

## **Dillman: Spanish 212: Sustainability and the Environment**

Piedmont Project 2008

My project is the creation of a “topics-based” 212 course for the Department of Spanish and Portuguese, which will be taught in Fall 2008. Spanish 212 is fifth-semester Spanish, an upper-intermediate level conversation course. Until now, this multi-section course has used *A Que Sí* as a textbook, with multiple (between two and nine) sections aiming for cross-section uniformity each semester. In Fall 2008 for the first time, the department will offer options (my Sustainability and the Environment section, and Zaitseva’s section on Public Health), in an effort to provide multiple pathways to the major.

When I began the Piedmont Project, my intention was to converse at length with people “in the know” about “green” issues, in order to discover source texts I could adapt and use as a springboard for class conversations, dividing the course into four subsections such as “biodiversity”, “endangered species”, etc. In many senses, my overall aims have not changed. I still plan to divide the course into subsections, each of which will be comprised of a variety of texts (poetry, prose, journalism, film). What I do feel changed substantially, however, is my conception of what “the environment” and “sustainability” are. This evolution in my thinking grew directly from the workshop days, presentations, and discussions with participants, and has been very liberating.

In essence, the vital importance of place is what I now see as the driving forces behind what I hope to explore with students. And this examination of place led me to widen the scope of what I had initially seen as relevant to a course on the environment. So, for instance, rather than limited conceptions of “the natural world” (the Brazilian rainforest, etc), I am seeing more and more how “the built environment”, human relations (and policies) and factors such as justice influence and shape issues of sustainability. Prior to the workshop, for instance, I would never have imagined using “health” as one of my four topics. Now I see it as primordial (and am having Piedmont participant Prof Sara Edwards come speak to my class on lactation in Latin America).

The sense-of-place awareness so effectively fostered during the Piedmont Project helped me see how I could use place as a means of engaging students in each of the issues we explore. It has struck me that virtually anything we discuss in terms of Latin America can be brought “home” (whatever, or wherever “home” is for the students). For instance, one of our topics will be water. We’re going to read an article about Bechtel’s privatization of water in Bolivia, and a Juan Rulfo short story about agrarian reform in post-revolution Mexico in which peasants are given an enormous chunk of parched earth too far from any water source to ever grow anything. But in addition to seeing “others” suffer the tragic consequences wrought by a lack of water, we will also discuss students own water practices, the drought in Georgia (and California, and...), and any relevant water-related issues students may bring to the table. I hope that this interplay between “here” and “there” will prove thought-provoking or even (as it was for me) transformative.

In terms of the framework for the course, I have (not entirely, but largely) tried to stop anguishing at the inevitable overlap between topics (e.g. slow food is not just “food” but also trade, globalization, etc) and accept that any divisions are, to a certain degree, artificial. This is a course in which students will be exposed to a large number of complex issues, the vast majority of which we will touch upon in a somewhat superficial manner (linguistically, they are not prepared to be bombarded with highly specialized vocabulary on a daily basis, and I still have to cover the same grammar as the other Spanish 212 courses). Rather, therefore, than attempt to ensure that students “acquire” a body of knowledge, I hope that they will come to see and feel connections between the topics we discuss and their own lives, and to think about the role of place in how those play out.

**Emory University**  
**Department of Spanish & Portuguese**  
**Spanish 212: Sostenibilidad y el medio ambiente**  
**Otoño 2008**

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### **Course Description and Objectives**

Spanish 212: Sustainability and the Environment will be structured the same as the “traditional” 212 course; however, the readings, films, and the experiential learning components of the course are different. We will use the same grammar workbook (*A Que Sí*), but \*not\* the accompanying textbook. The course is designed to help build students’ oral proficiency, using texts (journalists, literary, poetic, film, etc) that deal with issues of sustainability in contemporary Latin America as a jumping-off point. Our discussions will cover a diverse range of topics, from water conservation to globalization and public health. Throughout the course we will stress the importance of place, as well as use “our” places (the US, our hometowns, North America, etc) as points of comparison and contrast. In addition to speaking, we will practice the other three skills: reading, writing, and listening.

