**CSUSB - Department of World Languages and Literatures**

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# SPAN 3061: Criminal Justice and Cultures of Spain & Latin America

# Spring 2023

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|  | **Your professor: Carmen Jany**  **Office:** UH-201.43  **Contact**:909-537-7386;[cjany@csusb.edu](mailto:cjany@csusb.edu)  **Office Hours (in person): Tuesdays 1pm-2pm**  **Office Hours (virtual): Wednesdays 11am-12noon & by appointment**  **Zoom link for office hours**: [**https://csusb.zoom.us/j/9661143238**](https://csusb.zoom.us/j/9661143238)  Professor Jany specializes in Spanish linguistics and general linguistics and has taught Spanish classes at all levels at CSUSB since 2007. Her research focus includes Native American languages and language contact. Please see the *Meet your instructor* folder and video for more information. |

COURSE FORMAT:This course is taught in an online asynchronous format. You will complete five online modules with weekly activities by the respective due dates. Each module is self-contained and includes course materials, discussions, assignments, and a quiz, all organized by week. Be prepared to spend **a total of 135 hours** of work for this course, so you will need to dedicate about **9 hours each week** to this course. [Note: one hour refers to a 50-minute class session]

## Communication and Instructor role

* Email or office hours is the best way to contact me. I will try to answer your email inquiries within two working days (Mon-Fri).
* My role is select and create the appropriate course materials and to support your learning by interacting with you via discussions, keeping track of your progress, providing feedback on your work (usually within a week after the due date), reminding you of due dates, following up on your performance, and providing additional guidance and practice as needed.

## COURSE DESCRIPTION

This course engages you in the exploration of culture as related to practices in criminal justice in Spain, Latin America, and Spanish-speaking communities in the US. The exploration of culture occurs via case studies, culture readings, and practical application of the newly acquired vocabulary and related cultural concepts. Similarities and differences in cultural practices and approaches are examined and discussed. This course also introduces different Spanish dialects and includes oral and written practice of the terminology, as well as activities with an interdisciplinary focus demonstrating cultural knowledge of diverse Hispanic cultures. Spanish is the primary language to be used in this course.

## COURSE PREREQUISITES

Prior to taking this course: **SPAN** **2262** or **equivalent class** or instructor consent.

REQUIRED TEXTBOOK **– $ ZERO COST MATERIALS**

Specifically­-designed textbook materials will be provided to you at no cost. You will find everything in Canvas and will also receive a digital copy of the textbook materials for you to keep.

## STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

* **Interpret** Spanish vocabulary related to Criminal Justice.
* **Compare** the cultural practices in Spanish-speaking countries to those in the United States and identify similarities and differences.
* **Demonstrate** Spanish oral and written comprehension skills at the intermediate advanced level as applied to Criminal Justice.
* **Demonstrate** Spanish written skills at the intermediate advanced level as applied to Criminal Justice.
* **Apply** Spanish language and knowledge of Hispanic cultures to create and evaluate case studies related to Criminal Justice.

## Course objectives

* To develop the students’ cultural competence in Spanish as pertinent to Criminal Justice and related fields.
* To help with the development of the students’ linguistic abilities in the written and oral areas of the Spanish language.
* To increase the students’ interest in and awareness of Hispanic cultures.

## STUDENT LEARNING OUTCOMES

The following refer to **three modes of communication**: interpersonal, interpretive, presentational, as well as **intercultural communication**, all at the ACTFL level of **Intermediate Mid/High** (www.actfl.org)

**Upon successful completion of this course, you will be able to**:

1. **Demonstrate** effective use of written and oral Spanish in a variety of situations related to Criminal Justice.  
(*as evidenced by your ability to complete written and oral assignments and to write reports in Spanish*)

2. **Interpret** **written and oral Spanish** from a variety of sources related to Criminal Justice.   
(*as evidenced by your ability to complete assignments and discuss topics based on written and oral input in Spanish*)

3. **Identify social and cultural factors** (such as cultural practices, beliefs, and behaviors) that influence the communication between Criminal Justice professionals and the Hispanics community.  
(*as evidenced by your ability to contribute to relevant discussions of case studies and culture topics in Spanish*)

4. **Evaluate** **diverse perspectives** available through Hispanic cultures as related to Criminal Justice.  
(*as evidenced by your ability to explore the perspectives, products, and practices of Hispanic cultures through comparisons to your own*)

## modes of communication and proficienCy level

* **Interpretive Communication**:  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**Intermediate High Level**:

* **I can** usually follow the main message or story and actions in various time frames in straightforward, and sometimes descriptive, paragraph-length informational or fictional texts.
* **I can** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
* **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Intermediate High Level**:

* **I can** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
* **I can** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
* **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**Intermediate High Level**:

* **I can** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
* **I can** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
* **Intercultural Communication** at the **Intermediate High Level**:
  + In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
  + **I can** interact at a functional level in some familiar contexts.
  + **I can** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders.

