

CAMINO DE SANTIAGO: A PILGRIM'S WAY YESTERDAY AND TODAY
CAS HI 342 / CAS RN 343
DEPARTMENTS: HISTORY AND RELIGION

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Monday through Thursday 5:00 pm-6:40 pm
Office Hours: Any time by appointment
Course Dates: Summer term
Number of credits: 4

This class is taught for six weeks, and it includes two field trips on the Camino de Santiago (six days total).

Course Description

The Way of Saint James —Camino de Santiago— began as a Christian pilgrimage in the 9th century when the hermit Pelayo discovered the legendary tomb of Apostle Saint James in Northern Iberia. What has been considered one of the most significant religious walks in the world was originally determined by a myriad of economic, social, political, and cultural factors that influenced Europe at the time and continue to shape political, social, and economic actions today.

This course offers an in-depth exploration of the Camino de Santiago, examining its historical origins and roots as well as its modern challenges, including economic impact and tourism and/or self-discovery and healing. Through lectures, interactive discussions, journaling, and direct engagement on parts of the walk, students will gain a rich understanding of this iconic pilgrimage route.

Requirements:

There are two mandatory walks on the Camino. Students should expect to engage in moderate physical activity; they will walk about 6-8 miles per day for six days. However, walking the Camino is an individual experience and each student should adapt the walk to their own pace. Most accommodations can be made on a case-by-case basis.

BU Undergraduate Student Prerequisite: First-Year Writing Seminar (WR 120 or equivalent)

This is a six-week course that meets five weeks in the classroom and one on the Camino de Santiago. Each week focuses on a different thematic block delving into specific topics related to the main theme.

HUB UNITS: Historical Consciousness, Writing Intensive and Creativity and Innovation

Historical consciousness

1. The Camino de Santiago's uniqueness lies in its historical and spiritual significance, which spans more than a thousand years. Students will discuss texts written by pilgrims in the Middle Ages, bibliography on pilgrimages and Europe in the Medieval period, as well as literary sources and personal testimonials of walking the Camino. These sources, along with their own experience on the walk, will help students gain an in-depth understanding of its historical context, its evolution over time, and its impact on culture, religion, and society. They will then have to create their own narratives about the Camino's historical significance. They will reflect on how the past has shaped the present, considering aspects such as the situation of Iberia and Europe in the Middle Ages, the influence of Christianity in shaping European culture, medieval pilgrimage practices, and/or modern tourism.

Additionally, the course will explore how socioeconomic forces, including trade routes, the development of cities along the Camino, the political border of the Arab expansion in Europe, and political power struggles, influenced the pilgrimage. Students will assess how the Camino's infrastructure—from hospitals to churches—was shaped by broader economic and social dynamics. In modern times, they will analyze how the Camino has become a significant source of tourism revenue, contributing to local economies while also raising questions about commercialization and the preservation of cultural heritage.

2. Students will study primary texts written by pilgrims in the Middle Ages (i.e. Codex Calixtinus), travel accounts, blogs, and scholarly research about the Camino de Santiago. These readings will cover various periods, from the route's origins in the Middle Ages to its modern resurgence.

In addition to theoretical learning, students will walk sections of the Camino de Santiago. This immersive experience will connect them with the physical landscape, allowing them to observe centuries-old architectural landmarks and understand the pilgrimage tradition's cultural and spiritual dimensions. Interactions with other pilgrims and visual primary sources on the Camino will help students shape their ability to interpret its historical and cultural context.

3. As mentioned above, this course includes a theoretical section and an experiential learning section. The academic research and the personal experience will

allow students to shape their own Camino, reflecting on the broader human quest for meaning across time. History and spirituality will be understood through a dynamic process, recognizing their place within a continuum of human experience. In other words, the physical and intellectual experience will help students analyze, interpret, and articulate the significance of the Camino de Santiago from multiple perspectives.

The Camino de Santiago is deeply rooted in Christian pilgrimage traditions, and students will explore the religious dimensions that have shaped the Camino's significance for over a thousand years. The role of Saint James in Christian theology and the rise of pilgrimage during the medieval period —not only to Santiago but to Rome and Assisi, among others— shaped a spiritual practice that was mixed with the political identity of Europe. Today, there are other motivations for the journey, including healing and self-discovery, leisure/travel, exercise, etc. However, the spirituality behind the walk still plays an important role.

