

<http://www.csuci.edu/ira/index.htm>

Application
Instructionally Related Activities Funds Request
2013-2014 Academic Year

DEADLINES: Application Submitted to AVP:
Fall and Academic Year 2013-14: 03/01/13
Spring 2014 deadline: 10/01/13

Submittal Process: Applications must be first be signed by your program chair and then submitted to the appropriate AVP for approval. AVP's will next forward application to the IRA Coordinator for review. If there are questions or concerns, you may be asked for revisions or additional information. The IRA Coordinator will then forward applications to the IRA Committee for consideration.

Fiscal Management: Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

Duplicate requests- if Sponsor is submitting multiple proposals for recurring events involving speakers, musicians, etc., please combine your requests into one proposal.

Activity Title: UNIV 392: Social Change in Spain

Project Sponsor/Staff (Name/Phone): Elizabeth Hartung OR Antonio Jiménez

Activity/Event Date(s): 6/1/2014 - 6/29/2014

Date Funding Needed By: March or April, 2014

***Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2013 and for Spring Requests early January 2014.*

Previously Funded by IRA? X YES NO If Yes, what Semester/Year? Summer 2013
Proposal(s) # 457 519 _____ (if known)

Report submitted for previously Funded Activity?: X YES NO

***Please attach copy of previous IRA Report**

Academic Program or Center Name: Spanish Program

Estimated total Course Fee revenue:

Amount Requested from IRA: \$36,167.50 (Should match "Total Requested from IRA" on Page 5)

Estimated Number of Students Participating: 15 students

Conditions and Considerations Checklist

Please check if any of the following apply to your IRA:

Artist/Performer/Speaker Fees & Honoraria- On the Activity Budget, please indicate whether the vendor's price was set by you / CI representative, or is a fee that was set by the vendor themselves.

Large Event- For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.

Equipment Purchase- If requesting large equipment purchase -over \$200, or will be a fixture installed on campus- Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

Field Trip- Sponsor must comply with all policies found at <http://www.csuci.edu/hr/AcademicFieldTripGuidelinesandForms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval. If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects – from simple surveys to complex biomedical procedures – must be reviewed and approved by the IRB *prior* to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.

Exempt from IRB Approval –If your project is exempt from IRB review, include copies of correspondence with IRB Board. It is the Project Sponsor's responsibility to inquire with the IRB prior to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed.

IT Requirements- If your activity has IT requirements, your application requires proof of correspondence and approval from IT Administration.

International Travel- Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application.

Risk Management Consultation-Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.

Space/OPC Requirements, Infrastructure/Remodel-Requires proof of correspondence with OPC Administration.

Late Submission - Requires explanation for emergency funding.

Other -

Application
Instructionally Related Activities Funds Request
2013-2014 Academic Year

Instructions and Requirements – Written Portion

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

The Sociology/Spanish programs, working collaboratively, have taken students from across the campus to study in Malaga, Spain for three weeks to one month for the last seven years. The main activity in the summer portion of the course is intensive language immersion in Spanish. The program is linked to the classes: SOC/SPAN 429: Social Change in Spain and SPAN 410: Spanish Culture and Civilization. This year's class will also be open to students completing SPAN 415, Language Variation and Diversity. While the course favors students who are heritage speakers or second language learners, we have taken students with no prior study in Spanish. Students who are past participants come from virtually every major on campus: including Computer Science, Biology, Business, Psychology, Communication, etc. The course is best experienced by students whose Spanish level is at least intermediate.

In SOC/SPAN 429, the focus is on modern Spanish society. The Spring, 2014 course will emphasize the ongoing recession (Spain being one of the PIIGS – Portugal, Italy, Ireland, Greece are the others – deeply affected by a long and deep economic crisis). SPAN 415 offers a linguistic exploration of Spanish language variation, including historical change (the evolution of Spanish from Latin), geographical variation (dialects throughout the Spanish-speaking world) and sociolinguistic variation based on social class, age, gender and so on.

Those students who participate in UNIV 392 will be asked to extend what they have learned in SOC/SPAN 429 or in SPAN 415 on the ground in Málaga through a series of cultural and sociological excursions as well as attendance at a language school. This year's class will be using the Center for Sociological Research (Centro de Investigaciones Sociológicas) social barometer reports extensively, along with journal articles and texts such as Gonzalez and Requeña's *Three Decades of Social Change in Spain*.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.
 - a. Please list all classes that directly relate to the proposed activity.
 - b. For each class listed in #2a, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent.

Students will have received 3 units of coursework prior to the UNIV 392 in either sociology (SOC/SPAN 429) or Spanish (SOC 415). The opportunity for the UNIV 392 will be integrated throughout the course and included on the syllabus (see attached prototype for SOC/SPAN 429). Each student wanting to participate must make formal application,

which includes the student's unofficial transcript, two letters of recommendation (one of which must come from a CI faculty member) and complete two brief essays.

3. **Learning Outcomes.** List all expected learning outcomes, as connected specifically with each course listed in #2.

In SOC/SPAN 429, the focus is on modern Spanish society. The Spring, 2014 course will emphasize the ongoing recession (Spain being one of the PIIGS – Portugal, Italy, Ireland, Greece are the others – deeply affected by a long and deep economic crisis). Students who take that class will be able to:

- Understand Spain in the broader context of the European Union;
- Understand the dimensions of relatively new social issues having to do with a diversifying population and the breakdown of homogeneity;
- Compare social issues/problems between Spain, the E.U. and the U.S.
- Demonstrate knowledge through a research project that will examine more deeply an aspect of social change in Spain; and
- Improve Spanish language comprehension, reading, writing and speaking skills.

SPAN 415 focuses on helping students understand the mechanisms of linguistic change and variation of the Spanish language. Students who take that class will be able to:

- Explain in appropriate linguistic terminology the processes of phonological and morphosyntactic change from Latin to modern Spanish;
- Describe social and geographic characteristics of Spanish language variation in Spain, Latin America and the United States;
- Identify and explain fundamental issues in bilingualism, such as Spanish-English codeswitching;
- Explain and analyze sociopolitical issues relating to the use of Spanish in the United States

4. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note that a report will be due 30 days after your activity.**

Students in the summer UNIV 392 receive a grade based on their (1) performance at the language institute; (2) their participation in all activities planned for the group; (3) completion of journal assignments based on the prior spring, 2014 course(s). Students who participate are expected to make poster presentations or other presentations during International Week Events in November.

Students assess instructors at the institute at the end of the course; they assess their CI instructor and the entire experience when they return via the Center for International Affairs assessment instrument. This results in somewhat poorer returns since once the student has completed the course, they are under no obligation to evaluate it.

5. **Activity Budget.** Please enclose a complete detailed budget of the entire activity. **Bold** specific items that you are requesting IRA to fund (Page 6).
6. **International Trips.** If your event is an international trip submitted through the Center for International Affairs, you must include a copy of the program budget as submitted to CIA (to ensure congruency between the two budgets), as well as a copy of the course syllabus.

See attachments

7. **Sources of Activity Support.** Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity.

Students end up paying about half of their costs for the month in Spain. They pay their course fee directly to Extended University (\$885). Additionally they pay out of pocket another \$1200 in fees associated with the homestay/language classes. We make every effort to keep costs low – the Institute has not raised our fees over the last 3 years. We are proud that students receive a quality program in language and cultural immersion of reasonable duration (three weeks to one month) for at or under \$2,000 (their direct cost).

8. **Audience/ Marketing/Promotions.** Who is your intended target audience? How will your event be advertised to students?

Once the course is approved, the Center for International Affairs posts opportunities for students on the website. In addition to students in Sociology and Spanish, every effort is made to reach out to students who are heritage speakers through clubs (such as El Club de Español) and other venues. Because the course has been fortunate enough to have received funding over several years, students are aware that it is an option for them.

9. **Sustainability.** If appropriate, indicate how the content or delivery of the project promotes sustainability at CI.

The E.U. is quite advanced in the promotion of sustainability, and students have an opportunity in Málaga to observe the advantages of more extensive recycling, public transportation, and other public goods. Their on-the-ground experience living with Spanish families of modest means demonstrates on a daily basis how important it is in Spain to reuse materials, reduce waste, and recycle.

10. **Images.** For previously funded IRA activities, include copies of images from past IRA activity or activities, demonstrating student participation and levels of students served.

See attached.

11. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations herein.

