

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	<input checked="" type="checkbox"/>	Business	<input type="checkbox"/>	Education	<input type="checkbox"/>
Proposal Submitted By: Elizabeth Lewis			Date Prepared: 8/28/2017S			
Course Title: Culture of Service and Social Action in the Hispanic World						
Department/discipline and course number*:			SPAN 321			
Prerequisites:			SPAN 202, 205 or permission of instructor			

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Will this be a new , repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>

Date of first offering of this new course: FALL SEMESTER, year		Spring 2019	
Proposed frequency of offering of the course:		Approximately every 4 semesters (once every other year)	
List the faculty who will likely teach the course:		Any full time faculty member in Spanish is able to teach	
Are ANY new resources required?	NO	<input checked="" type="checkbox"/>	YES
Document in attached impact statement			

This new course will be (check all that apply):			
Required in the major	<input type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input checked="" type="checkbox"/>	Elective in the minor	<input checked="" type="checkbox"/>
General Elective		General Education**	

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words):	
Examines concepts of service and social action as a reaction to various social problems in Spain, Latin America and the United States such as poverty, socio-political inequality, gender, and race, as expressed in literary and historical texts, film, art and music. Required community service in addition to regular class meetings.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Course Number and Title of Previous Course		Semester Offered	Enrollment		
Spanish 320G: Service and Social Action in Spain and Latin America		Spring 2016	23		
Spanish 320G: Service and Social Action in Spain and Latin America		Spring 2013	23		
Spanish 320E: Charity in the Hispanic World		Spring 2011	26		
<input checked="" type="checkbox"/>	CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).				
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.					

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc.
Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.
4. **Sample Syllabus**

Department Chair Approval: Elizabeth Franklin Lewis

Date: 8/31/2017

CCC Chair Approval: 

Date: 09/07/2017

UCC Chair Approval: 

Date: 9/20/17

5. **Rationale Statement** – Why is this course needed? What purposes will it serve?

I have given this course three times under our course SPAN 320 Topics in Hispanic Culture and it has been well-received by students in both enrollment numbers and student evaluations. In addition, the course complements our current courses offerings in culture and literature, providing another perspective for students interested in connecting social and historical events with artistic expressions about them in literature, art, architecture, music and film. Student comments on the course evaluation, like the following, are what have encouraged me to seek making this a permanent part of the Spanish program:

“I absolutely love this class. I love that we are required to complete some service hours. It really forces us students to engage with the community and gain valuable experience. I wish this class were permanent and not just a topics class. I love everything we have talked about. We only discuss real and pertinent issues and have such great class discussions about social issues that we still deal with today.”

Service learning is an added component that other courses in Spanish do not regularly include, and which offers students a unique opportunity to use their Spanish to see course material in action in our community.

6. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3) NA

7. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. ***Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.***

We will be able to use current facilities, library materials, staffing, technology, etc to deliver this course, creating no impact on our program or any others, with the possible exception of COAR, which has helped us in the past connect students with community partners. See attached statement from COAR.

8. **Sample Syllabus:** See attached.

Spanish 321 Sample Syllabus

The Culture of Service and Social Action in the Hispanic World

Instructor: Elizabeth Franklin Lewis

Office: Combs 205

Email: elewis@umw.edu

Tel: (540) 654-1987

Office hours: 10:00am a 11:00am Mon-Fri 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 Hispanic 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 States such as poverty, socio-political inequality, gender, and race. 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, and we will perform our own service projects 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 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 the attempts by various groups throughout history to solve 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 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.

The final grade is determined in this way

Weekly Comprehension Quizzes	15 %
Weekly on-line discussion forums	15 %
2 take-home essay exams	25 %
Individual presentation	5 %
Final group research project and presentation	15 %
Preparation, participation and attendance	15 %
Community service hours	10 %

Total

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 to complete a brief quiz on Canvas, checking for completion and comprehension of our readings and viewings.

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. Three of the posts will be reflections about our individual service projects.

Essay exams: At mid-semester and during the final exam period, you will write an essay about the topics and activities covered in class—the readings, films, art, service, presentations, class discussions and service projects we've been working on. Both essays will have an assigned writing prompt, and will be completed outside of class.

Presentations: Each student will give an oral presentation a historical event or character, an artist, or organization. Students will have a list of possible topics to choose from, or can suggest another topic for approval. Presentations will last approximately 5 minutes and will include slides also to be posted on our Canvas site to share with the class.

Group Project: In groups of 3 or 4, students will develop a written research project on a topic of their choosing, but related in a significant way to our course. Groups will also present their work orally the last week of class. Examples of projects in the past have included women's participation in the Spanish Civil War, the history of LGBTQ rights in Latin America, and Francisco Goya's collection of engravings *Disasters of War* (1808-1812).

Participation and attendance. Active participation in class is fundamental not only to your success in the class, but to the success of the 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 three 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.

