SPANISH AMERICAN CULTURE AND CIVILIZATION

Catalog Course Description
Historical and cultural production of Spanish American civilizations and modern nations. Taught in Spanish. Prerequisite: SPAN 305.

Course Objectives
The main objective of this course is to introduce students to the civilizations and modern nations of Spanish America by means of lectures, readings, multimedia presentations, and student participation activities. The course is intended to serve not only as a gateway to the art, dance, economy, film, history, gastronomy, literature, music, religion, politics, and everyday life of Spanish American countries, but also as an opportunity for students to articulate the cultural and economic connections among its many nations and between those nations and the rest of the world—including Spain and the United States—and to evaluate the ways in which those global influences affect students’ own current situations.

This course develops core objectives 1 (Effective Composition & Communication), 3 (Critical Analysis & Use of Information), and 5 (History & Culture), and satisfies core objective 11.

Core Objective 11: Global Contexts. Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Students will study and analyze a variety of problems related to the historical, economic, and political circumstances of various Spanish American nations, their prevailing ideologies, and the determining factors that have contributed to their cultural interactions with sister Spanish American nations and with nations around the world (especially, Spain and the United States). Students will also examine past and present issues related to these peoples’ customs, education, class structures, economies, identity, immigration and emigration patterns, language, and other cultural features as these connect with both Spanish American and non-Spanish American nations. Students will have an opportunity to critically reflect on their learning and life experiences in a global context and to compare and contrast various viewpoints on historical and contemporary culture.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
• articulate and evaluate connections among local, national, and international contexts in relation to various topics (indigenous expressions, humor, art, literature, protest, and music) concerning the Spanish-speaking countries of America, (CO11).
• analyze and distinguish differences and commonalities among the different Spanish American nations during various historical periods (from prehispanic cultures to more contemporary scenarios) (CO11).
• demonstrate (by written responses and class discussions) their understanding of how local and global contexts of ideas or events have affected and affect historical and contemporary issues within and among Spanish American nations (CO11).
• identify, discuss, and analyze from different perspectives important local, transnational, and global issues that have affected the histories and development of Spanish American nations (CO11).
• become familiar with artistic expressions of both “high” culture, as well as with “popular” culture, including various examples of Spanish American music and food, (CO11).
**Course Requirements and Expectations**

The course is organized in different topics (indigenous expressions, humor, art, literature, protest, music). There are at least two or more samples of various nations per topic. Beginning with a general understanding of the differences between popular and high culture, the historical review begins in pre-colonial times, with the analysis of the *Popol Vuh* and moves into contemporary issues. With the help of study guides prepared by the instructor, the student analyzes and critically reflects on the various examples presented in the reading materials, films, videos, art, and music. At the end of the course, the student will be able to articulate connections between the various nations of Spanish America and evaluate the ways that historical and contemporary global influences affect and have affected their current situations. The student will read, complete the study guide, and be ready to discuss the topic during the following class session. Additional materials will be presented in class by the instructor to reinforce the discussed materials.

The final project for this class will consist of a 20 minute presentation between groups formed by 2 students. Each group will prepare a cultural topic (some options will be provided by your instructor and will appear on webcampus, but you can choose one of your own. You will have to discuss this option with your teacher before working on it). The presentation will use powerpoint or prezi and will be uploaded into webcampus ahead of its delivery in class. It must be in Spanish, and it should be accompanied by a 5-6 page script (3 pages per student), with appropriate MLA style documentation. The project will be presented orally in class and will also include three questions for the class regarding the topic, and there should be a 10 - 15 minute discussion time or questions and answers session. These questions will be included in the final quiz of the course.

**Required Reading**

All materials will be posted on Webcampus or made available in the Knowledge Center.

**Required Films**

The following films will be presented in class or assigned as homework. They are accessible online or at the Knowledge Center: *El espejo enterrado* (history, Latin America), *Saludos, amigos* (a Walt Disney view of Latin America), *Ahí está el detalle* (Mexican popular humor), *Frida* (Mexican art), *También la lluvia* (Conquest of America and social injustice in Bolivia), *Un mundo maravilloso* (global economies, working classes, and wealth status), *The Mission* (history, Paraguay).

**Grades**

Attendance and participation: 10%; quizzes: 20%; three critical responses (500 words each): 20%; study guides: 25%; final project: 25%. This course adheres to the +/- grading scale: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F below 60.

**Academic Dishonesty**

Cheating, plagiarism, or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, and giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno, General Catalog.

**Statement for Academic Success Services**

Your student fees cover usage of the Tutoring Center (784-6801 or www.unr.edu/tutoring-center ), and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.”

**Statement on Disability Services and Audio and Video Recording**
If you need to request accommodations for a specific disability, you are encouraged to meet with the instructor at your earliest convenience to ensure timely and appropriate accommodations. The Disability Resource Center is in the Thompson Building, Suite 100. Surreptitious or covert video-taping or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. Since to accommodate students with disabilities some students may be given permission to record class lectures and discussions, students should understand that their comments during class may be recorded.

**COURSE CALENDAR**

**Topic 1:**
Introduction to the course; course expectations, an overview of Spanish America, its geographical characteristics, climate, topography, extension, ethnic composition, languages, and aspects that identify and distinguish it as a cultural unit. Introduction to theoretical basis to distinguish and analyze popular and high culture, (CO11).