The course is divided into three units, each of which contains reading selections, one film (to be viewed in the evening), discussion activities, and creative activities. In addition, students will review grammar on their own using the Workbook, complete grammar activities, check their answers using the key provided, and correct their mistakes. In class we will do hands-on practice of grammar, rather than long grammatical explanations (though, clearly, if you are confused, I am here to help). It is essential to use the grammar point studied for each class in your discussions of the reading material, and you will also have regular, short writing assignments.

Finally, Spanish 212: Sustainability and the Environment includes an experiential learning component. This means that on at least two days we will have class outside of “class”. On one occasion, this may (probably) require missing other classes, as we’ll be having a “field trip”. On the other occasion, I will try to organize our excursion to coincide with normal class time.

### **Textbooks**

- García-Serrano, de la Torre, Cash. *¡A que sí! Cuaderno*. 3/e Thomson & Heinle, 2006. **(WORKBOOK ONLY!)**
- José Emilio Pacheco. *Las batallas en el desierto*. Era, 1997 (first published 1981).
- Most readings will be on Blackboard, LL, or e-reserves and need to be *printed out and brought to class every day*.

Note: You should buy the novel *Las batallas en el desierto* at the beginning of the course with the rest of the books, as the book store will return books not sold by a certain date to the distributor. The book store will very likely return this book BEFORE we read it in the course.

### **Grade**

The grade for the course is divided as follows:

Experiential learning activity	10%
Final Paper	10%
Daily tareas	10%
Oral Presentations (2)	10%
Workbook	10%
Active participation	15%
Midterm exam	15%
Final Exam	20%

### **Grade Scale**

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-62
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72		

When an assignment is graded with a letter, that letter will be transformed into a figure in order to calculate your final grade. That figure will be the average for the letter grade, which is the following:

A+ = 98 (very rare!)	B+ = 88	C+ = 78	D+ = 68	F = 31
A = 94	B = 85	C = 75	D = 65	
A- = 91	B- = 81	C- = 71		

Missing assignments = 0

### **Attendance/Late Policy**

Students are required to attend all classes. Unexcused absences drop your grade significantly, as does arriving late to class. Some excused absences are permitted (religious holidays). Illness is not an excused absence. Your absence may also be excused in other extraordinary circumstances, provided you obtain written confirmation.

### **Emory University Honor Code**

Your conduct is governed by the Emory University Honor Code. The Honor Code applies to all exams, daily assignments and essays. Examples of violations of the Honor Code include the following:

(a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized;

(b) Plagiarizing: any work with your name on it must be yours, not that of some other person. If you include other person's words in any assignments you should indicate so by the use of quotation marks;

(c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination. This includes having another person correct your Spanish grammar in any assignments or compositions;

(d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.

Please, read the full Emory University Honor Code for details:

[http://www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html)

### **Students with Disabilities**

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. All students with special requests or need for accommodations should make this request in person as soon as possible. Appropriate documents should be presented within two weeks of the beginning of the course. For further information, please see:

<http://www.portals.emory.edu/>

### **General Course Requirements**

1. **Students are required to attend all classes.**

2. **You** are responsible for all material covered on days you are absent. If you miss a class, make sure to speak to fellow students, get the notes, and do the readings and activities for that day on your own. Please come to office hours if there is anything you'd like to discuss. Please do *not* email me with, "What did I miss on Monday?"

3. Students must arrive **on time** every day and **participate actively** in class.

4. All assigned work must be completed **on time**. Late work will not be accepted or, if accepted, will be penalized. No assigned work should be submitted via email.

5. **Netiquette:** Please be polite in your emails. Always use a salutation, and clearly explain what it is your question is about; make sure to give me the full context. I receive countless emails along the lines of "Hey, I don't understand number four." This is unacceptable. I don't care whether you call me Lisa, Profesora, Prof Dillman, or Ms Dillman. You can email me in Spanish or in English. I don't care whether you say "Dear" or not, or use a comma or a colon. But use a salutation. And sign off.

