



Class Meeting Info

Bondurant Room 006C
T/TH
4:00pm-5:15pm

Contact Info

Phone: (662) 915-8987
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Office: 208 Howry Hall

Professor

Dr. Stephen Fafulas
Associate Professor of Spanish and Linguistics
Department of Modern Languages

Office hours

T/TH 2:50pm-3:50pm
Please stop by my office during those times or
email to arrange another day/time.

Course Description

¡Bienvenidos!

Este curso se dicta en español y está dirigido a estudiantes de español y profesionales que trabajan con la población hispanohablante.

A survey of the development of the cultural life of Spanish America through significant historical, literary, artistic, and scientific works.

In this course, we will explore the history and rich variety of Spanish culture, through its literary works, music, language, population movements, politics, etc., in the Americas (South, Central and North America). Students will apply this course knowledge and gain hands-on experience through analysis of recent news in Spanish-speaking regions of the Americas.

Prerequisites: Pre-Requisite: 24 Earned Hours; Span 303 or Span 305

Department policy for majors: students must earn a C or higher for this course to count toward a minor or major in Spanish.

Learning Objectives

On successful completion of the course, students will be able to:

1. Engage in advanced discussions on Spanish civilization and culture in the Americas.
2. Read academic research in the field and synthesize the main findings.
3. Express their thoughts and ideas, with critical argumentation, in Spanish.
4. Engage with Spanish communities in the Americas from social, cultural and linguistic perspectives.

Course Materials

Required Materials

¡No hay libros de texto para esta clase! Vamos a usar recursos educativos de acceso libre (*open educational resources* [OER]). Se pueden encontrar el sílabo, el calendario, y enlaces a todos los materiales del curso en nuestro sitio del curso (<http://span322fafulas.olemiss.edu>) y/o en Blackboard.

Students should follow the detailed course plan at the bottom of the syllabus as a guide to completing chapter readings and assignments. Most assignments and activities will be submitted in Blackboard. There is a separate/dedicate website that I created for this course only. You will follow the modules in Blackboard and the corresponding material on the course website (<https://span322fafulas.olemiss.edu>) and we will build on these concepts in class.

Some useful resources:

<http://cervantesobservatorio.fas.harvard.edu/>

[APA Style and Purdue Writing Lab](#)

[Pew Research Center](#)

[International Phonetic Alphabet \(IPA\)](#)

Course Requirements

Categories	Percentage	Overview
Class Participation and Attendance	10%	You will need to complete the discussion posts and homework by the due date on the course calendar. This material will prepare you for the class discussions and in-class work. You are expected to use Spanish in the class and actively engage with your peers in group work.
Homework HW (4)	20%	Generally, there is one homework assignment per unit (biweekly) when you do not have a recent news post due
Discussion Post DP (4)	10%	Generally, there is one discussion post per unit (biweekly)
Midterm (1)	15%	This will include the first four units
Recent News	20%	During the semester, you will become an expert on a topic related to recent (within the last 7 months) political, health, sports, art, business or other news from a country in the Spanish-speaking Americas. You will post a summary in Spanish (250 words) on our Blackboard discussion board with links to the source about your topic. You will also discuss the findings during class with your classmates.

		*I need to approve your course topic by March 4. In Blackboard, you will post a short summary of your topic, with 3 sources for me to review. See the list of topics after the course schedule at the end of this document!
Final Paper (1)	25%	You will continue with your topic from the recent news posts and expand to a 1000-word paper in Spanish. Please, include APA formatting and appropriate references.
Total	100%	

Grading Scale

Grade	%	Description
A	93-100	Outstanding. Work performed in a careful, detailed, well-organized and thoughtful fashion.
A-	90-92	
B+	87-89	Good. Work shows attention to form and content, but minor areas for improvement remain.
B	83-86	
B-	80-82	
C+	77-79	Satisfactory. Work satisfies main components of assignment, but significant improvements needed in terms of detail and substance.
C	73-76	
C-	70-72	
D	60-69	Poor. Work barely satisfies guidelines. Poorly executed and lacking in substance.
F	0-59	Failing. Work does not meet guidelines.

