

(SPAN 398) SPANISH FOR COMMUNITY SERVICE
PROGRAM OF ARGENTINE AND LATIN AMERICAN STUDIES
UNIVERSIDAD DE BELGRANO

Course Syllabus

Course Information

Contact Hours: 60

Semester

Course Description

This 60-hour Community-based course combines coursework with a volunteering experience in an NGO, museum, library, or school. The professional experience will be academically directed, supervised by a UB faculty, and conducting a project. Students will work with the guidance of a mentor. They will also meet the faculty once a week to discuss both the assignments and the reading materials. This combination will bring students a meaningful insight of the reality of the daily life of porteños culture, while also enabling an increased intercultural understanding, and fastening their Spanish acquisition (both course and practice are conducted in Spanish).

Course Objectives

Upon completion of the course students are expected to:

- Learn from participation in the organization's tasks;
- Contribute to enriching the resources of the institution through their responsible work;
- Gain valuable practical experience with "real life" problems;
- Increase interpersonal development and communication skills;
- Develop as autonomous students; understand how social organizations reflect and address social problems;
- Integrate subjective experience with objective knowledge;
- Develop critical thinking and both oral and written skills in Spanish;
- Acquire civic responsibility and social commitment and a greater understanding of the complexity of social issues.

Course Requirements

In the Community Service practice, it is required:

- Professional attitude to work.
- A firm concern for the well-being of others
- Positive attitude towards community service and the ability to build good relationships
- Respect for diversity
- Teamwork ability
- Organizational skills and flexibility to accommodate different requirements
- relative fluency in Spanish.

- Comply with the assumed schedules (in case of absences, it is necessary to notify the mentor in advance so as not to harm the normal functioning of the organization's activities);
- Complete assigned tasks with respect and commitment.
- Maintain fluid communication with the mentor and other members of the organization to improve and adapt the work and anticipate difficulties.

In the debate sessions, the student should:

- Assist with the texts read and worked on
- Participate actively and meaningfully, with reflective contributions.
- Complete quizzes or activities about the readings.
- Prepare presentations at the professor's request.

It is required a 75% class attendance at the university. Lack of punctuality (arriving more than ten minutes late or leaving early) will be considered a half absence. The only way to justify an absence is to present a medical certificate the class following the absence.

Grading Policy

The evaluation is based on a combination of written work, participation in debate sessions, quizzes on the readings and the mentor's evaluation of the community service practice, according to the following criteria:

Class participation	20%
Oral presentations, forums and assignments	20%
Portfolio (weekly record of activities in the institution and reflection on it) It is necessary to submit 4 of the 5 proposed portfolios	20%
Mid – Term exam	10%
Evaluation of the institution's mentor	10%
Final reflection assignment and video	20%

Academic Calendar

- Week 1** Presentation of the course.
Objectives, responsibilities, expectations and activities.
Volunteer induction process. Internalization about the different projects and ways of working.
- Week 2** The role of the volunteer. The volunteer in society. Social and citizen commitment.
Oral presentation: the organization I am going to work with (results of personal research.)

Reading: *La responsabilidad social* ("Social responsibility"), *La responsabilidad social universitaria* ("University social responsibility"), *University volunteering* (in the Volunteering Manual, FCE, pp. 9-20).

Week 3

Participation in the community institution.
Cultural codes in the workplace in Argentina.

Readings: Manual: *"El voluntariado juvenil como un camino hacia el empleo"* ("Youth volunteering as a path to employment"), IAVE.

Portfolio (submission 1):

Part A: the institution, structure (special emphasis on the people you will work with), activities and population you work with, goals.

Part B: tasks to perform, my preparation for the practice, my expectations and specific objectives for the experience. Identify one's own personal, interpersonal and understanding skills of contemporary problems.

Week 4

Participation in the community institution.
Cultural codes in the workplace in Argentina
Reading: "Do We Make the World or Does the World Make Us?", C. Dolgon & C. Baker.
Resume and the job cover letter.
Drafting a job presentation letter to the institution where the volunteering is carried out.

Week 5

Participation in the community institution.
Perception of poverty.
Reading: "Who Has, Who Doesn't?" Poverty, Inequality & Homelessness", C. Dolgon & C. Baker.
Audiovisual material: "Argentina, Villas Miseria. The urbanization in Rodrigo Bueno".

Week 6

Participation in the community institution.
Perception of poverty.
Reading: *"Prejuicios, miedo, villa, hambre y culpa"* ("Prejudice, fear, poverty, hunger and guilt"), Urdinez, Micaela, Diario La Nación. "Más de 77.000 nuevos indigentes en CABA", Bermúdez, Ismael.
Audiovisual material: *"Pará la mano, Arbolito"*.