6. **NO MAKE-UPS** are allowed on exams.

7. You are encouraged to consult with me at any time if you have questions or problems.

### **Course Components**

- **Experiential Learning (10%).** On at least two days, we'll have class outside of class. One day, we'll take a walk through our local "environment", and on another day we'll take a trip up to Buford Highway and Plaza Fiesta, where we'll note conditions for cars versus pedestrians and have an international lunch. You'll be asked to write short responses about each of these experiences.

- **Paper (10%).** Students will write a formal paper of 6-7 pages expanding on one of their oral presentations. The paper can adopt different forms, depending on students' preference; they can be narrative (a made-up or real story),

an essay, etc. The final paper will be written in different stages and will receive a grade for content and another one for grammar. Papers length should be 6-7 pages, double spaced, using “Courier new” point 12.

- **Daily tareas (10%)**. The daily tareas will usually include small “redacciones” and comprehension exercises about the readings. Tareas must be typed and completed before class. The purpose of the daily tareas is to prepare students for class meetings so they can participate actively and take full advantage of the class. Late tareas will receive half credit since they fulfill no pedagogical purpose.

- **Oral Presentations (2) (10%)**. The purpose of the oral presentations is to develop students’ oral skills, including fluency, pronunciation, tone and expression. The oral presentations will be prepared in pairs.

**Workbook (10%)**. The Activities Manual provides students with the practice and drills they need to learn grammar patterns and structures. Students must check and correct their own answers using the “Workbook Answer Key”. The syllabus indicates the “minimum activities” per chapter and students need to turn them into by the dates posted. If students complete the minimum activities and correct their errors, they receive full credit (100%) for this component. Grade will be lowered drastically if students turn their Workbook late, do not complete the minimum activities or do not correct themselves.

- **Participation in class (15%)**. Attendance is not participation. Participation means *active involvement* in all the communicative activities and being fully prepared for each session. Take advantage of the class sessions to practice your oral skills by interacting enthusiastically with your classmates and instructor only in Spanish. Your participation grade will be based on your ability and willingness to demonstrate your active involvement in class activities and to show that you are prepared (i.e. you have done your assignments and have read the readings). Attendance and punctuality are essential. Things that lead to failing participation include: being late, being passive or disengaged, chatting in English, leaving during the middle of class (except in emergencies), etc.

- **Midterm exams (15%) and final exam (20%)**. There will be one midterm exam and one final exam that will deal with the main content of the course: grammar, vocabulary and readings. No make-up exams will be given. Please note the dates of exams before making travel plans.

### **Tools of learning**

Nobody can “make you learn”, only yourself can do it. The following are just tools that will help you in the process of learning:

- *Your instructor*. Feel free to consult with me during established office hours or through email.

- *Your classmates*. You will find it very helpful to share and discuss ideas with your classmates outside of class. You may also find it helpful to form study groups for the exams.

- *Tutoring EPASS*. For information on tutoring through EPASS visit:

[http://www.college.emory.edu/current/support/learning\\_programs/index.html](http://www.college.emory.edu/current/support/learning_programs/index.html)

- *Dictionaries and encyclopedias*. A bilingual dictionary – The Harper Collins Spanish Dictionary or the Oxford Spanish Dictionary – will be especially useful as you prepare your paper, daily assignments, Workbook and oral presentations. Aside from these, the following on-line dictionaries may be also useful references:

- Word Reference (bilingual): <http://www.wordreference.com/>

- Diccionario de la Real Academia de la Lengua Española (monolingual): <http://www.rae.es/>

## PROGRAMA DEL CURSO

Viernes, 29 de agosto  
Presentación del curso

Lunes, 1 de septiembre  
Día del trabajo – No hay clase

### I. LA SALUD Y EL MEDIO AMBIENTE

**CUADERNO (unidad I) Ejercicios mínimos:** 1-2, 1-3, 1-6, 1-9, 1-12, 1-13, 1-16, 2-2, 2-3, 2-4, 2-6, 2-7, 2-19, 2-20, 2-21, 2-22, 2-23, 2-24, 3-2, 3-3, 3-4, 3-5, 3-8.

