

## **Achievement of Global Learning Outcomes: B.A. Spanish**

To assist majors in becoming global citizens, the Department of Global Languages and Cultures requires the fulfillment of three globalization outcomes of the B.A. Spanish majors, as a graduation requirement.

B.A. Spanish majors will:

1. Understand the cultural, political and artistic diversity of perspectives, practices and products of the Hispanic populations of Spain, Latin America, and the United States including how racial and ethnic diversity relates to those perspectives, practices and products (Diversity).
2. Explore how historical, political, religious and economic forces have shaped the current world system with its power inequalities and efforts to address them with a focus on the Spanish-speaking world (Global Engagement).
3. Explore and analyze the role of human interactions with the environment and its relation to the root causes of many global problems focusing on those occurring in the Spanish-speaking world (Cultural/Environmental Sustainability).

### **Evidence**

Through any of three following types of evidence students fulfill, one, two or more outcomes after consulting with a teacher or advisor:

- 1) Essay in Spanish through any required upper-division Spanish courses (SPA 303, 304W, etc.)
- 2) Verbal recording in Spanish (WIMBA) through any required upper-division Spanish courses
- 3) Essay in English/Spanish after completing either a) Study Abroad program; b) a cultural/political/social experience within a Latino community in the United States.

The professor of the class in which students create the essay or recording, or a major advisor, evaluates the evidence based on a common rubric (see below). For example, after a Study Abroad experience students write an essay about an experience that relates to one or more outcomes, student brings the essay (it could be the result of a project), to an advisor who will evaluate it. Or if student writes an essay for SPA 304W for instance, the SPA 304W instructor will evaluate it.

It is recommended that students complete this requirement in the semester prior to graduation or earlier. Evidence of outcome completion becomes part of the exit portfolio, together with the assessment report from the student's teacher or advisor when submitting graduation application.

***The evidence for attainment of all 3 outcomes starts being collected for students graduating in Fall 2012 (December 2012). As part of the exit portfolio each student needs to have a copy of the document called "Achievement of Global Learning Outcomes."***

<p><b>Outcome 1: Diversity</b></p>	<p>a) Write an essay in Spanish that explores one or more aspects of Diversity as stated in the outcome.</p> <p>b) Verbally talk and record (about 10 minutes in Spanish) your thoughts about one or more aspects of Diversity as stated in the outcome.</p> <p>c) Travel and study abroad, to a Spanish-speaking country</p> <p>d) Explore within the United States</p> <p>?</p> <p>?</p>	<p>Identify the activity and the date/ semester when you completed it</p> <hr/>
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<p><b>Outcome 2: Global Engagement</b></p>	<p>a) Write an essay in Spanish that explores one or more aspects of Diversity as stated in the outcome.</p> <p>b) Verbally talk and record (about 10 minutes in Spanish) your thoughts about one or more aspects of Diversity as stated in the outcome.</p> <p>c) Travel and study abroad, to a Spanish-speaking country</p>	<p>Identify the activity and the date/ semester when you completed it</p>
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<p><b>Outcome 3: Cultural/ Environmental Sustainability</b></p>	<p>a) Write an essay in Spanish that explores one or more aspects of Diversity as stated in the outcome.</p> <p>b) Verbally talk and record (about 10 minutes in Spanish) your thoughts about one or more aspects of Diversity as stated in the outcome.</p> <p>c) Travel and study abroad, to a Spanish-speaking country</p>	<p>Identify the activity and the date/ semester when you completed it</p>
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Achievement of Global Learning Outcomes

To be completed by your professor or advisor, please include signed copy in your exit portfolio.

Name of student: \_\_\_\_\_/ Date of graduation \_\_\_\_\_

<p>Outcome 1: Diversity 3/ 2/ 1/ 0</p>	<p><b>3 Very effectively or very competently: (Target)</b> * Essay/Recording shows evidence of an in-depth reflective process that makes clear connections to the focus of the outcome.</p>
<p>Outcome 2: Global Engagement 3/ 2/ 1/ 0</p>	<p><b>2 Effectively or competently: (Acceptable)</b> * Essay/Recording shows evidence of a reflective process that makes some general connections to the focus of the outcome.</p>
<p>Outcome 3: Cultural/Environmental Sustainability 3/ 2/ 1/ 0</p>	<p><b>1 Not effectively or poorly (Unacceptable)</b> * Essay/Recording shows little evidence of a reflective process that makes connections to the focus of the outcome.</p> <p><b>0 No evidence</b></p>

Signature of Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

## **B.A. in Spanish: Global Learning Outcomes Implementation Report – May 2012**

### **Introduction**

This report describes the completed tasks by the B.A. in Spanish team to include in its curriculum the three core University Thematic Learning Outcomes as proposed by the NAU Steering Committee for the Implementation of the Global Learning Recommendations adopted by the Faculty Senate in January 19, 2010.

- Global Engagement
- Diversity
- Environmental (Cultural) Sustainability

The proposal (Appendix A) was submitted in November 2010 and funded in December 2010. The co-facilitators are Cecilia Ojeda, Ph.D. Professor of Spanish, and Nicole Price, Ph.D. Assistant Professor of Spanish.

Co-facilitators worked individually, jointly, and in consultation with the Spanish faculty of the Department of Modern Languages. The revision of the assessment plan presented here (B.) is the result of meetings held regularly to attain a consensus with the B.A. Spanish faculty. We have ensured faculty participation throughout the development of this project. Our plan is to continue to engage Spanish faculty in discussions and deliberations during Fall 2011.