Writing Intensive - Travel Writing

Students will read and analyze medieval and modern travel narratives, as well as bibliography about the historical context and modern-day topics. With all this, in conjunction with their own observing and walking the Camino, they will have to craft their own narratives appropriate to the genre (travel writing) as well as adapt them to the audience they decide to address.

1. In the context of the Camino de Santiago, students will develop the skills to produce reflective and responsible travel writing and journaling. They will focus on crafting narratives that convey their personal experiences of the walk while situating these within a broader historical, cultural, and spiritual framework. Students will learn to write with an awareness of their intended audience, whether it be a personal journal for reflection, a travel blog for sharing experiences, or an academic piece that critically engages with the pilgrimage's history.

To meet this outcome, students will engage in structured writing exercises that include reflective journaling during their walk, drafting travel essays, and revising their work for clarity and coherence. In their final portfolios, students will demonstrate the ability to create well-structured pieces that resonate with their audience, reflect on the cultural significance of the Camino, and convey their experiences responsibly.

2. Students will engage with a wide variety of texts that include historical documents, travel narratives, guidebooks, blogs, maps, and multimedia content related to the Camino de Santiago. They will read classic and contemporary travel writing about the Camino, gaining insight into how different writers have interpreted their experiences and conveyed them to their audiences. These readings will serve as models for students' own travel writing, while also encouraging critical thinking about how narratives are shaped by personal, cultural, and social contexts.

In addition to written texts, students will critically interpret visual and digital media such as documentaries, maps of pilgrimage routes, and online forums where modern pilgrims share their experiences. They will also watch two very different commercial films: *The Way* and *Al Final del Camino*. These films show the different current motivations for walking, from healing to spending the summer holidays. Through class discussions and written assignments, students will engage with these sources which will help them cultivate the skills to analyze texts and media with depth and sensitivity, ultimately informing their own travel writing and reflective pieces.

3. In this course, students will explore various modes of writing, from traditional journal entries to more complex multimedia travel narratives. As part of their writing development, students will be encouraged to integrate multimedia elements—such as photographs, videos, maps, and digital content—into their travel narratives, enhancing the reader’s experience and providing additional layers of context to their written work.

For instance, a student might create a multimedia blog about their journey on the Camino, incorporating photos of significant landmarks, audio recordings of local sounds, or maps tracing their route. Others might use graphic elements in their reflective journals to highlight the relationship between personal experience and historical or cultural context. These projects will demonstrate students' ability to adapt their writing to different genres and formats, crafting coherent narratives that reflect both personal insight and a critical understanding of the Camino’s broader significance. All the students will have to keep a written journal. The integration of multimedia elements will allow students to explore the intersection of writing and digital storytelling.

Creativity

1. This course emphasizes creativity as a process that evolves through experimentation, feedback, and revision. This will be especially relevant as students blend personal reflection with historical and cultural awareness, finding innovative ways to convey their Camino experience in travel writing, journaling, and multimedia projects. Creativity will be part of interpreting their own experiences while using the historical, cultural and social insights discussed in class.

As explained in the “Writing Intensive” learning outcome above, students will have to keep a journal. Through feedback from peers and instructors, they will be encouraged to revisit their entries and refine their style, deepen their reflections, or experiment with new modes of expression such as incorporating poetry, sketches, memorabilia, photographs, and/or multimedia. This iterative process will teach them that creativity develops through exploration and refinement. They may also produce a blog or multimedia piece to share with others.

a. Practicing Creative and Innovative Thinking as an Iterative Process

Students will engage in creative thinking by generating original travel narratives and multimedia projects that capture both their personal journey on the Camino and their critical understanding of its historical and cultural significance. The course will guide

students through a cycle of idea generation, peer and instructors' feedback, and revision. In the classroom, students will share drafts of their travel writing or journaling, receive constructive feedback, and revise their work to improve clarity, voice, and innovation.

b. Metacognitive Reflection on Risk-Taking and Experimentation

Throughout the course, students will be encouraged to reflect on their creative process through evaluating the choices they've made. As part of this reflection, students will consider the challenges they faced, the moments where they took creative risks, and how these risks influenced the outcome of their work. For example, a student might reflect on their decision to write in a non-linear narrative style, or to integrate digital elements like video or audio into their travel journal, discussing how these choices either enhanced or complicated their project.

c. Generating a Product Based on the Creative Process

As part of this course, students will produce a final creative project that demonstrates their engagement with the iterative creative process. This could be a polished travel narrative, an experimental travel blog, or a reflective journal incorporating visual and textual elements. Whatever form the final product takes, it will showcase the student's ability to generate original work that blends their personal Camino experience with their understanding of the pilgrimage's historical, cultural, and spiritual dimensions.

