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SPNS 331.01: Cultures and Societies of Latin America

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SPNS 331: CULTURES AND SOCIETIES OF LATIN AMERICA

Spring 2020

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

Course location: LA 140
Meeting Times: MWF 10:00-11:00
Office Hours: MWF 8:30-9:00
12:30-1:00 and by appointment

Education is not preparation for life; education is life itself. – John Dewey

This course counts towards a minor in Latin American Studies. Please contact Professor María Bustos-Fernández (maria.bustos@mso.umt.edu) if you are interested in pursuing a minor in Latin American Studies. You may also check out the website: <http://hs.umt.edu/las/>

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/.

To help the Spanish Section with the planning of future course offerings **we require that all students** fill out this survey the first week of classes: <https://goo.gl/forms/DC3VXaTiKoQk0ev53>

Should you ever need help with advising, you can consult Ms. Stephanie.Ritrievé, Professional Advisor II. LA 133B. 406-243-2603.
Stephanie.Ritrievé@mso.umt.edu

Spanish Table meets every Tuesday from 6:00-7:00 in a place yet to be determined. I will let you know where Spanish table will take place as soon as I know. All are invited.

Course Description: (Taught in Spanish). SPNS 331 is an interdisciplinary introduction to Latin American culture, society, and history with emphasis on

contemporary aspects. Focusing on the social and political development of Latin America, the course will reveal the unity and diversity that characterize contemporary Latin American culture. Typical topics for study include: the pre-Columbian civilizations and their cultural legacy; the conquistadores and the colonial period; the independence movements, the search for and the definition of an American identity; the twentieth-century dictatorships; and the move toward democracy.

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 that 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 and literature 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. Receive the fundamental critical analytical tools for advanced courses in Spanish (at the 400 level).

Learning Outcomes:

- 1) Identify the main indigenous groups in pre-Colombian societies and the impact conquest and colonization by European monarchies had on them.
- 2) Identify the main ethnic groups that comprise Latin American societies today.
- 3) Understand the problems of racial conflicts throughout Latin American history.
- 4) Discuss the participation of women in history, politics, and culture.
- 5) Identify Latin American immigration patterns (internal and external).
- 6) Understand the importance that art, literature, and music had and still have in shaping cultural identity.
- 7) Attain an understanding of how Latin American societies have dealt with political leadership, including authoritarian dictatorships.
- 8) Understand the importance of US/Latin American relations.

General Information:

- Prerequisite: SPAN 202 with a grade of C or better.
- Students need to complete all the readings assigned for each class and be prepared for active discussion in Spanish. Student will arrive to class with answers to assigned questions on each chapter to generate discussion.
- Students will be given instructions for their written assignments and for the final group project/presentation.

Required Text: Latinoamérica: su civilización y su cultura by Eugenio Chang-Rodríguez. Fourth Edition.

Regarding the textbook, here is a message from one of the company representatives:

Message from Ann M. Borland (ann.borland@cengage.com)

This book is available as an ebook -- ISBN: Latinoamérica: su civilización y su cultura **9781133378785** for \$30.99

Would you let your students know it is also available as an ebook in Cengage Unlimited for \$119.99 and they can rent a printed text for \$7.99 (free shipping and handling).

Again Cengage Unlimited gives them access to ALL Cengage titles for that price for the term.

Thanks!
Annie

Required viewing of videos/movies OUTSIDE of class:

El espejo enterrado/The Buried Mirror.

Programs 1 La virgin y el toro: <https://www.youtube.com/watch?v=Y6qA-syQPoU>
(in Spanish, no subtitles)

Program 1 is also available from the library in either English or Spanish
English: DVD 05908 pt. 1. Spanish: DVD 05907 pt. 1. (No subtitles)

Program 2 La Batalla de los dioses:

<https://www.youtube.com/watch?v=2cZfpUDh5ko> (in Spanish, no subtitles)

Program 2 is also available from the library in either English or Spanish
English: DVD 05908 pt. 2. Spanish: DVD 05907 pt. 2.

