



SP 326 SPANISH FOR SOCIAL JUSTICE: EMERGING COMPETENT ABROAD

IES Abroad Barcelona

DESCRIPTION:

This language course introduces students to key concepts in Social Justice in Spain. Through discussions, literary analysis, and vocabulary building, students will develop language skills while also gaining awareness of global issues. They will explore the importance of health, mental well-being, and access to healthcare for individuals and communities. They will examine gender roles, stereotypes, and women's empowerment, and learn to express their views on gender equality in Spanish. They will analyze systemic injustices, discrimination, and social exclusion, as well as learn vocabulary related to sustainable urban practices, climate change, and environmental conservation, and discuss ways to contribute to sustainable cities and communities. Finally, they will engage with topics of peacebuilding, conflict resolution, and human rights, developing the language skills to participate in conversations on these topics.

Overall, the Spanish language syllabus integrates language proficiency with a focus on global challenges, empowering students to become active participants in creating a more sustainable, equitable, and fair world.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR: María Mejías

PREREQUISITES: Completion of the Independent Abroad outcomes in the *MAP for Language & Intercultural Communication*, as determined by placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

This learner-centered course is designed by applying (inter)active learning pedagogies, such as Project and Problem-Based Learning and Design Thinking. The method of presentation has been designed accordingly and includes Self and Peer evaluation through rubrics.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active class participation: 10%
- Quizzes: 10%
- Research project: 30%
 - Written paper (15%)
 - Oral Presentation (15%)
- Oral presentations: 10%
- Problem Solving Case: 15%
- Learning journal: 15%
- Course-related Trips: 10%

Course Participation

Students will work individually or in groups to systematize and practice orally all the grammatical concepts learned in class. They will be given ample opportunities during class sessions to seek clarification, promote interactive learning, and address any uncertainties they may have. Daily active participation and completing assignments at home are essential to ensure progress throughout the course. Students are expected to actively engage in class discussions, which offer them the opportunity to present their views and hear the perspectives of other students on selected topics. A rubric will be provided to reflect student's participation in this course.

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Quizzes

Four quizzes, both oral and written, some of them pop, to help the student check the understanding of the material covered in class and their usage of new terminology and concepts.

Research Project:

Students will research one of the topics covered in the course, which will include data and findings from local organizations related to their topic. Afterward, they will write a 2500-word paper. Students will get feedback on their topics and progress from peers and/or the instructor throughout the course, as listed in the content section of this syllabus. The course instructor will contact partner organizations in advance to explain the objectives of the research. The course instructor will work with the partner organizations and students to decide who will attend the first meeting. Students will explain all the steps in the research process in the learning journals. The Research Project is intended to extensively reflect on an issue related to the course topics.

Oral Presentation:

Students will prepare an oral presentation of their research project, which will provide the opportunity to develop oral presentation skills and receive constructive feedback from their peers and professor.

Problem Solving Case:

Students will identify a real problem from their research project topic and give a real solution that local organizations can implement. The result will be presented as an informative brochure that will be delivered to these local organizations.

Learning Journal

Personal critical reflection on each student's learning process: learning goals, achievements, experiences, thoughts, feelings, problems, and possible solutions. One entry per session. Length will vary depending on the session.

Course-related Trips:

Like intercultural discoveries, faculty-led class excursions are an important part of the course. These activities give the students the opportunity to learn about and understand cultural differences and to connect aspects of Spanish culture. All of them are organized with pre- and post-activities that help students improve their language skills and promote interaction with Spanish people.

LEARNING OUTCOMES:

Students who are placed at this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Independent Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- A. Students will begin to identify at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.

II. Listening

- A. Students will be able to understand some spoken communications of moderate complexity (media, speeches, conversations, etc.) on a wide range of concrete everyday topics, and abstract topics covered in class.
- B. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- C. Students will be able to identify formal and informal speech, by recognizing the way language and non-verbal communication work together to show emotional states.

III. Speaking

- A. Students will be able to speak on and discuss abstract topics covered in class, as well as other topics of particular

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interest to them.

- B. Students will be able to participate and respond actively in a variety of interactions related to Social Justice topics, with an ability to be expressive in professional situations.
- C. Students will be able to express self well enough to achieve the desired outcome eventually in most situations, though sometimes will experience communication breakdowns in complex situations or with individuals unaccustomed to speaking with non-native speakers of their language.

IV. Reading

- A. Students will be able to read and understand articles, stories, and online texts in a formal context on a range of topics related to Social Justice with assistance.
- B. Students will be able to make independent choices about the topics of reading materials.
- C. Students will be able to read and understand short articles and stories where background knowledge plays a major role in understanding.

