

Tabea Linhard
She/her/hers
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Office Hours: Monday 11:30-12:30
Ridgley 407

Spanish 410
Storytelling: From Oral Traditions to Radio Ambulante
MW, 2:30-3:50

Course objectives:

Students will develop oral proficiency, hone their research skills, and acquire a more profound understanding of current events (and the historic circumstances that led to these) in the Spanish-speaking world. As final project, produce a podcast in Spanish for this course. Producing the podcast will require research on a topic chosen by the students; the sources they will consult include works stemming from humanities and the social sciences. Preparation for all course assignments will require substantial reading and writing in Spanish. Students will learn how to express themselves in Spanish in formal and informal settings experiment with different narrative strategies and build a strong argument. Certain grammar points will be reviewed based on the texts and on issues that arise in class.

How the course will work:

The course will begin with a 'low tech' approach to storytelling and then, week-by-week, student will build up their skills that range from the more low-tech story telling techniques. We will therefore begin the semester listening and telling stories about ourselves and about others, and move by telling stories about ourselves and then about others. In this course we will focus on storytelling as a process, not as a product. This also means that listening is just as important as talking. Just like aspiring artists need to learn to see the world, all storytellers need to learn to listen.

Attendance:

Attendance is mandatory for all students. More than two absences will lower the final grade. All students are responsible for providing serious, constructive feedback for all oral presentations in class. Not paying attention to your peers shows lack of respect for your fellow students' work and time. Many of the classes will have a workshop format, so making up these is not going to be possible.

Participation:

All students are expected to prepare **all** materials for **all** classes. Absences, consistent tardiness, and interferences in the form of phone calls, texts, tweets, status updates etc. will affect your participation grade (30% of your overall grade). If the participation is unacceptable, we will have periodic, unannounced quizzes based on the readings.

Materials

- **Pen and notebook**
- [Audacity](#)

Laptops in class

The use of laptops in class is **not** recommended because it interferes with your learning process (if you have any doubts about this, see [here](#)). If you must use your laptop in class, please note that using it for any other purpose than taking notes for class is disruptive for you, for your peers, and your instructor.

Evaluation:

Seminar Participation	30%
Writing Assignments (3)	30%
Presentations (2)	20%
Final Project:	20%

Accommodations based upon sexual assault:

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to [Kim Webb](#), Director of the [Relationship and Sexual Violence Prevention Center](#), or [Jen Durham Austin](#), Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at [\(314\) 935-3118](tel:3149353118), jvkennedy@wustl.edu, or by visiting the [Title IX office](#) in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at [\(314\) 935-5555](tel:3149355555) or your local law enforcement agency. See: [Title IX](#)

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling [\(314\) 935-3445](tel:3149353445) for an appointment or visiting the 4th floor of Seigle Hall. See: [RSVP Center](#)

Bias Reporting:

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health:

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression.

Center for Diversity and Inclusion (CDI):

The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities.

See: diversityinclusion.wustl.edu/

Academic Integrity:

Students are bound by the University policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy:

<http://www.wustl.edu/policies/undergraduate-academic-integrity.html>

Smart pens, laptops, and food

We do not allow smart pens or any audio or video recordings of our class, unless these accommodations are necessary and requested through Cornerstone. The use of laptops in class is not recommended as it interferes with your learning process (if you have any doubts about this, see [here](#) and [here](#)).

Policy on Pass/Fail Grading Option:

Students who take this course under the Pass/Fail option must receive a grade of C (not C-) or better in order to qualify for the Pass on their final grade. Students who take the Pass/Fail option should be aware that only courses taken for a letter grade may be used toward the major and minor.

Reading Schedule

Yo

01/13

Introducción al curso

¿Qué incluirías en un podcast sobre tu vida?

01/15

- [Fealdad](#) (*Radio Ambulante*)
- [Hermanas](#) (*Radio Ambulante*)

• Configurar una lista de **7 comentarios y/o preguntas para cada podcast** basados en los que escucharon. Tanto las preguntas como los comentarios necesitan ser específicos y estar redactados de manera clara y formal. Comentarios y preguntas del tipo: “Este podcast trata de un tema muy importante”, “¿Qué les pareció este podcast?” o “¿Qué piensan de este podcast?” no son aceptables. A la vez, también será necesario incluir comentarios/preguntas sobre la forma (no sólo el contenido) del programa. Las listas **siempre** se entregarán al terminar la clase.