Miércoles, 3 de septiembre  
Vocabulario  
Lecturas: “EEUU propone nuevas etiquetas sobre riesgo lactantes en fármacos” y “Study Links Pollutants to Rise in Breast Cancer”  
Repaso gramatical (Cuaderno): Presente de indicativo y “ser” / “estar” / “haber”, . 8-10  
Tarea escrita: (120-150 palabras) Describe la relación entre estos dos artículos. ¿Cuál es la relación entre la salud y el lugar/la geografía? ¿Hay lugares más sanos y menos sanos? ¿Cómo? ¿Por qué?

Viernes, 5 de septiembre  
Vocabulario  
Lecturas: “Derecho a soñar” de Eduardo Galeano  
Repaso gramatical (Cuaderno): Presente de indicativo de los verbos irregulares, “gustar” y verbos afines (pp. 11-13)  
Tarea escrita: (120-150 palabras) ¿Cuáles de los “derechos” descritos por Galeano te parecen más relacionados con la salud? Elige uno que te parezca interesante/llamativo y explica por qué.

Lunes, 8 de septiembre  
Vocabulario  
Lectura: “Mueren 3 millones de chicos al año por efectos del medio ambiente” y “Air Pollution Fatalities Now Exceed Traffic Fatalities by 3 to 1”  
Repaso gramatical (Cuaderno): Verbos reflexivos, “pero”, “sino (que)”, “no sólo... sino también”, pp. 18-19  
Tarea escrita: (120-150 palabras) ¿Cuál es tu opinión sobre estos dos artículos? ¿Quién tiene la responsabilidad por estas muertes? ¿Por qué?

Miércoles, 10 de septiembre  
Vocabulario  
Lectura: Cuento de Mario González Feo, “Bucho Vargas: Santero y curandero”, parte I  
Repaso gramatical (Cuaderno): Imperfecto y pretérito de indicativo, pp. 22-23  
Tarea escrita: (120-150 palabras) anunciada en LL

Viernes, 12 de septiembre  
Vocabulario  
Lectura: Cuento de Mario González Feo, “Bucho Vargas: Santero y curandero”, parte II  
Repaso gramatical (Cuaderno): Usos del futuro simple y perfecto y el participio de pasado, pp. 26-27  
Tarea escrita: (120-150 palabras) anunciada en LL

Lunes, 15 de septiembre  
Repaso de la unidad I:  
La relación entre lugar, medio ambiente y salud. Repaso gramatical y léxico  
**ENTREGUEN LOS EJERCICIOS MÍNIMOS DEL CUADERNO (UNIDAD I)**

## II. LA COMIDA Y EL AGUA

**CUADERNO (unidad II) Ejercicios mínimos:** 4-17, 4-18, 4-19, 4-20, 4-21, 4-23, 4-24, 4-28, 5-2, 5-3, 5-4, 5-5, 5-6, 5-12, 5-13, 5-15, 5-20, 5-22, 5-23, 5-25.

Miércoles, 17 de septiembre

Vocabulario

Lectura: Reportaje: Comida y globalización (artículo sobre el movimiento “slow food” / “comida lenta”)

Repaso gramatical (Cuaderno): La “a” personal, pronombres de objeto directo e indirecto, “it” y “lo”, pp. 34-37

Tarea escrita: (120-150 palabras) ¿Te gusta cocinar? ¿Cuál es uno de los platos tradicionales en tu familia? ¿De dónde provienen los ingredientes? ¿Quién hace este plato y en qué ocasiones?

Viernes, 19 de septiembre

Vocabulario

Lectura: Juan Rulfo, “Nos han dado la tierra”

Repaso gramatical (Cuaderno): “Se”, “pero”, “sino (que)”, “no sólo... sino también”, p. 38

Tarea escrita: (120-150 palabras) Resume el cuento, usando “pero”, “sino (que)”, y “no sólo... sino también” cinco veces (en total, no cada término) de una forma *natural* y subrayando (*underlining*) los términos cuando los usas.