### **Description of Completed Tasks**

- A.** February 2011: Summary of existing pertinent learning experiences in the BA Spanish curriculum.
- B.** March 2011: Expansion of B.A. Spanish Academic Assessment Learning Outcomes.
- C.** April 2011: Comparison of strategies with other academic teams. Identification of Liberal Studies courses for advising purposes for B.A. Spanish majors.
- D.** May 2011: Development of a list of GLI outcomes for courses in the B.A. Spanish curriculum.
- E.** May 2011: List of supplementary co-curricular activities.

The project to review and revise the BA Spanish curriculum to implement NAU's Global Learning Outcomes began in January 12 of 2011 when the co-facilitators met with the Spanish section and members of the GLI team (Harvey Charles, Blase Scarnati, Steve McIntyre, Mark Munger, Ronald Dean Hubert). The purpose of the meeting was to explain our objectives and ensure that all the pertinent faculty teaching the B.A. Spanish understood the nature of the project. We believe that the inclusion of all the B.A. in Spanish faculty members is a key element in the process of GLI implementation.

Following the January 12 meeting, the co-facilitators met to determine a specific plan of action to achieve the goals and objectives stated in the proposal. As a first step we decided to develop an inventory of activities that relate to the specific GLI outcomes.

## **A. February 2011: Summary of existing pertinent learning experiences in the BA Spanish curriculum through survey responses.**

The first stage consisted of creating a way to understand what activities and objectives were already in place within the BA Spanish curriculum that reflected the Global Learning Outcomes. To this effect we requested and reviewed syllabi of all BA Spanish courses.

A survey was created to collect responses by Spanish faculty identifying activities and materials in all B.A. Spanish courses. The faculty completed a “Survey Monkey” survey especially designed for this purpose. <https://www.surveymonkey.com/s/ZYGKSKP>

### **Survey: Globalization in the Spanish BA Curriculum.**

*Themes: 1) Global Engagement; 2) Environmental Sustainability; 3) Diversity.*

#### **Instructions**

Please identify and describe materials and activities you have used in a specific class that relate to the following THEMES:

#### **1) Global Engagement**

- a) The relationship among culture, language, community and environment.
- b) The interconnectedness between and among political, cultural, personal and economic decisions and the natural world.
- c) How economic, social, and technological practices and traditions impact climate and the environment.
- d) How historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.

#### **2) Environmental Sustainability**

- a) The connection between responsible engagement with the environment and global citizenship.
- b) The role of human interactions with the environment and its relation to the root causes of many global problems.

#### **3) Diversity**

- a) The scope of racial and ethnic diversity both in the US and globally.
- b) How ubiquitous racial and ethnic diversity is and how it intersects with other forms of diversity, such as gender, class, sexuality, religion, age, language and disability.
- c) The role of ethnocentrism and Eurocentrism in human and societal interaction

*Please describe:*

*- Specific readings (news, essays, short stories, poems, novels, plays, etc.) that in your opinion explore any or all of the 3 following themes. If it is a reading in a book please indicate the title of the book.*

*- MUSIC*

*- FILMS*

*- Material from the Internet.*

*Describe as clearly as possible materials and activities. Indicate in which course (SPA 303, SPA 304W, SPA 301, etc. etc.) you have used these materials.*

The team classified and summarized responses as follows.

## **Inventory of *current* B.A. in Spanish major learning activities related to GLI**

### **1. Global Engagement**

***SPA 303 (Intermediate Spanish Conversation)***: Students read and discuss articles on the wall on the US/Mexico border (environmental impact, consequences of immigration etc.).

Use of over 70 oral history videos on-line which I use to explore cultural and linguistic themes. Global power inequalities, environmental issues and climate are very seldom mentioned in these videos.

Students in my 303 and 304 classes have developed plans of how to educate the poor and illiterate people in order to take care of their lands and cities, taking into consideration that their own leaders in local governments do not care at all for the wellbeing of the resources and much less for the education of these peoples.

In 303, we spent class time talking about some of these issues as they related to themes in the *Revista* book.

In my 303 class we discuss how society deals with issues such as illiteracy and immigration through film. We also discuss the US government's involvement in the creation of various Latin American dictatorships especially throughout the 1970s.

***SPA 304W (Intermediate Spanish Composition)***: Students read and discuss the Chicano Movement in the US. Students read and discuss the use of Spanish in schools in U.S.

***SPA 301 (Advanced Spanish Grammar)***: Students watch and discuss a film about Archaeological Excavations in two regions of Perú that show the close interactions and influences between the past and the present. The film shows the work of archaeologists engaged in saving and preserving Incan mummies in a "squatter zone" in the outskirts of Lima. The daily lives of the people living in these regions and their pressing needs endanger the preservation and extraction of the mummies.

***SPA 340 (Introduction to Spanish Linguistics)***: Students discuss and examine the political and sociocultural features that have shaped history in Spain and Latin America and how that has impacted the nature of the Spanish language. For instance, we talk a lot about why the Spanish of the Americas is so much like Andalucía, the poorest region of Spain. Students discuss how the poorest peoples had very little to lose and so migration was a viable alternative for them. We also bring this back to our present situation between the US and Mexico.

Students conduct their own dialect surveys in SPA 340 interviewing native speakers from different dialects/backgrounds on how they say different ideas.

Students view youtube videos where people give their perspectives and then we critique those perspectives. - in the Spanish applied linguistics course (341), we examine data sets (e.g., sociolinguistic results) and discuss their potential interpretation - students conduct their own

dialects survey in the SPA 340 class, interviewing native speakers from different dialects/backgrounds on how they say different ideas.

In 340 we spent an entire unit on language change and language and society. We looked at the linguistic properties of code switching and did activities to identify this phenomenon. We explored the reasons behind code switching in bilinguals. We listened to TV programs, interviews where code switching occurred. For one of the projects, students also interviewed native speakers to better understand the relationships between language, age, and linguistic change.