Number of Students						
Number of Faculty						
I	Students traveling expenses:		Cost/ea	# Requested	Total	Comments/Additional Notes
		Airfare	\$ 1,600.00	15	\$ 24,000.00	We will hope that airfares are
		Ground Transportation	N/a	0	#VALUE!	
		Hotel Accommodations	N/a	0	#VALUE!	
		Registration Fees			\$ -	
		Entrance Fees	\$ 100.00	15	\$ 1,500.00	
		Meals	\$ -	0	\$ -	
		Cultural Activities	\$ 150.00	15	\$ 2,250.00	
		Travel Insurance	\$ -	0	\$ -	
		Vehicle/Van Rental	\$ -	0	\$ -	
	Other:	School Fees/Board/etc	\$ 1,500.00	15	\$ 22,500.00	Transport to/from airport, lodg
II	Faculty Traveling Expenses:		Cost/ea	# Requested	Total	Comments/Additional Notes
		Airfare	\$ 1,600.00	1	\$ 1,600.00	
		Ground Transportation	\$ 200.00	1	\$ 200.00	bus passes
		Hotel Accommodations	N/A	0	#VALUE!	lodging provided by school
		Registration Fees	\$ -	0	\$ -	
		Entrance Fees	\$ 100.00	0	\$ 100.00	
		Meals	\$ 500.00	1	\$ 500.00	
		Cultural Activities	\$ 150.00	1	\$ 150.00	
		Travel Insurance	\$ -	0	\$ -	
	Other:		\$ -	0	\$ -	**
	Other:		\$ -	0	\$ -	**
III	Operating Expense Budget		Cost	Comments/Additional Notes: Please be Specific		
		Supplies	\$ -			
		Printing/Copying	\$ -			
	Other:		\$ -	**		
	Other:		\$ -	**		
	Other:		\$ -	**		
IV	Out of Pocket Student Expenses		Cost/ea	Comments/Additional Notes: Please be Specific		

		Health Insurance	60	Not funded by IRA or the University	
		Tuition/Registration	\$822	Not funded by IRA or the University	
	Other:		n/a	Not funded by IRA or the University	
	Other:		n/a	Not funded by IRA or the University	
Total costs of the trip					
	Total Student Traveling Expenses				
A	Maximum IRA funding @ 2/3rd total cost				
	Remaining 1/3 is payable by students through course fee				
B	Faculty Travelling Expenses, funded at 100%				
C	Operating Expenses, funded at 100%				
	Total IRA funding Requested (Total of A, B & C)				
	Out of Pocket Student Expenses, not funded by the University				

Number of Students						
Number of Faculty						
I	Students traveling expenses:		Cost/ea	# Requested	Total	Comments/Additional Notes
		Airfare	\$ 1,600.00	15	\$ 24,000.00	We will hope that airfares are
		Ground Transportation	N/a	0	#VALUE!	
		Hotel Accommodations	N/a	0	#VALUE!	
		Registration Fees			\$ -	
		Entrance Fees	\$ 100.00	15	\$ 1,500.00	
		Meals	\$ -	0	\$ -	
		Cultural Activities	\$ 150.00	15	\$ 2,250.00	
		Travel Insurance	\$ -	0	\$ -	
		Vehicle/Van Rental	\$ -	0	\$ -	
	Other:	School Fees/Board/etc	\$ 1,500.00	15	\$ 22,500.00	Transport to/from airport, lodg
II	Faculty Traveling Expenses:		Cost/ea	# Requested	Total	Comments/Additional Notes
		Airfare	\$ 1,600.00	1	\$ 1,600.00	
		Ground Transportation	\$ 200.00	1	\$ 200.00	bus passes
		Hotel Accommodations	N/A	0	#VALUE!	lodging provided by school
		Registration Fees	\$ -	0	\$ -	
		Entrance Fees	\$ 100.00	0	\$ 100.00	
		Meals	\$ 500.00	1	\$ 500.00	
		Cultural Activities	\$ 150.00	1	\$ 150.00	
		Travel Insurance	\$ -	0	\$ -	
	Other:		\$ -	0	\$ -	**
	Other:		\$ -	0	\$ -	**
III	Operating Expense Budget		Cost		Comments/Additional Notes: Please be Specific	
		Supplies	\$ -			
		Printing/Copying	\$ -			
	Other:		\$ -	**		
	Other:		\$ -	**		
	Other:		\$ -	**		
IV	Out of Pocket Student Expenses		Cost/ea		Comments/Additional Notes: Please be Specific	

		Health Insurance	60	Not funded by IRA or the University
		Tuition/Registration	\$822	Not funded by IRA or the University
	Other:		n/a	Not funded by IRA or the University
	Other:		n/a	Not funded by IRA or the University
Total costs of the trip				
	Total Student Traveling Expenses			
A	Maximum IRA funding @ 2/3rd total cost			
	Remaining 1/3 is payable by students through course fee			
B	Faculty Travelling Expenses, funded at 100%			
C	Operating Expenses, funded at 100%			
	Total IRA funding Requested (Total of A, B & C)			
	Out of Pocket Student Expenses, not funded by the University			

IRA Travel Activity Budget



INSTRUCTIONALLY
RELATED
ACTIVITIES
CHANNEL
ISLANDS

UNIV 392 Malaga, Spain

2013-2014

Elizabeth Hartung OR Antonio Jimenez

					15
					1
I.	Student traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,600.00	15	\$24,000.00	based on prior years
	Ground Transportation			\$0.00	
	Lodging			\$0.00	
	Registration Fees			\$0.00	
	Entrance Fees	\$100.00	15	\$1,500.00	museum tours (Picasso, Semana Santa, etc.)
	Meals (included)			\$0.00	
	Cultural Activities	\$150.00	15	\$2,250.00	
	Vehicle/Van Rental			\$0.00	
	Other: School fees	\$1,500.00	15	\$22,500.00	includes half board; transfer; school
	STUDENT TRAVEL TOTALS	\$3,350.00		\$50,250.00	
II.	Faculty Travelling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,600.00	1	\$1,600.00	
	Ground Transportation	\$100.00	1	\$100.00	bus passes
	Lodging	N/A		\$0.00	provided by Instituto Andalusi
	Registration Fees			\$0.00	
	Entrance Fees	\$100.00	1	\$100.00	
	Meals (included)	\$500.00		\$500.00	
	Cultural Activities	\$200.00		\$200.00	
	Other:			\$0.00	**
	FACULTY TRAVEL TOTALS	\$2,500.00		\$2,500.00	
III.	Operating Expense Budget	Cost/ea	# Requested	Total	Comments/Additional Notes
	Supplies			\$0.00	
	Other:			\$0.00	
	Other:			\$0.00	
	OPERATING EXP. TOTALS	\$0.00		\$0.00	
IV.	Out of Pocket Student Expenses	Cost/ea	# Requested	Total	Comments/Additional Notes
	Health Insurance			\$0.00	
	Tuition/Registration			\$0.00	
	Travel Insurance			\$0.00	
	Out of Pocket Meals			\$0.00	
	Other:			\$0.00	
	STUDENT EXP. TOTALS	\$0.00		\$0.00	
V. UNIV 392 INTERNATIONAL TRIPS ONLY Total costs of the trip. Please Note that Formulas Calculate Automatically					
	Total Student Traveling Expenses			\$50,250.00	
	Faculty Travel Expenses, if funded at 100%			\$2,500.00	
	Operating Expenses, if funded at 100%			\$0.00	
	TOTAL IRA FUNDING REQUESTED			\$52,750.00	
	Out of Pocket Student Expenses			\$0.00	Not funded by the University
UNIV 391/392 & International Trips only					
	Maximum IRA student funding @ 2/3rd of student total cost			\$33,667.50	
	1/3 of total cost payable by students through course fee			\$16,582.50	
	TOTAL IRA FUNDING REQUESTED FOR INT'L TRIPS			\$36,167.50	
	Out of Pocket Student Expenses			\$16,582.50	Not funded by the University

Please answer all questions under Course Information and sections II through IV. Complete the attached budget sheet. Attach syllabus and itinerary requested in sections I and IV. Print, sign and obtain Academic Chair signature. Submit form to Antonio Jimenez, BT 1275.

UNIVERSITY 392: INTERNATIONAL EXPERIENCE COURSE PROPOSAL

COURSE INFORMATION

Instructor(s): Elizabeth Hartung OR Antonio Jimenez-Jimenez

Travel location(s): Malaga, Spain

Dates of trip: June 1-June 29, 2014

Course title: Social Change in Spain II

Number of units (1-3): 2

Academic area of the faculty proposing course: Spanish/Sociology

Faculty rank: Associate (Jimenez); Full (Hartung)

Faculty email: antonio.jimenez@csuci.edu; elizabeth.hartung@csuci.edu

Proposed minimum enrollment: 15

Proposed maximum enrollment: 20

Grading method (letter grade, credit/non credit): letter grade

Do the dates of the program conflict with regular classes/faculty workdays? Y N

Have you offered this program before? Y N

I) SYLLABUS

Please, attach a syllabus for this course providing the following required information:

1. Professor's name(s), office location, office hours, contact information.
2. Course description, course content and format of the course (classroom lectures, field trips, seminars with local experts, etc.)? Include this information for the portions of the course that are conducted within the United States and within the international country. How will the content of the course you plan to teach be related to the travel-study destination?
3. Student learning outcomes and how they relate to the program/major outcomes and the University mission.

4. Required elements, which may include assignments, readings, attendance and course participation policies, etc.
5. Grade information as specified in the Channel Islands Policy on Grades (SP01-38)
6. Evaluation criteria (it can include student behavior as it relates to citizenship, punctuality, helpfulness, working well with the group, being responsible and respectful to the host culture and their people, etc.)
7. Academic honesty information as specified by the Policy on Academic Dishonesty (SP01-57)
8. Channel Islands Disability Statement
9. Tentative class schedule and itinerary (It is recommended to include a “subject to change” disclaimer)

Please respond to the following in the space after each item:

II) FACULTY INFORMATION

1. What is your own linguistic, cultural, and/or academic experience with the travel study destination? If you have limited experience with the destination, explain how you plan to maximize student safety (for instance, will you be using a local tour company or tour guide?) Dr. Jimenez is from Malaga and is a native speaker of Spanish. Dr. Hartung has led the group to Malaga on numerous occasions (in 2007, 2008, 2010 and 2011). Students will be accompanied by the instructor of record on all required field excursions. Students will also have two 'free' weekends where excursions will be arranged by either Instituto Andalusi or by Study Travel, a contractor with whom we've worked for seven years on the Morocco excursion.

