SAMPLE—SUBJECT TO CHANGE

PRIMAVERA 2005
DRA. ANDRIST
oficina: Malloy 219: horas de oficina por cita martes y jueves 12:30-2, 3:30-5:30
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SPAN 4342 N MEDICAL PROFESSIONS II
MLSPA 6342 N MEDICAL PROFESSIONS II

DESCRIPTION:
This course intends to foster the development of students with enhanced Spanish language ability and ethnic/gender/cultural consciousness in medical situations via the academic knowledge and cultural competence of an educated native speaker.

GOAL I. (results) To raise general language & ethnic consciousness: increased awareness of and appreciation for language and ethnicity issues in medical situations.

OBJECTIVE 1 (activities) Read about and discuss medical issues in both non-fiction and fiction, as well as art and real life.
situations.

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ASSESSMENT (grade component) See grades & daily syllabus

OBJECTIVE 2 Listen to and question speakers, see videos & movies, experience field trips dealing with medical, ethnic, gender & cultural issues.

ASSESSMENT See grades & daily syllabus

GOAL II To hone the skills in Spanish
OBJECTIVE 1 Listen, speak, read & write in Spanish
ASSESSMENT Discussion, case study notes, presentations, papers (may include service learning experiences)

POLICIES

Students with disabilities must contact the office of Counseling Services for Students with Special Needs (Disability Services) by calling 713-525-3162 or 6953. Any student with a documented disability needing academic adjustments or accommodations is must speak with the professor during the first two weeks of class. All discussions remain confidential.

This is an **UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS.** You earn your grade on that basis. You do not receive university credit for "gender and/or ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE UST HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. HOWEVER, plagiarism--copying others' work with out crediting them for it --is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented.

RESPECT FOR OTHERS' VIEWS AND "SPACE," not necessarily in agreement with one's own, is required. **ABSOLUTE DISCRETION** with what is expressed, shared, etc., in the course of class discussion is a requirement on the part of every participant. CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

This will be a **SEMINAR-STYLE, BLACKBOARD-BASED** class, student-centered, with a minimum of professor lecture. Spanish will be the preferred language of discussion in the majority of cases but code-switching will be practiced. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

ATTENDANCE IS REQUIRED for every SINGLE class meeting. If you are absent for three consecutive weeks of class without making arrangements before or during with the professor, you will be administratively dropped. Incompletes given only for cases of emergency when a student is unavoidably unable to complete the course, must be requested, and are at the discretion of the professor according to university guidelines.

Syllabus assignments will be performed or handed in at the corresponding class. Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND **USUALLY MUST BE MADE UP WITHIN ONE WEEK AFTER ABSENCE.**

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework"

is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

All papers must include a heading in this format:
(sample)
Student name: Debra D. Andrist
Class: SPAN 4336 A, primavera 05
Assignment: Identidad
Word count: 290 (l0% variation under/over the assigned is acceptable)

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE My office is Malloy 219. Please set prior appointment times. Once in a while I may have an unavoidable meeting during "always" office hours. If so, I will leave a note as to my return. Please also either honor your appointment or call to cancel—I will afford you the same courtesy if I have an unavoidable conflict. Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

MATERIALS NEEDED FOR THIS CLASS:

-handouts (small charge to be determined)
-assorted art & literary texts of students' own choosing or by professor recommendation
-*MLA HANDBOOK, 6th ed* ISBN 0-87352-986-3

-OPTIONAL RESOURCE TEXTS:
Herrera McElroy and Grabb, *SPANISH-ENGLISH, ENGLISH-SPANISH MEDICAL DICTIONARY: DICCIONARIO MEDICO*
-*SALUD*

cuaderno de 3 anillos con papel
cuaderno con bolsillos
bolígrafo o lápiz
highlighters de varios colores

