PEDAGOGICAL MISSIONS OF SPAIN
Archival Expeditions Fellowship
Joseph Mulligan, Romance Studies
Faculty Sponsor: José María Rodríguez García

Background
This module is designed for students of Spanish 333 in the Department of Romance Studies at Duke University. In the Spanish program, undergraduate majors and minors are required to take two survey courses on literature and culture, one early modern and one modern, which focus either on Latin America or on Spain. By the time they enroll in Spanish 333, students have fulfilled their language requirements and achieved proficiency. They can be expected to read, write, converse, and give presentations in Spanish.

Using Archives to Create Pedagogical Tools
This module incorporates open-source archival materials into online tools that students use for in-class activities in conjunction with readings of official reports from the Patronato de Misiones Pedagógicas, personal accounts of student activists who participated in these secular education reform programs, and pedagogical materials that were used as curricula. In other words, I have used archival materials to create two “toolsets” for the module: one set of interactive maps and another set of visual presentations.¹

Acknowledgements
The image files used in the slide decks were drawn from El Museo del Prado, and Academia de San Fernando, archived in Google Photos and presented in Google Slides. The image files of documentary photographs were mined from the Memorias of the Patronato de Misiones Pedagógicas, published online by Biblioteca de Castilla y León, a document that also contains readings for the lesson plans. Other materials used in the module are held by Perkins Library at Duke University. I expect to release an updated version of the maps in 2020 and hope to benefit from archival research at the Residencia de Estudiantes in Madrid which would grow the data that can be assigned to the geolocations already integrated into the map. I used Google Forms to gather data; GIMP to edit images that I grabbed from PDFs; Tropy to organize image files with metadata; and Google Drive to host images files. I used ArcGIS Online to create two interactive mapping web applications which facilitate two hands-on archival activities in the classroom.

¹ At the time of this submission (December 2019), the maps are presented separately, each with its own discrete URL. In the future, I may choose to make the “duration” attribute of the one map a selectable feature of the other.
Interactive Maps of Misiones Pedagógicas in ArcGIS Online

“Source” Images of Reproductions used in El Museo Circulante

Documentary Photographs of Museo Circulante Exhibitions
Meeting 1 Lesson Plan
Introduction to Misiones Pedagógicas

In today’s meeting, we will identify some of the activities that comprise the Misiones Pedagógicas. With an interest in locating this social movement in its local context, we also will consider the education reform program from geographical and historical perspectives. What did it mean for college students to go on a “pedagogical mission” in 1930s Spain? How did the Patronato promote this public service opportunity and at whom was it aimed? These are some of the questions that will guide our inquiry today.

Desired Learning Outcomes

- Recognize the significance of discreet visual representations
- Identify a geographical conditions of social activities
- Make positive claims linked to evidence
- Formulate a research question
- Connect findings from hands-on activity to the institution's self-representation in the readings assigned for the class meeting

Reading


Archival Activity

Equipped with a Research Worksheet, we will spend the first half of the class on an interactive mapping activity to be performed with a partner, before reconvening to relate the outcomes of this activity to the readings about the nature of the Misiones Pedagógicas.
Meeting 1: Research Worksheet

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Instructions

Working with a partner, open the map in ArcGIS titled Ejercicio de Misiones Pedagógicas (tiempo). Each cluster of colors represents the activities of missions in their duration in a given province. Allow the map to run through the duration of the reform activities several times. Zoom in and out to explore the geography, and observe closely before answering the following questions.

1) What kind of patterns do you notice in the duration of the reform activities from one area to another?

2) Where were the reform activities concentrated the most? Where were they concentrated the least?

3) Based on your observations, characterize the relation of the period of duration of a single mission to the period of duration of the entire reform program.

4) Formulate a first research question, based on the evidence you have studied in the map.

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2 All activities in this class, written or otherwise, occur in Spanish.
Meeting 2 Lesson Plan
Taking Account and Personal Accounts

Program Director Manuel Bartolomé Cossío famously preferred to receive oral reports over written reports. He required students and educators who had returned from their “pedagogical missions” to meet with him in person and give their “debriefing.” In today’s meeting, we will consider some of the accounts that appeared in the Memorias in conjunction with accounts recorded in personal letters. This invites us to compare the “official” accounts in the report of the Patronato with personal letters from missionaries (Rafael Dieste and Ramón Gaya).

Desired Learning Outcomes

- Recognize literary conventions in the genre of letter-writing
- Identify differences between institutional and personal modes of representation
- Link instances of secular missionary work to a geolocation
- Relate historical reform to contemporary civic engagement

Readings


Activity

Today, we will begin with a mapping activity that you will perform with a new parnter. Groups will be assigned one of three regions of missionary activities. Using the Research Worksheet, they compile information about your region. We then will reconvene to discuss our findings and to go into some detail about Rafael Dieste and Ramón Gaya.
Meeting 2: Research Worksheet

Name_______________________________

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Date________________________________

Instructions

Working with a different partner from yesterday, open this map in ArcGIS Ejercicio de Misiones Pedagógicas which represents all locations visited by the education reform program. Each group will be assigned a province [Segovia, Granada, A Coruña]. Examine the map, paying close attention to geographical features. Click on the locations in your province.

