

# **Experiential Learning and Student Mentoring Plan with program-related student learning objectives**

Seville, a city steeped in history, has long been a vital cultural hub within Spain. It emerged as an important settlement during ancient times, starting as an Iberian town before coming under Roman influence. In 711 AD, Seville experienced a significant transformation as it fell under Muslim rule, a period that lasted nearly 800 years. This era left an indelible mark on the city's architectural, cultural, and intellectual landscape.

The year 1492 marked a pivotal moment for Seville as it became the focal point of Spanish exploration and expansion into the New World. This period of exploration marked a new period of prosperity and growth, fueled by wealth and resources extracted from the Americas.

500 years later, Seville entered another significant phase of development to host the Universal Exposition, in 1992. A burst of urban regeneration occurred, leading to the construction of new roads, railways, and hotels, establishing a modern tourist infrastructure that the city benefits from today.

In the present day, Seville serves as the capital of the autonomous community of Andalusia. It is renowned for its vibrant blend of historical and contemporary culture, attracting visitors from around the world who come to experience its rich heritage and dynamic atmosphere. The developments from these historical periods will inform our experiential learning plan described in the next section.

## **Experiential Learning Plan**

For our experiential learning project (ELP), students will delve into the rich cultural and historical diversity of Spain, as expressed through its art, architecture, language, and cuisine. Students will embark on an insightful journey into Seville's history, art, and architecture by visiting sites in Seville as well as exploring historical and contemporary sites in Cordoba as well as in Morocco.

The project is designed to provide a unique opportunity for students to engage directly with historical elements that are woven into the present day. This hands-on experience will offer students a chance to interact with and analyze different periods of history and understand how these moments are reflected in contemporary society. Each week, students will be guided through exploratory activities and respond to thought-provoking questions that encourage them to consider the various forms, roles, and functions of history in today's world. Our project will feature a dedicated shared Google Drive where students can engage in reflective practice by journal entries where they address questions and record their learning experiences. Students may include text, photos, drawings, and anything else that represents their research, observations and insights into Seville's rich cultural history. This platform will also serve as a space for students to share observations, analyses, reflections and photographs that capture their experiences, facilitating a collaborative learning environment.

Participants will gain a deeper appreciation of Spain's multifaceted cultural diversity by working both individually and collaboratively, within their levels of comfort and capacities. SAC may determine the weight of the ELP but I suggest that the ELP contributes 20% to your final grade, while the remaining 80% will be determined by final grades earned by the host institution.

**SLO's: At the end of the program, students will be able to / demonstrate:**

- Demonstrate awareness of their own cultural values and biases and how they impact their ability to work with and related to others.
- Demonstrate knowledge of diversity with a focus on the population (both local and international) encountered in Seville.
- Communicate appropriately and effectively (with a focus on improvement in the target language over the course of the program) with diverse individuals and groups.
- Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.
- Communicate and report on Spain's history.
- Describe and analyze Spain's cultural diversity as expressed through art, architecture and food and language.
- Develop cultural awareness of contemporary Spain
- Respect cultural differences {ILO 3}
- Work cooperatively and collaboratively
- Demonstrate an increased capacity to analyze issues with appreciation for Seville and Spains' rich history.
- Demonstrate knowledge of diverse historical periods in Spain and compare these historical periods through art, architecture, food and language.
- Demonstrate a comprehensive understanding of diverse historical periods in Spain. Compare these periods through the lens of art, architecture, food, and language, identifying distinct and overlapping characteristics.

**Week 1:** Students will explore Spain's Roman heritage. I will pose a series of questions regarding the contemporary significance and historical impact of Spain's Roman past that students will respond to. Additionally, I will provide a list of suggested sites for visits. Students will discover the influence of Rome on the Spanish language and cultural traditions, by landmarks such as Calle Betis and the Betis Athletic Club. Recommended visits in Seville include the Museo de Arqueología, Triana, Itálica, and the Palacio de la Condesa de Lebrija. In Córdoba, we can visit the Roman Bridge. While exploring these sites, students will consider the impact of Roman culture on contemporary Spanish language and traditions,

**Week 2:** The focus shifts to the rich history of Jews and Sephardic traditions in Seville. I will pose questions for students to reflect on, which they will respond to on CLOG, regarding past and present Jewish traditions in Spain. Students should visit at least one of the following sites: Barrio Santa Cruz, El Centro de Interpretación de Judería de Sevilla, and the Museum of the Inquisition. In Córdoba, students may see the Statue of Maimonides and explore the Jewish Quarter. Through these visits, students will reflect on the persistence and evolution of Jewish customs and their integration into Spain's cultural tapestry.

**Week 3:** Students will delve into the significant historical events of 1492, focusing on its impact on Spain and the Americas. I will encourage discussions on the implications of the discovery and conquest of the “New World,” as well as how it is represented in modern day. Suggested visits include the Archivo General de Indias, Plaza de las Américas, the Statue of Simón Bolívar, the Capilla de los Navegantes in the Alcázar, Paseo de Colón, Hotel Colón, La Fábrica de Tabacos, the Monasterio de la Cartuja, and the Columbus Monument. A visit to the Guadalquivir River, which served as a vital route for ships sailing to and arriving from the Americas, offers a connection to the maritime history of the era.

**Week 4:** Students will integrate their insights from visits both in Córdoba and Morocco to compare contemporary Morocco with Spain’s historical Moorish past. They will explore landmarks that reflect on Spain’s historical connections to the region. Suggested visits in Seville include the Alcázar (including the Catedral de la Giralda, Patio de los Naranjos, Macarena Walls, Casa de Pilato, and the Arabic Baths on Calle Mesón de Moro) and the Torre del Oro. In Córdoba, key sites to visit are La Mezquita and the Alcázar de los Reyes Cristianos. This comparative reflection will allow students to appreciate the enduring connections between Spain and Morocco, deepening their understanding of cross-cultural influence and historical continuity.

**Student Learning Outcome Assessment Rubric. Students will be assessed weekly.**

| Criteria   | Exceeds Expectations  | Meets Expectations   | Below Expectations   |
|--|---|--|--|
| <b>Insights and Understandings</b>   | Journal entries are deeply engaging, by thoroughly addressing questions asked and fully described, with examples of history coexisting with the present | Journal entries respond to questions asked. Student has visited a location and sufficiently reported on Spain's history. | Journal entries insufficiently describe historical significance.                             |
| <b>Demonstrates an increased capacity to analyze issues with an appreciation for the historical and cultural differences</b> | Actively seeks out and discovers novel examples of the historical and cultural legacy and thinks critically about the basis for differences             | Recognizes and records important historical and cultural differences   | Journal entries fail to appreciate or notice cultural differences or understand their basis. |
| <b>Synthesis of experience</b>   | Journal entries fully reflect comprehension of the historical significance of places studied and show insights on meaningful cultural learning          | Journal entries adequately reflect historical significance of places studied   | Journal entries lack comprehension of historical significance on modern day Spain            |
| <b>Photographic Evidence</b>   | All pictures accurately reflect and exemplify written texts   | Some pictures that reflect written texts.  | No pictures or pictures that do not reflect written text.                                    |
| <b>Work collaboratively and cooperatively</b>  | Applies classroom and excursion learning independently on a near-daily basis  | Regular attendance and active participation in ICS programs  | Poor attendance and participation in ICS programs, including excursions.                     |