2. Exercising Their Potential for Creative Activity

These learning outcomes will be met through a combination the iterative writing and multimedia projects, peer workshops, reflective exercises, and the final creative product described above. By constantly revising their work in response to feedback, reflecting on their creative decisions, and taking risks in how they represent their experiences, students will develop their creative capacities and gain a deeper understanding of the Camino de Santiago in a way that is personal, innovative, and reflective of their own journey.

Instructional Format

This course meets four days a week for six weeks. The total number of contact hours is the same as any other 4-credit course. However, this course includes two field trips on the Camino de Santiago. Each field trip is three days long. Students will walk along the Camino so they can achieve their own personal experience of the pilgrimage. They will also have to keep a journal following the guidelines below.

This course requires a great deal of individual work, exploring, reading, watching, writing, etc. The lectures will give the student an intellectual framework to understand the different topics associated with the class. It will provide the students with the tools necessary to complete their own individual work. Lectures are intended to elaborate on the required readings and prepare the students to fully understand their walk on the Camino.

Community of Learning: Class and University Policies

Students will have to complete the assigned readings before the day of the lecture. Lectures will not summarize the readings but rather explore them in further depth and build upon related topics. Supplementary readings are intended for students who want to deepen their understanding of Spanish culture and history and will serve as a basic bibliography for written projects or presentations.

Students are required to attend all classes and prepare specific assignments that will be given prior to the excursions which may include viewing a film, preparing a written exercise, or visiting a museum collection (in person or online).

It is every student's responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean." You can view the entire Academic Conduct Code here: <http://www.bu.edu/academics/resources/academic-conduct-code/>

Attendance to both class and field trips is mandatory. No unexcused absences are permitted.

Grading policy:

Class participation: 10%

Weekly Reflections/Discussion Contributions: 20%.

Mid-term Exam: 20%

Journal: 25%

Multimedia project: 25%

Multimedia project: Students will create a multimedia project based on their experience on the Camino and a written reflection based on it. They will then present it in class at the end of the course. Topics will be discussed and pre-approved by the instructors prior to the presentations. Depending on the number of students in the class, these class presentations will be done individually or in teams. The visual materials will be submitted via Blackboard before the presentation.

Journal/Travel Writing

Writing and editing is an essential element of this course. Students will provide a physical text, and its findings will be presented in class. The journaling activity begins as soon as students start this course, or even before. Students are expected to submit an

original reflection that will be guided by the instructors, but that should include personal observations, reflections on texts and class discussions, and their experience walking on the Camino (and other places). A specific rubric with further instructions will be provided.

Writing instructions for the final paper:

Please visit these websites for resources and ideas:

- <https://www.exploreyourworlds.com/2019/12/06/how-to-get-the-most-out-of-a-travel-journal/>
- <https://vagabondish.com/how-to-tips-writing-travel-journal/>
- <https://carillustration.art/en/blogs/news/diario-de-viaje-parte-i-que-es-y-como-hacerlo>

Topics for the travel journal will be discussed and presented to the instructors. Students will be guided through the writing process and will have to write about at least one of these topics:

- A significant historical event on the Camino and their personal reflection on its significance in the present
- A work of art and its particular significance regarding the Camino
- A literary work and its relevance in understanding and reflecting on el Camino and the student's own experience of it
- A local dish and its significance within the local tradition and the food-landscape/gastronomical experience on the Camino
- A reflection on a recurrent feeling or emotion brought forth by the trips to the Camino
- A significant person met during the walk and their relevance to the understanding and experience of the Camino
- A persistent color on the walk and its reflected significance in understanding and experiencing the Camino
- Other topics to be discussed with the instructors

Field trips:

Two three-days field trips on the Camino de Santiago – six days total

First— San Juan de Ortega-Burgos; Castrojeriz-Frómista; Burgos

Second— Sarria to Santiago; Santiago.

