

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

Spring 2-1-2019

### SPNS 391.01: ST - Culture and Society in Latin America

Maria Jose Bustos Fernandez

University of Montana - Missoula, [maria.bustos@mso.umt.edu](mailto:maria.bustos@mso.umt.edu)

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

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Bustos Fernandez, Maria Jose, "SPNS 391.01: ST - Culture and Society in Latin America" (2019). *Syllabi*. 10301.

<https://scholarworks.umt.edu/syllabi/10301>

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](mailto:scholarworks@mso.umt.edu).

Spanish 391. Spring 2019. Dr. María José Bustos Fernández- Office: LA 437

Email: [maria.bustos@mso.umt.edu](mailto:maria.bustos@mso.umt.edu)

Office Hours:

---

**Course Description: (Taught in Spanish).** An interdisciplinary introduction to Latin American culture, society, and history with emphasis on contemporary issues. Focusing on the social and political development of Latin America, the course will reveal the unity and diversity that characterize contemporary Latin American culture. After a brief historical introduction that will contextualize the formation of Latin American nations in the world context, we will concentrate on various main contemporary issues that constitute challenges for Latin American societies and peoples: ethnicity, migration, population, revolutionary movements, authoritarianism, poverty and economic challenges, environmental issues and gender issues.

### Goals:

- 1) Acquire general knowledge about the different cultures and countries of Latin America. Be able to locate specific countries, capitals, and other geographical features on a map.
- 2) Recognize how different variables and expectations, such as sex, social class, religion, race, place of residence, etc., affect the way a person thinks, speaks and behaves.
- 3) Understand that in order to effectively communicate with people from other cultures, it is necessary to discover and understand the images that are part of a cultural, political, social and economic heritage.
- 4) Improve proficiency in oral and written Spanish through reading, participation in discussions, presentations in class, and writing assignments and exams.

### Learning Outcomes

- 1) Identify the main indigenous groups in pre-Columbian societies and how the conquest and colonization by European monarchies affected them.
- 2) Identify the main ethnic groups that compose Latin American societies today.
- 3) Understand issues of old and contemporary racial conflicts in Latin American.
- 4) Discuss the participation of women in history, politics and culture
- 5) Identify Latin American migration patterns (internal and external)
- 6) Estimate the importance art, literature, music has had and still has in cultural identity.
- 7) Attain an understanding of how Latin American societies have dealt with political leadership, including authoritarian dictatorships and revolutionary movements.
- 8) Understand the importance of US/Latin American relations.

---

### General Requirements:

- Students need to complete all the readings assigned for each class and be prepared for active discussion **in Spanish**. Question sheets will sometimes be provided for a discussion basis.
- Students need to write notes in preparation for class discussions. These notes will be randomly collected by the instructor and considered as part of homework. Also, the instructor will be able to give input on your written expression in Spanish.
- Students need to present a portfolio at the end of the semester with **all and every** written homework they wrote for each class. This will be considered as part of their homework. Each assignment will be dated.
- Students will be given written instructions for their oral presentations and their written assignments.
- There **will not be** one textbook for this class. A course package will be prepared by the instructor who will make copies for each student at the Copy Center. Students will pay for the value of the Course package. The course will also use a Moodle Supplement component where additional readings and graphic material will be uploaded.

### Class dynamics:

- The instructor will talk about the daily topic emphasizing the aspects that students need to place more attention. She will also situate the topic in a wider context. Students will practice oral comprehension during this part of the class. Students are encouraged to ask questions or comments on the material.
- Groups discussions based on material read and prepared by students.
- Short students' presentations on different aspects of the topic of the day.

### Grading:

Attendance and class participation.	10%
Homework	10%
2 short presentations	10%
Mid-Term Exam	20%
Oral presentation	20%
Final paper	30%

### GRADING SCALE

A = 93-100	C+ = 77-79	D- = 65
A- = 90-92	C = 73-76	F = 64 and below
B+ = 87-89	C- = 70-72	
B = 83-86	D+ = 68-69	
B- = 80-82	D = 66-67	

### Class Calendar:

NOTE: This calendar may have slight changes depending on the students' needs. If any changes on reading assignments are made, they will be announced through a Moodle email. Students need to check their Moodle and University email on a daily basis.

The description of the daily activities will be outlined in Spanish.

### ENERO

J (Jueves) 10. Presentaciones. Programa de la clase. Mapa de Latinoamérica. Regiones, mapa físico y político.

---

Semana #1: **Tópico:** Diversidad humana y geográfica.

M (Martes) 15 & J (Jueves) 17

**Lecturas:** Latinoamérica. Su Civilización y su cultura. Págs. 1-12.

Cultura y Cine. Págs. 1-7.

**Videos:** Aldea Latinoamericana.

Cataratas del Iguazú.

Cordillera de los Andes.

Calle 13.

---

Semana #2: **Tópico:** Sociedades pre-colombinas.