Course and University Policies

Attendance Policy

Students should attend this course regularly and participate actively in class discussions and group work. Your final grade in this class is dependent on the work you perform and your participation in class. I understand that illness, personal emergencies, university obligations, religious observances, and other circumstances may sometimes cause you to be late to class or prevent your attendance entirely. If you miss a class, points will be deducted from participation unless you have an excusable absence. An absence is considered excused if you have a doctor’s note or some other official documentation explaining the reason for your absence. If you must miss class due to illness or some other legitimate reason, please, notify me in advance by **sending an email. For every unexcused absence after the first one, I may reduce your final grade by two points (e.g., 97 to 95). Five unexcused absences can result in the grade of F for the semester.**

Please be aware that the university requires students to attend the first meeting of every course for which they are registered, unless they obtain prior departmental approval. Without such approval, a student who is absent from the first class may be dropped from that class. The university also requires instructors to verify the attendance of each student during the first two weeks of the term. I will

conduct attendance verification. If you have concerns about your attendance and course enrollment in the first weeks of class, I encourage you to contact me as soon as possible.

Disability Access and Inclusion

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at [rebel-access-portal](#) to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at [apply-for-services](#). SDS will:

1. Complete a comprehensive review to determine your eligibility for accommodations,
2. If approved, disseminate to your instructors a Faculty Notification Letter,
3. Facilitate the removal of barriers, and
4. Ensure you have equal access to the same opportunities for success that are available to all students.

If you have questions, contact SDS at 662-915-7128 or sds@olemiss.edu.

Academic Integrity

According to institutional policy, '[t]he University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University are regarded as particularly serious offenses.' We share a responsibility to maintain academic integrity in our work and will follow the procedures outlined in the [Academic Conduct and Discipline Policy](#) and the [M Book](#) for any instance of academic misconduct.

Academic integrity is essential to the values upon which the university is founded. Students must therefore embody academic honesty in all aspects of their work. A student with a documented case of plagiarism or academic cheating in this course will receive the grade of F for the material in question. Plagiarism includes: (i) copying/using information from a reference, website etc. and not giving credit to the original source; (ii) using answers found in a used book that you purchased and passing them off as your own; (iii) representing somebody else's intellectual work as your own etc. Consult the M book of the University of Mississippi for detailed descriptions of academic cheating and plagiarism. In cases of possible academic dishonesty, the instructor will follow the norms set forth in the M book to assign a penalty. ***Under no circumstances can you share my materials (PowerPoint presentations, quizzes, homework assignments, exams, etc.) on any websites or with other students not enrolled in the course.***

Technology in the Classroom

You need to have access to an Ole Miss email and Blackboard because some of the class materials will be available there and this will be our primary means of communication outside of class. ***Use of cellphones, computers or other electronic devices (iPad, iPhone, etc.) during class is prohibited unless***

specifically required by the instructor for an assignment. You may use a laptop in class for taking notes, but not for any other reason.

Use of Artificial Intelligence

Generative AI refers to artificial intelligence technologies, like those used for ChatGPT or Midjourney, that can draw on a large corpus of training data to create new written, visual, or audio content. In this course, we will be developing skills that are important to practice on your own. Because use of generative AI may inhibit the development of those skills, I ask that you refrain from employing AI tools in this course. Using such tools for any purposes, or attempting to pass off AI-generated work as your own, will violate our academic integrity policy.

Diversity, Equity and Inclusion

The University of Mississippi embraces its public flagship mission of inspiring and educating our diverse and vibrant community where all individuals are able to intellectually, socially, and culturally thrive through transformative experiences on our campus and beyond. In line with the [Pathways to Equity Strategic Plan](#), I make the following commitments to diversity, equity, and inclusion in our classroom:

- **Diversity** is an affirmation of the intersecting individual, social, and organizational identities that make our community vibrant and transformational. I commit to embracing the full spectrum of diversity in this class, recognizing it as a resource, strength, and benefit to our shared learning experience.
- **Equity** is directly addressing the social, institutional, organizational and systemic barriers that prevent members of marginalized groups from thriving in our community. I commit to be both proactive and responsive in mitigating barriers to learning so that all members of our classroom community can reach their full potential.
- **Inclusion** is actively and intentionally creating a welcoming campus where all individuals feel they have a supportive and affirming space to learn, grow and engage. I commit to fostering a classroom environment that fully supports, values, and engages the intersectional identities of every student.