Lunes, 22 de septiembre

Vocabulario

Lectura: “Water Warriors” y “Cuatro millones de personas mueren cada año por enfermedades vinculadas al agua”

Repaso gramatical (Cuaderno): Voz pasiva con “ser”, voz pasiva con “se” y “estar” + participio pasado, pp. 39-41

Tarea escrita: (120-150 palabras) Resumen del artículo “Water Warriors”

Miércoles, 24 de septiembre

Vocabulario

Lectura: “Yes, We Will Have No Bananas” y “Plátanos: el paraíso o la selva”

Repaso gramatical (Cuaderno): Formas del presente de subjuntivo y el pres. subjuntivo con formas impersonales, pp. 42-43

Tarea escrita: (120-150 palabras) anunciada en LL

Viernes, 26 de septiembre

Vocabulario

Lectura: “Trabajadores del tomate logran victoria”

Repaso gramatical (Cuaderno): El subjuntivo con expresiones de duda o negación, los posesivos, p. 45-46

Tarea escrita: (120-150 palabras) anunciada en LL

Lunes, 29 de octubre

Lectura: Selección de Laura Esquivel, *Como agua para chocolate*

Repaso gramatical (Cuaderno): El subjuntivo con expresiones de duda o negación, los posesivos, p. 45-46

Tarea escrita: (120-150 palabras) anunciada en LL

Miércoles, 1 de octubre

Presentaciones orales I

Viernes, 3 de octubre

Presentaciones orales I

Lunes, 6 de octubre

Presentaciones orales I

Miércoles, 8 de octubre

Sesión de repaso gramatical para el examen

**ENTREGUEN LOS EJERCICIOS MÍNIMOS DEL CUADERNO (UNIDAD II)**

Viernes, 10 de octubre

Lunes, 13 de octubre

**FALL BREAK**

### III. LA GLOBALIZACIÓN Y LA “LOCALIZACIÓN”

<b>CUADERNO (unidad IV) Ejercicios mínimos:</b> 10-2, 10-4, 10-10, 10-12, 10-13, 10-14, 10-18, 10-19, 10-21, 10-22, 12-2, 12-6, 12-7, 12-10, 12-14, 12-17, 12-19.
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Miércoles, 15 de octubre

**Clase fuera de clase**

Viernes, 17 de octubre

Vocabulario

Lectura: Carlos Fuentes, “Malintzin de las maquilas” parte I

Repaso gramatical (Cuaderno): El subjuntivo y el indicativo en las cláusulas adverbiales de tiempo y el estilo indirecto, pp. 74-75

Tarea escrita: (120-150 palabras) anunciada en LL

Lunes, 20 de octubre

Vocabulario

Lectura: Carlos Fuentes, “Malintzin de las maquilas” parte II

Repaso gramatical (Cuaderno): Las expresiones de comparación y el superlativo, p. 76

Tarea escrita: (120-150 palabras) anunciada en LL

Miércoles, 22 de octubre

Película: *Un lugar en el mundo*. Discusión

Viernes, 24 de octubre

**Excursión: Buford Highway y Plaza Fiesta**

Lunes, 27 de octubre

Vocabulario

Lectura: Artículo sobre la e-basura, “El destino de los desechos informáticos”

Repaso gramatical (Cuaderno): El imperativo y el subjuntivo con verbos de deseo y emoción, p. 80

Tarea escrita: (120-150 palabras) anunciada en LL

Miércoles, 29 de octubre

Vocabulario

Lectura: Eduardo Galeano, “La creación según Rockefeller”

Repaso gramatical (Cuaderno): Usos del infinitivo y del gerundio, pp. 81-82

Tarea escrita: (120-150 palabras) anunciada en LL

Viernes, 31 de octubre

Repaso de gramática

**ENTREGUEN LOS EJERCICIOS MÍNIMOS DEL CUADERNO (UNIDAD IV)**

<b>CUADERNO (unidad III) Ejercicios mínimos:</b> 7-2, 7-4, 7-5, 7-6, 7-11, 7-12, 7-13, 7-15, 7-16, 7-17, 7-20,
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Lunes, 3 de noviembre