***SPA 321 (Introduction to Hispanic Literature):*** Students read and discuss literary works by authors from Argentina, Chile, Colombia, Guatemala, México, Perú, Ecuador, and Venezuela. They learn of the socio-political context surrounding the creation of works published in the 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries. All the texts included are directly related to "The relationship among culture, language, community and environment." An example is the political poem "Tengo" by Cuban Nicolás Guillén, "Jornada de la soltera" by Rosario Castellanos, plays like "Bodas de sangre," by F. García Lorca, "Historia del hombre que se convirtió en perro" (socio-political emphasis) by Argentine O. Dragún. Because all the literary texts are explicitly placed within a historical context (e.g. Machado's and Hernández' poems within the context of the Spanish Civil War), this connects directly with "How historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.

***SPA 351 (Survey of Literature of Spain):*** Students discuss and examine literary works by authors from Spain who explore and represent the situation of immigrants in Spain, minorities in Spain (for example gypsies, or immigrants from Africa, etc.) They examine literary texts by authors such as Federico García Lorca, Rosalía de Castro, María de Zayas, etc.

***SPA 352 (Survey of Literature of Latin America):*** Students discuss and examine Luis Valdez' (Chicano author) ACTOS, Luis Valdez ZOOT SUIT.

***SPA 353 (Survey of Chicano and US Latino Literature):*** Students do readings on the Chicano Movement and discuss them. They read articles about the use of Spanish in schools in the U.S. Students read Luis Valdez' ACTOS, Luis Valdez ZOOT SUIT.

***SPA 340 (Introduction to Linguistics):*** Students discuss and examine the chapters about Spanish in the US. Students learn about the social variation in the use of the Spanish language. Students explore the issue of Bilingualism in the US.

In the introduction to linguistics course (340) and the graduate phonology course, we examine the political and sociocultural features that have shaped history in Spain and LA and how that has impacted the nature of the Spanish language. For instance, we talk a lot about why the Spanish of the Americas is so much like Andalucía, the poorest region of Spain. We discuss how the poorest peoples had very little to lose and so migration US was a viable alternative for them. We also bring this back to our present situation between the US and Mexico.

**SPA 341 (Introduction to Applied Linguistics):** The activities corresponding to Global Engagement are all done through discussions of readings: in the sociolinguistics classes at the undergraduate level and now in the new applied linguistics class we focus on how cultural and socioeconomic issues are manifested in language. We explore how gender affects changes in the language, how migration from Spain and different parts of Spain at different times have affected the way Spanish is used across the Americas (a heterogeneous state of affairs) and how this has shaped different identities across the Americas: e.g., there is a strong African identity in the Caribbean; there is a strong European identity in Argentina.

In 341 (applied linguistics) the students not doing classroom observation will interview bilinguals to investigate linguistic discrimination and language policy in the US. They will look at how Spanish speakers were treated in US elementary schools when they spoke Spanish across 2 generations. In another, more open topic, students in this course, will explore a topic relating to bilingualism or language learning (L1 or L2) and write an essay. While it is not required that students explore the theme you have listed, it is likely that some will.

**SPA 404 (Advanced Spanish Composition):** Students discuss and examine Bolivia's geographical segregation patterns, whereas certain agriculturally rich areas are 'off-limits' to certain non-European populations. This is done through the film "Bolivia."

**SPA 405 (Civilization and Culture of Spain):** Students read and discuss the global impact of the Spanish Civil War (1936-1939) - was trial run for Germany and Italy for WWII, the lack of support from Western democracies such as England and USA. Students read and discuss poems and art created by Spanish, Latin Americans and African Americans (Neruda, Vallejo, Langston Hughes, Picasso - Guernica). Students learn about the transition from Franco to democracy and its impact on Spain/USA/the rest of Europe relationships. Students also watch the television series "Amar en tiempos revueltos" (found on RTVE.es) and films (ie. "Carol's Journey") that personalize the impact of the Spanish Civil War. Students created portfolios that focused on issues such as the role of religion (specifically the Catholic church).

Students created portfolios that focused on issues such as the role of religion (specifically the Catholic Church) and the recent visit of Pope Benedict.

**SPA 406 (Civilization and Culture of Latin America):** Analyses of the conquest of the Americas by Europeans.

Students explore and discuss the historical, social and economic development of different countries, regions and human groups in South America. These developments have had a global impact beyond Latin America since the "discovery" of the New World in the 15<sup>th</sup> century.

Students study about the causes and consequences of the Cuban Revolution of 1959. Students develop an understanding of the present state and issues that relate to Cuba in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

Students read newspaper articles about the fate of those military officials who took power during the '70s and '80s military takeovers in Chile and Argentina. Students develop an understanding of what happened during the dictatorship years in those countries through movies, documentaries, music and literature.

## 2. Environmental and Cultural Sustainability

**SPA 301 (*Advanced Spanish Grammar*):** Students watch and discuss a film about Archaeological Excavations in two regions of Perú that show the close interactions and influences between the past and the present. The film shows the work of archaeologists engaged in saving and preserving Incan mummies in a "squatter zone" in the outskirts of Lima. The daily lives of the people living in these regions and their pressing needs endanger the preservation and extraction of the Incan mummies.

SPA 301 students were tasked with dubbing from English to Spanish a documentary called "The Flight of the Monarch Butterflies." Through this activity, and prior class discussions they developed the awareness of this natural phenomenon and its at-risk status. They developed appreciation of the close connection between the arrival of the butterflies and the beliefs and ways of life of indigenous communities in Mexico. Students were asked to discuss in class the situation portrayed in a film about American jaguars and the loss of their habitat. They developed awareness of the efforts of Dr. Rabinowitz to create safe areas in Central America to protect the remaining jaguars.