NOTAS

SUBGRADUADO = 1000 PT0S.
SISTEMA DE l000 PUNTOS (l000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D

presencia y participación: porcentaje de 32 días@5 (se pueden sustituir a lo máximo 2

con una "experiencia hispáncia" y un sinópsis escrito), including worksheets due=160
10 news presentations@10=100
12 essays@25=300
12 visuals@5=60
12 presentations@10=120
1 de 2 opciones para el proyecto de investigación=240
la presentacion del proyecto=20
powerpoint presentation for undergraduate research day in April 2005=extra 25

POR LA RED
10 news items@20=100
12 essays@40=480
12 visuals@10=120
1 de 2 opciones para el proyecto de investigación=300

GRADUADO = 1500 PTOS.
SISTEMA DE l500 PUNTOS (l500-140l=A, 1400-1350=A-, 1349-1301=B+, 1300-1251=B, 1250-1200=B-, 1199-1151=C+, 1150-1101=C, 1100-1050=C-, 1049-1001=D+, 1000-900=D

presencia y participación: porcentaje de 32 días (se pueden sustituir a lo máximo 2 con una "experiencia hispáncia" y un sinópsis escrito), incluyendo hojas y apuntes diarios=320
10 news presentations@20=200
12 essays@30=360
12 visuals@10=120
12 presentations@10=120
1 de 2 opciones para el proyecto de investigación=260
la presentacion del proyecto=20

POR LA RED

10 news items@20=200
12 essays@60=720
12 visuals@10=120
1 de 2 opciones para el proyecto de investigación=460

LOS DOS
EXTRA CREDIT: up to 5 or l0 points per “Hispanic experience.” You may have 3 "Hispanic experiences” You may visit museums (MFA, Menil Collection, CMA) or have other “Hispanic” experiences pre-approved by professor such as concerts, Club Hispánico, Charla, theatre, dance, service learning at or for Helms, etc. Vea la lista de POSIBLES "EXPERIENCIAS HISPANICAS:" EXTRA CREDITO Y OTRAS FECHAS DE INTERES.

Write a 5-sentence description (who, what, why, where, when) in Spanish, typed and double-spaced to hand in—be prepared to discuss in class without notice. **NONE ACCEPTED AFTER LAST DAY OF CLASS.**

Componentes de la nota por lo escrito (en orden de importancia)
l. Mecánica (gramática y ortografía)
2. Vocabulario y estilo
3. Contenido
4. Organización
5. Investigación
6. Analysis
COMPONENTES DE LA NOTA POR LO PRESENTADO (en orden de importancia)
1. Pronunciación
2. Estilo
3. Powerpoint

BY OFFICIAL POLICY OF THE UNIVERSITY OF ST. THOMAS, NEITHER FINAL EXAM GRADES NOR FINAL COURSE GRADES MAY BE RELEASED TO THE STUDENT BY THE PROFESSOR IN PERSON, BY PHONE OR IN WRITING PRIOR TO OFFICIAL WRITTEN NOTIFICATION BY BLACKBOARD BY THE UNIVERSITY.
THEREFORE, KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.

ASSIGNMENTS

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN TEN GRAMMAR ERRORS ON THE FIRST PAGE OR ANY PAGE THEREAFTER WILL BE RETURNED FOR CORRECTIONS WITHIN ONE CLASS DAY AND LOSE ONE LETTER GRADE.

Presence and participation: **BE PRESENT AND HAVE READ** each assignment on the syllabus before coming to the class where that assignment will be discussed. Homework: You may read the selections as many more times as you wish or have time for, incidentally. Read each selection the first time solely for meaning; be sure to highlight important words or passages. You may work together or alone. Each of you will prepare answers to any text questions and the elements (in Spanish) about the selection to facilitate discussion. I suggest that you write these out short answer and keep in a notebook. Participation will also be judged by evidence of homework preparation in class. Graduate students MUST post written class notes on Blackboard by the end of the class day.

Essays/responses of 1 page, approximately 300 words, (in Spanish) must be typed, double-spaced, include a bibliography, which will be handed in before presentation: In

your own words (in Spanish), you will take turns telling the class about your findings in your paper. Maximum 2 minutes. DO NOT READ YOUR ESSAY!