Program 3 La Edad de Oro: <https://www.youtube.com/watch?v=dNW02k1XuWc>
(in Spanish, no subtitles)

Program 3 is also available from the library in either English or Spanish
English: DVD 05908 pt. 3. Spanish: DVD 05907 pt. 3. (No subtitles)

Program 4 El Precio de la Libertad is ONLY available from the library

English: DVD 05908 pt. 4. Spanish: DVD 05907 pt. 4. (No subtitles)

Program 5 Las Tres Hispanidades

<https://www.youtube.com/watch?v=ajO91HrrKS0> (in Spanish, no subtitles)

Program 5 is also available from the library in either English or Spanish

English: DVD 05908, pt. 5. Spanish: DVD 05907 pt. 5 (No subtitles)

Assessment:

The course is structured so that the student regularly receives feedback so that (s)he can achieve the stated outcomes. Progress toward the stated outcomes is assessed using the following criteria:

Attendance:	5%
Active participation/preparation:	20%
Chapter Quizzes:	25%
Two 3-4 page papers (each is worth 15%) based on	
Temas de conversación:	30%
Final Group Project/Presentation:	20%

GRADING SCALE

A = 94-100	C+ = 77-79	D- = 65
A- = 90-93	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	

Attendance: Consistent attendance is essential to acquire the skills needed to improve your Spanish. The material in this course is cumulative and requires constant practice. If you miss an important step along the way, your understanding of future concepts may be significantly impaired. Students are responsible for class work and assignments they miss. Please get the phone number from at least two of your classmates during the first week of classes. Please do not call or write me and ask me what you missed.

Participation and Preparation: A satisfactory participation and preparation grade assumes that you come to class each day prepared to be actively engaged in all class activities. You will have the responsibility of reading over new material on your own before we go over it in class so that class time can be used to answer questions and go beyond what is in the textbook.

Chapter Quizzes: Open Book. There are 14; only your best ten grades will count. These quizzes are intended to improve your reading comprehension in Spanish.

Papers: You will write two papers during the semester. Each paper must be typed, double-spaced, 12-point type, one-inch margins, and three to four pages in length. We will talk about paper topics at least one week in advance of the due date. Be sure you have a thesis statement—in fact, please underline it.

If you do not turn in your paper at this stated time, 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.

I am interested in seeing how well you have synthesized the material presented in class during the semester as well as your ability to work independently. I, of course, will try to help you the best I can, but please do not expect me to pick a topic for you, tell you how to organize your paper, tell you what to say, or how to conclude. Furthermore, I will not answer specific questions concerning grammar or vocabulary. You may not ask anyone outside of this class for help; this includes proofreading and editing. Please do your own work. I would be happy to help guide you after you have chosen a topic and decided on a thesis. All the creative work, however, will be yours. I will ask you to please write the following statement on your papers and sign them before you turn them in: "On my word of honor I have neither given nor received help on this paper from anyone outside of this class. This work is entirely my own except for the helpful commentaries I received from the other students in this class." Please familiarize yourself with "Plagiarism" as explained in the *MLA Handbook for Writers of Research Papers*, available in the Reference Section of the library.

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. They're ready when you are. www.umt.edu/writingcenter.

There are no make-ups for any assignments whatsoever. If you miss a reading quiz or any other assignment, whatever grade you make on the final group project/presentation will substitute for the missing grade(s).

Final Group Project/Presentation: Students will organize a team formed by **four or five** members. They will give a presentation about the culture and history of a Latin American city following the format of a radio or television program and role-play exercise. It will last fifteen to twenty minutes of speaking plus five minutes of images, music, or the screening of fragments of films (depending on the number of students in the class. I may have to adjust the time constraints to accommodate all students). Students have to choose a city in 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 to select Mexico City of the 1960's, you have to provide a broad historical background of that decade and then concentrate on your topic. You can talk about 1960's music, cinema, or art in Mexico City or 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 or record your presentation or parts of it to play them in the classroom. 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 five minutes, time that will not count for the twenty minutes of your presentation. On the penultimate class day, each group will submit a final bibliography with at least ten sources.