Service to the Community. Each student will participate in a minimum of 15 hours of service with the Latino community in Fredericksburg, or in another approved community. Our 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 COAR contract signed by you y your agency supervisor detailing schedule, duties, and other expectations, and confirming the hours completed at the end of the term.. In addition to the contract, you will be reflecting on your experiences throughout the semester both in writing on our weekly blogposts, and orally in class reflection sessions. 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 clases, 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.

Course Schedule

(Note this is the Schedule for the course last time I taught it, although it is in Spanish, it gives an idea of the sorts of materials and activities the course will cover. Certainly, current events would influence the topics of the course, for example in Spring 2016 the influx undocumented minors was in the news so we talked about that issue in the context of our readings and a film on immigration)

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

11/1 Introduction to the class
13/1 Service Learning: Visit from COAR
15/1 Definitions and useful vocabulary

Week 2: Organizations for Service and Social Action

18/1 **No class** (Martin Luther King Jr Day)
20/1 **Forum 1:** Organizations for Latinos in the US—local, state, national
22/1 **Forum 2:** Organizations in Latin America and Spain

Week 3: Philosophies and Approaches: The religious origins of service and social action

25/1 **Reading:** San Ignacio de Loyola selections from "Autobiografía" and "Ejercicios espirituales".

Quiz 1

27/1 **Film:** The Mission

29/1 **Presentations:** Jesuits in Education; The Missions of Paraguay; **Forum 3;**

Week 4: Philosophies and Approaches: Political and Economic Origins

1/2 **Readings:** Bernardo Ward, selections of *Proyecto económico* and María Rosa Gálvez "Oda a la beneficencia"; **Quiz 2**

3/2 Presentations: La Junta de Damas and la Inclusa de Madrid, los Montes de Piedad;
5/2 Forum 4: Reflection 1 on **service project** “My hopes and expectations in my service project

Week 5: War

8/2 Film: *Dos de mayo* de José Buchs; **Presentations:** Francisco Goya and the *Disasters of War*; Wars of Independence in Latin America

10/2 Reading: Concepción Arenal: selection *Cuadros de la guerra* and “A la ambulancia de la Cruz Roja”; **Quiz 3**

12/2 Presentación: La Cruz Roja Española, Las guerras carlistas de España; **Forum 5;**

Week 6: Poverty

15/2 Reading: Juan Rulfo “Es que somos muy pobres” **Quiz 4**

17/2 Film: “Nosotros los pobres”

19/2 Presentations The photography of Lola Álvarez Bravo; Los muralistas mexicanos and la revolución mexicana, **Forum 6;**

Week 7: The Conquest and Human Rights

22/2 Reading: Bartolomé de las Casas “Breve historia de la conquista de las Indias”; **Quiz 5**

24/2 Film: “El último viaje del almirante”

26/2 Presentación “Casta” paintings, encomiendas and latifundios; **Forum 7**

Week 8: Spring break

Week 9: Gender

7/3 Reading: Emilia Pardo Bazán: “En tranvía” **Quiz 6; Exam 1**

9/3 Reading: Bertalicia Peralta: “La única mujer” and “Pena tan grande;” **Quiz 6**

11/3 Presentations Suffrage in Spain, Suffrage in Latin America; **Forum 8**

Week 10: Race

14/3 Reading: Nicolás Guillén: “Canto negro,” “Balada de los dos abuelos”; **Quiz 7; Presentation:** Slavery in the Americas,

16/3 Reading: Rigoberta Menchú “Me llamo Rigoberta Menchú”; **Presentación** Agrarian reform in Latin America

18/3 Film: “Diarios de motocicleta” **Forum 9**

Week 11 Political Movements in the XXth Century

21/3 Reading: Ernesto “Che” Guevara, selection de “La guerra de guerrillas”; **Presentation:** XXth century Latin American revolutions. **Quiz 8**

23/3 Film *Tierra y libertad*,

25/3 Forum 10, Oral reflection on service project in class.

Week 12 Human rights in the XXth century

28/3. Reading: Rubén Darío “A Roosevelt.” Ernesto Cardenal, poemas; **Quiz 9; Presentation:** Music of Rubén Blades

30/3 Film: Romero

1/4 Presentations: Liberation theology, Jean Donovan and the Salvadoran civil war, **Forum 11**

Week 13: Civil Rights in the US

4/4 Documentary: Chicano: Part 1 “Quest for a Homeland” **Reading.** Rodolfo “Corky” Gonzalez “Yo soy Joaquín” **Quiz 10;**

6/4 Video Luis Valdez and Teatro Campesino “Los vendidos”;

8/4 Film: “Cesar Chávez.” **Forum 12**

Week 14 Immigration

11/4 Reading: Lourdes Ortiz “Fátima de los naufragios;” **Film:** 14 kilómetros **Quiz 11**

13/4 Film: Victoria para Chino; **Presentations:** The American Dream Act; Unaccompanied Minors.

15/4 Forum 13

Week 15:

18/4 Group Project presentations

20/4 Group Project presentations. Forum 14 Reflection on What I Learned in my Service Project

22/4 No class, Attend Research and Creativity Day

29/4: Final essay exam due.