V. Writing

- A. Students will be able to meet basic writing demands of living in the host culture.
- B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics related to the course with developing degrees of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Abroad Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, three percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Week	Content	Assignments
Week 1	Introduction Syllabus, assignments, and evaluation Key concepts: equity, diversity, inclusion Diversity in Barcelona Human Rights Spanish Language: Polite set expressions	Class discussion: What does "Social Justice" mean?
Week 2	Equality & Human Rights Spanish Language: how to express opinion	Reading: Ajuntament de Barcelona. (2018). <i>Ciudad de Derechos Humanos. El modelo de Barcelona</i>. Dirección de Servicios de Derechos de Ciudadanía y Diversidad. https://ajuntament.barcelona.cat/dretsdiversitat/sites/default/files/WEB_Manual_DDHH_A5_ESP.pdf

		Class discussion: Major issues affecting Human Rights worldwide
Week 3	Women and Feminisms Spanish Language: Inclusive language	Readings: - Parra, M.L., & Serafini, E.J. 'Bienvenidxs todes': el lenguaje inclusivo desde una perspectiva crítica para las clases de español. <i>Journal of Spanish Language Teaching</i>, 8 (2), 143-160 (17 pgs). https://doi.org/10.1080/23247797.2021.2012739 - United Nations. (n.d.). <i>Orientaciones para el empleo de un lenguaje inclusivo en cuanto al género en español</i>. https://www.un.org/es/gender-inclusive-language/guidelines.shtml - González, B. (2023, March 8). ¿Qué es el feminismo? Una guía completa para principiantes. <i>El Periódico</i>. https://www.elperiodico.com/es/sociedad/20230308/feminismo-que-es-guia-completa-7876808 Class discussion: - How do we reflect orally inclusive and non-inclusive language? Quiz
Week 4	Racism and Xenophobia Spanish Language: Past tenses I. Comparison Course-related trip: Oficina por la no discriminación - Ajuntament de Barcelona	Reading: Ajuntament de Barcelona. (2022, March 10). "Dos de cada tres situaciones de discriminación en Barcelona son por racismo y LGTBIfobia". https://www.ciutatrefugi.barcelona/es/noticia/dos-de-cada-tres-situaciones-de-discriminacion-en-barcelona-son-por-racismo-y-lgtbi-fobia_1153125 Class discussion:

		Main issues related to Racism and Xenophobia in Spain and the United States
Week 5	LGTBIQ+ Spanish Language: Past tenses II Course-related trip: Centro LGBTI de Barcelona	Readings: - Ajuntament de Barcelona (25 November 2022). <i>Festividades internacionales LGBTI</i>. Área de Derechos Sociales, Cultura, Educación y Ciclos de Vida. https://ajuntament.barcelona.cat/lgtbi/es/festividades-y-campanas/festividades-internacionales - Generalitat de Catalunya. (n.d.). <i>Orgull de país</i>. Departament d'Igualtat i Feminismes. https://igualtat.gencat.cat/ca/actualitat/campanyes/orgull-de-pais/ - López, N. (2021), August 29). Querida adolescencia LGBTIQ+. <i>El País</i>. https://elpais.com/eps/2021-08-29/querida-adolescencia-lgtbiq.html?ssm=TW_CM Class discussion: - Self and Identity Final Research Project: Discussion on progress and feedback
Week 6	Immigration: balseros versus cayucos and pateras Spanish Language: Verbal periphrases	Readings: - Ministerio de Inclusión, Seguridad Social y Migraciones. (n.d.). <i>Migraciones</i>. https://inclusion.seg-social.es/web/migraciones/home: Migraciones e Integración y vivir en España. Video Clip: - Chambao (2009, October 25). Papeles Mojados. [Video] YouTube. https://www.youtube.com/watch?v=Oj8aNCTTHW4 Quiz
Week 7	Young people. Education Different (learning) abilities. Inclusion (bullying...)	Reading:

	Physical/mental health Spanish Language: Subordinate clauses I	- Moncloa Allison, G. (2021, November 26). El futuro de las luchas sociales de los jóvenes se debate en Barcelona. <i>El País</i>. https://elpais.com/espana/catalunya/2021-11-26/el-futuro-de-las-luchas-sociales-de-los-jovenes-se-debate-en-barcelona.html Class discussion: - Top 5 issues facing youth today Short Film: - Disney Latinoamérica (2018, November 30). <i>Ian</i>. [Video] YouTube. https://www.youtube.com/watch?v=OHma93eZiBY
Week 8	Ecology and Environment Spanish Language: Subordinate clauses II Course-related trip: Environment, Health, and Sustainability in Barcelona	Readings: - Ajuntament de Barcelona (2022, March 16). <i>Medio ambiente y sostenibilidad</i>. https://www.barcelona.cat/es/vivir-en-bcn/medio-ambiente-y-sostenibilidad Class discussion: - Is Barcelona a sustainable city? Quiz
Week 9	Miscellany: Health, Poverty, and Aporophobia Spanish Language: Subordinate clauses III Course-related trip: Arrels Fundació for homeless people	Readings: - Cabo Isasi, Á. (2017, December 14). Aporofobia: juicio y desprecio al pobre. <i>Ajuntament de Barcelona</i>. https://ajuntament.barcelona.cat/bcnvsodi/es/aporofobia-juicio-y-desprecio-al-pobre/ - Carrero, M. (2021, August 23). La aporofobia, el delito de odio más desconocido en España: 'Mucha gente no sabe identificarlos con claridad'. <i>20minutos</i>. https://www.20minutos.es/noticia/4789661/0/los-delitos-notificados-por-aporofobia-aumentaran-tras-estipularse-como-agravante-de-delitos-en-espana/ - Marchena Barcelona, D. (2018, March 19). Barcelona pide más mano dura contra la aporofobia. <i>La Vanguardia</i>.

		https://www.lavanguardia.com/local/barcelona/20180319/441658194640/ayuntamiento-de-barcelona-aporofobia-agresiones-cajero-automatico-pobreza-sintecho.html Class discussion: Aporophobia versus Xenophobia Final Research Project: Discussion on progress and feedback
Week 10	Further actions: Let's have a positive impact on our immediate surroundings Problem Solving (I) Spanish Language: Oral presentations	Reading: Euroinnova Business School. (2021). <i>Qué es la metodología de solución de problemas.</i> Problem Solving: Oral presentations
Week 11	Further actions: Let's have a positive impact on our immediate surroundings Problem Solving (II)	Problem Solving: Oral presentations Quiz
Week 12	Conclusions	- Research project: Oral presentations - Learning Journal: Discussion - Final conclusions

COURSE-RELATED TRIPS:

- Centro LGTBI de Barcelona.
- Arrels Fundació for homeless people.
- Oficina por la no discriminación - Ajuntament de Barcelona.

REQUIRED READINGS:

- Ajuntament de Barcelona. 2018. *Ciudad de Derechos Humanos. El modelo de Barcelona*. Dirección de Servicios de Derechos de Ciudadanía y Diversidad. Accessed September 24, 2023. https://ajuntament.barcelona.cat/dretsdiversitat/sites/default/files/WEB_Manual_DDHH_A5_ESP.pdf.
- Ajuntament de Barcelona. 2022, March 10. "Dos de cada tres situaciones de discriminación en Barcelona son por racismo y LGTBIfobia." Accessed September 24, 2023. https://www.ciutatrefugi.barcelona/es/noticia/dos-de-cada-tres-situaciones-de-discriminacion-en-barcelona-son-por-racismo-y-lgtbi-fobia_1153125.
- Ajuntament de Barcelona. 2022, March 16. *Medio ambiente y sostenibilidad*. Accessed September 24, 2023. <https://www.barcelona.cat/es/vivir-en-bcn/medio-ambiente-y-sostenibilidad>.
- Ajuntament de Barcelona. 2022, November 25. *Festividades internacionales LGTBI*. Área de Derechos Sociales, Cultura, Educación y Ciclos de Vida. Accessed September 24, 2023. <https://ajuntament.barcelona.cat/lgtbi/es/festividades-y-campanas/festividades-internacionales>.

