

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 2-1-2019

SPNS 494.01: Seminar - Human Rights Issues in Latin American Cultural Studies

Clary S. Loisel

University of Montana - Missoula, Clary.loisel@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Loisel, Clary S., "SPNS 494.01: Seminar - Human Rights Issues in Latin American Cultural Studies" (2019).
Syllabi. 10299.

<https://scholarworks.umt.edu/syllabi/10299>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Human Rights Issues in Latin American Cultural Studies
SPNS 494
Spring 2019

Professor Clary Loisel
Office: 428 Liberal Arts
Telephone: 243-2720
clary.loisel@umontana.edu

Class Meeting Times: MWF 11:00-11:50
Class Location: LA 335
Office Hours: MWF 10:30-11:00 and
12-12:50 and by appointment

Several texts for this class are available for purchase at the Bookstore in the UC. Look under **SPNS 494 Loisel**. You may certainly buy texts from Amazon.com, etc.

I put a copy of *Disparo en la catedral* by Mario Bencastro and *Volando bajito* by Alicia Partnoy on reserve at the library.

All videos and films are on reserve at the Mansfield Library under **SPNS 494 Loisel**.

I will e-mail you all other texts at the appropriate time.

Course Description:

A literary exploration of the nature of human rights in the Americas through a close examination of representative literary works of various genres, such as poetry, narrative, drama, and testimonial as well as videos and films. Emphasis is placed on an understanding of content and technique within the historical, political, and philosophical context of each work/video/movie. In this way, students will explore thematic issues such as the legal and ethical rights inherent in citizenship within the world and specifically within the Americas with respect to ethnic and religious minorities, women, gays, and political dissidents. Areas of comparison/contrast will include Chile, Argentina, Guatemala, and Cuba and the United States.

Objetivos principales/resultados: El objetivo principal de los estudiantes es aprender lo que es la literatura de los derechos humanos en las Américas por medio del análisis literario de varios géneros: el drama, la poesía, la narrativa y el testimonio. Empezaremos con un estudio de la Declaración de Derechos Humanos y después estudiaremos las raíces de las dictaduras militares. Los países de estudio incluyen Guatemala, El Salvador, Chile, Argentina y Cuba. Para llegar al fin deseado, todos van a tener que leer la tarea a fondo, trabajar cuidadosamente con el texto y absorber los datos históricos más importantes de estos períodos. Es decir que todos van a llegar a ser críticos de esta literatura, preparados para analizar de manera *independiente* estas obras y otras de estos géneros con respecto a su estructura, sus temas y sus técnicas literarias dentro de su período literario específico y así dentro de su contexto histórico, social, político, etc. El objetivo del profesor es enseñar: 1) los fondo históricos y culturales de cada obra; 2) las formas de cada género literario; 3) los temas más típicos como la tortura, memoria, el exilio, opresión/represión, justicia social, guerra civil, derechos humanos, etc.; y 4) la manera de analizar estas obras en específico como críticos independientes.

Announcements:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>

If you are a student with a disability and wish to discuss reasonable accommodations for this course, please contact me immediately via an office visit to discuss the specific course accommodations you wish to request. Please be advised that I request you to provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/dss/.

Evaluation:

Attendance	10%
Active participation/Preparation:	15%
Reading/Film Quizzes:	10%
Film/Video Review (traditional):	15%
Film/Video Commentary (creative):	10%
Literary Analysis (traditional):	10%
Literary Commentary (creative):	15%
Term Project:	15%

There are no make-ups for the quizzes. For any one you miss, I will substitute whatever grade you make on the “Final Project” for your missing quiz grade(s).

If you do not turn in your papers at this stated times, your grade for the paper will be zero. I will only accept a late paper if you can provide a verifiable, documented excuse. I will NOT accept any type of technical problem as an excuse. If you are sick on the day in which a paper is due, be sure to get a note from your doctor; otherwise, I cannot accept your paper.

Grading Scale:

A: 94-100	A-: 90-93	B+: 87-89	B: 83-86	B- : 80-82
C+: 77-79	C: 73-76	C-: 70-72	D+: 67-69	D: 63-66
D-: 60-62	F: 0-59			

Cell Phone Notice: You do not have to turn off your cell phone completely. You are, however, **REQUIRED** to put in on mute or vibrate. If your phone “rings” in any manner, (i.e. a song, etc.), I will ask you to leave class immediately. You will receive a five-point deduction from your course grade (which is only known after you complete the final exam) for each incident. In other words, should you bring your

cell phone to class and it goes off and your course grade at the end of the semester is 92, I will deduct five points leaving you with an 87. Should the incident happen again, I will deduct another five points, and so on. It's a shame that I have to do this, but there have been so many cases of cell phones going off in my class, I have decided to try to put an end to it.

Prontuario (tentativo)

Ene, 11: Introducción al curso.

