

Spanish for Political and Cultural Studies: Advanced SPAN-3003 (3 credits)

Spain: Social Movements, Democracy, and Cultural Identity

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course aims to develop sophisticated skills in speaking, understanding, reading, and writing Spanish for, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about social movements, democracy, and cultural identity is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students an in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians, lawmakers, NGO workers, and grassroots activists, building the student's practical terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish.

The course is built on the knowledge students already have.

Language Levels and Placement

Students are placed into appropriate language course levels based on oral proficiency interviews and written exams (placement tests) conducted during orientation in Spain.

Learning Outcomes

Upon completion of the course, students will be able to:

- Use vocabulary and idiomatic expressions in connection with situations related to working with social movements or organizations
- Explain in some detail the content of selected policy or democracy reports;
- Dialogue about the main characteristics of regional autonomy in the Basque Country;
- Summarize the arguments of supporters of regional autonomy and nationalist movements in Spain;
- Give a fairly detailed description of sample political institutions in Spain;
- Summarize the outcomes of a field visit or educational excursion;
- Analyze an article about social movements, democracy, or cultural identity from a Spanish daily newspaper.

Language of Instruction

This course is conducted entirely in Spanish.

Instructional Methods

The teaching methodology implemented during this course is based on experiential learning and focuses on developing the student's Spanish communication skills in a policy or legal context through two main aspects:

1. Interaction with Spanish speaking people in social movements and cultural identity and everyday situations, during field activities.
2. Participation in academic classroom activities through individual and group presentations, participation in panel discussions and role-play activities.

Required Texts

Bregstein, B. (2012). *Advanced Spanish: step by step*. McGraw Hill.

Spanish Legal Conversation. Phrases and Key Words for Basic Communication in the Legal Industry. (2009).

Excerpts from several texts will be used in class.

Online Legal Resources:

<http://www.wordreference.com/esenl/>

<http://www.spanishdict.com/translate/legal>

Recommended Readings:

- Schmitt, C. J. and Woodford, P. E. (1992). *Derecho y criminología: Lecturas y vocabulario en español*. New York, St. Louis, San Francisco: McGraw-Hill, Inc.
- Gili y Gaya, S. (1998). *Curso Superior de Sintaxis Española* (15 ed.). Barcelona: Bibliografía
- Alarcos Llorach, E. (1994). *Gramática de la lengua española*. Madrid: Espasa Calpe.
- Bosque, I. y Demonte, V. (1999). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.
- Margarita, P. B. (1988). *Ser, estar y verbos de cambio*. Madrid: Arco libros S.A.
- RAE. (2005). *Diccionario Panhispánico de Dudas*. Espasa-Calpe, Madrid.
- Arnal, C., and Ruiz de Garibay, A. (1996). *Escribe en Español*. SGEL: Madrid.
- Gilman, A.G., and Benito-Vessels, C. (1997). *Horizontes: Cultura y Literatura*. Heinle & Heinle: Boston.
- Castro, F. (2000). *Uso de la gramática española. Nivel Intermedio*. Madrid, Edelsa.
- Pinilla, R., & Muñoz, R. A. (2005). *¡ Bien dicho!: ejercicios de expresión oral*. Sociedad general española de librería, Madrid.
- Rodríguez Rodríguez, M. (2003). *Escucha y aprende: Ejercicios de comprensión auditiva*. SGEL; Madrid.
- García, C. M., Moreno, V., & de Navarrete, P. Z. S. (2002). *Advance: curso de español: nivel básico-intermedio*. Sociedad General Española de Librería.

Lengua Española: www.rae.es

Course Content

Communicative

Pragmatic

- Assertive speaking (affirm, announce, assent, etc.);
- Compromise speaking (express will, intention, etc.);

- Expressive speaking (express admiration, surprise, etc.);
- Fact speaking (greet and say goodbye, introduce someone, invite, etc.);
- Directive speaking (give and receive instructions, give and receive consent, etc.).

Grammatical

- Composed sentences;
- Use of conjunctions and relative pronouns;
- Syntactic order;
- Grammatical morphemes;
- Principle of subordination, subjunctive mode;
- Prepositional regime;
- Pronunciation;
- Orthography;
- Comprehensive speaking in present, past and future;
- Use basic structures of present and past subjunctive and imperative;
- Use whole sentences and extensive paragraphs with a degree of fluidity;
- Narration, description, and argumentation.

Lexis - semantic

- Specific vocabulary in the context of Social movements, democracy and Cultural Identity;
- Reading and analysis of policy and political reports;
- Discussion of regional autonomy in Bilbao and Spain;
- Synthesis of arguments of social movements;
- Overview of immigration situation in Spain;
- Human rights and minorities in Spain;
- Basic understanding of the media in Spain;
- Free time and leisure;
- Transportation;
- Social and human relations;
- Health;
- Education;
- Commercial activities;

Intercultural

- Behavioral and social interaction;
- Accepted behavior in social groups (national and subnational);

- Religious and moral beliefs;
- Behavioral conventions.
- Stereotypes and national identity: Notions of national identities in Spain and Basque country;
- History: periods and construction of nation and its identities;
- Geography: meaningful geographical factors about the country;
- Social Identity and social groups: different social groups with a diverse social base, different national identities, such as class, regional identities, or ethnic minorities;
- Social and political Institutions: institutions that work and give a frame to life in the country such as health assistance, local governments, law and order, educational systems, etc.;
- Socialization: socialization institutions such as families, work, school, social or religious ceremonies, etc.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Diagnostic evaluation: This evaluation has two parts, one oral and other written, and includes the development of the student's language skills and how this is shown in formal and informal contexts;

Formative evaluation: During the semester there will be different instances of support and self-evaluation which will enable assessment of the concretion of initial objectives;

Final evaluation: The evaluation criteria will be directly linked to the stated outcomes.

Evaluation also includes the student's:

- Positive attitude, and participation in class activities;
- Initiative in the use of Spanish, use and acquisition of new vocabulary and use of Spanish in and out of the classroom.

During the program students will have to show knowledge and skills acquired, through the following assignments:

1) Written Exam (40%)

Written exam on grammar, listening and reading comprehension, written production; short answer and open-ended questions; use of policy and legal vocabulary.

2) Oral Exam (30%)

Ten-minute oral exam with your teacher and the academic director, assessing fluency, use of grammar and vocabulary, corresponding to the content of the course.

3) Oral Presentation (10%)

The oral presentation will be assessed by the use of vocabulary and grammar corresponding to language level, capacity to speak without reading notes.

4) Homework and Participation (20%)

Students will be evaluated on homework assignments, overall oral participation and motivation.

Assessment

Written exam	40%
Oral exam	30%
Oral presentation	10%
Homework & Participation	20% (10% each)

Attendance and Participation

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of not only technical correctness, but also in structure and organization of assignments, analysis, logic of writing, and consistency.

In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the student's participation will be monitored and taken into account.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.