In SPA 301 students watch and discuss NOVA and National Geographic documentaries as "topics" to discuss in class. The topics of these were "The extinction of the American jaguar" (and efforts by Dr. Rabinowitz to save them); "The Flight of the Monarchs" (and its current decline). These films were dubbed and translated by me and edited for use through I-Tunes NAU. Both explicitly show "The role of human interactions with the environment and its relation to the root causes of many global problems." I created handouts and written materials based on the films.

**SPA 303 (*Intermediate Spanish Conversation*):** In 303, 1 of 6 oral projects involved researching an issue in the Spanish-speaking world about sustainability, the environment, etc., creating a poster about the issue, and then having a poster presentation in class: students, myself, and 2 other professors in Spanish would move around the room and ask questions about the issue the student had investigated. For 304W, I had students find an article on an assigned country relating to the environment, sustainability, etc., and students had to write a summary about it. In this same course, the last assignment involved writing an essay/position paper about a topic relating to the environment, sustainability, etc. for their assigned country. They had to present the facts about the issue and state their position. To prepare for this (and all assignments), we created an example in class. We researched coral reefs in Puerto Rico and then students collaborated to write an essay about this issue that incorporated biological and economic perspectives to the issue. I placed this example on Vista so that students had an example position paper to refer to when it was their turn to write their own position paper about an environmental issue relating to their assigned country.

SPA 303/304: Students read and discuss newspaper articles on Ecotourism in Costa Rica. Students read and discuss newspaper articles on building a road to Tortuguero in Costa Rica and articles on indigenous protests in the Amazon with relation to oil exploration on their lands.

**SPA 304W (Intermediate Spanish Composition):** In my SPA 304 class, students have read articles, from Latin America, that talk about what people are doing in protection of the environment and they have written about what people of low economic resources, as people in those regions are, can do to help stop the continuing contamination of the air, lakes, rivers, etc.

One of the units in the course dealt with issues of "Causes" (Humanitarian, Environmental) and many students explored the environmental efforts of organizations around the world and specifically in Spanish speaking countries.

**SPA 321 (Introduction to Hispanic Literature):** Students discuss "Y vendimos la lluvia" (by Carmen Naranjo).

Students read and discuss Rima de Vallbuena's "La reina de la basura."  
Students read and discuss Anacristina Rossi (novel) LA LOCA DE GRANDOCA

**SPA 354 (Survey of Latin American Cinema):** Students watch and discuss the film "Caribe" (film).

**SPA 340 (Introduction to Linguistics):** Project about linguistic variation and use of Spanish in the US. Exams and quizzes on the subject.

**SPA 405 (Civilization and Culture of Spain):** Some students have written projects about environmental issues and endangered animals in Spain

### 3. Diversity

**SPA 303 (Intermediate Spanish Conversation):** Students watch and discuss the film "Bolivia" that focuses on immigration within Latin America (from Bolivia to Argentina). Students also watch short films that explore the tensions between classes and ideologies in Latin American countries such as Chile, Argentina and Cuba. Students read and discuss literary and non-literary texts written by authors from Spain and Latin America that explore ethnic, racial, and economic diversity and tensions in a variety of countries.

**SPA 304W (Intermediate Spanish Composition):** Students also watch films that reveal the tensions between classes and ideologies in Latin American countries such as Chile, Argentina and Cuba, such as the film "La Historia Oficial" (The Official Story from Argentina).

**SPA 301 (Advanced Spanish Grammar):** Students read and discuss both literary and non-literary texts that reveal the ubiquitousness of racial and ethnic diversity and how it intersects with other forms of diversity such as class, religion, race, etc. Students also watch films that reveal the tensions between classes and ideologies in Latin American countries such as Chile, Argentina and Cuba.

**SPA 321 (Introduction to Hispanic Literature):** Students read and discuss literary texts that reveal the ubiquitousness of racial and ethnic diversity and how it intersects with other forms of diversity such as class, religion, race, etc. Texts such as the poem "Tengo" by Cuban Nicolás

Guillén, poems by Chilean Pablo Neruda, Mexican nun Sor Juana Inés de la Cruz, Cuban José Martí. Students read and discuss stories by Colombian Gabriel García Márquez, and many others.

***SPA 351 (Survey of Literature of Spain):*** Discussion of poems by Spain's Federico García Lorca about "gitanos" (gypsies). This opens discussion about the "Other" in an European context. Discussion of literary texts by female authors such as Emilia Pardo Bazán, Santa Teresa de Avila, Ana Caro, María de Zayas, Carolina Coronado which serve to explore the place of women in Spanish society. Discussion of texts by authors belonging to regions of Spain with dialects different from Spanish such as Galicia, Basque Country and Cataluña, which serves to explore diverse identities. Students read and discuss texts by authors from Equatorial Guinea.

***SPA 352 (Survey of Literature of Latin America):*** Showing and discussion of the film "The Mission" to discuss the Eurocentric viewpoint of the indigenous people of the Paraguay region. The film serves to expand on the issue of Eurocentric viewpoint as illustrated by Columbus letter of 1492 to Charles the V of Spain (required reading in the course). Most texts of the 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> century discussed in this course address the issue of the Eurocentric viewpoint of the Americas.

Students read and discuss texts written by Afro-Latin American authors (Nicolás Guillen), women (Rosario Castellanos and Luisa Valenzuela), and indigenous anonymous authors (nahuatl and Mayan poetry).

***SPA 353 (Survey of Chicano and US Latino Literature):*** Students read and discuss readings both literary and non-literary, about the scope of racial and ethnic diversity both in the US and globally. They also discuss the issue of the ubiquitousness of racial and ethnic diversity and how it intersects with other forms of diversity such as class, religion, race, etc.