14: La Declaración de los Derechos Humanos Universales; Vídeo: *A Question of Rights (Declaration of Human Rights and the UN)*

<http://www.youtube.com/watch?v=5RR4VXNX3jA>

16: Lectura: *12.1 Centroamérica*, págs. 203-209. Lectura: *Rigoberta Menchú (1959-)*, págs. 727-728. Vídeo: *Rigoberta Menchú: Indigenous rights in Guatemala (Documentary, 1992)*

<https://www.youtube.com/watch?v=ru7Hy9FDQS4>

18: *El Norte (Parte 1)*. DVD 03351

21: **Día Feriado. Día de MLK.**

23: *Me llamo Rigoberta Menchú: "Autodefensa de la aldea"*, págs. 148-166

25: *Me llamo Rigoberta Menchú: "Secuestro y muerte de la madre..."* y "Sobre la muerte", págs. 220-228

28: Lectura: *12.1 Centroamérica*, 209-210. Vídeo: *Roses in December*

<https://www.fulltv.tv> o DVD 05143

30: *Romero* <https://gloria.tv/video/iSzHNGneApUq4zBtgVSNMktJE> o VT 06645

Feb. 01: Lectura: *Mario Bencastro: Arte y actualidad*, págs. 620-621. *Disparo en la catedral*, págs. 1-44

04: **Primer Trabajo Escrito.** *Disparo en la catedral*, págs. 44-65

06: *Disparo en la catedral*, págs. 66-89

08: *Disparo en la catedral*, págs. 90-114

11: *Disparo en la catedral*, págs. 115-143

13: *Disparo en la catedral*, págs. 145-157

15: *Disparo en la catedral*, págs. 158-175

18: **Día Feriado. Día de los Presidentes.**

20: Vídeo: *1932: Cicatriz de la memoria*

<https://www.youtube.com/watch?v=mLZTTxdddCZg> o DVD 05507

22: Lectura: *15.4 Chile*, págs. 317-325

25: *Death and the Maiden* <https://www.youtube.com/watch?v=6yAEq4v5dWE> o DVD 04878

- 27: **Segundo Trabajo Escrito.** *La doncella y la muerte*: Primero Acto
- Mar. 01: *La doncella y la muerte*: Segundo Acto
- 04: *La doncella y la muerte*: Tercer Acto
- 06: Lectura: *15.3 Argentina*, págs. 302-316
- 08: Vídeo: *Mothers of the Plaza de Mayo*
<https://www.youtube.com/watch?v=67hv0L1dF1U> o DVD 05122
- 11: Tunnel of Oppression/UC
- 13: *La historia oficial*
<https://filmstreams.org/films/la-historia-oficial-the-official-story> o DVD
 791.43658 HIS
- 15: Continuación: *La historia oficial*
- 18: *Volando bajito*, “Translator’s Note”, págs. XIV-pág. 9
- 20: *Volando bajito*, págs. 10-51
- 22: **Tercer Trabajo Escrito.** *Volando bajito*, págs. 53-79
- 25: **Día Feriado. Vacaciones de Primavera.**
- 27: **Día Feriado. Vacaciones de Primavera.**
- 29: **Día Feriado. Vacaciones de Primavera.**
- Apr: 01: *The Disappeared* by Peter Sanders
<http://losmovies.cx/director/19832/peter-sanders> o DVD 05167
- 03: Comentario adicional sobre *The Disappeared*
- 05: Lectura: *13.3 Cuba*, págs. 241-256
- 08: *Antes que anochezca* DVD 03678 o VT 11405
- 10: *Antes que anochezca*: págs. 9-16, 22-26
- 12: *Antes que anochezca*: págs. 51-54, 64-81
- 15: *Antes que anochezca*: págs. 85-87, 91-101, 105-117
- 17: *Antes que anochezca*: págs. 162-167, 297-299, 310-323, 343
- 19: **Cuarto Trabajo Escrito**
- 22: *Landfill Harmonic* DVD 784.44
- 24: Preparación (en clase) para el “Final Project”
- 26: Último día de clase. Evaluaciones. Conversación “global”.

Final: Thursday, May 2, from 10:10-12:10 in this classroom. Presentation of “Final Project”

Final Project: Students will organize a team formed by **three or four** members. They will give a presentation about a particular human rights issue in a Latin American country **not covered in this class** following the format of a radio or television program and role-play exercise. It will last **twenty-five minutes of speaking plus five minutes** of images,

music, or the screening of fragments of films. Students have to choose a human rights issue from a particular historical period, and within this period or event you can concentrate on something very specific but try to convey diverse experiences or points of view. For instance, if you decide select the massacre in Tlatelolco (Mexico City of the 1960's), you have to provide a broad historical background of that decade and then concentrate on your topic. For example, you could talk about 1960's music, cinema, or art in Mexico City and how they were reflected in the 1968 student movement. To follow the format of a radio or television program, students should include interviews with students, politicians and ordinary people to show different perspectives. This will be a role-play exercise in which a team member plays the role of a journalist or broadcaster and others are historical actors. One member can play more than one role at different times. Students have to use their imagination to put themselves in other persons' shoes. You can come in costume(s) as necessary! Feel free to be creative, but keep in mind that you have to prepare your presentation based on a serious and profound investigation of a wide range of sources such as academic books, literature, cinema, newspapers, journal articles, databases, images, and art. In other words, you should read and refer to various sources in order to have the necessary elements to represent and re-enact a particular situation. Students will meet periodically out of the classroom to share their findings, plan their presentation, write scripts, and rehearse. There should be a balance in the amount of time each member of the team talks and participates. Students are encouraged to present images to support their presentation. You can include a fragment of films and/or song but these should not last more than three minutes, time that will not count for the twenty-five minutes of your presentation. On the penultimate day of classes, each group will submit a final bibliography with at least ten sources to me and to all members of the class via e-mail.

Grade Sheet
Human Rights Issues (SPNS 491)
Spring 2019

Student _____

I. Attendance: (10%)

_____ = _____

II. Active Participation/Preparation: (15%)

_____ = _____

III. Reading/Film/Video Quizzes: (10%)

Total numerical amount: _____ divided by the number
Of quizzes = _____ x .10 = _____

IV. First Paper _____ x .15 = _____
Second Paper _____ x .10 = _____
Third Paper _____ x .10 = _____
Fourth Paper _____ x .15 = _____

V. Term Project _____ x .15 = _____

Total: _____

Cell Phone Penalty? _____

Course Grade: _____