

This is regarding the grant awarded to me in December of 2007 to develop and include an ethics segment into my SPA 326T "Contemporary Spanish Culture" course, taught during this past Seville term abroad. The following, as required, is a brief report/commentary regarding the ethics segments included.

-- As in indicated in the proposal, chapters were selected from Applied Ethics: A Multicultural Approach, and assigned to students on the dates indicated on they attached syllabus.

Topics included: a general introduction to applied ethics, racisms, human rights, environmental ethics, hunger and poverty, population control, gender roles and morality, same sex marriage, among others.

-- Small groups of students took turns in presenting main points of readings and their insights to the rest of the class. In the addition, they prepared two set of questions for their classmates; one set had to do with comprehension of readings and the implications of those readings for the class to answer, while the other was related to drawing comparisons between how, in their views, the American and Spanish cultures approach these ethical issues. Concrete examples had to be drawn not only from their American perspective but also from their observations of Spanish culture, at work (their internships), home stays, friends, etc. These questions helped elicit lengthy and well-informed discussions. Regularly, students were also asked to discuss these issues with the Spaniards they new and met, in Spanish.

-- Student's responses to these discussions were largely positive, and a number of them included references to these segments in their final course projects (e.g. on environmental practices in the US and in Spain based on her internship with the Spanish Green Political Party -- this student, in particular, will be presenting at the Steinmetz Symposium this May).

-- The only less positive comments on the students' part had to do with the readings being in English. However, as I had explained to them, this was necessary given their fluency in Spanish (it range from low intermediate to advanced Spanish) and their inability to have been able to comprehend the complexity of ethics terminology in Spanish. In the future, however, an effort would be made to locate reading materials in Spanish at a level of comprehension more in line with the students' actual fluency in the language.

In sum, I have to say that the inclusion of these segments on ethics and the students' reflections on them was a most valuable learning experience for all of us involved in this course and term abroad. I thank the Ethics Across the Curriculum Committee for this opportunity.

Sincerely,  
Pilar Moyano, Professor of Spanish and  
Latin American Studies