## GRADING SCALE

93%-100% = A 83%-86% = B 73%-76% = C 63%-66% = D

90%-92% = A- 80%-82% = B- 70%-72% = C- 60%-62% = D-  
87%-89% = B+ 77%-79% = C+ 67%-69% = D+ 59% and under = F

## COURSE REQUISITES

5 Online Modules 75 %

Research Project & Presentation 10 %

Final Exam (cumulative) 15 %

**Please note**: No late work will be accepted unless there is a serious and documented valid excuse that prevents the student from submitting an assignment, taking a quiz, or giving a presentation.

## 1. ONLINE MODULES (75%)

There is a total of **five modules**, each covering two textbook chapters. Modules are self-contained and include a) **oral and written materials**, b) **associated activities, discussions, and assignments**, and c) **a final quiz**. Each module will be covered over a period of three weeks; it will take you about **20-25 hours to complete each module**, so plan accordingly. You will find an agenda with weekly activities and points for each task, as well as due dates in Canvas. Activities for each week add up to 100 pts/week for a total of 1500 points for the 5 modules.

Please note that **quizzes** can only be taken once, are timed, and need to be completed once started.

Make sure to **closely follow the suggested weekly agenda** in each module for **ease of navigation** and to **ensure that you complete all necessary activities** by the due date.

* **All activities have a DUE DATE, and no late work will be accepted!**
* **All work is due on Fridays at 4pm (Standard Pacific Time)**

## 2. RESEARCH PROJECT AND PRESENTATION (10%)

**Content:** Your will choose and research a topic related to one of the topics in the textbook. Before you begin your research, you need to confirm your topic with the professor and receive approval by sending an email to your professor. You may work with a classmate or as a group (with no more than 3 students per group) or you can work individually.

**Presentation:** You will prepare a 3 to 5-minute presentation in Spanish about your topic and create a video of your presentation (about 5-6 PPT slides per student). At the end of your presentation, you need to include ONE discussion question PER PRESENTER and list the sources for your work (publications, websites, etc.).

**Online discussion:** Your professor will post your discussion questions to an online forum. You should be available to answer/comment on your classmates’ posts regarding your presentation during and after the week of your presentation.

**Presentation schedule:** Presentations will take place in the last week of each module, so in weeks 3, 6, 9, 12, or 15.

**Submitting your presentation:** Send your PPT slides along with a link where to find your video (Zoom or YouTube) to your professor **by Thursday night of the week before your presentation week (so in week 2, 5, 8, 11, or 14)**. Your professor will then post your presentation and open a discussion with your questions. If you work as a group, you may send multiple links of your video group presentation or a single link with the entire presentation.

## 3. FINAL EXAM (15%)

This exam is cumulative and consists of questions that test your knowledge of all the topics covered in this course. See the Course Calendar below for availability of the Final Exam.