CALENDAR

Block 1: Iberia in the Middle Ages? Camino de Santiago Prof. Pérez-Juez

Class 1. The Arab conquest of Iberia and the formation of the Christian Kingdoms.

Hunt et al. Pp. 244-251.

Please watch the documentary: <https://www.dailymotion.com/video/x5oipj7>
or <https://archive.org/details/AnIslamicHistoryOfEuropeBBC>
or <https://www.youtube.com/watch?v=YfhZR15QRKA>.

Class 2. Crusades and Relics: “*Reconquista*.”

Williams, pp. 65-86.

Class 3. El Camino de Santiago. Compostela. There are many “caminos” on the Camino: physical, emotional, political, touristic.

Frey, pp 5-15.

Online sources:

<https://www.spain.info/en/camino-santiago/>
<https://www.caminosantiago.org/cpperegrino/comun/portal.asp#>

Class 4. More than a spiritual walk. El Camino and the idea of Europe: from Charlemagne to the Council of Europe.

Smith, pp. 23-41.

Online sources:

<https://www.ucm.es/liturgiadelcamino/>

Block 2: People on the Camino: why a pilgrimage? Prof. Pérez-Juez

Class 5. Pilgrims: going, coming back, staying or dying on the Camino.

Frey, pp. 17-46.

Class 6. Women of the Camino: caring, nurturing, walking and gender.

Smith, pp. 38-38.

Class 7. Other people on the Camino.

Lois et al. 2021

Class 8, 9 and 10. will be on the Camino. You will need to get ready by reading:

Frey, pp. 47-70.

Frey, pp. 71-136

First trip on the Camino: Day 1: San Juan de Ortega – Atapuerca-Burgos. Day 2: Burgos. Day 3: Hornillos del Camino to Castrojeriz.

Block 3: Back from the first experience on the Camino

Class 11. Debate on the experience of walking on the Camino and review of journals.

Class 12. Debate on the two films: *Al final del Camino* and *The Way*.

Please come to class prepared. Do some background research about the routes they are taking, write down the motivations behind the walks. Analyze the landscape and services on the road.

Class 13. Midterm Exam

Block 4: Art, Literature and Culture on the Camino. Prof. Herrero Matoses

Class 14. Arts of the Camino I: Romanesque Art and Architecture

Urrutia-Aparicio et al. pp. 289-310.

Chacón et al. 1-33.

Online sources:

https://historia.nationalgeographic.com.es/a/catedral-santiago-gran-obra-maestro-mateo_7200

Class 15. Arts of the Camino II Gothic Art and Architecture

Nikson, pp, 19-34.

Class 16. Arts of the Camino III: Contemporary art practices and the Camino

Many Roads, cat. Ex. Excerpts

Online resources:

<https://artsandculture.google.com/story/the-romanesque-along-the-way/FAVxyc7mjV7hWg>

Class 17. Arts of the Camino: Literature I: From the Codex Calixtino to the Present

Liber Sancti Jacobi, Libro V del Codex Calixtinus, excerpts

Hodge, pp. 233-238.

Class 18. Arts of the Camino: Literature II Contemporary Literature and the Camino

Kerkeling, (excerpts)

Coelhlo, (excerpts)

Moore, (excerpts)

Class 19. Visual Arts and the Camino

Graphic novels:

Ares and Hernández, excerpts

Rodrigues, excerpts

Jason, excerpts

Animation: (excerpts to watch and discuss in class)

O Apostolo (The Apostle)

Class 20. Camino in Film and Media

Visual and audio materials to discuss in class:

Documentary: (excerpts to watch and discuss in class)

Walking the Camino: Six Ways to Santiago (2013), Lydia Smith, 84 min.

Footprints: The Path of Your Life (2016), Juan Manuel Cotelo, 89 min.

Looking For Infinity: El Camino (2017), Aaron Leaman, 60 min.

I'll Push You (2016), Chris Karcher, 100 min.

Films: (excerpts to watch and discuss in class)

I am off then, Julia von Heinz, 2015.

St. Jacques... La Mecque (2005), Coline Serreau, film, 110 min.

