

**Span 494 RI: Integrative Experience for Spanish and Portuguese Majors II (1cr.)
Fall 2018**

Classroom: Herter 119
Office: Herter 425

Meeting Time: Every other Wednesday 4-5:40
email: marentes@umass.edu

Office Hours: MW 1-2, and by appointment

The purpose of this course is to help students reconsider their experience abroad, in an internship or in community service learning, understanding this experience to include their preparation, travel, return and future possibilities. We will consider the relationship between these experiences and students daily lives, academic preparation and future professional plans. This course will be run as a seminar in which student participation is crucial. Students are expected to approach the readings and class discussions from a critical, yet self-reflexive perspective. By the end of the semester students will write two blog posts reflecting upon their major, their general education, their service, and/or study abroad, and the way this has prepared them to move on into the professional world. Students will also make a public presentation reflecting upon their experiences as Spanish and Portuguese majors, and write, as a group, a document recommending classes and other activities to future generations of Spanish/Portuguese majors.

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]: As the final component of the 3-part sequence, students are prompted to be critically reflective throughout the seminar. They are asked to reflect on their most recent experience, but to also be reflective on their broader experiences.

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

Commented [A2]: As with Spanish 394PI, students are expected to share their reflections on the broader experience with a more public audience.

Span 494 RI: Integrative Experience for Spanish and Portuguese Majors II (1cr.) Fall 2018 Grading criteria

Class participation (15%)

This class focuses on personal and group reflection, making your participation indispensable for its success. I expect you to arrive prepared to class and to participate actively.

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.

Personal reaction to one of the readings (15%)

You are expected to write a personal reaction to one of the class readings. These will be due before the reading you selected is discussed in class. These should not be summaries of the readings, but rather reflections about the way in which the information and argument presented relates to your own experiences or studies.

Two reflective essays (15% each)

By the end of the semester you should have produced two essays that can be shared in the IE blog. These will not be academic essays, but rather personal reflections about your experiences. (We will be discussing their parameters throughout the semester.)

Commented [A3]: Students produce reflective essays shared on the [course blog](#). In these essays, students incorporate their larger reflections from General Education courses, major courses, as well as their co-curricular activities.

Group project for future majors (10%)

Throughout the semester you will work on a group project to be posted on the class' blog. We will discuss its parameters throughout the semester. In principle, it should include recommendations of pertinent Gen Ed classes and other classes and activities that you, as a group, recommend for future generations of Spanish/Portuguese majors.

Commented [A4]: As an additional piece to the course, students compile GenEd courses that *they* found most helpful to the major. This prompting challenges students to think critically about their own General Education experience and how it related to the major.

Public presentation (10%)

By the end of the semester we will organize a public event in which you will have an opportunity to present your experiences and plans as Spanish and Portuguese majors to future generations of students.

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 5)

2. Show and tell (September 19)

Bring something from the beginning, the middle and the end of your experience.

3. Show and tell (October 3)

Bring something from the beginning, the middle and the end of your experience.

Monday, October 15 - Meeting with Span 394PI

4. Changes in perception (personal) (October 17)

Bowles. "You have left your lotus pods on the bus."

5. Changes in perception (systemic) (October 31)

Trouillot. "An Unthinkable History: The Haitian Revolution as a Non-Event."

6. Moving forward (November 14)

Camacho. "Power and Privilege: Community Service Learning in Tijuana."

7. Public presentations (December 5)