## COURSE CALENDAR

| Week | Module | Topics and Grammar | Due date |
| --- | --- | --- | --- |
| 1 | Mod 1 | **Chapter 1: *La percepción del crimen***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *the perception of crime.*  2. **Interpret** written and oral Spanish from a variety of sources related to *the perception of crime.*  3. **Recognize** cultural differences and similarities related to *the perception of crime.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *the perception of crime.*  **Focus on Spanish dialect**: *Caribbean Spanish: Puerto Rico, Cuba, Dominican Republic* | February 3, 2023 |
| 2 | Mod 1 | **Chapter 2: *Los grupos vulnerables***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *vulnerable groups.*  2. **Interpret** written and oral Spanish from a variety of sources related to *vulnerable groups.*  3. **Recognize** cultural differences and similarities related to *vulnerable groups and human rights.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *vulnerable groups and human rights.*  **Focus on Spanish dialect**: *US Spanish* | February 3, 2023 |
| 3 | Mod 1 | Chapter 1 & 2 summary & activities  **Research Project Presentations/Discussion**  **Module 1 Quiz** | February 10, 2023 |
| 4 | Mod 2 | **Chapter 3: *La justicia penal durante conflictos armados o dictaduras***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *armed conflicts and migration.*  2. **Interpret** written and oral Spanish from a variety of sources related to *armed conflicts and migration.*  3. **Recognize** cultural differences and similarities related to *armed conflicts and migration.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *armed conflicts and migration.*  **Focus on Spanish dialect**: *Chilean and Argentinian Spanish & voseo* | February 17, 2023 |
| 5 | Mod 2 | **Chapter 4: *La justicia penal y los procesos de petición de asilo y de deportación***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *immigration courts and asylum.*  2. **Interpret** written and oral Spanish from a variety of sources related to *immigration courts and asylum.*  3. **Recognize** cultural differences and similarities related to *immigration courts and asylum.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *immigration courts and asylum.*  **Focus on Spanish dialect**: *Central American dialects: Honduras, Guatemala, El Salvador* | February 24, 2023 |
| 6 | Mod 2 | Chapter 3 & 4 summary & activities  **Research Project Presentations/Discussion**  **Module 2 Quiz** | March 3, 2023 |
| 7 | Mod 3 | **Chapter 5: *El tráfico ilícito***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *illegal trafficking of good, wildlife and people.*  2. **Interpret** written and oral Spanish from a variety of sources related to *illegal trafficking of good, wildlife and people.*  3. **Recognize** cultural differences and similarities related to *illegal trafficking of good, wildlife and people.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *illegal trafficking of good, wildlife and people.*  **Focus on Spanish dialect**: *Central American dialects: Nicaragua, Honduras* | March 10, 2023 |
| 8 | Mod 3 | **Chapter 6: *El crimen organizado***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *organized crime (affecting women, crimes during pandemic).*  2. **Interpret** written and oral Spanish from a variety of sources related to *organized crime (affecting women, crimes during pandemic).*  3. **Recognize** cultural differences and similarities related to *organized crime (affecting women, crimes during pandemic).*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *organized crime (affecting women, crimes during pandemic).*  **Focus on Spanish dialect**: *Andean dialects: Bolivia, Ecuador, Perú* | March 17, 2023 |
| 9 | Mod 3 | Chapter 5 & 6 summary & activities  **Research Project Presentations/Discussion**  **Module 3 Quiz** | March 24, 2023 |
| SPRING BREAK | | | |
| 10 | Mod 4 | **Chapter 7: *Víctimas del crimen organizado***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *victims of organized crime, femicides. and gender-related crimes.*  2. **Interpret** written and oral Spanish from a variety of sources related to *victims of organized crime, femicides. and gender-related crimes.*  3. **Recognize** cultural differences and similarities related to *victims of organized crime, femicides. and gender-related crimes.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *victims of organized crime, femicides. and gender-related crimes.*  **Focus on Spanish dialect**: *Mexican Spanish* | April 7, 2023 |
| 11 | Mod 4 | **Chapter 8: *Pautas para la imposición de condenas***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *drug-related politics* *& sentencing.*  2. **Interpret** written and oral Spanish from a variety of sources related to *drug-related politics* *& sentencing.*  3. **Recognize** cultural differences and similarities related to *drug-related politics* *& sentencing.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *drug-related politics* *& sentencing.*  **Focus on Spanish dialect**: *South American dialects: Venezuela, Colombia* | April 14, 2023 |
| 12 | Mod 4 | Chapter 7 & 8 summary & activities  **Research Project Presentations/Discussion**  **Module 4 Quiz** | April 21, 2023 |
| 13 | Mod 5 | **Chapter 9: *Ausencia de imparcialidad en juicios: inmigrantes y criminales de cuello blanco***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *immigrant protections, death penalty, and money laundering.*  2. **Interpret** written and oral Spanish from a variety of sources related to *immigrant protections, death penalty, and money laundering.*  3. **Recognize** cultural differences and similarities related to *immigrant protections, death penalty, and money laundering.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *immigrant protections, death penalty, and money laundering.*  **Focus on Spanish dialect**: *Central American dialects: Panamá, Costa Rica, Nicaragua* | April 28, 2023 |
| 14 | Mod 5 | **Chapter 10: *El sistema internacional de justicia penal***  1. **Demonstrate** effective use of written and oral Spanish in situations related to *war crimes and genocide.*  2. **Interpret** written and oral Spanish from a variety of sources related to *war crimes and genocide.*  3. **Recognize** cultural differences and similarities related to *war crimes and genocide.*  4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *war crimes and genocide.*  **Focus on Spanish dialect**: *Spanish dialects from Spain* | May 5, 2023 |
| 15 | Mod 5  Research Project | Chapter 9 & 10 summary & activities  **Research Project Presentations/Discussion**  **Module 5 Quiz** | May 12, 2023 |
| **Final exam: available Monday, May 15, 8am-Wednesday, May 17, 4pm** | | | |