Week 7

Participation in the community institution.
Racism in Argentina.
Reading: *"Curso básico de racismo y machismo"* ("Basic course on racism and machismo"), Eduardo Galeano.
"Así es el racismo criollo" ("This is Creole racism"), Pita, Federico.

Instructions for the mid-term exam.

Week 8

Gender focus
Readings: *"Lenguaje inclusivo"* ("Inclusive language") selection, Kalinowsky.
Audiovisual material: *"Un violador en tu camino"* ("A rapist in your

path") Las Tesis.

Presentation of the movement "Ni una menos" ("Not one less")

Portfolio (submission 2):

Part A: record of activities in the institution.

Part B: reflection on achievements, difficulties and learning so far (incorporate the development of personal and interpersonal skills and understanding of contemporary problems).

Submission of the Mid - Term exam

Week 9

Participation in the community institution.

Reading: "*¿Roban porque son pobres?*" ("*Do they steal because they are poor?*") Daniel Míguez. *World Declaration on the Survival, Protection and Development of Children*, UN, New York, 1990.

Instructions for the Mid - Term Exam

Week 10

Participation in the community institution.

The rights of children and teenagers.

Reading: "*Ley Nacional 26.061 de Protección Integral de los Derechos de Niños, Niñas y Adolescentes*" (National Law)

Debate: The age of imputability of minors. Reading and selected journalistic audiovisual material as preparation for the debate.

Week 11

Participation in the community institution

Reading: "*Educación y concienciación*", Julio Barreiro ("*Education and awareness*")

Audiovisual material: "*Paulo Freire, his life and pedagogical work*".

Primary and university education in Argentina. Public education & private education.

Reading: Poems "*Los Nadie*" ("*the nobodies*") and "*Los numeritos y la gente*" ("*the numbers and the people*") by Eduardo Galeano. The relationship with Paulo Freire.

Audiovisual material: Corpus of photographs of the school and university in CABA.

Instructions for the final reflection assignment.

Week 12

Participation in the community institution

The health system in Argentina. "*Prepaga, obra social, hospital público*" ("*Prepaid, social security, public hospital*") New health policies.

Reading: "*Salud y bolsillo*" ("*Health and pocketbook*") by Magnani Rocío. Selection of journalistic material.

Portfolio (submission 3):

Part A: Your learning and your plans to continue learning (what areas or skills you have to improve and how you plan to do it).

Part B: Writing a letter of thanks to the institution.

Submission of the Work Plan for the Final Reflection assignment

Week 13 Participation in the community institution.
Job insecurity and workers' rights.
Audiovisual material: "*Radiografía del empleo*" ("X-ray of employment"). Chapter 2: "Precariousness".
Argentine report of TV show.

Submission of the final reflection assignment on the community service experience.

Part A:

1. Assessment of the community service placement of the institution you worked with. Reflection on how they conceptualize and address social issues and/or the relation with the community.
2. Proposal for a project that you could develop within the framework of that institution.

Part B:

1. Reflection on what your work contributed to the institution and what working at the institution contributed to you.
2. Recommendations for future volunteers and explanation.

Week 14 Oral presentation of reflections on the course and practical experience.
Oral presentation about the reflections on the course and community service experience. Incorporate concepts from the readings and materials used in class.

Presentation of the video of the Community service practice.

Required material

BARREIRO, Julio (2004): "Educación y concienciación". En Paulo Freire: *La educación como práctica de la libertad*. Buenos Aires. Siglo XXI Editores.

BELVEDERE, Carlos; Alberto IARDELEVSKY; Laura ISOD y Adriana SERULNICOFF (2000): *Desigualdad y vulnerabilidad social*. Programa Nacional de Gestión Curricular y Capacitación. Buenos Aires: Ministerio de Educación, Ciencia y Tecnología.

BENHABIB, Diego; (2018). "Puntos de Cultura. Dinámica de lo impensado"; en Segura, M. S. y Prato, A. V. (eds.): *Estado, sociedad civil y políticas culturales. Rupturas y continuidades en Argentina entre 2003 y 2017*. En prensa.

BLANCO, Fernanda y Viviana ROJO (2014): "El enfoque de género" (capítulo 1, pp. 17-24). *Guía Práctica para técnicos y técnicas rurales. El desarrollo rural desde el enfoque de Género*. Buenos Aires: Ministerio de Agricultura, Ganadería y Pesca.

DOLGON, Corey & Chris BAKER (2010): *Social Problems: A Service Learning Approach*. Thousand Oaks, CA: Sage.