- Cabo Isasi, Á. 2017, December 14. *Aporofobia: juicio y desprecio al pobre*. Ajuntament de Barcelona. Accessed September 24, 2023. <https://ajuntament.barcelona.cat/bcnvsodi/es/aporofobia-juicio-y-desprecio-al-pobre/>.
- Carrero, M. 2021, August 23. "La aporofobia, el delito de odio más desconocido en España: 'Mucha gente no sabe identificarlos con claridad'." *20 minutos*. Accessed September 24, 2023. <https://www.20minutos.es/noticia/4789661/0/los-delitos-notificados-por-aporofobia-aumentaran-tras-estipularse-como-agravante-de-delitos-en-espana/>.
- Euroinnova Business School. 2021. *Qué es la metodología de solución de problemas*. Accessed September 24, 2023. <https://www.euroinnova.edu.es/blog/que-es-la-metodologia-de-solucion-de-problemas#:~:text=Entonces%20C2%BFQu%C3%A9%20es%20la,soluci%C3%B3n%20a%20la%20situaci%C3%B3n%20que>.
- Generalitat de Catalunya. n.d. *Orgull de país*. Departament d'Igualtat i Feminismes. Accessed September 24, 2023. <https://igualtat.gencat.cat/ca/actualitat/campanyes/orgull-de-pais/>.
- González, B. 2023, March 8. "¿Qué es el feminismo? Una guía completa para principiantes." *El Periódico*. Accessed September 24, 2023. <https://www.elperiodico.com/es/sociedad/20230308/feminismo-que-es-guia-completa-7876808>.
- López, N. 2021, August 29. "Querida adolescencia LGTBIQ+." *El País*. Accessed September 24, 2023. https://elpais.com/eps/2021-08-29/querida-adolescencia-lgtbiq.html?ssm=TW_CM.
- Marchena Barcelona, D. 2018, March 19. "Barcelona pide más mano dura contra la aporofobia." *La Vanguardia*. Accessed September 24, 2023. <https://www.lavanguardia.com/local/barcelona/20180319/441658194640/ayuntamiento-de-barcelona-aporofobia-agresiones-cajero-automatico-pobreza-sintecho.html>.
- Ministerio de Inclusión, Seguridad Social y Migraciones. n.d. *Migraciones*. Accessed September 24, 2023. <https://inclusion.seg-social.es/web/migraciones/home>.
- Moncloa Allison, G. 2021, November 26. "El futuro de las luchas sociales de los jóvenes se debate en Barcelona." *El País*. Accessed September 24, 2023. <https://elpais.com/espana/catalunya/2021-11-26/el-futuro-de-las-luchas-sociales-de-los-jovenes-se-debate-en-barcelona.html>.
- Parra, M.L., & Serafini, E.J. "'Bienvenidxs todes': el lenguaje inclusivo desde una perspectiva crítica para las clases de español." *Journal of Spanish Language Teaching* 8 (2) (2021): 143-160. <https://doi.org/10.1080/23247797.2021.2012739>.
- United Nations. n.d. *Orientaciones para el empleo de un lenguaje inclusivo en cuanto al género en español*. Accessed September 24, 2023. <https://www.un.org/es/gender-inclusive-language/guidelines.shtml>.

FILMOGRAPHY:

- Chambao (2009, October 25). *Papeles Mojados*. [Video] YouTube. <https://www.youtube.com/watch?v=Oj8aNcTHW4>
- Disney Latinoamérica (2018, November 30). *Ian*. [Video] YouTube. <https://www.youtube.com/watch?v=OHma93eZiBY>

RECOMMENDED READINGS/MATERIALS:

1. Ariño, A. 2022, March 21. "El 40% de los jóvenes inmigrantes de Barcelona ha sido víctima del racismo." *El País*. Accessed September 24, 2023. <https://elpais.com/espana/catalunya/2022-03-21/el-40-de-los-jovenes-inmigrantes-de-barcelona-ha-sido-victimas-del-racismo.html>.
2. CCMIT. n.d. *Introduction to Problem Solving Skills*. Accessed September 24, 2023. <https://ccmit.mit.edu/problem-solving/>.
3. Ecología, Urbanismo, Infraestructuras y Movilidad. n.d. *Medio Ambiente y Servicios Urbanos*. Ajuntament de Barcelona. Accessed September 24, 2023. <https://ajuntament.barcelona.cat/ecologiaurbana/es/quienes-somos/areas/ecologia-y-servicios-urbanos>.

INSTRUCTOR BIOGRAPHY:

María Mejías earned a degree in Spanish Philology at the University of Barcelona (UB). She studied postgraduate courses related

to didactics and teaching foreign languages in Spain and the Czech Republic, and has a master's degree in Humanities (Universitat Oberta de Catalunya) and a master's degree in Applied Linguistics to Teaching Foreign Languages (Universidad Europea del Atlántico). She has started her doctoral studies (ABD) in Teaching Spanish as a Foreign Language (University of Barcelona). She has taught at the university level in the Czech Republic (Southern Bohemian University), the US (UGA -University of Georgia), and Spain (ESADE, UB-Universitat de Barcelona), both Spanish for specific purposes and regular courses. She has also taken part in designing syllabi and curricula and conducting official exams, such as DELE. She has given lectures about topics related to didactics in congresses in the Czech Republic and Spain, and workshops and webinars on the use of Moodle and ICT for Spanish courses at IES.