Podcasts:

<https://podcasters.spotify.com/pod/show/el-camino-de-santiago-pilgrims>

<https://davewhitson.com/index.php/2019/03/24/the-camino-podcast/>

The Camino and Social Media: Instagram, Tik Tok and Youtube:

Sime, 34-54.

Online sources:

<https://followthecamino.com/en/blog/podcasts-every-camino-enthusiast-should-listen-to/>

Class 21. Tourism and The Camino: Hospitality and the Service Industry: hostels, restaurants, and other services in supporting pilgrims. Success stories of communities that have leveraged the Camino for economic growth.

Frey, pp. 237-254.

Lois et al., pp. 8-22.

Class 22. Preservation and Sustainability Efforts. Trends and innovations in the hospitality sector related to the Camino. The impact of the Camino on local crafts and souvenir markets and the internet.

Look at this app and find similar ones: <https://waysjourneys.com/es>

Block 5. ARRIVING TO SANTIAGO DE COMPOSTELA

Class 23. Walk on the Camino

Class 24. Walk on the Camino

Class 25. Walk on the Camino: Santiago de Compostela.

Block 6: Legacies of El Camino. The Camino's Global Influence and Future Directions

Moscarelli and Lucrezia, pp. 1-21.

Class 26. Present and futures of El Camino: The Camino's global reach.

The Camino's influence beyond Spain: pilgrimages in other countries
Global recognition and the Camino's role in international cultural exchanges
Potential challenges and opportunities for the route and its stakeholders
12 Social challenges and the economic impact on local communities

Sánchez and Hesp, (excerpts)

Online sources:

<https://www.unwto.org/europe/event/value-human-rights-camino-de-santiago-harnessing-power-tourism-promote-cross-cultural-dialogue>
<https://www.unwto.org/global/press-release/2018-03-15/walking-talk-value-human-rights-camino-de-santiago>

Class 27. What makes the Camino unique: The camino, people, feelings and local communities.

Brumec, pp. 20-25.

Farias et al. pp. 28-44.

Online resources:

<https://vivecamino.com/en/associations-friends-camino-santiago/>

Class 28: Final project presentations and discussion

Student presentations on their multimedia project
Discussion and reflection on the course material and its broader implications

Readings that will be used in class:

Ares, José Ángel and Hernández, Paco, *En Camino*, La cúpula ed. 2021

Brumec, Snežana, Life changes after the Camino de Santiago pilgrimage, including a deeper sense of spirituality, *Journal for the study of spirituality*, 2022-01, Vol.12 (1), p.20-35

Chacón Ledesma, Lucía and de Paula Montes, Francisco "From Romanesque to Gothic", *Glob J Arch & Anthropol*. 2021; 12(2), p. 1-33.

Coelhlo, Paulho, "The Pilgrimage", 1987

De la Fuente Robles, Y.M. & García de la Fuente, A. (2023). The Camino de Santiago: From Religious Route to Inclusive Tourism Attraction. *Revista Internacional de Turismo, Empresa y Territorio*, 7 (2), 281-288

Farias et al. "Atheists on the Santiago Way: Examining Motivations to Go on Pilgrimage" Farias, Miguel; Coleman, Thomas J; Bartlett, James E; Oviedo, Lluís

Frey Nancy, Louise Pilgrims stories. On and off the Road to Santiago, University of California Press, 1998.

Hodge, Polly, "Spain's Camino de Santiago: Dramatic Space for Literary Creation." *The Image of the Road in Literature, Media, and Society: Selected Papers from the 2005 Conference of the Society for the Interdisciplinary Study of Social Imagery*. Ed. Will Wright and Stephen Kaplan. Pueblo, CA: Society for the Interdisciplinary Study of Social Imagery, Pp. 233-238, 2005.

Hunt et al. Chapter "Islam: A New Religion and a New Empire," pp. 244-251.

Jason, *Un noruego en el camino*, Astiberri, 2017.

Kerkeling, Hape "I'm Off Then. Loosing and finding myself on the Camino Santiago", Penguin, 2013
Lois González, R. C. (2013). The Camino de Santiago and its contemporary renewal: Pilgrims, tourists and territorial identities. *Culture and Religion*, 14(1), 8–22.
Moore, Tim, *Travels with My Donkey: One Man and His Ass on a Pilgrimage to Santiago*, MacMillan press, 2006.