1) Based on the geographical conditions and the information in the pop-ups linked to the locations of reform activities in your province, what do you know about these missions?

2) Based on the findings you have just enumerated, elaborate a series of positive claims.

3) Finally, based on the evidence you have discovered today, what do you still not know? What claims can’t you make in good faith with the information you have examined up to this point? Express this in the form of an explicit research question.

Assignment: Working individually, you will pursue the line of inquiry that you have developed by forming a research question with your partner in class. To pursue this line of inquiry and to try to answer your question, you will confer with the Memorias of the Patronato de Misiones Pedagógicas available here. Document the steps you take as you follow your line of questioning and summarize it in a short report (300 words) which you will post on the course blog within a week. Remember, negative findings can be as significant as positive findings.
Meeting 3 Lesson Plan
Forms of Reproduction and the Place of Art

Where does art belong? Who belongs in art? These questions will lead us to examine those activities of Misiones Pedagógicas consolidated in the traveling museum known as El Museo Circulante. It consisted of reproductions (paintings) of original works held by the Museo del Prado, Academia de San Fernando, and Museo Cerralbo. The painters hired by Cossío to make the reproductions, at the invitation of poet Pedro Salinas, were Eduardo Vincente, Juan de Bonafé and Ramón Gaya. The exhibit you will view in preparation for class has been built with image files from the corresponding museum that holds the original paintings. We will begin class with a short discussion on what we saw in the exhibit before diving into an archival activity centered on a second (shorter) exhibit that we will view in groups during class.

Desired Learning Outcomes

- Recall official and personal accounts about the creation and execution of museum
- Identify the subject of paintings and photographs
- Interpret the relevance of background imagery in documentary photographs
- Link composition of documentary photographs to official account in Memorias

Readings

“Museo Circulante”, Patronato de Misiones Pedagógicas, 1934, 103–8.

View digital reproduction of El Museo Circulante

Activity

Working with a new partner, you will use the Research Worksheet to examine a slide deck of documentary photographs included in the Memorias of the Patronato de Misiones Pedagógicas. Paying attention to the subject matter of the paintings and the photographs, you will consider some of the implications that result from the compositions. For the last 25 minutes of the class, we will reconvene to discuss our findings and relate the curatorial practice of the exhibit to the broader goals of the Patronato de Misiones Pedagógicas.
Meeting 3: Research Worksheet

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Instructions

With a new partner, open the presentation *Documenting El Museo Circulante* in Google Slides and click the “Present” button. View the slide deck several times before starting to answer the following questions. Refer to the images constantly as you and your partner formulate responses.

1. How would you describe the subject of the photos? What are they about? Characterize as many as you can.

2. Why might the Patronato de Misiones Pedagógicas have included so many photographs of its own art exhibits in the *Memorias*? And what do you think was the target audience of this official report?

3. Describe some of the significant relationships between the people photographed in the traveling museum and the people depicted in the paintings of the exhibits.
Meeting 4 Lesson Plan
Donated Libraries and the Frontier Ballad

In today’s class, we will discuss the role of libraries in the Misiones Pedagógicas of Spain, paying focal attention to a specific form of poetry included in these collections – *el romance* or frontier ballad – with the objective of inquiring into the justification for including medieval poetry in an early 20th-century popular literacy campaign. Prior to today’s meeting, each student will be assigned one of the geographic regions (“cañadas”) in Menéndez Pidal and Goyri. We will begin class working in groups on an archival exercise, before moving on all together to consider the role of the printing press in relation to the oral transmission as we evaluate the Patronato’s tactical strategy of donating libraries.

**Desired Learning Outcomes**

- Identify similarities and differences between versions of a poem
- Apply geographical knowledge of the reform program to ethnographic literature
- Connect modes of literary production to social conditions
- Evaluate the decision to include “La loba parda” in the missions’ curriculum
- Suggest the mission site most appropriate for your version of the poem

**Readings**

“Servicio de Bibliotecas,” *Patronato de Misiones Pedagógicas*, 1934, 61–70.

**Activity**

For this activity you will work in groups of three. Each student has been assigned readings from one of the *cañadas* covered by Menéndez Pidal and Goyri. The objective is for each student to present their findings to the other group members, so that each group has a broader idea of the poems that were collected. As a group, use the Research Worksheet to guide your inquiry and prepare to present your findings when we reconvene for the last 25 minutes of the class, to discuss the literacy objectives of the program and how these relate to the activities in the missions.
Meeting 4: Research Worksheet

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Instructions

Working in groups of three, begin by sharing with the other group members your favorite version of “La loba parda” from the cañada you were assigned. Read it aloud, remembering that it is a song. Then, as a group, collaboratively answer the following questions:

1) What elements of the poems you have read are “standard” across all three versions? What elements distinguish the poems from each other?

2) How would you describe the moral position of the dogs in the poem? Where does their loyalty lie and why?

3) Why do you think 20th-century reformers of Misiones Pedagógicas included a mediaeval frontier ballad like “La loba parda” in their curriculum? Why read early modern poetry to disenfranchised agriculturalists?

4) Turning to the interactive map in ArcGIS Ejercicio de Misiones Pedagógicas, decide on which mission you think it would be best to perform your version of the poem and offer a justification for your decision.