Vocabulario: Palabra por palabra, Mejor dicho y Estrategias comunicativas, pp. 168-174

Lectura: Introducción en la p. 168 y “Fiera patria”, p. 171-172

Repaso gramatical (Cuaderno): Las cláusulas de relativo, pp. 54-57

Tarea escrita: (120-150 palabras) anunciada en LL

**Ensayo:** entreguen una propuesta de ensayo

Miércoles, 5 de noviembre

Vocabulario

Lectura: “México siempre maíz como hace 200 años”

Repaso gramatical (Cuaderno): Formas y usos del imperfecto de subjuntivo, los verbos de comunicación con indicativo y subjuntivo, pp. 58-59

Tarea escrita: (120-150 palabras) anunciada en LL

Viernes, 7 de noviembre

Vocabulario

Lectura: Eduardo Galeano, “Úselo y tírelo”

Repaso gramatical (Cuaderno): El subjuntivo con verbos de petición y mandato y las acciones recíprocas, p. 60-61

Tarea escrita: (120-150 palabras) anunciada en LL

Lunes, 10 de noviembre

Vocabulario

Lectura: “Young Bolivians Adopt US Pose, Hip-Hop and All” y “El ‘rap’ aymara, la nueva expresión musical de los jóvenes indígenas en Bolivia”

Repaso gramatical (Cuaderno): El pluscuamperfecto de subjuntivo y las oraciones condicionales, pp. 67-69

Tarea escrita: (120-150 palabras) anunciada en LL

**LUNES-MARTES: Ver Película 2: (hora y sala TBA)**

Miércoles, 12 de noviembre

**Discusión de la película**

Repaso gramatical (Cuaderno): La posición de los adjetivos, las preposiciones y los pronombres preposicionales, p. 71

Tarea escrita: entreguen un esquema del **ensayo**

Viernes, 14 de noviembre

Preparación para la lectura de *Las batallas en el desierto*

**ENTREGUEN LOS EJERCICIOS MÍNIMOS DEL CUADERNO (UNIDAD III)**

Lunes, 17 de noviembre

*Las batallas en el desierto*, leer p. 9-21

Repaso gramatical (Cuaderno): se lo anunciará su profesor en LearnLink

Tarea escrita: (120-150 palabras) anunciada en LL

Miércoles, 19 de noviembre

*Las batallas en el desierto*, leer p. 22-35

Repaso gramatical (Cuaderno): se lo anunciará su profesor en LearnLink

Tarea escrita: (120-150 palabras) anunciada en LL

Viernes, 21 de noviembre

*Las batallas en el desierto*, leer p. 36-44

Repaso gramatical (Cuaderno): se lo anunciará su profesor en LearnLink



Tarea escrita: (120-150 palabras) anunciada en LL  
**Ensayo:** entreguen la primera parte (3-4 páginas)

Lunes, 24 de noviembre

*Las batallas en el desierto*, leer p. 45-57

Repaso gramatical (Cuaderno): se lo anunciará su profesor en LearnLink

Tarea escrita: (120-150 palabras) anunciada en LL

Miércoles, 26 de noviembre

*Las batallas en el desierto*, leer p. 58-68

Repaso gramatical (Cuaderno): se lo anunciará su profesor en LearnLink

Tarea escrita: (120-150 palabras) anunciada en LL

Viernes, 28 de noviembre

**THANKSGIVING**

Lunes, 1 de diciembre

Repaso general para el examen

Miércoles, 3 de diciembre

Conclusiones del curso

Presentaciones orales II

Viernes, 5 de diciembre

Presentaciones orales II

Lunes, 8 de diciembre

Presentaciones orales II

**Ensayo:** entreguen la versión final y completa

**EXAMEN FINAL: 17 de diciembre, 12:30-3:00PM (Place TBA)**

IMPORTANT NOTE ON FINAL EXAM: The final exams dates have been determined by the Registrar's Office. Your instructor cannot move them or allow make-up exams for reasons such as holidays traveling. Please, note exam dates before making travel arrangements.