Your success in this class is important to me. If there are aspects of this course that inhibit your belonging, and therefore your learning, I encourage you to contact me so we can develop strategies that support you as you work toward the course requirements. I also encourage you to explore campus resources related to diversity, equity, and inclusion, such as [Student Disability Services](#), the office of [Diversity and Community Engagement](#), the [Center for Inclusion and Cross Cultural Engagement](#), the [Sarah Isom Center](#), [LGBTQIA+ Programming and Initiatives](#), the [Bias Education and Response Team](#), and [UMatter](#).

Student Wellbeing

Many college students struggle with physical and mental health issues as they navigate busy schedules, academic pressures, and difficult life transitions. Your wellbeing is important to me, and I encourage you to prioritize it. If a health issue or life circumstance of any kind is impacting your ability to succeed in this class, please don't hesitate to contact me so we can make a plan to support your learning. I also

encourage you to take advantage of campus and community resources that can help: the [University Counseling Center](#), [UMatter](#), [UMSafe](#), and [VIP: Survivor Support](#).

- [UMatter](#)—Basic Needs Support: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact UMatter: Student Support and Advocacy at 662-915-7248 or umatter@olemiss.edu. Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to visit the Grove Grocery: The UM Food Pantry in 213 Kinard Hall or email umatter@olemiss.edu. Students who are struggling to meet their basic needs may also find the following website helpful: <https://www.findhelpplafayettecounty.org/>.
- [UMatter](#)—Student Support & Advocacy: UMatter provides free and confidential information, consultation, support, and case management to University of Mississippi students and graduate students who may have experienced concerns of challenges impacting them during their time at the university. UMatter works to coordinate access to campus and community resources to support students. UMatter also provides support and resources for students that are responding to Title IX or conduct matters at the university. These services include academic and housing accommodations for Title IX concerns, individual case management for responding students, support in Title IX investigations and conduct matters, connecting students with advisors for adjudication processes, and referrals to services on campus and in the community. Contact UMatter, umatter@olemiss.edu, 662-915-7248, 301 Student Union with questions or for support.
- [VIP: Survivor Support](#): Students who may have experienced any type of gender-based violence including sexual assault, relationship abuse, or stalking are encouraged to reach out to VIP: Survivor Support by calling 662-915-1059 or emailing vip@olemiss.edu for confidential emotional support and resources. Students may need support with their academics, non-emergency medical care, forensic exams, STI testing, reporting options, safe rooms/safety planning, and/or referrals for psychological support. Students will receive nonjudgmental emotional support and create an individualized plan to meet their needs.
- [University Counseling Center](#): The University Counseling Center is a professional facility offered by the University of Mississippi to assist students, faculty, and staff with many types of life stressors that interrupt day-to-day functioning, including the stressors associated with the COVID-19 pandemic. They offer individual counseling, couple's counseling, group counseling, stress management, crisis intervention, assessments and referrals, outreach programs, consultations, and substance abuse services. There is no fee for currently enrolled University students and everything you say to your counselor is confidential. You can contact the Counseling Center for information about mental health issues at <https://counseling.olemiss.edu>, counslg@olemiss.edu, 662- 915-3784, 220 Lester Hall, and <https://www.facebook.com/universitycounselingcenterolemiss/>. You can schedule an appointment or get information about appointments by calling the UCC at 662-915-3784.

Academic Support

- [Writing Centers](#): Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University's writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to writingcenter.olemiss.edu.

