

Spanish 321 Syllabus
The Culture of Service and Social Action in the Hispanic World
Spring 2019

Instructor: Elizabeth Franklin Lewis

Office: Combs 205

Email: elewis@umw.edu

Tel: (540) 654-1987

Office hours: 10:00am to 11:00am MWF, 8:30-9:30am TR, and by appt.

Course Website: <http://canvas.umw.edu>

Course description: Spanish 321: The Culture of Service and Social Action in the Hispanic World is a course that studies various aspects of Spanish speaking culture, with a prerequisite of Spanish 202 or 205 or its equivalent. We will be examining the concepts of service and social action in response to various social problems in Spain, Latin America and of Latinos in the United. Through our studies in the fields as diverse as religion, economics, politics, literature, journalism, music, art, architecture and film, we will begin to identify elements of a “culture” (or “cultures”) of service and social action in the Hispanic world. We will read contemporary and historical texts, watch films, comment works of art, perform a minimum of 15 hours of service in the community...and we will write and present about what we learn throughout the semester. Our study will begin with the religious origins of charity in the sixteenth century and will extend into some of the current state of social action today. In addition to this academic study, students will also be able to experience topics from our class first-hand as they interact with the Latino community in our area through individual service projects.

Course objectives:

- Become familiar with the history of various social problems in Spain, Latin America and of Latinos in the United States, and attempts by some to address them.
- Become familiar with some of the cultural production addressing these social problems, including literary texts, art, film, architecture, and music.
- Improve writing and speaking skills in Spanish, while developing a more sophisticated and detailed lexicon related to the topics of the course and of the individual service project.
- Conduct academic research and present the findings of the research in writing and orally.
- Participate in an individual community service project of a minimum of 15 hours, with the Latino community in Fredericksburg, or other approved areas
- Reflect in writing and orally about the experiences in the service Project, connecting them with content of the course.

Community Engagement Student Learning Outcomes:

- **Analysis of Knowledge:** Connect and extend knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to community engagement and to one's own participation in community life, politics, and government.
- **Identity/Commitment:** Provide evidence of experience in community-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced or clarified commitment to public action.
- **Action and Reflection:** Demonstrate independent experience, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

- Diversity of Communities/Cultures: Demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.
- Academic impact: Use community engagement experience to inform one's academic study/field/discipline.

The final grade is determined in this way

Weekly Quizzes	20 %
Weekly on-line reflection forums	20 %
Individual presentation	5 %
Final research written project and oral presentation	25 %
Preparation, participation, and attendance	15 %
Community service hours (minimum of 15hrs)	15 %
Total	100%

A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 60-66, F 59 and below

Course website: Canvas is the site where you will find daily homework assignments, readings and other course materials (links to videos, websites, etc) as well as where your grades and attendance are recorded. You will also be participating in weekly on-line forums here.

Texts and other course materials: All materials for this course can be found on Canvas—readings, images, videos, and links to informative websites. The movies will be available in DVD form in the language lab, Combs 211, for you to view on your own time. In addition, many of the films are also available through our Simpson Library, or on Netflix, Amazon, or another web service. All readings and viewings should be completed BEFORE the day indicated on the syllabus, where we will be discussing them in class.

Reading/viewing quizzes: Most weeks during the semester you will complete a brief quiz on Canvas, checking for completion and comprehension of our readings and viewings.

Reflection Forums: You will also post written responses in weekly forums on our Canvas site. These will be a way to share our ideas and opinions, extending our conversations beyond the classroom. Five of the posts will be reflections about our individual service projects. To receive full credit, each post should be 300-500 words, address the prompt/question posed adequately, make connections with our course material (readings, viewings, presentations), incorporate new vocabulary (terms, movements, groups, people), and you must comment briefly on the posts of at least five classmates.

Presentations: Throughout the semester, students will create a digital presentation on a topic related to our study this semester. Possible topics are listed below by date, or students can suggest another related topic for approval. Presentations will last approximately 1-3 minutes as narrated (in Spanish!) Power

point or Google slides, including a "Works Cited" slide, to be posted on our Canvas site before class on the assigned day.