***SPA 340 (Introduction to Linguistics):*** Students examine the issue of linguistic diversity through sound files from the web (interviews, songs, TV programs) to illustrate various dialects. We studied the historical reasons that the Spanish in Latin America shares characteristics with Andalusian Spanish. Students also completed 2 projects that related to this topic.

***SPA 404 (Advanced Spanish Composition):*** Students watch and discuss videos about the living conditions of women and children in Latin America. Students read and discuss articles about the living conditions of immigrants, women and children in Latin America.

Students examine and discuss the cultural and historical forces that have shaped Latin America and Spain (e.g., Al-Andaluz).

Students read about the Jesuit missions in Guarani territory, and then watch the film "The Mission." The purpose of the lesson is to inspire students to consider the impact and the role of ethnocentrism and Eurocentrism in human and societal interaction. In particular the destructive consequences of European influence on the Guarani people of present day Paraguay. Then students develop their opinions through written essays.

***SPA 405 (Civilization and Culture of Spain):***

Students read and discuss newspaper articles from El País and ABC as well as regional newspapers in Spain about immigration both legal and illegal. Students read and discuss articles about minorities such as homosexuals. Students watch films about women and immigration such as: "Las cartas de Alou," "Te doy mis ojos," "14 kilómetros," "Salvajes," "Solás," "Volver," "Flores de otro mundo".

***SPA 406 (Civilization and Culture of Latin America):*** Students discuss the ethnic heterogeneity of the Spanish-speaking immigrants to the US (e.g., Puerto Rican, Dominicans, Mexicans, Central Americans, etc.)

Students examine and discuss the cultural and historical forces that have shaped Latin America and Spain (e.g., Al-Andaluz).

Students examine texts by figures such as Simón Bolívar, José Martí and others to understand the nation-building process of countries such as Venezuela, Perú, Cuba, Argentina and Chile to name a few.

The information presented above gave the co-facilitators a better understanding of the kinds of GLI activities that are taking place in the curriculum of the B.A. Spanish. Our plan is to share the results of the survey with the faculty of the B.A. Spanish this Fall of 2011 in order to discuss the result and develop additional activities that will expand on the kinds of experiences that will help students become global citizens.

**B. March 2011: Expansion of B.A. Spanish Academic Assessment Learning Outcomes.**

Co-facilitators met with the Spanish faculty in order to discuss the revision of outcomes that guides the annual process of the B.A. Spanish academic assessment due to the Office of Academic Assessment (OAA). The faculty agreed to revise the list of outcomes to include three additional ones to reflect the Global Learning Recommendations. The new and revised list of outcomes for the degree is the following (new outcomes f, h, and k appear in bold). The list was voted upon and approved by faculty on March 10, 2011:

**Learning Outcomes (B.A. Spanish)**

- a) Create with language to express meanings orally on concrete topics relating to work, school, home, and leisure activities using all major time frames (present, past, and future). They can interact with native speakers unaccustomed to dealing with non- natives, and handle complicated or unexpected communicative tasks. (Speaking skills)
- b) Identify and use main ideas and details from connected aural discourse involving description and narration in different time frames or aspects, and about a variety of topics beyond immediacy of the situation for communicative purposes. (Listening skills)

- c) Identify and use main ideas and details from authentic, connected, longer, written texts involving description and narration in different formats about a variety of topics for communicative purposes. (Reading skills)
- d) Create with language to express meanings in written form about familiar topics using the major time frames with some control of aspect. (Writing skills)
- e) Think critically and analytically in response to socio-cultural, historical, and linguistic issues and/or classic and contemporary literary texts related to the Spanish-speaking world. (Critical thinking and analytical skills)
- f) Understand the cultural, political and artistic diversity of perspectives, practices and products of the Hispanic populations of Spain, Latin America, and the United States including how racial and ethnic diversity relates to those perspectives, practices and products. (Globalization - Diversity).**
- g) Recognize, investigate, and produce Spanish written and oral discourse communicating findings about historical and contemporary issues important to life in Spanish-speaking countries and the United States.
- h) Explore how historical, political, religious and economic forces have shaped the current world system with its power inequalities and efforts to address them with a focus on the Spanish-speaking world. (Globalization – Global Engagement).**
- i) Analyze the structure and use of the language at the sound, word, and sentence level.
- j) Summarize different linguistic features observed in different dialects in terms of historical change, geographical location and social variables.
- k) Explore and analyze the role of human interactions with the environment and its relation to the root causes of many global problems focusing on those occurring in the Spanish-speaking world. (Globalization - Environmental Sustainability).**

The outcomes in bold are new to the degree and were approved by the faculty by an unanimous vote during Spring 2011.

### **C. April 2011: Comparison of strategies with other academic teams. Identification of Liberal Studies courses for advising purposes for B.A. Spanish majors.**

Co-facilitators attended and participated in meetings set up by the GLI team during Spring 2011. This gave us the opportunity to understand what other academic units were doing and see our own work within a larger context.

After looking at available NAU courses that fit under the Liberal Studies classification (<http://www4.nau.edu/aio/LScourcelist.htm>), we selected the following course-specific recommendations for further inclusion of GLI related themes into the B.A. Spanish degree.

Advisors for Spanish majors and minors will suggest these courses as students complete their Liberal Studies requirements.