GALEANO, Eduardo. (1989): "Los nadies", "Los numeritos y la gente". *El libro de los abrazos*. Buenos Aires. Siglo XXI Editores.

GALEANO, Eduardo. (1998): "Curso básico de racismo y machismo", "Curso básico de injusticia". *Patatas arriba. La escuela del mundo al revés*. Buenos Aires. Siglo XXI Editores.

GRIMSON, Alejandro (2014). "Políticas para la justicia cultural", en GRIMSON, A. (comp.): *Culturas políticas y políticas culturales*. BuenosAires: Ediciones Böll Cono Sur (pp. 9-14).

IAVE (2014): *Manual: El voluntariado juvenil como un camino hacia elempleo*.

KESSLER, G. (2011), "Exclusión social y desigualdad ¿nociones útiles parapensar la estructura social argentina?". Revista Lavboratorio n 24. IIGG/FCS/UBA.

KLAPPROTH, D. & D. PÁEZ (2015): "Reflexiones acerca de la praxis política en contextos de educación popular", en Fontenla (dir.): *Revista dePolíticas Sociales*. Centro de Estudios de Políticas. Universidad Nacional deMoreno. Año 1. Número 1.

Ley Nacional 26.061 de Protección Integral de los Derechos de Niños, Niñas y Adolescentes.

LÓPEZ, Ana Carolina (ed.) (2006): *Educación y desigualdad social*. BuenosAires: Ministerio de Educación, Ciencia y Tecnología de la Nación.

MÍGUEZ, Daniel (2004): "¿Roban porque son pobres?". *Los pibes chorros. Estigma y marginación*. Buenos Aires: Capital intelectual.

SARAVIA, Federico y Emiliano YACOBITTI (2012): "La responsabilidad social", "La responsabilidad social universitaria", "El voluntariado universitario", en *Manual de voluntariado*. Buenos Aires: Universidad deBuenos Aires.

United Nations (1990): *World Declaration on the Survival, Protection and Development of Children*. New York: September 30, 1990.

<https://www.unicef.org/wsc/declare.htm>

UNESCO (2001): *Declaración Universal de la UNESCO sobre la DiversidadCultural*.

<http://portal.unesco.org/es/ev.php->

[URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/es/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Suggested material

ARIAS, A. (2004): *La Centralidad de las Prácticas Asistenciales en Organizaciones Territoriales. Un Estudio de Caso en el Segundo Cordón del Conurbano*. Mimeo.

ARIAS, Ana y María DI LORETTO (2011): *Miradas sobre la pobreza. Intervenciones y análisis en la Argentina pos neoliberal*. La Plata. EDULP.

BOURDIEU, Pierre (1980): *El sentido práctico*. Buenos Aires Siglo XXI Editores.

DOBARRO, "El derecho del trabajo ante la discriminación en el ámbito laboral".

FEIJOO, M. C. (2008). "El bosque, no el árbol". *Página 12*, 4 de marzo de 2008.

FREIRE, Paulo (1969): *La educación como práctica de la libertad*. BuenosAires: Siglo XXI Editores. 2004.

GÓMEZ, Ana. (2013): "Desde el pie. Reflexiones sobre el Trabajo Social desde el suelo en el que lo apoyamos". Revista Margen N° 71, diciembre 2013.

GÓMEZ ROJAS, Gabriela (2011): "Las mujeres y el análisis de clases en la Argentina: una aproximación a su abordaje". Revista Lavboratorio n 24. IIGG/FCS/UBA.

KAPLUN, Mario (2002): *Una pedagogía de la comunicación (El comunicador popular)*. La Habana: Editorial Caminos.

KENDALL, Diana (2010): *Social Problems in a Diverse Society*. Pearson.

KITZBERGER, P. y G. PÉREZ (2008): *Los pobres en papel. Las narrativas de la pobreza en la prensa latinoamericana*. Buenos Aires. Konrad Adenauer Stiftung.

RASTELLI, Cristina Inés (2015): "Políticas sociales, género y construcción ciudadana: traspasando el umbral", en Fontenla (dir.): *Revista de Políticas Sociales*. Centro de Estudios de Políticas. Universidad Nacional de Moreno. Año 1. Número 1.

UNESCO: *Educación y diversidad cultural*.

VALLONE, M. (2011): "Problemas sociales argentinos: los nuevos desafíos a la imaginación sociológica", en: ARIAS, Ana y María DI LORETTO. *Miradas sobre la pobreza. Intervenciones y análisis en la Argentina pos neoliberal*. La Plata. EDULP.

ZICCARDI, A.: "La dimensión urbana de la desigualdad".