the roundtable at the end of the term.

Ongoing Assessment:

- **Artifact Bank:** Students will search for examples of public communication messages on the topic of Spain, and post them so everyone in the class can analyze them. Artifacts added to the bank could be collected during program excursions or through individual research.

Examples of tangible public communication about Spain could include:

Texts: stories, books, poems, plays, articles

Audio: songs, music videos, podcasts

Visual: films, television, video clips

Digital: websites, social media, mass emails

Physical: paintings, sculptures, quilts, architecture, photography

- **Reading Guides:** For each chapter, students will complete a reading guide that assesses their comprehension of the most important points in the chapter and sets up class discussion.
- **Chapter Facilitations:** Student facilitations of chapter content, including student-led activities applying a Spain-themed artifact to their method of rhetorical criticism.

COURSE OUTLINE

[note: This schedule is representative but obviously not set in stone. Of course I am not wedded to the exact dates and exact excursions and guest speakers listed. Everything is open for negotiation and collaboration with Site Director Carmen Arrue and her team in Oviedo.]

CLASS MEETING	CLASS SESSION THEME	WORK DUE	ARTIFACT BANK OF SPAIN
Week 1 Day 1	Introduction to the Course and Assignments What is Rhetoric? What is Criticism?	- Read Syllabus and Schedule - Read Chapter 1, pages 3-8	
Week 1 Day 2	Anatomy of a Rhetorical Criticism Introducing student facilitation assignment	- Read Chapter 2, pages 9-20	“Framing Analysis, Dramatism, and Terrorism Coverage: Politician and Press Responses to the Madrid Airport

			Bombing” and screening of Zapatero speech.
Week 2 Day 1	Neo-Aristotelian Criticism	- Read Chapter 3, pages 21-60 - Complete Neo-Aristotelian Reading Guide	Screening of “How I Got My Song Address” speech by Leonard Cohen at the Prince of Asturias Awards.
Week 2 Day 2	Student Facilitation on Neo-Aristotelian Criticism		Add textual source to Artifact Bank
Week 3 Day 1	Cluster Criticism	- Read Chapter 4, pages 63-96 - Complete Cluster Criticism Reading Guide	Screening of <i>La Dama del Alba</i> , a play which takes place in Asturias
Week 3 Day 2	Student Facilitation on Cluster Criticism		Add audio source to Artifact Bank
Week 4 Day 1	Narrative Criticism	- Read Chapter 9, pages 307-353 - Complete Narrative Criticism Reading Guide	Screening of <i>Vicky Cristina Barcelona</i> , a film partially set in Oviedo
Week 4 Day 2	Student Facilitation on Narrative Criticism		Add visual source to Artifact Bank
Week 5 Day 1	Genre Criticism	- Read Chapter 6, pages 137-208 - Complete Genre Criticism Reading Guide	Screening of “Happy to Live in Oviedo” video
Week 5 Day 2	Student Facilitation on Genre Criticism		Add digital source to Artifact Bank
Week 6 Day 1	Metaphor Criticism	- Read Chapter 8, pages 267-306 - Complete Metaphor Criticism Reading Guide	Screening of <i>Pan’s Labyrinth</i> , a film set in Spain in the early years of Franco
Week 6 Day 2	Student Facilitation on Metaphor Criticism		Add physical source to Artifact Bank
Week 7 Day 1	Pentadic Criticism	- Read Chapter 10, pages 355-386 - Complete Pentadic Criticism Reading Guide	Chapter from <i>Everything But the Squeal: Eating the Whole Hog in Northern Spain</i> by John Barlow and screening of Entroido de Laza video
Week 7 Day 2	Student Facilitation on Pentadic Criticism		Add source to Artifact Bank from an excursion
Week 8 Day 1	Fantasy Theme Criticism	- Read Chapter 5, pages 97-136 - Complete Fantasy Theme Criticism Reading Guide	Excerpt from <i>To the Field of Stars: A Pilgrim’s Journey to Santiago de Compostela</i> and screening of <i>The Way</i> ,

			a film set along the Camino de Santiago
Week 8 Day 2	Student Facilitation on Fantasy Theme Criticism		Students' choice: Add a source from any category to the Artifact Bank
Week 9 Day 1	Ideological Criticism	- Read Chapter 7, pages 209-266 - Complete Ideological Criticism Reading Guide	Screening of <i>Finding Altamira</i> , a film set in Cantabria.
Week 9 Day 2	Student Facilitation on Ideological Criticism		Students' choice: Add a source from any category to the Artifact Bank
Week 10 Day 1	Discuss Final Paper assignment and Roundtable assignment		
Week 10 Day 2	Individual meetings on drafts of final paper		
Finals Week	Roundtable Day	Final Paper due and Roundtable Presentation due	

COURSE READINGS

Foss, S. K. (2009). *Rhetorical criticism: Exploration and practice* (4th ed.). Long Grove, IL: Waveland Press.