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<th>Week 1:</th>
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<td>Day 1: Introduction to the course</td>
<td>Read article by Schilling, “Latinoamérica a ojo de pájaro” (171-181) and bring the study ready to discuss, pages 1-4, up to question 11.</td>
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<tr>
<td>Day 2: Review and discuss study guide. Powerpoint: “La cultura popular en LA”</td>
<td>Read remaining pages on Schilling (pp. 181-201) and finish answering the guide.</td>
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<th>Week 2:</th>
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<td>Day 1: Finish discussion of Schilling´s article. Powerpoint: Los Latinos - The One and the Many</td>
<td>Read Florescano´s study (129-136) and prepare study guide, questions 1-6.</td>
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**Topic 2:**
Introduction to Prehispanic culture, its original literature, and the connections between Indigenous cultures across Spanish America, especially Teotihuacán (Mexico), the Mayan culture (Mexico, Guatemala, Honduras, and Central America), and the *Popol Vuh*, (CO11).

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<th>Week 3:</th>
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<td>Day 1: Review and discuss Florescano’s study Video - <em>Pre-Columbian Literature</em> or <em>Teotihuacán</em> Video How to make “Guacamole,” an Aztec recipe (If possible, prepare in class).</td>
<td>Read Adams and SG.</td>
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Day 2: **Quiz 1.** Review and discuss study guide *El espejo enterrado* by Carlos Fuentes Finish Florescano’s study and prepare remaining questions on the study guide.
**Topic 3: Humor in Culture**

Introduction to three important humoristic expressions, highly influential across the United States, Spain, and Spanish America, showing the importance of popular culture in humor and its impact among local, national, and international contexts, (CO11).

Day 2. **Quiz 2.**

Review Adams’ study guide

Watch: *Saludos, amigos*

Read Stavans’s (*Cantinflas*), and prepare SG.

**Week 4:**

Day 1: *Cantinflas, Ahí está el detalle* .

Day 2: Review study guide for Stavans and finish the movie. Discussion

Read, “Chespirito y su vecindad latinoamericana” and the Excerpts on *Diario del Chavo* with study guide.

**Write first critical response.**

**Week 5:**

Day 1: Review study guide

*El Chavo del Ocho*

Read article by Comisarenco

(Frida and Diego) and prepare the study guide.

**Topic 4: ART**

Introduction to the artistic work of Frida Kahlo, Diego Rivera, José Guadalupe Posada, and Florencio Molina Campos. Analysis and connections between the works of these artists, including personal, local, national, and international events that inspired and influenced their work and perspectives, (CO11).

DAY 2 **Quiz 3.**

Review study guide by Comisarenco.

*Portrait of an Artist* - Frida y Diego

A celebration in Frida’s house:

How to make the cactus salad and

Song: “La llorona”

Read article by Stavans on

*Posada and SG*

**Week 6:**

Day 1: Review Study guide

Powerpoint: José Guadalupe Posada, cartoons.

The image of death in LA - The Day of the Dead

How to make “el mole poblano”

Read Lockhart - Molina Campos

Prepare Study guide.

Day 2: Review study guide

Florencio Molina Campos

Powerpoint and videos.

Read excerpts by J. Hernández

SG.
Topic 5: LITERATURE
Introduction to folkloric poetry and magical realism in the works of José Hernández, García Márquez, and hyperbolic volume in the works of Fernando Botero, analyzing their work and interpreting connections between their literary and visual message and its importance and reflection, not only of Colombian and Argentinian societies, but across the political, social, and cultural boundaries of Spanish America and the world, (CO11).

Week 7:
Day 1 Quiz 4.
Los Gauchos
Review Martín Fierro, Primera Parte
Song by Atahualpa Yupanqui: Los ejes de mi carreta
El mate y el dulce de leche.

Day 2 Discussion
Powerpoint, Gabriel García Márquez
Prepare critical response on García Márquez’s text and read “Larger than life” by Faris

Week 8:
Day 1 Review topic and Botero and García Márquez’s work.
Powerpoint and video on Botero
Juanes, A Dios le pido
Read Agosin study on “Las arpilleras” and prepare SG.

Week 9: SPRING BREAK

Week 10:
Day 1 Review and discussion on Poniatowska
La noche de Tlatelolco,
Las Soldaderas,
Ayotzinapa
Read Rigoberta Menchú’s text and prepare SG

Day 2 Review and discuss Menchú’s text.
Watch También la lluvia
Write critical response to the movie.
Week 11:
Day 1  **Quiz 6.**  Read Guízar, on Chava Flores
Review and discuss the movie. and SG.

**Topic 7. MUSIC IN SPANISH AMERICAN CULTURE**

Day 2.  La música en la cultura  Read Savigliano and SG
Review and discuss Guízar´s text
Powerpoint on Chava Flores

Week 12:
Day 1.  Review and discuss text.  Prepare for Quiz
Carlos Gardel, *Volver*
Piazzola.

Week 13:  **Quiz 7.**
**ORAL PRESENTATIONS AND DISCUSSION**

Week 14:  **ORAL PRESENTATIONS AND DISCUSSION**

Week 15:  **ORAL PRESENTATIONS AND DISCUSSION**

Week 16:  **ORAL PRESENTATIONS, DISCUSSION REVIEW**

**FINAL EXAM.**