<b>Liberal Studies: Global Diversity</b>	
Anthropology	ANT 102: Exploring Cultures ANT 103: Culture in Communication ANT 104: Lost Tribes and Buried Cities ANT 209: Folklore of the World: Anthropological Perspectives ANT 301: Peoples of the World ANT 303: Peoples of Latin America
Art History	ARH 143: Introduction to the Arts of Asia ARH 365: Art & Architecture of Precontact Mexico and Maya
Geography	GGR 241: World Geography East
History	HIS 102: World History II HIS 230: History of the Islamic World I HIS 249: Pre-Modern India HIS 280: Colonial Latin America HIS 297: Women in Asia
Humanities	HUM 281: Latin American Ideas and Values HUM 362: Perspectives on Asian Humanities
Political Science	POS 361: Politics of Developing Nations POS 366: Studies in Latin American Politics POS 372: Studies in Middle Eastern Politics
Religious Studies*  Also fulfills: Aesthetic and Humanistic Inquiry and Global	REL 150: Religions of the World REL 352: Buddhist Art: Visual Language and Religious Context REL 355: The Buddha
Women's and Gender Studies	WGS 260: Third World Women WGS 360: Transnational Feminisms

<b>Liberal Studies: US Ethnic Diversity</b>	
History	HIS 293: American Indian History HIS 381: United States – Mexico Borderlands
Humanities	HUM 130: Introduction to Southwest Humanities HUM 291: American Multicultural Ideas and Values HUM 375: Women in American Arts and Culture
Political Science	POS 320: Native American Politics POS 356: Race, Power and Politics POS 357: Topics in Cultural Diversity
Women's and Gender Studies	WGS 191: Women, Gender Identity and Ethnicity

<b>Liberal Studies: Environmental Sustainability</b>	
Environmental Sciences	ENV 101: Introduction to Environmental Sciences ENV 110: Extreme Weather ENV 115: Climate Change ENV 181: Environmental Sustainability
Forestry	FOR 240: Introduction to Conservation Biology FOR 255: International Wildlife Issues FOR 270: Native American Ecology
Geology	GLG 112: Geologic Disasters GLG 115: Climate Change GLG 110L: Environmental Geology Lab GLG 112L: Geologic Disasters Lab
Biology	BIO 181L: The Unity of Life Lab
Astronomy	AST 184L: Life in the Universe Lab

#### **D. May 2011: List of GLI outcomes for courses in the B.A. Spanish curriculum.**

Professors Ojeda and Price developed a tentative list of outcomes for courses in the B.A. Spanish curriculum. This list is in a DRAFT state. Our plan is to discuss it with B.A. Spanish Faculty during Fall of 2011. What follows is the list of proposed outcomes per class.

#### **Proposed GLI Outcomes for selected courses in the B.A. in Spanish Curriculum**

##### **SPA 301 (Advanced Spanish Grammar)**

SPA 301 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Demonstrate an understanding of different aspects of the culture of Latin America and Spain as they, a) watch movies; b) listen to music and, c) read articles and literary texts (Global and Diversity).
- Develop an understanding of the historical, political, and economic forces that have shaped the current world system and the source of global power inequalities with a focus on Latin America, Spain and the rest of the Spanish-speaking world (Global and Diversity).
- Develop an understanding of the socio-political and economic forces that threaten the survival of indigenous languages, ways of life, and beliefs throughout Latin America (Global, Diversity and Sustainability).

##### **SPA 321 (Introduction to Spanish Literature)**

SPA 321 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Demonstrate an understanding of how the socio-political, historical and economic context in Mexico influenced literary works in the 17<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries by prominent authors (Global and diversity).

- Understand how the social and political context in Argentina shaped the creation of literary works in the 19<sup>th</sup> and 20<sup>th</sup> centuries by prominent authors (Global and diversity).
- Develop an understanding of how the social and political context in Chile shaped the creation literary works in the 19<sup>th</sup> and 20<sup>th</sup> centuries by prominent authors (Global and diversity).
- Develop an understanding of how the social and political context in Spain influenced literary works in the 17<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries by prominent authors (Global and diversity).
- Understand how the social and political context in Colombia, Uruguay, Guatemala, and Perú influenced literary works in the 19<sup>th</sup> and 20<sup>th</sup> centuries by prominent authors (Global and diversity).

Signature Assignment?:

Students will write an analytical essay in Spanish linking the socio-political and historical context of a Latin American country or region to one or more literary works by one or more authors.

### **SPA 351 (Survey of Spanish (Peninsular) Literature)**

SPA 351 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Develop an understanding of how religious, socio-political, historical and economic events shaped the creation of literary expressions in Spain during the medieval period (Global and diversity).
- Develop an understanding of how religious, socio-political, historical and economic events shaped the creation of literary works Spain during the Golden Age (16<sup>th</sup> and 17<sup>th</sup> centuries) (Global and diversity).
- Explain how socio-political, historical and economic events shaped the creation of literary works in 19<sup>th</sup> century Spain (Global and Diversity).
- Understand the social impact of the most important socio-political and historical events of the 20<sup>th</sup> century – Second Republic, the Spanish Civil War, the Franco dictatorship and post-Franco period on literary themes, styles and form (Global and Diversity).
- Recognize the contributions of authors from underrepresented groups (women, Galicia, País Vasco, Cataluña, Romaní, Equatorial Guinea) on the development of what is considered Spanish literature. (Global and Diversity)

### **SPA 352 (Survey of Latin American Literature)**

SPA 352 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Understand how socio-political, historical and economic events shaped the creation of literary expressions in Mexico during the 17<sup>th</sup> century (Global and diversity).
- Develop an understanding of how socio-political, historical and economic events shaped the creation of literary works in Perú, Venezuela, Chile, Mexico, Argentina, Cuba, Uruguay, Guatemala, Ecuador, and Colombia during the 19<sup>th</sup> century (Global and diversity).
- Explain how socio-political, historical and economic events shaped the creation of literary works in Perú, Chile, Mexico, Argentina, Cuba, Uruguay, Guatemala, Ecuador, and Colombia during the 20<sup>th</sup> century (Global and Diversity).
- Understand the social impact of literary works in the ideological and political landscape of Argentina, Chile, Cuba, Venezuela, Mexico, Colombia, and Perú during the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century (Global and Diversity).
- Demonstrate an understanding of the ideological underpinnings of a variety of literary expressions created by writers from Argentina, Chile, Cuba, Venezuela, Mexico, Colombia, Guatemala, Perú, Ecuador, Nicaragua (Global and Diversity)