- [The Speaking Center](#): The University of Mississippi Speaking Center offers free public speaking consultation services for UM students. Their highly trained peer consultants work alongside UM students on projects in all disciplines. They provide free access to one-on-one consultations, group workshops, and other speech communication-focused resources. If you need to create a presentation for a class or for a university-related activity, you can get feedback and advice from consultants in the Speaking Center. Their services are delivered face-to-face and online. Their goal is to cultivate individualized strategies with UM students to help them become independent, effective, and confident speakers. To learn more about the Speaking Center, [check out their website](#). Or use [this link schedule an appointment for a consultation](#).
- [CSSFYE Academic Support Programs](#)
- [UM Library Services](#)

Course Outline

Week	Lesson & Module	Learning Objectives	Activities & Assignments	Due Dates
1 & 2	Comida y cultura	<ul style="list-style-type: none"> • Vamos por un café • La costumbre de matear • La gastronomía peruana 	<ul style="list-style-type: none"> ✓ Intro post on Blackboard ✓ DP 1 ✓ HW 1 	<ul style="list-style-type: none"> – January 29 – January 30 – February 1
3 & 4	Migración	<ul style="list-style-type: none"> • Los inmigrantes en Estados Unidos 	<ul style="list-style-type: none"> ✓ DP 2 ✓ HW 2 	<ul style="list-style-type: none"> – February 8 – February 15
5 & 6	Religión	<ul style="list-style-type: none"> • El papa Francisco, Jorge Mario Bergoglio • Los mayas y la astronomía 	<ul style="list-style-type: none"> ✓ DP 3 ✓ HW 3 ✓ Topic for Recent News 	<ul style="list-style-type: none"> – February 22 – February 29 – March 4
7	Ecología, ciencia y biología	<ul style="list-style-type: none"> • La biodiversidad de Latinoamérica 	<ul style="list-style-type: none"> ✓ DP 4 ✓ Midterm 	<ul style="list-style-type: none"> – March 5 – March 7
8	SPRING BREAK AND SAINT PATRICK'S DAY			
9 & 10	Música, arte y literatura	<ul style="list-style-type: none"> • La pintura afrocubana de Wifredo Lam • El arte conceptual de Nicola Costantino 	<ul style="list-style-type: none"> ✓ DP 5 ✓ Recent News I 	<ul style="list-style-type: none"> – March 21 – March 28
11 & 12	Español, historia y cultura de los EE.UU.	<ul style="list-style-type: none"> • El español “en/de” los Estados Unidos • Las culturas, identidades y dialectos en contacto 	<ul style="list-style-type: none"> ✓ DP 6 ✓ HW 4 	<ul style="list-style-type: none"> – April 4 – April 11
13 & 14	Español, y las lenguas y culturas indígenas en Latinoamérica	<ul style="list-style-type: none"> • Español de los andes, los amazonas y más 	<ul style="list-style-type: none"> ✓ DP 7 ✓ HW 5 	<ul style="list-style-type: none"> – April 18 – April 25
15	Recent News	<ul style="list-style-type: none"> • Redactar noticias del mundo hispanohablante y 	<ul style="list-style-type: none"> ✓ Updated bibliography 	<ul style="list-style-type: none"> – April 30 – April 30 and May 2

Week	Lesson & Module	Learning Objectives	Activities & Assignments	Due Dates
		presentarlas a una audiencia	✓ Present your recent news findings to the class	
Recent News Topic Due	You should look at the list of topics at the end of the syllabus and upload your proposed topic with supporting sources for me to review			– March 4
Recent News Report	You will make a discussion post of 250 words summarizing your recent news and upload references as well. More details are located in Blackboard			– March 28
Midterm	The midterm covers the first three units: Comida y cultura, Migración, Religión			– March 7
Final Paper	Instructions available in Blackboard			– May 8

*Articles available in Blackboard

Topics for Recent News and final paper

***choose one topic and search for recent news in the Spanish-speaking Americas; this can be one country or across multiple countries. You must email me with your topic for approval first.**

1. Art
2. Cinema
3. Music
4. Soccer
5. Medicine
6. Economy
7. Business
8. Geography / biodiversity
9. Nature and natural resources
10. Education
11. Transportation and travel
12. Literature
13. Science
14. Technology
15. Media (radio, news, etc.)
16. Politics
17. Pets, pet owners
18. Real estate
19. Climate / climate change / weather patterns
20. Immigration / migration
21. Other topic of your choice