M 22 & J 24

**Lecturas:** Latinoamérica. Su Civilización y su cultura. Cap. 3 Págs. 31-48.

**Video:**

---

Semana #3: **Tópico:** La Conquista y la Colonia. El régimen colonial y su legado.

M 29 & J 31

**Lecturas:** Latinoamérica. Su Civilización y su cultura. Cap. 5. Págs. 69-86.

"Descubrimiento y mestizaje: de la conquista a la independencia". (Julio Ortega. *Letras*, págs. 35-38).

### Febrero

Semana #4: **Tópico:** Etnicidad.

M 5 & J 7

Lecturas: Tradición y Cambio. Cap. 3 “La etnicidad” (Págs. 85-91).  
“Cocaleros” en *Enciclopedia Latinoamericana*.  
“Bolivia” en *Enciclopedia Latinoamericana*.  
*Portal del Territorio Indígena y Gobernanza*. (Varios enlaces en este sitio).  
“Movimiento Pachacuti” en *Enciclopedia Latinoamericana*.

---

Semana #5. **Tópico**. Etnicidad II.

M 12 & J 14

**Lecturas:** CONAIE. *Enciclopedia Latinoamericana*.

Declaración sobre los derechos de los pueblos indígenas- *Naciones Unidas*. (Preguntas)

“Los pueblos de México”. Carlos Montemayor.

“Pueblos indígenas”. José Bengoa.

---

Semana # 6. **Tópico**: La presencia africana en Latinoamérica.

M 19 & J 21

**Lecturas:** “El tráfico humano”, “Los códigos negros”, “Las plantaciones esclavistas” y “Resistencia a la esclavitud: esclavos fugitivos e insurrecciones” (*Historia de Latinoamérica*- Marisa Gallego).

“Racismo y razas” y “Movimiento Negro” en *Enciclopedia Latinoamericana*.

**Video:** Canal Encuentro. “Los africanos en América”. (26 minutos).

---

Semana # 7. **Tópico**: La presencia africana en el Caribe. Haití/ República Dominicana y Cuba.

M 26 & J 28

**Videos:** *Black in Latin America*. Henry Louis Gates. Video # 3: “Cuba: The Next Revolution” y Video #4: “Haiti and the Dominican Republic: An Island Divided”.

**Lectura:** Poesía de Nancy Morejón: “Mujer Negra”, “Nana silente para niños surafricanos” “Amo a mi amo”.  
“Haití-República Dominicana: Dos mundos diferentes”.

---

Semana #8. **Tópico**. Inmigración I. Patrones de inmigración. Consecuencias sociales y económicas. CASO: México y Centro América.

**Marzo**

M 5 & J 7

**Lecturas:** CONAPO (Comisión Nacional de Población- México). “Migración Mexicana hacia Estados Unidos”.

“Prontuario sobre movilidad y migración internacional en la Frontera Sur de México”.

Lourdes Arizpe. “El migrante indígena en la ciudad de México”.

---

Semana #9. **Tópico**. Inmigración II. Patrones de inmigración. Consecuencias sociales y económicas. CASO: México y Centro América

M12 & J 14

**Video:** “Que camino a casa? -What way home” Marissa Camissa (2009).

**Lecturas:** Elpidia Delgado “Maquilas que matan” en *Ellos saben si soy o no soy*.

Jose Carlos Hinojosa: “Migración a los Estados Unidos”.

---

Semana #10. **Tópico**: Revoluciones en Latinoamérica.

M 19 & J 21.

**Textos:** “Movimientos guerrilleros en Latinoamérica” Amir Sader

“Las luchas sociales en América Latina” Cap. 12. “Historia de Latinoamérica”. Marisa Gallego.

Video (Optional): “Revolutionary minds”. *Americas*.

---

Marzo 26-28:

SPRING BREAK

---

**Abril**

Semana #11: **Tópico**: Las Dictaduras en American Latina. Represión y militarización.

M 2 & J 4

**Textos:**

“Las Dictaduras de la Doctrina de la Seguridad Nacional”. Cap. 13. *Historia de Latinoamérica*. Marisa Gallego.

Fragmento de “Una sola muerte silenciosa” de Nora Strejilevich.  
“Agujas que hablan” Marjorie Agosin.

---

Semana #12. **Tópico:** Los niños de la dictadura argentina.  
M 9 & J 11

**VIDEOS:**

“La Historia Oficial” de Puenzo  
“Cautiva”.

**Lectura:** H.I.J.O.S.

---

Semana #13. **Tópico:** Movimientos sociales I. “EZLN. Zapatistas”, “Movimiento Los Sin Tierra”.

T 16

R 18

Lecturas: “Los nuevos movimientos sociales y campesinos en Latinoamérica” *Historia de Latinoamérica*. Cap. 15. Marisa Gallego. Págs. 473-474; 482-484.

**Video:**

---

Semana #14. **Tópico:** Movimientos sociales II. Genero. “*Ni una mas*”. Movimiento “*Ni una menos*”.

M 23 & J 25

**Video:** “Los feminicidios del Estado de México”. VICE News.

*Final Exam:*