### **SPA 405 (Civilization and Culture of Spain)**

**SPA 405 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.**

Students will:

- Develop an understanding of the social, political and economic landscape of Spain from Medieval period to present (Global, Diversity, Cultural and Economic Sustainability).
- Develop an understanding of cultural diversity in Spain with a focus on minority groups (ie. Galicia, Cataluña, País Vasco, the Romaní, immigrants, the coexistence of Jews, Muslims and Christians in Medieval Spain) (Diversity, Cultural, Linguistic and Economic Sustainability).
- Demonstrate an understanding of how Spain's topography and climate influence the social, political and economic landscape of the nation (Sustainability).
- Demonstrate an understanding of Spain's global impact through the arts (paintings, theater, film, dance, music, etc.), gastronomy, language, etc. (Global, Diversity, Cultural and Economic Sustainability).

### **SPA 406 (Civilization and Culture of Latin America)**

**SPA 406 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.**

Students will:

- Develop an understanding of the social, political and economic landscape of Latin America during the 16<sup>th</sup> and 17<sup>th</sup> centuries (Global, Diversity, Cultural and Economic Sustainability).
- Develop an understanding of the economic, social and political threats to indigenous languages and lifestyles from the 16<sup>th</sup> century to present in Latin America (Diversity, Cultural, Linguistic and Economic Sustainability).

- Understand the social, political and economic landscape of Latin America during the 18<sup>th</sup> and 19<sup>th</sup> centuries (Global, Diversity, Cultural and Economic Sustainability).
- Demonstrate an understanding of the social, political and economic landscape of Latin America during the 20<sup>th</sup> and 21<sup>st</sup> centuries (Global, Diversity, Cultural and Economic Sustainability).

**SPA 404 (Advanced Spanish Composition)**

SPA 404 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Develop an understanding of the economic, social and political context of Latin America, Spain and the Spanish-speaking world in general through variety of literary and non-literary readings (Global, Diversity, Cultural and Economic Sustainability).
- Understand and explore a variety of current issues related to the Spanish-speaking world through videos, movies and music. (Global, Diversity, Cultural and Economic Sustainability).

**SPA 353 (Survey of Chicano Literature)**

SPA 353 develops students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Develop an understanding of the past and present economic, social and political issues that affect Chicanos and Latinos in the United States through a variety of literary and non-literary readings (Global, Diversity, Cultural and Economic Sustainability).
- Understand and explore a variety of current issues related to Chicanos and Latinos in the US through videos, movies and music. (Global, Diversity, Cultural and Economic Sustainability).

**SPA 452C/ 451C/ 480C (Capstone courses in Literature and Linguistics)**

All Capstone courses in this degree develop students' *translingual and transcultural competence* through class discussions, assignments, and exams in Spanish.

Students will:

- Develop an understanding of the past and present economic, social and political issues that affect people in the Americas through a variety of literary and non-literary readings (Global, Diversity, Cultural and Economic Sustainability).
- Develop an understanding of the past and present economic, social and political issues that affect people in the Americas through a music, videos and movies (Global, Diversity, Cultural and Economic Sustainability).
- Develop an understanding of the past and present economic, social and political issues that affect people in Spain through variety of literary and non-literary readings (Global, Diversity, Cultural and Economic Sustainability).  
Develop an understanding of the past and present economic, social and political issues that affect people in Spain through a variety of music, videos and movies (Global, Diversity, Cultural and Economic Sustainability).

August 2011: The aforesaid GLI proposed learning outcomes for the Spanish B.A. were discussed and approved by the Spanish Faculty.

- **E. May 2011: List of Co-curricular activities available for B.A. Spanish majors. Suggestions for preparation of Study-Abroad Experience.**

The following is a list of co-curricular activities available for all B.A. Spanish majors. These activities expand and supplement curricular objectives, projects and activities.:

*Latin American Studies events*

Students are invited to listen to speakers, watch films, and listen to musical performances predominantly in Spanish. Many professors offer extra-credit for attendance to these events.

*Tertulia*

Weekly informal meetings where students can practice their spoken Spanish skills.

Conversation Partners

International Film Series

Hispanic Heritage Month

Latin dance lessons

**Preparation for Study-Abroad.**

Most of B.A. Spanish majors participate in a Study Abroad experience. They travel to Spain, Chile, Mexico, and Costa Rica for a summer or a semester in order to broaden their proficiency in the language and enrich their inter-cultural competency. We consider this to be important to help them gain the highest possible linguistic and cultural proficiency.

These are some ideas to help prepare students who are planning to study abroad and to create a community between those who are abroad, those who have returned and those planning to go.

1. Have an informal get together between those students who are planning to study abroad and those who have just returned. Returning students can share their experiences and give advice and students planning to go can ask questions.
2. Have students who are abroad submit short articles about their experiences in a newsletter that will be shared with students planning to go.
3. Advise students to take ANT 330: Study Abroad Orientation and ANT 332: Study Abroad Re-Entry (when offered) which are 2 one hour online courses that can help student transition.

Appendix A

## **Proposal for Implementation Grant: Global Learning Recommendations**

Faculty Team: Cecilia Ojeda, Ph.D. Professor of Spanish and Nicole Price, Ph.D. Assistant Professor of Spanish.  
Degree Program: BA in Spanish

Development of curricular strategies to incorporate the global learning recommendations' student learning outcomes into Spanish BA. Spanish majors will have opportunities to study the foreign language with experiences entailing global engagement, diversity and environmental sustainability themes either on the Mountain campus or abroad. Below we detail: (i) the proposal's departmental context; (ii) proposed grant activities; (iii) the issues from the Global Learning Recommendations to incorporate; (iv) Modern Languages Chair's commitment.