2. Previous experience leading groups of students (nationally or internationally). Dr. Jimenez has served as Resident Director in the year long study abroad program in the CSU, as well as many other short-term student abroad programs in Spain and elsewhere. Dr. Hartung has led UNIV 392 groups to Spain (see above) as well as programs through CSU Fresno (London Semester, Barcelona).

III) RECRUITMENT AND ORIENTATION

1. How will students be recruited? Regular CI students should have at least one recommendation from a faculty member other than the teacher for the overseas course. Students will be recruited via the CIA website, in classes (especially in the Spanish program, although all CSUCI students will be considered for the program), and via flyers on campus once the course is approved..

2. For whom is the course designed (CI undergraduate students, CI graduate students, students with a certain program area, open university students, others)? Will there be any priority order when accepting students to the program? The course is primarily designed for undergraduate students who are studying Spanish; however, it is not restricted to those students. Students will be recruited through several course venues this year: SOC/SPAN 429, Social Change in Spain (Hartung); SPAN 415, Language Variation and Diversity (Jimenez) and other upper division Spanish courses. Students in those courses will be given first consideration, thereafter, the UNIV 392 will open to other students. In our experience, generally, a third of the students enrolled in UNIV 392 are not Spanish majors. Students who benefit the most from the UNIV 392 in Spain are intermediate and heritage speakers of Spanish.

3. **Attach an outline for the orientation session(s) for students.** Make sure the orientation includes comments on the security of the country, both politically and medically, as determined from reports issued by the State Department.

IV) LOGISTICAL ARRANGEMENTS

1. Will your travel arrangements (e.g., accommodations, meals, excursions, airfare) be managed by an independent provider (e.g., AIFS, CEA, ISA, Australearn), a foreign university, or a travel agent? Please explain. Our travel arrangements will be handled by STA travel as per CSU contract. Students will be housed with Spanish host families, arranged by Instituto Andalusi. The home stay program gives them a richer sense of how ordinary Spaniards live, and immerses them further in Spanish language and culture as host families are not English-speakers. Excursions are handled either by the instructor or by Instituto Andalusi.

2. Housing: where will be the students stay during the study abroad experience? If staying with host families, are meals included? Students stay with host families, where they share a room. Their course fee includes half board: breakfast and lunch, which is the big meal of the day, and is served between 2:30 and 3:30. Dinner, or supper, is generally eaten very late and is quite light. Students are on their own for dinner.

3. Meals: Are meals arranged for the students? If not, where can students find their own food? See above. With host families, students have the option to eat in. In the neighborhood where they are housed (el Palo),

there are ample supermarkets within walking distance and many reasonably priced cafeterias. Prepared food is relatively cheap in Spain. Lunch with a drink, first, second, and desert course in El Palo costs about \$10. Students always have the option to arrange group meals. Again, food costs for students are minimal, and we are in close contact with the students to make sure their lodging and food arrangements are satisfactory. On the rare occasion where the student and host family are not a good fit, students are moved immediately.

4. Transportation: What are the transportation arrangements for the trip? If traveling from location to location, what means of transportation will be used? All excursions will involve autobuses. All other fieldtrips in Malaga city will require the students to buy a bus pass. A bus pass of 10 rides costs about \$11. We'll do a lot of walking, as well. This is covered in depth in the three orientation sessions.

5. Safety/security: Please give a brief synopsis of the status of the security of the country, both politically and medically, as obtained from the Department of State. What arrangements have been made to maintain the safety and security of the students throughout the program? Students will be briefed fully about safety and security in Spain. Spain carries no State Department warning and is a safe country. However, per the State Department Website, Spain shares..."with the rest of the world an increased threat of international terrorist incidents." Spain does have a large open border with north Africa. In the seven years that we have been taking students to Malaga, we have never had an episode of pickpocketing (more common in the larger cities of Madrid and Barcelona) or other issues. Medical care is very good in Spain. I have accompanied students to medical clinics and hospitals in past years where they received fine care. Students are required to purchase medical insurance.

6. **Attach an itinerary for the trip, including side trips.**

UNIVERSITY 392: SIGNATURE PAGE

1. Faculty member

- I have read the guidelines for teaching a UNIV 392 course and I agree to follow them.
- I agree to conduct at least one pre-departure meeting, in coordination with International Office staff, to cover Safety and Risk Management issues and required CSU forms.
- I understand the travel-study student evaluation process is mandatory and agree to participate.
- I have included in this application my UNIV 392 course syllabus
- I have included in this application my outline of orientation session(s)
- I have included in this application the course itinerary
- I have included my UNIV 392 budget sheet

Faculty Signature

Faculty Name (print)

Date

2. Academic Chair Approval

- I have read the Faculty Application and discussed the course offering with the faculty member.
- I certify that course of study is within the applicant's field of competence.
- I agree that the student learning objectives for the course can be met within the travel-study format, including appropriate pre- and post-trip meetings.
- I approve the offering of this course abroad.

Chair Signature

Chair Name (print)

Date

3. Center for International Affairs

- I approve the Chair's recommendation
- I have reviewed the travel arrangements proposed for this study abroad course and find the arrangements to be appropriate. Staff have also discussed the requirements specified in Chancellor's Office Executive Order 715 with the faculty member, and have advised him/her of the requirements that must be followed when offering this course in another country.
- The University acknowledges that the above program has been reviewed by the sponsoring Academic Area and staff and that the faculty member has been given policies and procedures related to short-term study abroad courses. The University will support this program as long as enrollments, other financial conditions, and related course costs are deemed appropriate. The University reserves the right to modify arrangements, in consultation with the Center for International Affairs and the sponsoring academic area.
- I have verified that there are no Department of State Travel warnings currently in effect for the countries to be visited.

OR,

- I deny the Chair's recommendation. Reasons:

Director Signature

Director Name (print)

Date

4. Administrative Approval

 I approve this course

Associate Vice President

AVP Name (print)

Date

AVP of Extended University
(if special session)

AVP Name (print)

Date

Provost

Provost Name (print)

Date

President

President Name (print)

Date



SOC/SPAN 429: Social Change in Spain

Spring, 2014

Instructor/Supervisor: Elizabeth Hartung, Ph.D.

e-mail: Elizabeth.Hartung@csuci.edu

Class Meets: Fridays, 9-noon in XXX

Office: 2275 Bell Tower West

Phone: 437-4374

Office Hours: XXX

Pre-requisites for this class: Intermediate Spanish *and* Introduction to Sociology or permission of instructor.

Required textbooks:

Javier Paniagua, *La transición democrática: De la dictadura a la democracia en España (1973-1986)*. Madrid: Grupo Anaya: Biblioteca Básica de Historia. 2009. \$20.00 new; \$15 used, Cove Bookstore.

Jean Jesús González y Miguel Requena (eds.) *Tres Décadas de Cambio Social en España, Segunda Edición*, Madrid: Alianza Editorial, 2008. \$49.95 Cove Bookstore.

A good bilingual dictionary. Recommended: Pocket Oxford Spanish Dictionary (ISBN: 0198607067) Approx. \$11.

You should also plan to read a Spanish daily newspaper over the course of the semester for discussion of current issues (as well as on-going historical ones such as uncovering mass graves from the civil war, 1936-1939). Major daily newspapers include *El País* (center left), *El Mundo* (extremely conservative), *ABC* (center right), and *La Vanguardia* (center right and regionalist: Cataluña). For my money, *El País* is the better paper, except for news about the arts, where *ABC* is exceptional. All are available to read free of charge on-line at:

www.elpais.com

www.abc.es

www.elmundo.es

www.lavanguardia.es

Additional course materials in Spanish and in English will be provided via the Blackboard 9 portal. Some materials are only available in Spanish.

Course Description: SOC/SPAN 429: Social Change in Spain addresses two aspects of Spanish Culture: (1) the tremendous social change that has taken place in Spain during the period known as the “transition” – from the dictatorship of Francisco Franco (1939-1975) to a modern democratic state; and (2) how that social change has been expressed in a variety of social institutions. This course also encourages the student to place contemporary Spain in the context of the European Union and to compare similarities and differences to the U.S. Three hours of class per week.

Prerequisites: Intermediate/advanced speaking, reading, writing skills in Spanish; Introduction to Sociology; consent of the instructor. This course is the prerequisite to UNIV 392, Málaga, Spain, scheduled for June 1-June 29, 2012. UNIV 392 is a 2 unit course focused on language instruction in Spain. Students have opportunities to take side trips to Morocco, Gibraltar, and to other Spanish cities such as Madrid, Seville and Córdoba.