Lois C. Rubén and López Lucrezia (2021). "The Singularity of the Camino de Santiago as a Contemporary Tourism Case" in *Cycling & Walking for Regional Development*. Paolo Pileri and Rossella Moscarelli Editors. Springer. 2021.

Moscarelli, Rossella and López, Lucrezia. "Who Is Interested in Developing the Way of Saint James? The Pilgrimage from Faith to Tourism". Pp. 1-21. *Religions* 2020,

Murray, Michael, *The Cultural Heritage of Pilgrim itineraries, The Camino de Santiago*, Volume 15, issue, 2, 65-85 Berghahn Books, 2014.

Nickson, Tom, "Gothic Architecture in Spain: Invention and Imitation", *Courtauld Institute of Art*, pp. 19-34.

Pérez-Mendez, Roxana and Marzán, Mario, "Pilgrimage as a Medium: Teaching Art on the Camino de Santiago, "The University of North Carolina at Chapel Hill, *Ad Limina* / Volumen 15, N.º 15, 2024.

Rodrigues, Helder, *Destino Santiago*, Demo ed. 2021

Sánchez, Samuel and Hesp, Anie, Ed. *The Camino de Santiago in the 21st century. Interdisciplinary perspectives and Global View*. Routledge, *Studies in Religion, Travel and Tourism*, 2016

Sime, N. Jennifer, "Materializing Nostalgia: Feet, Youtube, and the Pilgrimage to Santiago de Compostela", in *Material Religion*, 19:1, 34-54, 2023

Soares, Pedro; Santos, Tiago; Bas, María del Carmen, *Sociology of religion*, 2019-01, Vol.80 (1), p.28-44.

Smith, Alison, T. "Feminizing the Camino: Reimagining Pilgrimage for Inclusivity," in *Women and Pilgrimage*, pp. 38-48.

Tykarski, Sławomir and Franciszek, Mr. "The Pilgrimage on the Camino de Santiago and Its Impacts on Marital and Familial Relationships: An Exploratory Study" *Journal of Religion and Health* (2024) 63: pp. 109–132.

Urrutia-Aparicio, Maritnae, and González-García, César; Belmonte, Juan Antonio, "East or Easter? Keys to the orientation of Romanesque churches along the Way of Saint James" *Maitane, Journal for the History of Astronomy* Volume 52, Issue 3, August 2021, Pages 289-310.

Webb, Diana, *Medieval European Pilgrimage c.700-c.1500 (European Culture and Society)*, Palgrave, 2002

Williams, John, "Architecture of the Pilgrimage Roads?" University of Pittsburgh published in *QUINTANA* N°7 2008, pp. 157-177.

Williams, Mark "The Story of Spain. The dramatic history of Europe's most fascinating country." Chapter 4. Moros y Cristianos 65-86 *The story of Spain. The dramatic history of Europe's most fascinating country*. Santana Books, 2009

Films:

The Way (2010): <https://www.imdb.com/title/tt1441912/>

Al final del Camino (2009): <https://www.imdb.com/title/tt1242841/?language=es-es>

I am off then, 2015, Julia von Heinz, film.

St. Jacques... La Mecque (2005), Coline Serreau, film, 110 min.

O Apostolo (The Apostle) (2012), Fernando Cortizo, 120min.

Online resources and forums related to the Camino de Santiago and Journaling:

<https://www.gronze.com/etapa/>

<https://www.berghahnjournals.com/view/journals/journeys/11/1/jy110106.xml>

<https://www.coe.int/en/web/cultural-routes/the-santiago-de-compostela-pilgrim-routes>

<https://mondiplo.com/y-europa-creo-el-camino-de-santiago>

<https://vivecamino.com/en/associations-friends-camino-santiago/>

https://historia.nationalgeographic.com.es/a/camino-santiago-edad-media-odisea-llegar-a-compostela_14987

<https://www.exploreyourworlds.com/2019/12/06/how-to-get-the-most-out-of-a-travel-journal/>

<https://vagabondish.com/how-to-tips-writing-travel-journal/>

<https://carillustration.art/en/blogs/news/diario-de-viaje-parte-i-que-es-y-como-hacerlo>