Tú

01/22

• Para esta sección del curso entrevistaremos a otra persona (amistades, familiares etc.). La persona no necesita ser hispano-hablante, pero tanto las preguntas que se discutirán en clase, como el guión que escribirán basándose en la entrevista tienen que estar en español

- [Un metro dieciséis](#) (*Las Raras*)
- [Dime quién soy](#). (*Radio Ambulante*)
- **7 preguntas/comentarios para cada podcast**

01/27

- [En busca de las palabras](#) (*Radio Ambulante*)
- [El extranjero](#) (*Radio Ambulante*)
- **7 preguntas/comentarios para cada podcast**
- **Lista de 7-10 preguntas a la persona a la que hará la entrevista.** Discutiremos las preguntas en clase y se entregarán al final

01/29

- [Jaz y Lalay](#) (*Radio Ambulante*)
- [La flor del diablo](#) (*Radio Ambulante*)
- **7 preguntas/comentarios para cada podcast**

Nosotros, Nosotras, Nosotres

02/03

- [Un secreto, mil secretos](#) (*Las Raras*)

- [Las hijas de Maria Senhorinha](#) (Radio Ambulante)
- **Guion basado en la entrevista (2,000-3,000 palabras)**

Ted Talks... en español

02/05

- Ingrid Betancour. [What Six Years in Captivity Taught me About Fear and Death](#) (*Ted Talk*)
- Jorge Ramos. [Why journalists have an obligation to challenge power](#) (*Ted Talk*)
- **7 preguntas/comentarios para cada charla**

02/10

- Gastón Acurio. [Can Home Cooking Change the World?](#) (*Ted Talk*)
- Carina Morrillo. [To Understand Autism, Don't Look Away](#) (*Ted Talk*)
- **7 preguntas/comentarios para cada charla**
- **Selección de temas para la presentación informativa**

02/12

- Will Stephen, "[How to Sound Smart in your TedX Talk](#)"
- **Taller** para las presentaciones de 7 minutos.
- **Material** para la presentación

02/17

- Presentaciones Informativas de 7 minutos

02/19

- Presentaciones Informativas de 7 minutos

Narraciones Orales

02/24

- Numancia Rojas ["Pájaros prohibidos,"](#) de Eduardo Galeano
- Numancia Rojas, ["Maravillosas ocupaciones,"](#) de Julio Cortázar
- Mario Bendetti, [Triángulo Isóceles](#)
- Numancia Rojas, ["Triángulo Isóceles,"](#) de Mario Bendetti

02/26

- Gabriel García Márquez, ["La luz es como el agua"](#)
- Clarice Lispector, ["Felicidad clandestina"](#)
- Mariana Enriquez, ["Lo que pasó"](#)
- Taller de narración oral

03/02 Narraciones Orales

Importante:

- el cuento tiene que estar escrito originalmente en español
- la profesora necesita aprobar el cuento antes de la N.O.
- No puede ser un cuento ya leído para otra clase

03/4 Narraciones Orales

Historia

03/16

- [Reliquias: todo es falso... menos alguna cosa](#) (*Cualquier tiempo pasado fue anterior*)
- [Estafadores y panolis](#) (*Cualquier tiempo pasado fue anterior*)
- **7 preguntas/comentarios para cada podcast**
- Seleccionar un evento histórico para un podcast/Discusión en clase

Salud Pública

03/18

- [Pánico](#) (*Radio Ambulante*)
- [Llamadas en espera](#) (*Las Raras*)
- **7 preguntas/comentarios para cada podcast**

03/23

- Doctor: ¿Esto es normal? (Partes **I** y **II**; *Radio Ambulante*)
- **7 preguntas/comentarios para cada podcast**
- **Entregar guion para un podcast sobre un tema histórico (4,000-5,000 palabras)**

Inmigración I: El camino

03/25

- [El vacío](#) (*Radio Ambulante*)
- [Cruces en el desierto](#) (*Las Raras*)
- **7 preguntas/comentarios para cada podcast**
- **Entregar descripción breve del proyecto final**

Inmigración II: Los derechos

03/30

- [Conozca sus derechos, Guía de inmigrantes en sus lugares de trabajo](#). (Handout from Catholic Legal Immigration Network Inc.)
- [Conozca sus derechos como inmigrante](#). (Handout from American Friends Service Committee)
- “Poder Notarial” (Handout from MICA and CLAM, STL)
- [Firme aquí](#) (*Radio Ambulante*)
- [No abras la puerta](#) (*Radio Ambulante*)

- **7 preguntas/comentarios para cada podcast**

Inmigración III: Los recuerdos

04/01

- [Cassettes del exilio](#) (*Radio Ambulante*)
- [Cicatrices](#) (*Radio Ambulante*)
- **7 preguntas/comentarios para cada podcast**

El arte del pitch

04/06

- Taller: [Cómo proponer una historia](#) (*Radio Ambulante*)

Ficción

04/08

- “[La tormenta](#)” y “[Atrapados](#)” (*El gran apagón*)
- Preparación proyecto final

04/13

- “[La noche siria](#)” y “[Veinte segundos](#)” (*Guerra 3*)
- Preparación proyecto final

Presentaciones proyectos finales

04/15 Presentaciones

- **Entregar guion para un podcast de ficción (4,000-5,000 palabras)**

04/20 Presentaciones

04/22 Presentaciones

Los proyectos finales consistirán del “pitch” completo y del podcast. Se pueden hacer de manera individual o en grupos de hasta 3 estudiantes. Todo se entregará el 1 de mayo, antes de las 5 pm