Student learning objectives

The following is a partial list of student learning outcomes. Upon completing this class, a student will be able to:

- Understand the immediate past history of Spain in the 20th century, beginning with the Spanish Civil War and the Franco regime;
- Place and understand Spain in the context of the European Union;
- Analyze a number of social issues in Spain having to do with modernization and social change in the period since 1975: particularly issues of immigration, education, social mobility, gender, sexuality and the family, religion, and other domains;
- Understand the nuances of the current economic recession and its impact on social issues, especially unemployment of the young and the ‘lost generation,’ late-stage democracy and political correction (el caso Noos, and others);
- Develop comparisons of differences and similarities between Spain and the United States as demonstrated in a term project;
- Improve Spanish language comprehension, reading, speaking and writing skills.

Summary of grading

1) In-class essays/class participation	125 points
2) Midterm Exam	50 points
3) Final Exam	50 points
4) Class Project	50 points
5) In-class presentation of research project	25 points
Total points possible	300 points

Grading procedures

This course emphasizes the exploration of the social change in Spain. The final grade is built by the *weekly effort* of the student in completing all the activities designed for this course. A description of these activities follows:

1) In-class essays/participation: On a weekly basis, students will be asked to write a one page, timed essay in Spanish over assigned readings or in-class activities. These papers should demonstrate careful and thoughtful analysis. The topic will be assigned to you in class. Your participation grade refers not only to how much you participate, but also to your attitude toward your fellow classmates and classroom activities and assignments. Supplemental readings on Blackboard are available in English and in Spanish. All students should read the supplements and required readings and be prepared to discuss them unless advised otherwise. Participation points may be based on unannounced pop quizzes, in class free-writing, group work, etc. and cannot be made up.

2) Midterm and final exams: A midterm and final exam are scheduled. Exams will include a mixture of objective and essay items.

3) Class Project: By the end of the first month of class, I'll ask you to commit to a sociological topic on contemporary Spain. Possibilities include: immigration/immigrants, gender roles, gender violence (domestic violence), problems for young adults (*generación ni-ni*), problems of an aging population, unemployment/welfare, 15th of May movement (predating Occupy Movement), economic inequality, the modern monarchy, remnants of the Spanish Civil War, political parties in Spain, nationalist movements (Cataluña, the Basque country, Galicia), etc. Near the end of the term, you will present what you've learned about your topic. You'll present in teams of 3 or 4 students. **Please note: Unless otherwise indicated, all written work and presentations will be in Spanish.**

As in all courses, an "A" represents outstanding/exceptional work; a "B" represents good to very good work; a "C" represents adequate work; a "D" represents a borderline effort, and an "F" represents a failing grade. The Spanish program uses the following rubric:

Superior or "A" (100%-90%) performance: I listen carefully when others speak and I volunteer often. I actively participate with enthusiasm and with a positive attitude. My presence makes a positive impact on what we do in class. I come to class on time and I do not leave class early. I always do the assigned homework.

Above Average to Average "B" or "C" (89%-70%) performance: I volunteer occasionally and generally listen to the professor and others, but sometimes get distracted. I show interest and participate in all activities, sometimes actively, sometimes passively. I sometimes arrive late to class or leave class early. I do most of the assigned homework.

Unsatisfactory "D" or "F" (69%-0%) performance: I do not pay much attention to classroom activities. I do homework, sleep, surf the web, check my facebook page and/or shop during class activities. I am not interested in group activities, I participate little, and I am distracting to others. I frequently arrive late or I leave class early. I rarely do my homework.

Grading scale:

94-100	A	74-76.9	C
90-93.9	A-	70-73.9	C-
87-89.9	B+	67-69.9	D+
84-86.9	B	64-66.9	D
80-83.9	B-	60-63.9	D-
77-79.9	C+	59.9 or below	F

University Policy:

STUDENTS SHOULD BE FAMILIAR WITH UNIVERSITY POLICIES AS OUTLINED ON PAGES 61 FF IN THE 2011-2012 CATALOG. PARTICULARLY IMPORTANT ARE POLICIES ON **NONDISCRIMINATION** (RACE, SEX, GENDER, PHYSICAL DISABILITY), ON **PRIVACY RIGHTS** OF STUDENTS, STUDENT **DISCIPLINE** (OR REASONABLE STANDARDS FOR BEHAVIOR), AND THE POLICY ON **ACADEMIC DISHONESTY**. BECAUSE THIS IS A LANGUAGE CLASS AS WELL AS A SOCIOLOGY CLASS, YOU ARE EXPECTED TO DO APPROPRIATE LEVEL WRITTEN WORK. USING TRANSLATION SERVICES AVAILABLE IS A FORM OF CHEATING. DON'T DO IT. STUDENTS WITH DISABILITIES NEEDING ACCOMODATION SHOULD CONTACT THE OFFICE OF DISABILITY ACCOMODATION SERVICES, BELL TOWER, EAST WING, ROOM 1796 (805-437-8528). ALL REQUESTS FOR ACCOMODATION REQUIRE ADVANCE NOTICE. PLEASE DISCUSS APPROVED ACCOMODATIONS WITH ME.

OTHER POLICY: CELL-PHONES, BEEPERS, AND OTHER ELECTRONIC DEVICES IN CLASS: TURN THEM OFF OR TURN THE SOUND OFF! I EXPECT STUDENTS WHO ATTEND TO BE ATTENTIVE – THIS MEANS NOT TEXTING, SURFING THE WEB, CARRYING ON A CONVERSATION, DOING WORK FOR OTHER CLASSES, EATING, DRINKING, SLEEPING, GUM POPPING, PACKING

UP BEFORE CLASS IS OVER, ETC. YOU ARE EXPECTED TO BE IN CLASS ON TIME, AND CLASS WILL ALWAYS END ON TIME. IF YOU HAVE A CONFLICTING APPOINTMENT AND NEED TO LEAVE, PLEASE DO ME THE COURTESY OF LETTING ME KNOW IN ADVANCE. COMING AND GOING ONCE THE CLASS HAS BEGUN IS DISRUPTIVE TO EVERYONE. DON'T DO IT.

Tentative Schedule**

- Week 1: Introductions/Syllabus/Discussion of Course
Geography/(A Very) Brief History of Spain/A sociological case study
Read: Crow (In English), *The Land, the People* (Bb reserves).
- Week 2: The Spanish Civil War/The Franco Era
Film: El Lenguaje de las Mariposas –o- ¡Aye, Carmela!
Read: Crow, Communism and Fascism (Bb); Beevor (in English), *New Spain: the Franquist Gulag* (Bb reserves); Begin, *La transición democrática*, C. 1 & 2
- Week 3: The Democratic Transition
Guest Speaker: Ignacio Mendiguren
Read: *La transición democrática*, C. 3 & 4
- Week 4: España, Actualmente (Spain today)
Read: González y Requena, C. 1 & 2
- Week 5: Spanish Politics: Then and Now
Guest Speaker: TBA
Read: González y Requena, C. 9
- Week 6: The New Spanish Family: Love and Marriage?
Read: González y Requena, C. 3
- Week 7: Religion and Society: Secularization of Spanish Society
Read: González y Requena, C. 11
- Week 8: Midterm exam
Read: no new reading
- Spring Break!!!!!!*
- Week 9: The educational system
Guest speaker: Maria Ballesteros
Read: González y Requena, C. 8
- Week 10: Young adults/youth issues
Read: González y Requena, C. 4

- Week 11: Immigration
Read: González y Requena, C. 5
- Week 12: Poverty and inequality
Read: González y Requena, C. 6 and 7
- Week 13: Social Mobility: What does the future hold?
Read: González y Requena, C. 10
- Week 14: 5/1 & 5/3 Presentations: Current Issues
- Week 15: 5/8 & 5/10 Presentations: Current Issues
- Final Exam date: TBA

**Of course, the syllabus is always subject to change...

University 392: Social Change in Spain II

Summer Session, May 31-June 29, 2014, Málaga, Spain

Instructor: Dr. Elizabeth Hartung

Phone in Spain: 609 078 901

Other Contact Persons: Ignacio Mendiguren; Rita Fä, Director, Instituto Andalucí

Course Objectives:

The **chief objective** of this course is to improve your speaking, reading and writing skills in Spanish through a month-long intensive language course at Instituto Andalucí. You are expected to attend every session for the full class period at the institute. You are also expected to attend every excursion organized by the institute and included in your fee AND every excursion organized by me (which will include the Picasso Museum, the Semana Santa Museum, the School of Flamenco and other timely opportunities as they arise. Other excursions not included in the course fee, including a weekend excursion to Morocco, are optional. In addition to work on your language skills, I will ask you to keep a journal about what you are experiencing in Malaga. Those students who took the spring semester course are expected to comment on how the in-country experience differs from what we studied in SOC/SPAN 429, and to continue to research their project topic further on the ground in Malaga. Topics covered include: unemployment, the lost generation, discrimination faced by immigrants, etc.

Evaluation:

Three-quarters of your grade in this class will be based on your performance at the language institute. The first class day, Monday, June 1, you will be tested for placement in the appropriate language level. The additional 25% of your grade will be based on: 1) writing a series of journal entries or more formal short papers, 2) attendance and participation in planned tours and cultural events included in your course fee. I expect that those students not graduating be available during the fall semester to present on your Univ 392 experience.