## Statement of Inclusion, Diversity, and Equity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. All students are welcome, and all students belong in this class regardless of race, ethnicity, gender identity, political stance, religion, citizenship, or immigration status whether the status is documented or undocumented. If your name and/or pronouns differ from those on your college record, please let me know. If anything in the course content, lectures, or discussions prevents you from engaging in the course in the richest way possible, please let me know by email or other method.

## Student Support Services

### Academic Services

A complete list of all academic support services is available on the [Academic Success](https://www.csusb.edu/academic-support-resources) section of the [CSUSB Student Affairs](https://www.csusb.edu/student-affairs/student-services) website.

For help with improving your writing ability, the staff at the CSUSB [Writing Center](http://writingcenter.sdsu.edu/) is available in person and online.

### Counseling Services

[Counseling and Psychological Services](https://www.csusb.edu/caps) offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by calling (909) 537-5040.

### Food Insecurity/Scarcity

[The Obershaw Den](https://www.csusb.edu/community-engagement/den) provides food and personal hygiene items for enrolled students in need. Services are confidential.

## Students with Disabilities

If you are seeking classroom accommodations under the ADA, you are required to register with the Office of Services to Students with Disabilities (SSD). If you are taking classes at the San Bernardino Campus (SBC), SSD is located in UH-183. At the Palm Desert Campus (PDC), SSD is located in RG 203A. You can telephone the SBC-SSD at (909) 537-5238, or the PDC-SSD at (760) 341-2883, ext. 78117, or email them at ssd@csusb.edu. To receive academic accommodations for this class, please obtain the Faculty Notification Letter from SSD. Students should inform their instructors about the type of assistance that may be required in the event of any emergency, and also to contact the SSD office regarding special needs for evacuation.

## Technical Support for Canvas

Student support for Canvas is provided by the Technology Support Center, located on the 1st floor of the Pfau Library Wedge, PL-1108. They can be reached at 909-537-7677 or [support@csusb.edu](mailto:support@csusb.edu)

## Academic Honesty

Please refer to the course bulletin’s [Academic Regulations and Standards](http://bulletin.csusb.edu/academic-regulations/) for the University’s policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of Plagiarism include but are not limited to:

* Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
* Copying and pasting work from an online or offline source directly and calling it your own
* Using information, you find from an online or offline source without giving the author credit
* Replacing words or phrases from another source and inserting your own words or phrases
* Submitting a piece of work you did for one class for another class

## Success in an Online Course

This online course offers the advantage of learning anyplace and anytime. Despite this flexibility, to succeed in the online learning environment students should keep in mind the following requirements:

* A computer with a stable Internet connection. Higher speed Internet connections are strongly recommended.
* Basic computer skills - email, surf the Internet, and create basic word processor files.
* Microsoft Office 2010 or higher (Must include Word and PowerPoint).
* A reliable email address that will not change from the beginning until the end of the semester.
* A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working.
* Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
* Self-motivation. Online students must be "self-starters" and can work with a minimum of supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

* Make use of the online course materials available via Canvas. Access to these materials is available once you have registered to the course
* Participate in asynchronous online discussions
* Complete readings and assignments by the dates indicated on the syllabus
* Check email daily

## Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect one another.

Use appropriate language for an educational environment:

* Use complete sentences
* Use proper spelling and grammar
* Avoid slang and uncommon abbreviations
* Do not use obscene or threatening language

Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](http://www.albion.com/netiquette/corerules.html) by Virginia Shea.