You will keep a loose-leaf journal of personal notes, observations, musings, etc., in Spanish, related to readings, speakers, videos, movies, field trips and discussion

ESSAY/RESPONSE GUIDELINES

Turn in individual essay/response statements as due
Keep what is returned to you in the loose-leaf notebook binder for your continued referral.

Individual response statements must be:
Typed and double-spaced in Spanish
(Maximum one page per topic--approximately 300 words).
EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE (SPELLING AND/OR GRAMMAR) ERRORS PER PAGE IS UNACCEPTABLE.

Follow format requirements.

Heading: (l) Student Name.
(2) Assignment (example: Issue/readings/speaker/video identification)

Text: (l) Summary of reading(s)/speaker/video: 1/3
(2) General observations about issue & reading(s)/speaker/video: 1/3
(3) Your reactions, personal experience and observations linking readings/speaker/video in terms of the issue: 1/3

Use the assignments for each issue as the basis for the typed and double-spaced essay response statements to be turned in. Evaluated on your mastery of the content, insight in terms of the relationship with the issue as well as your articulateness of expression (this means spelling, grammar, style, etc.). No credit for missed or late work.

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

OPTION FOR RESEARCH PROJECT
CHOOSE ONE
Research paper, presented to class (and to Undergraduate Research Day)
You will research a topic prearranged with the professor.
MAXIMUM CLASS PRESENTATION TIME: 5 MINUTES; DO NOT READ YOUR PAPER
RESEARCH PAPER GUIDELINES
Typed and double-spaced
Six-eight pages in Spanish—approximately 1800-2400 words
<u>ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE.</u>
Use parenthetical documentation.

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.
Components:

I. Introduction.
  A. Background info about the work, author, etc., ONLY if it relates to the thesis (be sure to cite sources).
  B. Thesis of the paper (what question you are trying to answer or your opinion).
  C. Critical approach (how you intend to deal with the thesis of the paper).

II. Critical approach (be sure to cite sources).
  A. Which approach.
  B. How it works.
  C. How it is applied.

III. Application of approach: Cite the primary source and at least 3 secondary ones (books and journal articles) in the paper.

IV. Discussion of application of approach.
  A. Interpretation of findings.
B. Conclusions in view of findings.

V. Summary/conclusions of critics.

VI. Bibliography: List the primary source and at least l0 secondary sources—at least one book and at least 5 articles, not necessarily present in Doherty--about your author/primary work/critical approach

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

It is possible to obtain prior permission from the professor to combine this project with that of SPAN 3338A/MLSPA 5338A and/or SPAN 4336/MLSPA 6336 for students enrolled concurrently in both classes. The base requirements are that the topic be of medical interest (and literary and/or Hispanic feminist literary interest) if option for 3338/5338 or 4336/6336 is exercised) and that the paper be eight-to-ten pages (2400-3000 words). Please consult with the professor within the first two weeks of class if you are interested in doing this.

OR

200=descriptive paper on 10 reality-based learning experiences and presentation to class

You will participate in 10 pre-approved service/internships/volunteer literary learning experiences or pre-approved series of 10 visits to institutions (museums like MFAH, Menil Collection, CMA, etc.) studying stylistic trends common to literature and art, for example.

DESCRIPTIVE PAPER GUIDELINES

Typed and double-spaced
Six-eight pages in Spanish—approximately 1800-2400 words
ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE.
Use parenthetical documentation.

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.
Components
I. Introduction.
A. Background info about, history of the agency, institution (why it exists, etc.)
B. Purpose of your experiences (what you intended to observe, prove, etc.)
C. Relation of the agency/institution and your experiences to gender/ethnic issues
II. Description of your experiences
A. Chronology and content of your experiences
B. Interpretation of your experiences based on issues.
III. Conclusions about gender/ethnicity based on your experiences
IV. Your supervisor's observations about your experience or an agency/institutional representative observations about at least one of your experiences

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

SOME BACKGROUND NON-FICTION READING YOU MAY WANT TO DO FOR INSIGHT, ETC. (See bibliography which follows for references)