Course policy:

All students are expected to attend all session of classes at the institute, all planned excursions and all special events. Missing activities will result in a loss of 10 points per activity or class period. I have scheduled lots of down time and I want you to enjoy the trip, but it is first and foremost an academic experience. All work is due on time; no late work will be expected. We also expect that all students will be good houseguests and abide by their host family rules.

Grading:

Journals, attendance, etc.: 100 points

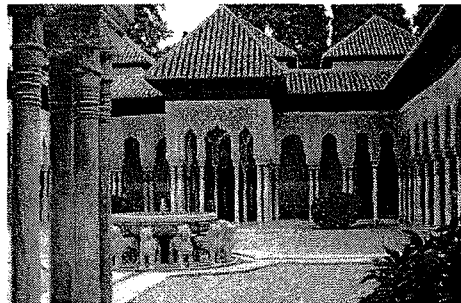
Institute grade converted into points: 300 points

Total: 400 points where 360 to 400 is an 'A', 320-359 is a 'B', etc.

UNIV 392: SOCIAL CHANGE IN SPAIN

Itinerary May 31-June 29, 2014

<u>May 31 Sat</u>	Depart USA.
<u>JUNE 1 Sun</u>	Arrive in Málaga. Shuttle from the airport to your accommodation. Meet your host family: free time
<u>JUNE 2 Mon</u>	8:30 Spanish proficiency test 9:30 - 12:00 Tour of Málaga 12:00- 15:00 Spanish class 15:00 Welcome party with Paella Dinner with your family
<u>JUNE 3 Tues</u>	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening
<u>JUNE 4 Wed</u>	9:30 – 14:00 Spanish class Lunch with your family Excursion to the caves of Nerja and Frigiliana (typical white village)
<u>JUNE 5 Thurs</u>	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening Journal # 1 (three entries) due 8:30 p.m. Salida de Tapas (El Palo: Introduction to Spanish foods)
<u>JUNE 6 Fri</u>	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening
<u>JUNE 7 Sat</u>	8:15 Excursion to Granada (included) Dinner with your family
<u>JUNE 8 Sun</u>	Free day: on your own
<u>JUNE 9-12</u>	9:30 – 14:00 Spanish classes Lunch with your family Class excursions TBA Journal #2 (two entries) due on 6/12 Free afternoon and evening
<u>JUNE 13-15</u>	Puente (long weekend) 6/15 depart 15:15 excursion to Morocco Price includes all meals, transfers, shared hotel accommodation. €190 or \$250.
<u>JUNE 16-19</u>	9:30 – 14:00 Spanish class Lunch with your family

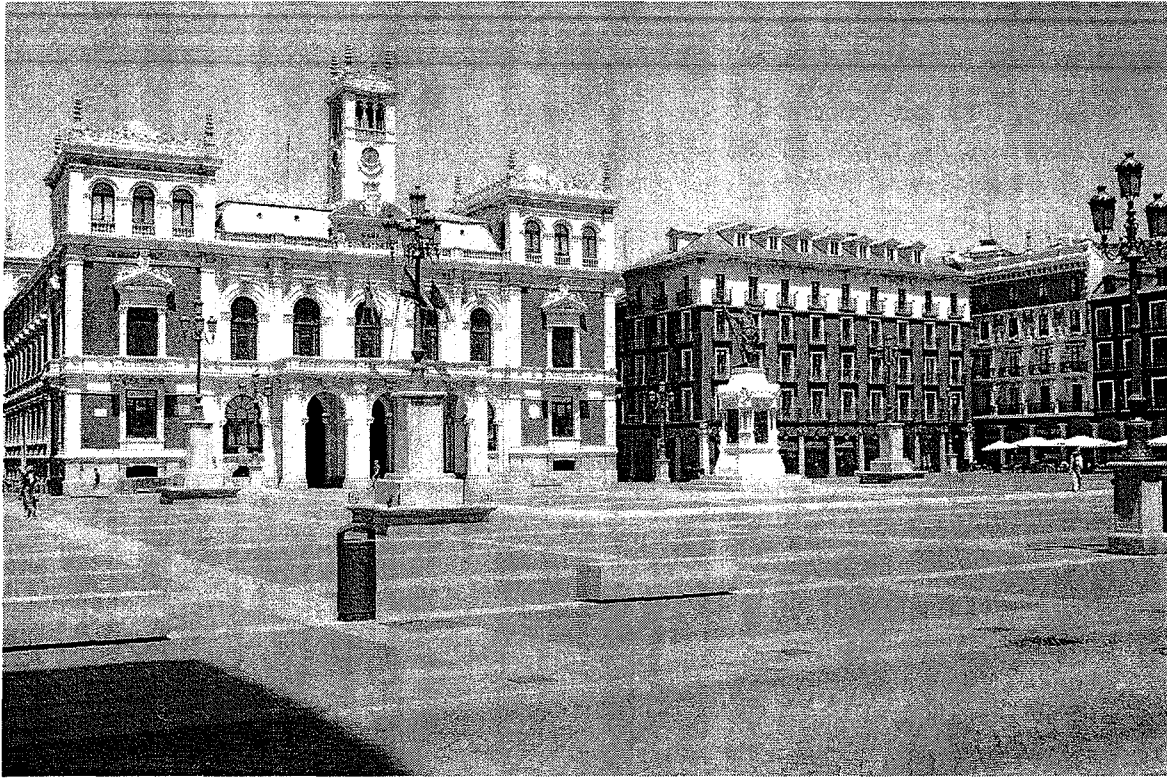


	Excursion options for the afternoon. School of flamenco excursion; Picasso Museum. Journal #3 (two entries) due on 6/19
JUNE 20-22	Puente (long weekend). Various options include Seville, Cordova, Madrid, etc.
JUNE 23-27	9:30 – 14:00 Spanish class Fiesta de Despedida Jueves 28 Final journals are due June 26
June 29 S	Meet at the bus stop, "Iglesia del Palo" to go to the airport.

COST: Airfare	\$ 1,600 approx.
Tuition in Málaga;	\$ 1,500 approx.
CSUCI Tuition	\$ 850 approx.
TOTAL	\$ 3,950 approx.
IRA grant per student	\$ 1,800 (if funded)
Your total cost	\$ 2,000 approx. + spending money

NOTES:

Price includes: bus transfer to and from the airport; guided visit to Malaga; welcome paella; excursion to Granada, with guide; four weeks of Spanish classes, 4 or 5 times a week, from 9:30 to 2 p.m.; shared room and half board with a Spanish family. You will have breakfast and lunch with your family. Lunch is the big meal for Spanish families, generally served around 2 or 2:30 in the afternoon, so, after class you'll eat lunch with your family. Dinner is on your own. This year's group will have two long weekends – the second and third weekends of the month of June. The second weekend is a weekend to go to Morocco with study-travel if you so choose. Other options for you: the fast train to Madrid, visiting Seville, Cordova, Ronda or other nearby cities, Gibraltar. The institute has options for excursions that are reasonably priced. Your tuition will include several local excursions organized by the instructor of record and coinciding with instructional materials at the Institute, including tapas and floor show at the school of flamenco in Málaga, a guided visit through the Picasso Museum in Málaga, our final meal together with the instructors at the Institute, and other opportunities as they arise.



**Instructional Related Activities
Report Form**

SPONSOR	DEPARTMENT
Elizabeth Hartung	Sociology Spanish
ACTIVITY TITLE	DATE (S) OF ACTIVITY
Social Change in Spain II	June 2-July 1, 2012

PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.