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.

Content Warning: This course deals with several difficult topics, including gender-based violence and sexual assault. I will not take attendance during the discussions about Gendered Violence. All you need to do is send me an email stating that you are unable to attend class on that day. No details are needed. There are other topics in this class that may also trigger difficult memories for you. You should feel free to talk to me about any issues you have with the topics we are discussing and ask for excused absences.

Calendario (tentative)

- Jan. 13: Introduction to the course.
15: Chapter One: Unidad del mundo latinoamericano
17: Chapter One

20: **No Class. MLK Day.**
22: Buried Mirror Program 1: The Virgin and the Bull
24: Chapter Three: Las grandes civilizaciones precolombinas

27: Chapter Three
29: Chapter Four: Las exploraciones, la conquista y su significado
31: Chapter Four

- Feb. 3: Buried Mirror Program 2: The Conflict of the Gods
5: Chapter Five
7: Chapter Five
- 10: Buried Mirror Program 3: The Age of Gold
12: “Hombres necios” (Sor Juana Inés de la Cruz)
14: “La respuesta” (Sor Juana Inés de la Cruz)
- 17: **No Class: Presidents’ Day**
19: Chapter Eight: Las guerras por la independencia hispanoamericana
21: Chapter Eight
- 24: Buried Mirror Program 4: The Price of Freedom
26: Chapter Nine: Brasil monárquico y republicano
28: Chapter Nine
- Mar. 2: “City of God” (DVD 02200) First paper due
4: Chapter Ten: Los países del Río de la Plata (Argentina, Uruguay, Paraguay)
6: Quiz on Chapter 10. I will be at a conference in El Paso.
- 9: Tunnel of Oppression
11: Chapter Eleven: Los países andinos meridionales (Chile, Bolivia, Perú)
13: Chapter Eleven
- 16: **Spring Break**
18: **Spring Break**
20: **Spring Break**
- 23: Chapter Twelve: Los países andinos septentrionales (Ecuador, Colombia, Venezuela)
25: Chapter Twelve
27: Chapter Thirteen: México y su revolución
- 30: Chapter Thirteen
- Apr. 1: The Storm that Swept Mexico (Documentary)
<https://www.youtube.com/watch?v=pVWcgOcvgV0>
3: Chapter Fourteen: Centroamérica republicana (Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panamá)
- 6: Chapter Fourteen
8: “Sin nombre” DVD 03837
10: Chapter Fifteen: La personalidad hispánica de las Antillas Mayores (Cuba, República Dominicana, Puerto Rico) Second Paper Due
- 13: Chapter Fifteen
15: Chapter Eighteen: Las artes pláticas (visual arts/fine arts)

- 17: In class art show
- 20: Chapter Nineteen: La música Inti-illimani “Sensemaya” Nicolás Guillén
<https://www.youtube.com/watch?v=SeMfgNohhLM>
- 22: Chapter Nineteen
- 24: Chapter Twenty: Feminismo en Latinoamérica e hispanos en EE. UU.
- 27: Chapter Twenty
- 29: Buried Mirror Program Five: Unfinished Business
- May 1: Conclusion. Course Evaluations. Preparation for Final Group Project/
Presentation

Final Group Project/Presentation: Friday, May 8 from 10:10-12:10 in this classroom. Please make travel plans accordingly as I cannot give you an “early” final.

Grade Sheet: SPNS 331

Student: _____

Attendance: (5%) _____

Participation/Preparation: (20%) _____

Quizzes (25%) _____

First Paper (15%)

Second Paper (15%)

Final Group Project/Presentation (20%)

Cell phone penalty?

Numerical average:

Course grade:
