



FACULTY-LED
STUDY ABROAD

KIIS Spain II Program, Summer 2027

SPAN 490: Spanish Cinema

Instructor: Prof. Itzá Zavala-Garrett

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: This course introduces students to cinema studies and how this medium is used to depict social issues including the Spanish Civil War, domestic violence, physical and mental disabilities, and immigration, among other topics. Through the analysis of film techniques, students will improve upon their listening, written and oral skills, as well as expand their critical thinking skills about film. They will also gain enhanced knowledge of these cultural concerns both within Spain and beyond.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes: By analyzing the cultural themes of this course, successful students will be able to identify, think critically, and articulate some of the major, as well as lesser-known, social and cultural issues of twenty-first century Spain, and explain the cinematographic techniques used to express them. These outcomes will be assessed through a weekly journal, class presentation, and take-home essay.

This course is taught in Spanish.

Learning Objectives. After completing this course, students should be able to:

- Be familiar with, and able to discuss, a variety of Spanish film directors and their productions.
- Increase understanding of the culture of Spain and some of its social concerns.
- Make connections between social concerns in Spain and those of other countries, including the United States and Latin America.
- Recognize and describe film techniques used to portray social topics.
- Exchange and express feelings and opinions both orally and in writing.
- Understand and interpret written and spoken language on a variety of topics.

4. Major Topics Covered in the Course: Short films are an exciting and ever-evolving form of storytelling in the digital age. This course explores 7 Spanish short films plus a regular movie by Pedro Almodóvar, the master of contemporary cinema, as well as the new and innovative techniques filmmakers are currently using to tell their stories about immigration, illnesses, war, domestic violence, among other current topics.

WARNING! (Aviso/Advertencia)

Please remain open to receiving and analyzing visual and cultural messages as expressed through cinema. Films include portrayals of domestic violence, people with disabilities, and questions of gender identity and sexuality, prejudice and racism, and other complex, nuanced subjects. The topics and images in the films may make you feel uncomfortable at times, but this is an opportunity for you to assess why the films make you feel this way. They will likely cause you to question certain ideas and your understanding of them.

Keep the idea of *learning edges* in mind as you view and process each film: "**Learning edges.** We call the edge of our comfort zone the learning edge. When we are on the learning edge, we are most open to expanding our knowledge and understanding—as well as expanding our comfort zone itself. Being on this edge means that we may feel annoyed, angry, surprised, confused, defensive, or in some other way uncomfortable. These reactions are a natural part of the process of expanding our comfort zones, and when we recognize them as such, we can use them as part of the learning process—signaling to us that we are at the learning edge, ready to expand our knowledge and understanding. The challenge is to recognize when we are on a learning edge and then to stay there with the discomfort we are experiencing to see what we can learn." –*The Program on Intergroup Relations*, University of Michigan, 2008.

If you feel you cannot view a film due to its content, please let me know in advance of viewing the film in class and we will arrange an alternative assignment for you to complete. Since these films are from a foreign country, many of the directors have a different understanding of censorship (especially related to sexual content and expression, and nudity). If these items offend you, a student must enroll in another course.

TENTATIVE MATERIALS

1. *Volver* (2006), Pedro Almodóvar:

MSU: <https://web.microsoftstream.com/video/e3892c91-15f9-4927-b178-3a52a46091d7>

Amazon Prime Video: https://www.amazon.com/Volver-Penelope-Cruz/dp/B007Q53IQ0/ref=sr_1_1?crid=1RVANC7US3NFO&keywords=volver&qid=1684863027&s=instant-video&srefix=volver%2Cinstant-video%2C115&sr=1-1

2. *El orden de las cosas* (2010), César E. y José Alenda
Youtube: <https://www.youtube.com/watch?v=hfGsrMBsXIQ>
3. *Probervio chino* (2010), Javier San Román
YouTube: <https://www.youtube.com/watch?v=cYMFFR3kqE>
4. *Zepo* (2014) César Díaz Meléndez
YouTube: <https://www.youtube.com/watch?v=ZwX-hXwBag4>
5. *Namhala* (2015) Nacho Solana
YouTube: https://www.youtube.com/watch?v=xrh3R_pe1
6. *Cuerdas* (2014), Pedro Solís García
YouTube: <https://www.youtube.com/watch?v=vtrHla0RkAo>
7. *Ni una sola línea* (2018) Víctor E.D. Somoza
Vimeo: <https://vimeo.com/206365043>
8. *Vecinooo* (2020), Paco León
YouTube: <https://www.youtube.com/watch?v=DzMqy5KPVik>

5. Required Readings and Materials: Professor Zavala-Garrett will provide reading materials and film's links.

Required materials for students.

1. One spiral (or other bound) notebook (for taking notes and writing assignments in class)
2. Small (pocket) notepad for taking notes while out and about in Spain
3. Printed copy of all reading materials, which will be made available to students through a 3. Google Document and email. All materials must be printed before leaving the U.S.
4. Online Spanish/English dictionary such as: <https://www.spanishdict.com/translation>, <https://www.collinsdictionary.com/us/translator...>

6. Graded Assignments:

The following grading scale will be used in this course:

A: 90 – 100
B: 89 – 80
C: 79 – 70
D: 69 – 60
F: Below 60

SPAN 306 Assessment:

Class participation: 30%

Film journal entries: 30%

Group presentation and facilitation of group discussion: 20%

Attending a film and analysis: 20%

Class participation and preparation. Each student will be expected to participate actively in all class activities in Spanish. Daily participation points (10 points per day) will be assessed using some of the following criteria.

10 points: The student uses Spanish at all times to express ideas in class (in small and large

group setting), always comes prepared, volunteers answers and comments. He/she is a group leader and encourages peers to participate.

9 points: The student uses Spanish at all times, is almost always well-prepared, volunteers some answers and comments but may need prompting.

8 points: The student uses Spanish most of the time, is usually prepared, provides some answers and comments but not often voluntarily.

7 points: The student uses Spanish but also relies on English to express concepts that he/she does not know, comes prepared, is an active listener but is hesitant to engage actively in small or large group conversation.

6 or less points: The student uses more English than Spanish, is off-task or distracts other students from the task at hand, is not prepared, does not listen or engage actively in small or large group conversation.

Film journal entries: Students will be expected to keep a journal about each film that we watch in class. They should discuss their general impressions of the movie and develop comments about some of the film techniques that they found interesting. Journal entries will be handed in on a weekly basis. All journal entries shall be written in Spanish.

Group presentation and facilitation of class discussion: Students will be divided into groups. Each group will be required to present information about one of the class films, its corresponding director, as well as information about the film's success in Spain. After, the student group will prepare a list of discussion questions for the class about the film and assigned reading and facilitate a conversation about it. The student group should also reflect on the film techniques used to communicate its message.

Attending a film: During the summer, Segovia and Madrid often feature films in movie theaters and film festivals. To truly experience film in Spain, students must attend a Spanish cinematic production in a theater. After, they will write about this experience in Spanish (to hand in to the professor, along with their ticket stub).

This course will be graded on this basis, without regard to other scales (i.e., plus-and-minus) which may apply at your college or university. Note KIS/WKU does not award +/- grades, only full letter grades.

7. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- **Brainstorming:** You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.

- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might

require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159. For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.