- (1) STUDENTS COMPLETING EITHER SOC/SPAN 429 OR SPAN 410 COURSES ARE GIVEN FIRST PREFERENCE TO PARTICIPATE IN THE SECOND PORTION OF THE COURSE – SOCIAL CHANGE IN SPAIN II. THE COURSE THIS YEAR CONSISTED OF ONE MONTH BASED IN MÁLAGA, SPAIN AT THE INSTITUTO ANDALUSÍ. STUDENTS RECEIVED 80 HOURS OF LANGUAGE INSTRUCTION, AS WELL AS EXCURSIONS AND GUIDED VISITS TO THE FOLLOWING: GRANADA (ALHAMBRA AND GENERALIFE), THE PICASSO MUSEUM, THE SCHOOL OF FLAMENCO, THE SEMANA SANTA MUSEUM. OPTIONAL EXCUSIONS INCLUDED MOROCCO, SEVILLA, NERJA AND FRIGILIANA. STUDENTS BOARDED WITH SPANISH FAMILIES FOR A NEARLY TOTAL IMMERSION EXPERIENCE. THERE WERE THREE BEGINNERS, TWO INTERMEDIATE, AND THE REMAINING NINE STUDENTS WERE HERITAGE SPEAKERS WITH SOME DIFFICULTIES IN WRITING, READING AND GRAMMAR. THE STUDENTS WROTE A SERIES OF 8 ESSAYS ON SOCIAL ISSUES AND THEMES POSED BY THE INSTRUCTOR. TOPICS INCLUDED THE DIFFERENCE BETWEEN TRAVEL AND TOURISM, THE SPANISH ECONOMY, UNEMPLOYMENT, THE NEITHER-NOR GENERATION (NO EMPLOYMENT/NO STUDIES), ETC. THE STUDENTS WHO PARTICIPATED MAJORED IN SOCIOLOGY, SPANISH, PSYCHOLOGY, BUSINESS, COMMUNICATION, HISTORY AND LIBERAL STUDIES.
- (2) THE LANGUAGE AND CULTURAL IMMERSION PORTION OF THE SUMMER COURSE EXTENDS THE MATERIAL FROM SOC/SPAN 429, SOCIAL CHANGE IN SPAIN, WHICH LOOKS AT SUCH ISSUES AS IMMIGRATION IN THE E.U., RACISM, EMPLOYMENT AND UNEMPLOYMENT, CHANGING FAMILY TIES ETC. HOWEVER, IF THERE ARE NOT SUFFICIENT STUDENTS FROM 429 OR 410 (WHICH FOCUSES SPECIFICALLY ON SPANISH CULTURE), THE COURSE IS OPEN TO ANY OTHER STUDENT WANTING TO PARTICIPATE WHO IS SELECTED BY THE ADMISSIONS COMMITTEE. IN OUR EXPERIENCE ABOUT HALF OF THE STUDENTS TAKE THE PRE-REQUISITE COURSES AND ANOTHER HALF HAVE NOT. THIS SUMMER WAS TYPICAL: OF THE 14, 8 HAD TAKEN 429. I RECEIVED FEEDBACK FROM STUDENTS WHO HAD NOT TAKEN THE COURSE THAT THEY WISH THEY HAD.
- (3) THIS WAS THE SIXTH 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 FOREIGN (GENERALLY EUROPEANS FROM GERMANY, NETHERLANDS, FRANCE AND DENMARK) STUDENTS LIVING IN THEIR HOUSEHOLDS. THE LANGUAGE INSTRUCTION IS SUPERB. THE MONTH-LONG STAY WITH TWO THREE DAY WEEKENDS STRUCTURED IN THE MIDDLE WAS VERY EFFECTIVE AND THE RIGHT AMOUNT OF TIME. LANGUAGE IMPROVEMENT WAS DRAMATIC AND STUDENTS HAD GREATER OPPORTUNITIES TO REALLY GET TO KNOW THE AREA AND HAVE THEIR OWN EXPERIENCES. THE MAIN CRITICISM THIS YEAR IS THAT COURSE UNITS DO NOT REFLECT THE AMOUNT OF WORK. WE SET THE UNITS AT 2 CREDITS SEVERAL YEARS AGO TO LOWER COSTS TO STUDENTS.

**Please attach assessment forms from students, list of attendees, peoplesoft program report

E-mail to the Dean's Office
30 days after activity

Initial Report

Last Modified: 07/20/2012

1. Please rate pre-departure program preparation (selection process, information sessions or orientations...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Pre-departure preparation	2.10	5.00	4.22	1.09	9

2. Comments about pre-departure preparation?

Text Response

I believe Spanish/Sociology 429 should be a pre-requirement.

Professor was unorganized. There was very little information given about our trip. Homework assignments were last minute with no sort of grading scale. There was also no syllabus, grading criteria or information about how we were going to be graded at the institute of Andalusia.

It would be great to advise all future travelers of this trip to take notes of tips they would recommend to the travelers after them. These students would attend one orientation session and share these tips with students. Would serve as a great life saver and heads up! Tips regarding money and what to expect would be great. There was a lot that was not mentioned to us at the meetings.

Statistic	Value
Total Responses	3

3. Please rate the performance of the host institution and/or contracted agency.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Host institution or contracted agency	1.00	5.00	4.41	1.27	11

4. Comments about host institution and/or contracted agency?

Text Response

The only good thing about the institute de Andulusia was their location. I know this sounds harsh but considering the fact that I was studying in Spain for a month and in class 5 hours a day, and yet, the bulk of what I learned, I taught myself. The school was a waste of time and money. Channels islands should absolutely find a new place to send the students to. Nobody at the school learned anything (except the fluent spanish speakers but that's because they already spoke Spanish and they spent half their classes watching movies). All the other students I talked to, not just from CI but students from Germany, Denmark, etc, all found the school to be incapable of teaching students at the beginning level how to speak Spanish. They did not begin with any of the fundamentals, half of the class was wasted on just the two more advanced spanish speakers just chatting away with the teachers while the the rest of us just had to sit and wait for their lengthy conversations to end. I know I have left a million other instances out but at the moment these are what come to mind. As an A student, who graduated magna cum laude, I believe, if I'm not doing well in a class, it is not my fault, especially because I always excel above and beyond my peers. Due to the fact that all the beginners did poorly and felt like they wasted their time and money is a testament to the Institute of Andulusia's inadequate and inefficient teaching methods. For the level zero Spanish class, there were two girls who had studied Spanish for 4 years and the two others who had just started Spanish. Somehow, the teachers (who did not speak English) determined that the girls with 4+ years of Spanish improved significantly more the two student who had never had any Spanish - even though we never had any tests, quizzes or objective means of measure our progress until the last day of class when we insisted on taking a final exam because we were being evaluated unfairly. Honestly if I didn't know better, I would have thought a bunch of drunks and drug addicts had decided to make some extra money and through this school together as a easy way to do it. (I do not use the term "drug addict" loosely - one of my teachers there would go to the restroom during the break and then come back with a complete personality change; he would suddenly become very hyped up, easily annoyed and would have this running nose/sniffle problem and be unable to stop moving his mouth - of course he didn't even notice any of this but that's probably because he was high)

The institute was very friendly and offered many tour options, the only thing I would suggest for them is to update their computers to faster ones, often I tried to check my emails and it took most of my time for long break.

Great

I absolutely loved the institute and all of the professors! They were so welcoming and made our stay the most pleasant!

Statistic	Value
Total Responses	4

5. Please rate the in-country transportation arrangements (bus, train, plane...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	In-country transportation	3.80	5.00	4.89	0.36	11

6. Please rate the housing arrangements (quality, location, safety, cleanliness...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Housing arrangements	4.00	5.00	4.91	0.30	11

7. Comments about housing arrangements?

Text Response

Best thing about the trip is the family I stayed with.

Pretty nice housing arrangements - food was very cheap though and house was not very clean, especially not our bathroom.

I can say I was very happy with my home arrangements, eventhough there is no TV in the bedrooms, It was a little weird at first but then it was great to be able to actually have to interact with my host mom and talk. I can only say that happily she went beyond my expectations and made us feel right at home.

Amazing housing arrangement

I love my host mom! I still plan on keeping in touch with her. She was so welcoming and really made us feel at home. The neighborhood was safe and the house we were staying at was very close to school

Statistic	Value
Total Responses	5

8. Comments about in-country transportation?

Text Response

Public transportation system is incredibly easy, cheap and useful in Spain. Wish we had such a great public transportation system over here. It would make my life so much easier!

Great transportation

It was very easy to get around the city. A bus was available about every 5 minutes. The living arrangement were all within range of a bus stop. There was a bus station nearby that allowed students to explore out of the city. The cabs were too expensive, but the bus was affordale (10 trips for 7 euros)

Statistic	Value
Total Responses	3

9. Please rate the student group (in terms of group dynamics, maturity, cross-cultural sensitivity...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Group	1.00	5.00	3.88	1.20	11

10. Comments about the group?

Text Response

Good group of students but there did seem to be a slight divide between native Spanish speakers and non-native Spanish speakers

The group was great, there were only minor conflicts but overall we all helped each other, especially the ones fluent in the Spanish language were always ready to help the ones learning on a lower level. Also we all went out in large groups so no one would feel left out. Overall great attitude made the trip more enjoyable for a group full of girls.

Very understanding and mature group . We were able to have good conversation.

I would say 90% of the group was very mature, dynamic, and cross-culture sensitive. For the most part, it was a wonderful group and everyone got along with everyone. Mostly everyone kept an open mind. There were a select few who did not reflect cross-cultural sensitivity but it seems as if their attitude bettered towards the end of the trip which means the trip benefited them a lot!

Statistic	Value
Total Responses	4

11. Please rate how health and safety issues were handled during the trip

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Health and safety	1.50	5.00	4.05	1.35	10

12. Comments about health and safety?

Text Response

The families tried to help students with health needs. The few times I talked to Beth about some health issues I was having pretty much went in one ear and out the other

There were a couple of girls in the trip who needed medical assistance and they both got it right away, I was pleased to see that if anything happened I would be taken care of in a strange country. The travel insurance was really good.

Heath issues handled very well

Statistic	Value
Total Responses	3

13. 1. Please describe key positives and reflect on reasons for the success.

Text Response

I loved how we had a month stay in Spain.

The course and the trip were very well planned out and this helped to ensure a safe and enjoyable experience.

Staying with a family allowed for an excellent immersion experience

Communication was effective, eventhough we did not have cellphone service many of the girls carried devises like a tablet, iphone, or a laptop and were able to share info about our weekly journals or just to get direccions. The many visits to museums included in our learning experience were also very positive, we first learned at the institute, but then later we had a field trip to the museums and it was very informative. Great teaching tool. Also having Dr. Hartung available for us and making sure we were all ok was very reasuring for everyone, it was great that often even after class we would see her around town always with a great big smile on her face.

I think that our professors at the insttute were really helpfulin terms of making us comprehend the cultural issues in Spain.

Very open proffesors. Educational tours and trips

The School, Andalusi, offers incredible teachers that really help to provide cultural information as well as language instruction. My family was also very generous and I really value my time spent with them.