### **I. Departmental Context**

During the Fall of 2010, the Modern Languages department has developed outcomes, learning strategies, and assessment strategies relating to all three of the University's Thematic Global Learning Outcomes (TGL) for two of its primary curricular enterprises: (i) the BA in Modern Languages curricula and (ii) its BSED programs. This proposal requests support for incorporation of the Global Learning Outcomes into Modern Languages' third primary curricular area, namely, the Spanish BA curriculum. The BA in Spanish serves the largest quantity of majors in the department, and it teaches numerous other students seeking minors in the language. In the past two years the Spanish faculty have been broadening the students' curricular experiences in terms of aligning its outcomes to attain NCATE accreditation. This task having been largely completed, the Spanish curriculum is ready to incorporate outcomes consistent with NAU's Global Learning initiatives. The support provided by the grant will permit two Spanish faculty members – one a senior, Full Professor and another a junior, Assistant Professor – to create with the Spanish faculty, a formal plan for identifying both curricular and co-curricular activities consistent with the outcomes. Both faculty members will also work to modify the Spanish BA's assessment plan to ensure that these new goals are met. This is an opportune moment for the Spanish BA to align with TGL outcomes since the program is currently relocating its study-abroad hub from Cuernavaca, Mexico to Costa Rica. Given the latter country's well-known dedication to maintaining its ecological riches, Costa Rica will provide a wealth of opportunities for Spanish BA majors and Spanish minors to have learning experiences relating to globalization, diversity and sustainability.

### **II. Grant Activities**

The co-facilitators identify and develop new student learning outcomes related to all three of the University's Thematic Global Learning Outcomes and develop a set of relevant comprehensive learning strategies that complement the cultural, linguistic and pedagogical experiences that students currently receive in the Spanish BA. Finally, the co-facilitators will develop assessment strategies to be incorporated into the Spanish BA's assessment plan.

The activities will include the following:

- **January-February 2011:** The co-facilitators examine existing courses with the potential to be modified (e.g., contemporary literature courses, civilization courses, capstone courses) so as to incorporate readings, films, and projects in which students explore the interaction between globalization, diversity issues as well as sustainability in Latin American/Spanish societies on the one hand, and on the other, the society of the United States as experienced by Latinos, Chicanos, and all Spanish speaking minorities. Based on this critical examination, the faculty will identify relevant learning experiences to be incorporated into the curriculum. Additionally, learning outcomes will be developed and relevant additions to the program's assessment plan will be designed. Discussions with the Spanish faculty will take place at regular intervals to attain a consensus as to the outcomes and the assessment measurements.

- **March 2011:** The co-facilitators identify curricular learning experiences outside of the Spanish BA courses to enhance the degree's incorporation of the Global Learning Outcomes. These courses will form a list of recommended courses or complementary (second) majors for Spanish BA majors (e.g., the Global Science & Engineering Program). The co-facilitators also identify co-curricular activities specifically related to Spanish as well as those employed by the MODL BA program (e.g., language clubs, MLIS day involvement, International Film Series attendance). Discussions with the Spanish faculty will take place at regular intervals to attain a consensus as to the outcomes licensing the recommendations for such extra-departmental courses, co-curricular activities, and the assessment measurements.

- **April 2011:** The co-facilitators work with CIE to identify internships abroad that not only provide a global experience but that also provide experiences where Spanish BA students work with people from diverse cultural and ethnic backgrounds. This important step in the process seeks to help students develop awareness of the ethnic and cultural diversity of Latin America where many peoples, languages and cultures are in the verge of extinction. Additionally, the co-facilitators will identify study-abroad projects that students will need to complete in our new Costa Rica program. Discussions with the Spanish faculty will take place at regular intervals to attain a consensus as to the outcomes of the internships and the study-abroad, as well as the assessment measurements.

- **May 2011:** Modifications to the Spanish BA assessment will be drafted and the chair will begin the paperwork for any resulting substantive curricular changes.
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- **September 2011:** The document "Achievement of Global Learning outcomes: has been modified and approved by the Spanish Faculty.
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- **April 2012:** Courses that will incorporate assignments that align with the Global Learning outcomes have been selected for Fall 2012. In order to achieve balance, the selection of courses will rotate from semester to semester, therefore allowing all courses to produce evidence of said outcomes.

### **III. Proposed Global Engagement and Environmental Sustainability Issues to Incorporate**

Based on the Global Learning Recommendations, co-facilitators will explore ways to incorporate the following issues into the Spanish BA either on the Mountain Campus or abroad:

*Environmental Sustainability:*

- The connection between responsible engagement with the environment and global citizenship.
- The vocabulary and concepts around environmental sustainability
- The role of human interactions with the environment and its relation to the root causes of many global problems.

*Global Engagement:*

- The relationship among culture, language, community and environment.
- The interconnectedness between and among political, cultural, personal and economic decisions and the natural world.
- How economic, social, and technological practices and traditions impact climate and the environment.
- How historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.
- The roles, possibilities and implications of diverse technologies on culture and the political economy.

*Diversity:*

- The scope of racial and ethnic diversity both in the US and globally.
- How ubiquitous racial and ethnic diversity is and how it intersects with other forms of diversity, such as gender, class, sexuality, religion, age, language and disability.
- The role of ethnocentrism and Eurocentrism in human and societal interaction

**IV. Chair's commitment**

This proposal receives the full endorsement of the Modern Languages chair. Furthermore, the curricular strategy plan will be carried forth with administrative support and through the proper curricular channels, including departmental discussion and plan changes to the Modern Languages degree.

Joseph Collentine

Chair, Modern Languages (523-7791)