

(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 course is worth 60 hours and combines practical experience in an NGO (90 hours) with academic instruction in Belgrano (30 hours). This combination will help students to know Buenos Aires culture in a work environment, deepen their intercultural understanding and accelerate their learning of Spanish, since both the academic and practical portions 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: Manual: *"El voluntariado juvenil como un camino hacia el empleo, IAVE."*
- Week 3** Participation in the community institution.
Reading: *"La responsabilidad social"*, *"La responsabilidad social universitaria"*, *"El voluntariado universitario"* (en el *Manual de Voluntariado*, FCE, pp. 9-20).
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.
Reading: *"Do We Make the World or Does the World Make Us?"*, C. Dolgon & C. Baker.
Cultural codes in the workplace in Argentina. Culture shock. Resume and the job cover letter.

Week 5 *National Holiday in Argentina.*

Week 6 Participation in the community institution.
Reading: "*Pobreza, crisis y desigualdad*", en *Desigualdad y vulnerabilidad social*, Belvedere et al. ("Poverty, crisis and inequality", in *Inequality and social vulnerability*.)
Portfolio (submission 2): Part A: record of activities in the institution. Part B: reflection on the cultural codes of work in Buenos Aires, similarities and differences with the codes themselves. Part C: writing a job presentation letter to the institution.

Week 7 Participation in the community institution. *Lectura:* "Who Has, Who Doesn't? Poverty, Inequality & Homelessness", C. Dolgon & C. Baker.

Week 8 Participation in the community institution.
Reading: "*Curso básico de racismo y machismo*" (Basic course on racism and machismo), Eduardo Galeano. "*El enfoque de género*" ("The gender approach") Viviana Blanco and Fernanda Rojo (pp. 17-24) *Gender and identity. Inequality and discrimination.*
Portfolio (submission 3): Part A: record of activities in the institution. Part B: Two detailed examples of work you did and how it contributed to the institution. Part C: analysis of material on popular and artistic expressions of gender.

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.
Reading: "*Ley Nacional 26.061 de Protección Integral de los Derechos de Niños, Niñas y Adolescentes*" (National Law 26,061 on Comprehensive Protection of the Rights of Boys, Girls and Adolescents.)
Poverty and crime. Debates about the Minimum Ages of Criminal Responsibility. The rights of the child.

Submission of the Mid - Term exam

Week 11 Participation in the community institution
Reading: "*Educación y concienciación*", Julio Barreiro ("Education and awareness".)

Week 12 Participation in the community institution
Reading: "*Reflexiones acerca de la praxis política en contextos de educación popular*", Klapproth ("Reflections on political praxis in popular education contexts"), D. & D. Páez (example of P. Freire's proposal in Villa 31 bis, in Buenos Aires).
Portfolio (submission 4): Part A: record of activities in the institution. Part B: reflection on achievements, difficulties and the learning so far (incorporate the development of personal and interpersonal skills and understanding of contemporary problems). Part C: Establish a relationship between fragments of Paulo Freire and Eduardo Galeano "*Los nadies*", "*Los numeritos y la gente*" Galeano ("The

Nobodys", "The Numbers and the People") based on the content worked on and the experience of the community service practice.

Instructions for the final reflection assignment

- Week 13** Participation in the community institution. The health care system in Argentina. "Prepaga, Obra Social" and public hospital. New health policies. Argentina post-pandemic. Reading: selection of journalistic material. **Portfolio (submission 5):** Part A: record of activities in the institution. Part B: your learnings and your plans to continue learning (what areas or skills you have to improve and how you plan to do so). Part C: Writing a letter of a Thank-you letter to the institution.

Submission of the Work Plan for the Final Reflection assignment

- Week 14** Participation in the community institution. Job insecurity in Argentina: Report 1 of La Pota TV <https://www.youtube.com/watch?v=DLSCOL-9nf0> security and workers' rights.

Submission of the final reflection assignment on the community service experience

Part A:

Assessment of the community service placement of the institution in which you worked. Reflection on how they conceptualize and address social problems and/or the relationship with the community. Proposal for a project that you could develop within the framework of that institution.

Part B:

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

- Week 15** 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. Eldesarrollo 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 nadie", "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". *Patás 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*. Buenos Aires: Ediciones Böll Cono Sur (pp. 9-14).

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

KESSLER, G. (2011), "Exclusión social y desigualdad ¿nociones útiles para pensar la estructura social argentina?". *Revista Laboratorio* 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 de Políticas Sociales*. Centro de Estudios de Políticas. Universidad Nacional de Moreno. 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*. Buenos Aires: 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 de Buenos 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 Diversidad Cultural*.
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*. Buenos Aires: 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 Laboratorio* 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”.