The course was successful because I took the Social Change in Spain course. I felt I was prepared because I also spoke Spanish. I think intermediate level spanish should be a requirement because it is hard to accomodate everyone who wants special accomodations in a FOREIGN COUNTRY!!! Loved that we had an extra weekend to explore, thanks to that weeked I saw more of Spain, I got the opportunity to visit Cordoba and Sevilla. It was worth going to school an hour earlier.

I loved that we had the opportunity to bond with the group before leaving. Also, I feel that because the group got along so well, we were able to stick with each other and help each other out avoiding troublesome moments. I also like the amount of free time we were given! It allowed us to explore things on our own and what better way to grow as an individual than to learn to independently problem solve and find the way to an objective on our own!

Statistic	Value
Total Responses	9

14. 2. What did you learn on this program that you couldn't learn at Channel Islands?

Text Response

To appreciate everything I have. It was a once in a lifetime experience that everyone should be able to have. I submerged myself in the culture versus being a tourist.

I learned about the culture and people of Spain in a first hand experience.

I was able to interact with people and discuss important issues in their country as far as unemployment, strikes, etc. It is not the same to learn through lectures and books about a country than to experience it.

What it is like to live in a different culture

First of all I learned a great deal about myself, it is always challenging to be away from home and from a comfortable environment. I also learned to appreciate the differences of another culture and their life style, which is different than ours in the U.S. I was able to see and observe what is a priority for them, also their social problems. I also had an opportunity to participate in their happy moments of celebration like when the Spanish soccer team played against another country and won, the whole community went wild and it was an amazing experience, and I am not even a soccer fan. This program allowed me to learn from another perspective the way the world see our own country and helped me appreciate even more what we have here in the U.S.

Being in Spain really made me see what I had learned in class. I think it was important to be there and actually live there to understand social issues affecting everyday people.

How to interact and connect with other cultures in an environment unfamiliar to you

Global differences and overall similarities between people in Spain and the United States were viewed from a personal standpoint with a combined Spanish language acquisition program.

I learned and lived with a Spanish family that made a huge difference in learning about the culture and integrating myself as a traveler.

I was able to witness everything firsthand. Reading a passage from a textbook is not the same thing as hearing it from someone who is living the situation.

Statistic	Value
Total Responses	10

15. 3. What do you know now that you wish you'd known before you went?

Text Response

I wish I knew more information about Morocco.

The class had enough meetings to get our questions answered and to prepare us to travel. Previous to the trip to Spain I spoke to students who went to Spain previously.

They I should have taken this class credit/no credit it so it wouldn't have lowered my gpa

I know now that technology and communications is different and needed to learn to be without a cellphone or that Wifi is not available everywhere like it is here. Other than that I think I was informed well about what to expect in this trip.

I wish I was informed on how hot it would be. Pretty much weather conditions.

Not to be nervous .

More Spanish!

I felt I was informed very well

More information about how much money to take and smarter choices when it comes to saving money.

Statistic	Value
Total Responses	9

16. 4. What suggestions would you provide the faculty director for revisions that would produce a better international experience for future groups?

Text Response

To try to get as many people in the class first and know a moderate level of spanish.

It would have been nice to get to know the group before going on the trip. We all got to know each other quickly, but knowing each other before may have made it easier and less scary.

More prepared and hands on instructor of the class and a different language school

The four trip week was good, eventhough it was getting though the last week of the trip with people getting homesick and also running low on money, but overall looking back we got a lot done during that month.

I think that ALL students should be required to take the social change in Spain class and have at LEAST a basic understanding of the Spanish language to have a decent baisc Spanish conversation. Students should be tested on their Spanish level BEFORE getting admitted to this program.

I would advise them to help the group experiance the culture with an open mind and try to educate those who aren't being so open and understanding .

A mandatory Social Change in Spain course, if possible

Just to provide orientation meetings that are much more informative.

Statistic	Value
Total Responses	8

17. 5. Please comment on your faculty director/s (organization, leadership, preparedness, knowledge of the country, helpfulness...)

Text Response

Professor Hartung was always very well prepared and informed of everything. I was confident that she would ensure that everything would go smoothly and knew I could come to her with any problems or questions. She was very organized and knowledgeable. Professor Hartung was very knowledgeable about the country and she was with us at all times when we went to field trips to make sure the students were at the right place. Also, she made sure that we got to experience the culture by preparing field trips to learn more about Spain.

Already talked about Dr. Hartung. Though she is a very nice woman, she is not especially helpful to the students or present for students when they need her. Therefore this program would benefit from a more hands on teacher, someone who actually wants to teach.

Dr. Hartung was always prepared and ready to help anyone who needed information or just an answer to their concerns. Her knowledge of the area was very helpful, she also wanted to make sure our group left a good impression at the institute and I hope we did. Her leadership was effective and that made a very smooth and enjoyable learning experience.

I think our professor was pretty good about organization and preparedness but I do feel like she should have been a part of all the activities that she had planned for us. I feel like she should have been going to Morocco with the group because I think we would all have felt more secure having our professor along in a foreign third world country.

Very helpful and knowledgeable

Great!

She was awesome! Very enthusiastic about the trip and very helpful.

Statistic	Value
Total Responses	8

18. 6. Please comment on the academic quality of the program (content, learning objectives, assignments, feedback, evaluation...)

Text Response

I feel that I learned a lot and gained a lot from this experience.

The program was very successful. I also learned about Spain history making the visits to Cathedrals, etc. more enjoyable.

Very little formatting. No syllabus, no organization, no course objectives, poor curriculum. As a senior, I can say, this is hands down one of the worst experiences of class/grading that I've ever had at CI - of course the trip to Spain was terrific though.

Learning experience was great, I took the Social change in Spain class before this trip and the class was very helpful, I would recommend that people take that class before the trip, it would help them very much.

I think the academic quality was amazing, our professors at the institute helped us understand more than was expected of the course.

Excellent

This was an incredible powerful experience for personal development, as well as academic!

Amazing, learned a bunch, love the professors, loved the institution, the assignments were fun.

I learned so much and the environment of the institute made learning so enjoyable.

Statistic	Value
Total Responses	9

19. 7. Other comments:

Text Response

I Had an amazing experiance

I loved this experience and will carry it with me in my heart forever! Thanks for the opportunity!! :)

Statistic	Value
Total Responses	2

Initial Report

Last Modified: 07/19/2013

1. Please rate pre-departure program preparation (selection process, information sessions or orientations...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Pre-departure preparation	4.20	5.00	4.92	0.25	10

2. Comments about pre-departure preparation?

Text Response

The professor arrange a couple of meetings to give us practical information such as health insurance, documentation, etc.

I enjoyed taking cultures and civilizations of Spain during spring 2013 because I had the opportunity to learn more about the culture and it's people. When I arrived in Spain I knew what to expect and I wasn't shocked when interacting with the Spanish people.

We were given all the necessary information regarding baggage that was acceptable to take as well as measurements and weight it was all very well organized and we were well informed.

Statistic	Value
Total Responses	3

3. Please rate the performance of the host institution and/or contracted agency.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Host institution or contracted agency	4.50	5.00	4.92	0.16	10

4. Please rate the in-country transportation arrangements (bus, train, plane...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	In-country transportation	5.00	5.00	5.00	0.00	10

5. Comments about host institution and/or contracted agency?

Text Response

Great staff, very outgoing and made me feel welcome since day one. I do wish we had air conditioned classrooms since the temperature was very hot. I am not sure that air conditioning is a norm at institutions in Malaga, but it was still a great experience.

I liked that it was a relaxed environment, very good teachers, but they need to act (and talk) more professionally.

I had a great learning experience at the host site. Learned about teaching methods in Spain.

Statistic	Value
Total Responses	3

6. Please rate the housing arrangements (quality, location, safety, cleanliness...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Housing arrangements	4.30	5.00	4.87	0.25	10

7. Comments about housing arrangements?

Text Response

The host family was amazing and catered to my immediate needs.

Family was very attentive and polite. The area was quiet, safe and close to school.

I loved my Spanish family and I still keep in contact with them.

Statistic	Value
Total Responses	3

8. Comments about in-country transportation?

Text Response

Excellent and cheap transportation.

Transportation in Spain is amazing and for class trips we always had great transportation.

Very easy to get around as well as having transportation provided

Statistic	Value
Total Responses	3

9. Please rate the student group (in terms of group dynamics, maturity, cross-cultural sensitivity...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Group	4.20	5.00	4.88	0.25	10

10. Comments about the group?

Text Response

We all got along together. We were all a group of individuals who loved the amazing experience. Thank you!!!

Group was very respectful to cultural differences.

The student group was very interesting. There were 14 females and 1 male so it made it fascinating to see the interactions.

Lethe group was very good loved the group and the atmosphere

Statistic	Value
Total Responses	4

11. Please rate how health and safety issues were handled during the trip

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Health and safety	5.00	5.00	5.00	0.00	10

12. Comments about health and safety?

Text Response

I felt very safe during every trip we made.

For the most part it went well one person injured her foot, and another got a cold but other the that no major issues.

Great. Luckily I never got sick.

Statistic	Value
Total Responses	3

13. 1. Please describe key positives and reflect on reasons for the success.

