

OXEU 388: Pasado y presente

4 credits

GEO Oviedo

Summer 2025, (Aug 04-Aug 30)

Instructor: David Wacks wacks@uoregon.edu

UO Course equivalent: SPAN 341 Hispanic Culture through Literature I

This course satisfies:

- SPAN Major LC Survey
- SPAN Major LS Elective
- SPAN Minor Advanced Work taught by UO faculty

Prerequisites: Two from SPAN 301, 303, 305, 308

Course description:

This class introduces students to a selection of premodern and modern texts written in the Iberian Peninsula (1100-1600) in their social, literary, artistic, and historical contexts. Most of the texts are directly tied to site visits and excursions in and around Oviedo. It is a survey course meant to familiarize students with some of the major historical, cultural, and literary currents of the premodern Iberian world. In addition, students will gain proficiency in the critical analysis of primary literary texts, using secondary texts as supporting evidence for historical and cultural context.

Course goals:

- Identify and explain key cultural problems of the 1100-1600 period in the Hispanic world, using evidence from primary texts from the period as well as secondary essays by modern scholars
- Articulate the connections between pre-modern cultural production and contemporary Spanish life
- Master basic information about the primary texts and their historical contexts (key dates, literary characteristics, author, date of composition or publication, etc)
- Write logical, persuasive critical essays based on textual evidence
- Engage texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the US context
- Reflect on their own learning process in the context of a study abroad program and a different cultural setting
- Learn critical vocabulary and concepts allowing students to engage and discuss topics with which they may be unfamiliar

Course materials:

All required course readings and viewings are available in the course reader provided to participants and on the course Canvas site.

Requirements:

- 05% Reflección preprograma (nota dividida entre ambos cursos)
- 05% Reflección postprograma (nota dividida entre ambos cursos)
- 30% Tareas (9, drop 2)
- 10% In class writing assignments (graded for completion and legibility)
- 30% Ensayo crítico (1 optional revision, final grade average of both attempts)
- 20% Examen final

Technology:

In order to better focus on being together, we will not use cell phones, tablets, or laptops before, during, or after class while in the GEO classroom. The instructor may choose to use a laptop to project slides during class. Please let me know if you have an AEC accommodation that provides for the use of a laptop for purposes of taking notes and/or exams.

Participation:

Active participation is crucial in learning a language. To maximize your success in this course, you should:

- Arrive to class on time. (If you arrive late, your instructor may count you as absent.)
- Be prepared for the day's lesson
- Participate actively and remain on-task in all individual and group activities.
- Consistently volunteer information and answers.
- Use the target language.
- Be respectful of your classmates and teacher. Give your full attention when others are talking to the class or presenting.
- Refrain from eating, entering, or leaving during class time, or any other activities that would distract classmates or instructor.
- Follow any other culture-specific behavior rules outlined by your instructor.

Grading rubric:

Criteria	A (outstanding)	B (very good)	C (sufficient)	D (insufficient)
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Content	assignment contains copious detail, interesting, relevant, and accurate information	goes beyond basic information; details are accurate and relevant	assignment has only basic information; minimally covers topic or some information is not relevant or accurate	little or mostly irrelevant information; many inaccuracies
Academic language	ideas are expressed clearly, with grammatical accuracy; excellent connections and transitions between ideas; evidence of use of spell-checker	ideas are expressed clearly, with limited errors; logical transitions; evidence of use of spell-checker	ideas are comprehensible, but some information is incomplete or incoherent; transitions are sometimes missing; evidence of use of spell-checker	some ideas are incomprehensible or disorganized; few logical connections or transitions; contains non-standard language; no use of spell-checker
Research	well-documented work, drawing on multiple sources (library, internet, etc.) with correct use of citations; citations are well integrated into text	library and internet sources are used; correct use of citations are well integrated into text	only internet sources are used; minor problems with citation; very little missing information	poor use of sources; incomplete or incorrect citation
Originality	well synthesized research material, genuinely original language	solid synthesis of researched material	minimal synthesis of researched material; minimal recasting of ideas in original language; heavy use of cited material	little synthesis of research; overuse of cited material

Grading scale

A+	< 98 % to 100.0%
A	< 93 % to 97.0%
A-	< 92.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%

B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C \	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

Program of Study

Mon Aug 04	Course welcome
Tue Aug 05	Roman Spain
Wed Aug 06	Excursion to Roman Baths and Villa
Thu Aug 07	Covadonga: Pelayo y la Santina
Mon Aug 11	Excursion to Covadonga, Cangas, Llanes
Tue Aug 12	Camino Primitivo
Wed Aug 13	Excursion: Camino Primitivo
Thu Aug 14	Cathedral of Oviedo, Tour of Cathedral
Mon Aug 18	Revolution of 1934, walking tour
Tue Aug 19	Guerra civil
Wed Aug 20	Final exam

Dreamers

The Dept. of Romance Languages and I **support all students regardless of immigration status or country of origin**. I support Dreamer students, and I am available to meet to discuss resources. Remember, when interacting with faculty, staff, and offices around campus you are never required to reveal your status. For more information and resources please visit our Dreamers page <https://blogs.uoregon.edu/dreamers/> and the Immigration FAQs page, or contact Justine Carpenter justcarp@uoregon.edu in the Dean of Students Office.

Inclusion

The University of Oregon is committed to creating spaces that actively include and engage everyone. Like names, our pronouns are an important part of how we identify that deserves to be respected. We also recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer or non-binary. Part of the way transphobia works is that it forces us to make assumptions about people's gender based on our perceptions of how they look, and transphobia forces us to assume that there are only two genders. Sharing our pronouns is just one of the ways we try to make people of all genders feel included and welcomed on our campus. Putting this into practice can be difficult at first—we basically have to re-train our brains in order to get it right, and we all make mistakes. The best thing you can do is practice: try using gender-neutral language and pronouns with coworkers, friends and family! If you do make a mistake, apologize and move on. For more information about pronouns, please contact the LGBT Education and Support Services Program, located in 164 Oregon Hall, via email out@uoregon.edu, or online at lgbt.uoregon.edu.

Accessibility:

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Academic Misconduct (including plagiarism):

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

UO Libraries have prepared a self-guided tutorial on using sources ethically: “Exploring Academic Integrity” <https://researchguides.uoregon.edu/academic-integrity/Start>

My SSP Application

Mental health is as important as physical health. Traveling to/living in another country can sometimes bring about new issues or exacerbate existing conditions. Symptoms of culture shock can also manifest as anxiety or depression.

All students studying abroad with GEO have access to My SSP, a mental health and wellness resource application. It is a free app that provides 24/7 access to professionally licensed therapists via chat, call, or video call. There are also a variety of other resources in the app including podcasts, self-assessments, articles, and fitness videos. It is a fully confidential resources to help students be successful during their study abroad experience.



Download the My SSP
app or visit myssp.app
for support