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SPAN 4342 N MEDICAL PROFESSIONS II
SPAN 3355 N SEMINAR FOR NATIVES: MEDICAL PROFESSIONS II
MLSPA 6342 N MEDICAL PROFESSIONS IIHORARIO POR SEMANA: 16 SEMANAS, 28 DIAS

SEMANA 1

20 ENERO
intros
syllabus/Blackboard explanation

22
Representation of the body, illness, injury & treatment in pre-historic & indigenous art: Spanish cave paintings; Mesoamerican (Maya); Inca; Aztec

SEMANA 2

27

case study notes 1: Representation of the body, illness, injury & treatment in pre-historic & indigenous art

29
Representation of the body, illness, injury & treatment in Asian, Middle Eastern, European & American art

SEMANA 3

3 FEBRERO
case study notes 2: Representation of the body, illness, injury & treatment in Asian, Middle Eastern, European & American art

5
Representation of the body, illness, injury & treatment in modern art:
Impressionism; cubism; surrealism; expressionism; abstract/non-representational

SEMANA 4

10
case study notes 3: Representation of the body, illness, injury & treatment in modern art

12
Representation of the body, illness, injury & treatment in popular culture
Print media: advertising; Cinema

SEMANA 5

17
case study notes 4: Representation of the body, illness, injury & treatment in popular culture

19
Representation of the body as art:
make-up, tattoos, piercing, etc.

SEMANA 6

24
case study notes 5: Representation of the body as art: make-up, tattoos, piercing, etc.

26
Scientific representation of the body:
Medical history

SEMANA 7

2 MARZO
case study notes 6: Scientific representation of the body

4
Representation of supernatural or paranormal illness/injury/death
Ferré: *La muñeca menor, Pico Rico Mandorico*
Esquivel: *Como agua para chocolate*
Allende: *La casa de los espíritus*

SEMANA 8: VACACIONES DE LA PRIMAVERA

9: NO HAY CLASE

11: NO HAY CLASE

SEMANA 9

16
case study notes 7: Representation of supernatural or paranormal illness/injury/death

18 SCOLAS
case study notes 8: mid-term synthesis
MID-TERM EVALUATION

SEMANA 10

23
Representation of violent illness/injury/death
(domestic assault) Pardo Bazán: *Las medias rojas*
Montero: *Veintitrés y una tortuga*
(matricide)
(psychological) Matute: *Pecado de omisión*
(accidental/religious) Cortázar: *La noche boca arriba*
(criminal) Rulfo: *No oyes ladrar los perros*
(political) Poniatowska: *Tlatelolco*

25
case study notes 9: Representation of violent illness/injury/death

SEMANA 11

30

Representation of "natural" illness/injury/death

Rojas?: *La tragicomedia de Calisto y Melibea (La Celestina)*

1 ABRIL

case study notes 10: Representation of "natural" illness/injury/death

SEMANA 12

6
Representation of mental illness & treatment
(domestic suicide) García Lorca: *La casa de Bernarda Alba*
(sado-masochistic?) Matute: *Pecado de omisión*
(economic schizophrenia) Dragún: *Historia del hombre que se convirtió en perro*
(bipolar delusions) Quintero: *1+1=2 pero 1x1=1*

8: VACACIONES DE LA PASCUA
NO HAY CLASE

SEMANA 13

13
case study notes 11: Representation of mental illness & treatment

15
Representation of pre-modern treatment
Western Hemisphere indigenous medicine through history; curanderismo; brujería
Phrenology

SEMANA 14

20
case study notes 12: Representation of pre-modern treatment

22
Representation of modern treatment
Body as machine, Drug therapy, Technological testing and therapy

SEMANA 15

27
case study notes 13: Representation of modern treatment

EVALUACIONES POR LOS ESTUDIANTES

29

case study notes 15: Final synthesis due

SEMANA 16

4 MAYO: ULTIMO DIA DE CLASE
final review

SEMANA DE EXAMENES/PONENCIAS FINALES

SPAN 4342, ETC.: MARTES, 11 DE MAYO, 5:30
FINAL PAPER DUE
FINAL PAPER PRESENTATION