Text Response

The trip was very well organized, from meeting with the Professor at LAX to being introduced to our host family in Malaga.

The instructors were very outgoing, it is not something I am used to seeing here at CSUCI with my professors. I was able to make connections and feel very comfortable to engage in the course.

Great professor Academic excursions

We were on a great place in this case Spain, an amazing place to learn about a different culture and traditions. We were able to interact with other students who were not from CSUCI. We were surrounded by great people and an amazing environment.

I had the opportunity to be a part of something that I learned about in class. It's very beneficial to actually have the opportunity to be close to a topic or region that is being studied. It adds more meaning to the experience.

In addition to enhancing my Spanish language capabilities, I was able at the same time to explore a different country with a distinct culture. Living with a family, was a great experience because I was introduced to the food and customs that the families have. As compared with dining out, where you don't necessarily build a relationship with the server. The family along with the school faculty were there to help us with our communication abilities as well as exploring the area.

Statistic	Value
Total Responses	6

14. 2. What did you learn on this program that you couldn't learn at Channel Islands?

Text Response

First hand experience of living in a country where the language is unique to my own. Traditions and everyday life style.

I got a first-hand feel of what the "Spaniard way of life" was like. I lived some of the best experiences throughout this trip. I learned a lot from students that came from other countries, and I felt I was truly immersed in their culture, especially by using their slang.

The current situation of Spain that can be understood unless experience it through a host family and interacting with others from that country on a daily basis. The culture experience is one that is essential, which in order to enrich our education we needed to immerse in it and experiment by our own selves using our five senses in order to understand more profoundly.

The culture and people of Spain

I learned more about the Spain cultures, their poetry but the way they teach it is differently. Professors want you to learn the material not memorize it.

Learning directly from Spaniards and listening to what they had to say made it much more meaningful. For example, here in the states we learn about the economical crisis that the Spaniards are going through. I thought that these people were dying in the streets. The reality is that most of them are being innovative and finding ways to still go out at night and have a good time with friends, acquaintances or family.

Different culture aspects that we aren't exposed to at Channel Islands.

Being in the country and actually seeing and experiencing things first hand was incredible. We learned so much about the culture and history, but being able to visit historical sites was unbelievable.

Statistic	Value
Total Responses	8

15. 3. What do you know now that you wish you'd known before you went?

Text Response

N/A

I wish I would've known they eat a lot of fish in Malaga. I am not a big fan, but it was still worthwhile to taste all their different dishes because it is a big part of their culture in Malaga.

How to pack lighter that has nothing to do with the education part but on the other note, if I would have known to carry my CSUCI identification card I would have gotten discounts and even free entrance to the distinct museums and historical and anthropological locations.

That is very cheap to travel from one county to another in Europe.

I wish I could have learned more about the famous artist "Picasso" and his great artistic work as well as the traditions in Spain.

NA

N/a

I wish I would have known that I did not need to pack so much clothing.

Statistic	Value
Total Responses	8

16. 4. What suggestions would you provide the faculty director for revisions that would produce a better international experience for future groups?

Text Response

I cannot think of anything, the overall experience was great. The only thing that comes to my mind is that I wish the trip had been planned so that we could've made it to the festivities they do that is a big part of the Malaga culture and it is a celebration that is awaited all year long.

A more comfortable plane.

The experience was great, I learned so much that it showed how great the professors in Spain are, I would just change where they place the student: not the location but the families, that way the families get to know the students and interact with them.

Making the stay in Spain longer. 4 weeks would be ideal.

Nothing everything was well organized and planned

Statistic	Value
Total Responses	5

17. 5. Please comment on your faculty director/s (organization, leadership, preparedness, knowledge of the country, helpfulness...)

Text Response

Professor Jimenez was a great leader, mentor, professor, and guide. He did everything possible to make sure our stay in Malaga was pleasant. I am beyond satisfied.

Professor Jimenez did a great job. He often asked us of how things were going on at home and how we felt about the trips we were doing. He checked in with us regularly and was very helpful in terms of advice of how to get around Malaga and what were things we must know about the region.

Profesor Jimenez is an amazingly educated individual who guided us through and have us an immense amount of knowledge. Everything was laid out for us, he really did a great job lining it all out for us which made it easier for us to have a more pleasant educated experience.

OUTSTANDING. Professor Jimenez is a true expert.

Everything was well prepared and the professors knew what they were doing and they didn't mind that you had another different about a certain topic in compare to the professors here on campus.

Our group leader not only made sure that we were always doing well but he prepared is also a native born of Spain. All his personal knowledge helped when going around in Spain and his closeness with the instructors at the institute made it beneficial for the students. This allowed us to get the best experience at the institute because we were learning about topics that were relevant to the professors course objectives.

Perfect he was well prepared and helped with any questions that we had about the town

The faculty director knew the area very well which made the experience so successful and enjoyable. The excursions were very well organized.

Statistic	Value
Total Responses	8

18. 6. Please comment on the academic quality of the program (content, learning objectives, assignments, feedback, evaluation...)

Text Response

Great! The material of the class was always interesting and professors always used real life events to help us understand.

Our class was very interactive and participant which is what I think made the academic experience better. I learned a lot about the Spaniard culture and appropriate use of language. I was benefited academically more than I had expected and achieved my goals.

very good program. Doing a journal as part of the homework was very helpful and fun.

The academic quality was great, we had great feed back on our assignments.

Assignments were great because they allowed the students to reflection.

Some of the material we covered was review from our class, but what was interesting was hearing it from the Spanish point of view. There was also sessions which covered grammar and poetry that had not been extensively covered at CI, therefore covering those topics was very beneficial. The teachers at the institute were very knowledgable about all the information we covered and if we had any confusions or questions they figured out a way to address them.

Statistic	Value
Total Responses	6

19. 7. Other comments:

Text Response

The overall experience was great! I cannot thank everyone enough for the wonderful opportunities our campus provides. I hope to take a similar trip again with my peers and I am sure that this trip is very beneficial for CI students.

It was the best experience of my life!

It will be amazing that we could have professors like the ones in Spain here on campus. The kind of professors that want you to learn the material and not just memorize it and that help you when need it with out judging you or making you feel bad.

Great experience and incredible professor. I would truly advice other students to do this next year. It is a lifetime experience.

I am so grateful I had the opportunity to do something like this. Never would I have imagined being abroad during my college years. The fact that I was there as a student and not just as another visiting tourist really helped me learn and become part of the culture the time I spent there. It 's incredible that the school grants funds for such marvelous educational trips that make an impact in the lives of students.

Statistic	Value
Total Responses	5

UNIV 392: SOCIAL CHANGE IN SPAIN

Itinerary May 31- June 29, 2019

MAY 31 Sat	Depart USA.
JUNE 1 Sun	Arrive in Málaga. Shuttle from the airport to your accommodation. Rest and Free time
JUNE 2 Monday	8:30 Spanish proficiency test 9:30 - 12:00 Tour Málaga 12:00- 15:00 Spanish class 15:00 Welcome party with Paella Dinner with your family
JUNE 3 Tue	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening
JUNE 4 Wed	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening 20:30 Tapas (optional 15 €or \$20)
JUNE 5 Thur	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening 15:15 Nerja and Frigiliana (optional 30 €or \$39) Dinner with your family
JUNE 6 Fri	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening
JUNE 7 Sat	8:15 Excursion to Granada (included) Dinner with your family
JUNE 8 Sun	Free day
JUNE 9-12	9:30 – 14:00 Spanish class Lunch with your family Free afternoon and evening Other activities as announced
JUNE 13-15	Puente (long weekend) 6/15 depart 15:15 excursion to Morocco Price includes all meals, transfers, shared hotel accommodation. €90 or \$250.
JUNE 16-19	9:30 – 14:00 Spanish class Lunch with your family Excursion options for the afternoon. School of flamenco excursion.
JUNE 20-22	Puente (long weekend). Various options.



JUNE 23-27	9:30 – 14:00 Spanish class Fiesta de Despedida Jueves 28
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June 29 S	Meet at the bus stop, “Iglesia del Palo” to go to the airport.
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COST: Airfare	\$ 1,600 approx.
Tuition in Málaga;	\$ 1,500 approx.
CSUCI Tuition	\$ 850 approx.
TOTAL	\$ 3,850 approx.
IRA grant per student	\$ 1,800
Your total cost	\$ 2,000 approx. + spending money

NOTES:

Price includes: bus transfer to and from the airport; guided visit to Malaga; welcome paella; excursion to Granada, with guide; four weeks of Spanish classes, 4 or 5 times a week, from 9:30 to 2 p.m.; shared room and half board with a Spanish family. You will have breakfast and lunch with your family. Lunch is the big meal for Spanish families, generally served around 2 or 2:30 in the afternoon, so, after class you'll eat lunch with your family. Dinner is on your own. This year's group will have two long weekends – the second and third weekends of the month of June. The second weekend is a weekend to go to Morocco with study-travel if you so choose. Other options for you: the fast train to Madrid, visiting Seville, Cordova, Ronda or other nearby cities, Gibraltar. The institute has options for excursions that are reasonably priced. Your tuition will include at least two other local excursions: dinner out the school of flamenco in Málaga, and a guided visit through the Picasso Museum in Málaga. The final supper together is also included in your tuition.

