

**Span 394 PI: Integrative Experience for Spanish and Portuguese Majors (2 cr.)  
Fall 2018**

Classroom: Herter 119  
Office: Herter 425

Meeting Time: Mondays 4-5:40  
email: [marentes@umass.edu](mailto:marentes@umass.edu)

Office Hours: MW 1-2 and by appointment

This is the first of a three part sequence that should help you reflect upon the way in which your education as Spanish and Portuguese majors relates to your life experiences and aspirations. The sequence's second part will require you to either study abroad or engage in service learning or an internship in a Spanish or Portuguese speaking context. The sequence's third part will give you an opportunity to reflect upon the way in which your overall education prepares you to life after the University. Throughout this semester we will explore your personal and education experiences and examine opportunities in study abroad, service learning and internships, considering how these programs fit in with your other studies. By the time you finish this course you should be able to think critically about these and to make an informed decision about the type of program you would like to join as part of your Integrative Experience.

As the capstone of the General Education curriculum, by the end of this sequence you should be able to understand the way the Gen Ed objectives relate to your major, broader education, and future professional life. For these purpose, by the end of this sequence you should:

1. Understand the way the fundamental questions and methods of our majors intersect with your broader education. Apply the textual analysis tools of our major to texts from other disciplines. Understand the complexity of language, its nuances, and translation in cultural encounters. Learn about the local Spanishspeaking population in the United States and Massachusetts. Gain the cultural humility to understand your cultural perceptions in relation to others. Understand what the historical cultural hybridity of the Spanish and Portuguese speaking worlds teach us about our modern world.
2. Use the critical thinking skills you have gained in your classes to understand the significance of language and cultural competence across disciplines. Through the experiential component (be it study abroad or an internship or service learning) you should learn to navigate unfamiliar cultural contexts and reflect upon your own cultural peculiarities and expectations. Reflect upon ways to leverage the knowledge and experience you have gained as you prepare for the professional world. Think beyond the box, and understand that a university degree in Spanish or Portuguese prepares you for many alternatives beyond teaching.
3. Produce reflective electronic pieces about your university experience to share with future generations of prospective students. By the end of the

**Commented [A1]:** This is the first of a 3-part sequence for Spanish and Portuguese majors. This course, along with Spanish 494PI, bookend students' experiences with service learning, study abroad, or internships. As such, students have an opportunity to reflect upon their GenEd experiences from a number of perspectives.

**Commented [A2]:** Here, the course is intentionally linked to students' General Education experience. They are prompted to consider how this 3-part sequence is connected to their broader General Education experiences.

**Commented [A3]:** Students not only produce reflective essays, but they share them with a public audience through an online course blog. Examples of these blog posts can be viewed [here](#).

sequence you should produce as a group a web site giving a broader perspective of your major and experiences.

### Grading criteria

#### Class participation (10%)

I expect you to arrive prepared to class, having done the readings and being able to discuss the way in which they relate to your experience and major.

#### Moodle discussion forums and other assignments (20%)

You are expected to participate in all the Moodle discussion forums. We will also have a series of other assignments that you will need to upload to Moodle.

#### Participation in the news forum (20%)

You should upload one news story about the Spanish or Portuguesespeaking world every week to this forum and explain why you consider it relevant to be shared with our class. You should also comment on at least one of your peers' stories every week.

#### Written reactions to at least three of our class readings (20%)

I will expect you to submit three written reactions to our class readings. I am interested in getting your personal reaction, so you must upload them to Moodle **before** the reading is discussed in class.

#### Participation in Holyoke Bound (10%)

All students are expected to participate in [Holyoke Bound](#), a daylong activity organized by the Five Colleges to introduce students to the Holyoke community. The event includes workshops about working and volunteering in the city. It is scheduled for Saturday, November 4. As this event is usually full, **it is very important that you reserve a spot on time**. The link includes a "Survey Monkey" link where you can reserve a space. You will submit an essay about your experience.

#### One post on the class blog (10%)

By the end of the semester you should have submitted at least one substantial post to our [class blog](#).

#### Presentation (10%)

By the end of the semester you will present to the class the program or project that you intend to join. You will also hand in a written report that addresses the points required for your presentation. Your presentation should include:

**Commented [A4]:** Students are prompted to reflect on the project they will participate in for part 2, making connections between their General Education and UMass experiences and the project.

This presentation also demonstrates IE criterion 3, as it prompts students to apply prior learning to a real-world problem as they consider the project they will undertake.

Your rationale for choosing this particular program or project.

Its relationship, if any, to some of the General Education objectives.

What you intend to gain from this experience.

Its relationship to a career.

The criteria for joining this particular program or project.

Any alternative programs/projects you considered and the reasons why you did not select those.

The grades for this class will be calculated according to the following scale:

	A=37.5-40	A-=33.5-37.4
B+=30.5-33.4	B=27.5-30.4	B-=23.5-27.4
C+=20.5-23.4	C=17.5-20.4	C-=13.5-17.4
D+=10.5-13.4	D=7.5-10.4	F=0-7.4

**University Policies:** Like in all other classes, you should familiarize yourself with the University's Academic Policies. It is particularly important that you understand the "academic honesty". These are available at:

<http://www.umass.edu/registrar/sites/default/files/academicregs.pdf>

If you require special accommodations, please make sure to register with Disability Services: <https://www.umass.edu/disability/students>

### **Tentative Weekly Readings and Activities**

**1. Introduction** (September 10)

**2. Reflections on a Global Culture** (September 17)

Boo. "The Best Job in Town: The Americanization of Chennai."

Appadurai. "Disjuncture and Difference in the Global Cultural Economy."

**Saturday, September 22: Holyoke Bound**

[Holyoke Bound Information](#)

**3. Intercultural Communication** (September 24)

Chen. "How We Know What We Know About Americans: Chinese Sojourners Account for Their Experiences."

**4. Civic Engagement and Service Learning** (October 1)

Marentes. "A Reason to Take a Service-Learning Course?"

**5. Civic Engagement and Service Learning** (Tuesday, October 9) Visit by representative of Civic Engagement and Service Learning

[Civic Engagement and Service Learning](#)

**6. Meeting with Span 494RI Students** (October 15)

Klapisch. *L' Auberge Espagnole* (film)

**7. Studying Abroad** (October 22) Visit by representative of IPO

[International Programs Office](#)

**8. Internships** (October 29)

Visit by representative of Career Services

[Career Services](#)

[Internships and Co-ops Career](#)

[Planning and Exploration What](#)

[can I do with this major?](#)

**9. US Latina/os** (November 5)

Aparicio. "(Re)constructing Latinidad: The Challenge of Latina/o Studies."

Veterans Day Monday, November 12

**10. Our Context** (November 26)

Gastón Institute reports on Latinos in Massachusetts.

**11. Presentations** (December 3)

**12. Presentations** (December 10)