



## ***Instructionally Related Activities Report Form***

SPONSOR: ANTONIO F. JIMÉNEZ JIMÉNEZ

DEPARTMENT: SPANISH

ACTIVITY TITLE: UNIV 392: SOCIAL CHANGE IN SPAIN 2

DATE (S) OF ACTIVITY: JUNE 1- JUNE 30, 2016

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto:david.daniels@csuci.edu) within 30 days after the activity. Thank you for your commitment to engaging our students!

### **A. ADDRESS THE FOLLOWING QUESTIONS:**

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;

The course this year consisted of four weeks based in Málaga, Spain, at the Instituto Andalusi. Students received 80 hours of language instruction, as well as excursions and guided visits to the following: Granada (Alhambra and Generalife), Nerja, Frigiliana, the Picasso Museum, the School of Flamenco, and the Thyssen Museum. Optional excursions included Morocco and Sevilla. Students boarded with Spanish families for a total immersion experience. There was a diversity of language levels in the group: two intermediate students, and the remaining 13 students were Spanish heritage speakers with difficulties in writing, reading and grammar. Students wrote a series of 10 essays on social issues and themes posed by the instructor. Topics included the difference between travel and tourism, the Spanish economy, unemployment, the neither-generation (no employment-no studies), etc. The students who participated majored in Spanish, ESRM, Business, Early Childhood Studies, Psychology, Political Science, Sociology, Nursing, and Pre-Nursing

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The language and cultural immersion portion of the summer course extends the material from SOC/SPAN 429, Social Change in Spain, which analyzes Spain in the post-Franco era since the democratic transition, and SPAN 410, Cultures and Civilizations of Spain, which focus on current cultural, social, and political issues in Spain. Both these courses study current issues such as immigration (and migration) in the European Union, racism, employment and unemployment, changing family ties etc.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?



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The program is designed to offer students an in-depth cultural and linguistic experience in Spain. The program is four weeks long and it provides students with ample opportunities to interact with locals and learn both the language and the culture. In addition, they stay with Spanish families and through them students get to experience first-hand the Spanish way of living. By the end of the program, students feel a strong connection with both the city and their host families. Many students have communicated their intent to go back to Málaga on their own to continue their linguistic and cultural immersion.

**(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY’S WEAKNESSES?**

Since we accept students from all Spanish levels, at times they break in groups based on proficiency level. Since this is something that has happened a few times in the past, the faculty director is well aware of this and always emphasize a sense of inclusiveness, family, friendship, and support among all the students in the group. This year, for example, I didn’t see students breaking up in smaller groups and they were able to maintain a very civic and friendly relationship among them.

**(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?**

After 10 years taking students to Málaga and Instituto Andalusí, I personally believe that we have developed a program of the highest quality. In the last reiteration of the course, I added a service learning component with a local organization. This added extra value to the experience and students felt more connected with the local population.

**(6) WHAT DID YOU LEARN FROM THE PROCESS?**

This was the tenth year of the program. I always request student feedback and learn from them. The host housing may be the best part of the experience, and our students learn from Spanish families and other international (generally Europeans from Germany, Netherlands, France and Denmark) students living in their households. The language instruction is superb. I feel that the four week long stay was the right amount of time. Language improvement was dramatic for the intermediate level learners and heritage students had greater opportunities to improve their writing skills. All students were able to really get to know the area and have their own experiences.

**(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)**

See students evaluations attached.

**8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.**

Instituto Andalusí (includes housing, half board).....	\$21000
Flights.....	\$16000



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Group Activities.....\$3600

**B. ATTENDEE LIST- SUPPORTING DOCUMENT:**

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

Enrolled Students	
Name	Academic Level
Barron,Karina	Junior
Camarena,Cinthia Lizeth	Senior
Castellanos,Jocelynn Neyruby	Senior
De Lira,Gloria	Senior
Dominguez,Maria Guadalupe	Senior
Dorado,Beatriz	Senior
Estrada,Mayra	Senior
Favela,Abigail Elizabeth	Senior
Hurtado,Nancy	Senior
Jimenez,Cristina Elizabeth	Junior
Montecalvo,Nathaniel James	Senior
Murias,Griselda	Sophomore
Perez,Lizbeth	Junior
Tapia,Jorge Luis	Senior
Tapia,Jossimar Karina	Junior

**C.IMAGES FROM ACTIVITY:**

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!



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Students in front of the birth place of Pablo Picasso



SOME STUDENTS DRESSED IN TYPICAL SPANISH ATTIRE.



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STUDENTS AT THE ALHAMBRA, IN GRANADA



STUDENTS AT THE THYSSEN MUSEUM





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ATTIRE

STUDENTS DRESSED IN TYPICAL MOROCCAN



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STUDENTS RIDING CAMELS IN MOROCCO