Project: Individually or in small groups, students will develop a written research project on a topic of their choosing but related in a significant way to our course that must address some aspect of a "culture" of service or social action. Groups will also present their work orally the last week of class and during the scheduled final exam time if needed. Examples of successful projects in the past have included women's participation in the Spanish Civil War, LGBTQ rights in Latin America, and Francisco Goya's collection of engravings *Disasters of War* (1808-1812). The written project should be 5 pages (or five pages per group member), with a bibliography of 5-10 academic sources, cited accurately throughout, using MLA style. For the oral portion, each student should present for at least 3 minutes.

Participation, attendance, and make up work. Active participation in class is fundamental not only to your individual success, but to the success of our class as a whole. For those reasons, regular attendance, preparation of the assignments ahead of time, and bringing a copy of the readings and of your notes are essential. More than two absences will have a negative impact on this portion of the grade. You will have the opportunity to provide me a self-evaluation of your participation around mid-semester and at the end of the term. All work must be handed in by the due date posted on Canvas. If you need to make up missed work due to illness or other unusual circumstance, you need consult me for approval. Unexcused late work will not be accepted.

Service to the Community. Each student will participate in a minimum of 15 hours of service with the Latino community preferably in Fredericksburg, but possibly elsewhere with prior approval. Our Campus Outreach and Resources (COAR) office can help you find a project of interest, and I will also provide a list of organizations and contacts for you. To receive credit, you must fill out a contract signed by you and your agency supervisor detailing schedule, duties, and other expectations, and confirming the hours completed at the end of the term. Also, some agencies require that you fill out a volunteer form and/or attend volunteer training. In addition, there are some in-class and out-of-class activities that will prepare you to go into the community, and you will participate in oral and written reflection that will help you think about your experiences and make connections with the topics of this course. For students who complete 42 hours or more of service, you can also receive **Experiential Learning** credit in the Spanish major. You need to have chosen your Project and turn in a copy of the COAR contract by the third week of classes, and complete all of your hours by the last week of the semester, before the exam period.

Honor Code Policy: All work to be turned in for a grade is expected to be the student's own and must be pledged with the Mary Washington honor statement: "I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work". If you borrow an idea, words, an image or any other intellectual property from someone or somewhere else, you need to respect copyrights, and always, always give credit to the creator/author. We will follow the MLA citation style.

Disability statement: The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance,

extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

Title IX Statement:

University of Mary Washington faculty are committed to supporting students and upholding the University's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share. If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence and to find further information on support and resources.

Resources

On-Campus

Tiffany W. Oldfield, J.D.
Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656
toldfiel@umw.edu

Myranda Thomson
Title IX Deputy for Students
Area Coordinator
540-654-1184
mthomson@umw.edu

Confidential Resources

On-Campus

Talley Center for Counselling Services
Lee Hall 106

Student Health Center
Lee Hall 112

Off-Campus

Empowerhouse
540-373-9373

RCASA
540-371-1666

Course Schedule

The following schedule indicates our topics to be covered and important due dates, which may have to be adjusted for weather cancellations. Plan on about two hours of preparation for every hour in class—in other words, you will be working an average of about 6 hours per week to keep up with these assignments and complete the required 15 hours of community service by the end of the term.

Week 1: What is culture, service, and social action in the Hispanic world?

15/1 Introduction to the class, definitions and useful vocabulary

17/1 **Service Learning and Community Engagement**

Week 2: Organizations for Service and Social Action

22/1 **Forum 1:** Organizations in Spain, Latin America, and for/by Latinos in the US

24/1 **Reading:** Chapter 1 "How do I get started?" *Reaching Out to Children and Families* Dunlap 2007, **COAR Volunteer Training Video:** "Getting Started"; **Quiz 1**

Week 3: Philosophies and Approaches: Religious origins

29/1 **Reading:** San Ignacio de Loyola: selections from "Autobiografia" and "Ejercicios espirituales."

Quiz 2; Presentation suggestions: Ignacio de Loyola (biography); The Jesuits in the Americas; 31/1 **Reading** Chapter 3 “What in the World Am I Doing Here?” *Reaching Out to Children and Families* Dunlap 2007. **COAR Volunteer Training Video:** “Reflecting;” **Forum 2:** Service Reflection: Expectations, Hopes, Fears

Week 4: Conquest and colonization

5/2 Reading: Bartolomé de las Casas, selección de *Brevísima historia de la conquista de las Indias*;
Reading: Blogpost “Missionary Go Home!” by Nathan Schneider **Quiz 3;** Presentation suggestions: Bartolomé de las Casas; Christopher Columbus; Las encomiendas; Missions in California.
7/2 Film: The Mission; **Forum 3**

Week 5: Poverty

12/2 Reading: Juan Rulfo “Es que somos muy pobres” **Quiz 4;** Presentation suggestions: Photography of Lola Alvarez Bravo; Agrarian Reform in the Mexican Revolution
14/2 Reading: Chapter 4 “Looking in the Mirror: Images of the Self, the Hero and the Mutual Learner.” *Reaching Out to Children and Families* Dunlap 2007. **Forum 4**

Week 6: Poverty (cont)

19/2 Film: “Nosotros los pobres” **Quiz 5;** Presentation suggestions: Ismael Rodríguez and Mexican film; Diego Rivera and the Mexican Muralists
21/2 Optional film: “Roma” (Netflix only); **Forum 5:** Service Reflection 2: First visits: observations

Week 7: War

26/2 Reading Arenal “A la ambulancia de la Cruz Roja”; Presentation suggestions: Goya “Desastres de la guerra;” The origins of the Red Cross in Europe and Spain, Concepción Arenal.
28/2 Film: “Tierra y libertad” **Quiz 6;** Presentation suggestions: Spanish Civil War, International Brigades/Lincoln Brigade, Lorca and La Barraca Theater, Music of the Spanish Civil War.

Week 8: Spring Break

Week 9: Gender

12/3 Reading: Gálvez: “A la Beneficencia,” Pardo Bazán: “En tranvía.”; Presentation suggestions: La Junta de Damas; Emilia Pardo Bazán; naturalismo; Sección Femenina de la Falange
14/3 Film: “La Historia Oficial.” **Quiz 7 . Forum 6;** Presentation suggestions: La Guerra Sucia, Las Madres de la Plaza de Mayo; Evita Perón

Week 10: Race

19/3 Readings: Nicolás Guillén: “Balada de los dos abuelos” [“14 Ejemplos de privilegio blanco en Latinoamérica”](#) Jennifer Loubriel. **Quiz 8;** Presentation suggestions: Slavery in Latin America; Nicolás Guillén
21/3 Optional Film: “Pelo malo”; **Forum 7:** Service Reflection: A Challenge, Failure or Frustration;

Week 11 XXth Century Political Movements

26/3 Reading: Rubén Darío “A Roosevelt,” Ernesto Cardenal “Salmo 21,” **Quiz 9;** Presentation suggestions: Ernesto Cardenal, los Sandinistas
28/3 Film: “Diarios de motocicleta” **Forum 8;** Presentation suggestions: Ernesto “Che” Guevara, Latin American Revolutions of the 20th Century;
Optional Film this week for extra credit: “Sueno en otro idioma” (Foreign Film Festival, date and time TBA)

Week 12 Human rights in the XXth century

2/4 Film: Romero; **Quiz 10;** Presentation suggestions: Jean Donovan, Liberation Theology

4/4 Forum 9: Service Reflection: A Success; Presentation suggestions: música comprometida de Rubén Blades; Arte de Oswaldo Guayasamín.

Week 13: Latino US

9/4 Reading. Rodolfo “Corky” Gonzalez “Yo soy Joaquín;” Presentation suggestions: Luis Valdez and Teatro Campesino; United Farm Workers; Zoot Suit Riots

11/4 Film: “Cesar Chávez.” **Forum 10**

Week 14 Latino US

16/4 Reading: Tino Villanueva, poems “Hay otra voz” and “Convocación de palabras” **Quiz 11;** Presentation suggestions: Nuyorican Poets Café.

18/4 Film: “Stand and Deliver;” Presentation suggestions: California Propositions 227 and 58; Street art/Arte callejero; Hispanic/Chicano/Latino/Latinx?

Week 15:

23/4 Group Project presentations

25/4 Group Project presentations. Forum 11 Service Reflection: What I Learned