



SUFFOLK UNIVERSITY

MADRID CAMPUS

SPAN 340 M1 – HISPANIC CULTURE TODAY: A TRANSATLANTIC PERSPECTIVE

Instructor Information:

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Course Information:

Catalog Description: An examination of key issues in Hispanic culture today through the study of literature, film, music and TV. The purpose of the course is twofold: To introduce the students to major themes in recent Hispanic society and culture and, to develop the necessary skills to read and analyze literary texts and other cultural forms. Topics to be discussed include dictatorship and democracy, women and representation, political and domestic violence, national identity, immigration, and mass culture. The selected materials will include texts by authors like Manuel Rivas, Mario Vargas Llosa, Carlos Fuentes, Cristina Peri Rossi, Rosa Montero, Carlos Monsiváis, and Roberto Bolaño among others.

Prerequisites: SPAN 290 or SPAN 300 or Instructor's consent

Credit Hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

Assignments/Activities	Engagement Estimate	Engagement Hours
Course Readings	2 hours x 14	28
Research news	14 hours	14
Group project research and prep	20 hours	20
Oral presentations	2 x 2 hours	4
Midterm Exam	10 hours	10
Video viewings & commentaries	10 hours	10
Research Paper and Presentation	20 hours	20
Reference books reading	3 hours x 14	42
Class Attendance	3h x 14 weeks	42
TOTAL:		190 HOURS

Textbook/Course Materials:

No textbook required. A number of readings and visual materials will be made available in different formats as needed. All required reading will be available on Blackboard.

Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand	Upon successful completion of this course, students will be able to	How the student will be assessed on these learning objectives:
<ul style="list-style-type: none"> • The geographical and sociocultural diversity of Latin America and Spain 	<ul style="list-style-type: none"> • Name and distinguish different countries and regions and some of their main particular characteristics • Challenge common clichés about L.A. • Name and distinguish different regions, languages and cultures in Spain. 	<ul style="list-style-type: none"> • Multiple-choice exercises • Class discussion • Open question exercises • Compositions • Mid-term and final exams
<ul style="list-style-type: none"> • The common elements in L.A. societies 	<ul style="list-style-type: none"> • Explain those shared factors that allow to speak of 'Latin America' and "Hispanic America" as a real entity • Elaborate upon a number of key issues of L.A. and identity 	<ul style="list-style-type: none"> • Multiple-choice exercises • Class discussion • Open question exercises • Compositions • Mid-term and final exams
<ul style="list-style-type: none"> • The common roots of the contemporary Latin America and Spanish cultural relations 	<ul style="list-style-type: none"> • Identify the main elements of Spanish cultural heritage and their effect on contemporary L.A. • Elaborate upon what it means to be a nation and recognize a national identity narrative. 	<ul style="list-style-type: none"> • Multiple-choice exercises • Class discussion • Open question exercises • Compositions • Mid-term and final exams
<ul style="list-style-type: none"> • The ideological global forces that shaped L.A. contemporary scene 	<ul style="list-style-type: none"> • Describe the interplay between dictatorship and revolution in the 20th century • Translate the Cold War into Latin American terms • Mention the most representative theories to explain Latin American underdevelopment 	<ul style="list-style-type: none"> • Multiple-choice exercises • Class discussion • Open question exercises • Compositions • Mid-term and final exams
<ul style="list-style-type: none"> • The Hispanic component of U.S. society 	<ul style="list-style-type: none"> • Recognize the weight of the Hispanic population and the Spanish language in the U.S. • Identify and assess different ways to manage cultural diversity and bilingualism 	<ul style="list-style-type: none"> • Multiple-choice exercises • Class discussion • Open question exercises • Compositions • Mid-term and final exams
<ul style="list-style-type: none"> • The Latin American immigrants in Spain and their role 	<ul style="list-style-type: none"> • Describe the 21st century wave of immigration from South America and the Caribbean in Spain and its effects on Spanish culture and society 	<ul style="list-style-type: none"> • Open questions exercises and interviews. • Class discussions • Final exam

Assignments/Exams/Papers/Projects:

Students will be evaluated in the following areas:

Midterm exam.

Group project: there will be a group final project to be presented to the class. *

Compositions: there will be four compositions related to topics and/or material discussed in class.

Short oral presentations: each student is expected to present at least two current news to the class.

Final paper: students must present a final research paper on a topic approved by the professor. **

Grading/Evaluation:

Active class participation:	20%
Commentaries/Compositions:	20%
Short Oral presentations:	15%
Midterm exam:	25%
<u>Final Research paper (8+pages):</u>	20%

Course and Classroom Policies:

Any disruptive behavior in class will not be tolerated and could result in a disciplinary action!

1. Students are expected to arrive on time. Repeated tardiness will result in an unexcused absence.
2. Leaving the classroom is not allowed unless an imperative need arises, in which case you should ask for the professor's permission before leaving.
3. Eating in the classroom is not allowed. Coffee, water and beverages are acceptable, until someone leaves their garbage behind.
4. Students are permitted the use of laptops to take notes in class. However, if a student uses it for a different purpose, he or she will not be allowed to bring it again.
5. Cell phones should be disconnected.

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Students are responsible for all material and assignments for the days missed, regardless of the reason for the absence.

Please note that "participation" is not the same as "attendance". In this course, "participation" implies doing the previous readings/homework and actively being present in class.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. This class may require attending activities outside of classroom, in some cases during the evening.

- Week 1 Presentation of the syllabus
Introduction to the study of Hispanic cultures today: The question of identity
What is Latin America? What is Spain?
José Martí, “Nuestra América” (song Pablo Milanés)
- Week 2 The diversity of Latin America: etnias and regions
Readings: Eugenio Chang-Rodríguez, *Latinoamérica, su civilización y su cultura* pp. 3-12.
Carmen Pereira-Muro, *Culturas de España* pp. 1-11.
- Week 2 The 20th century in Latin America
Readings: Eugenio Chang-Rodríguez, *Latinoamérica, su civilización y su cultura* pp. 385-399.
Group projects assignments
- Week 3 The 20th century in Spain
Reading: Carmen Pereira-Muro, *Culturas de España* (pp. 203-215)
Written assignment: Analysis of Diego Rivera’s Mural “La conquista” o Picasso’s “Guernica”
- Week 3 The colonial past: The indigenous question in Latin America
Readings: Rigoberta Menchú, *Me llamo Rigoberta Menchú y así me nació la conciencia* (excerpts).
Declaración de la ONU sobre los derechos de los pueblos indígenas.
Visit to Museo de América & Biblioteca Hispánica (AECID)
- Week 4 Colonialism and neocolonialism
Film: *También la lluvia* (Icíar Bollaín, España, 2010)
- Week 4 **Turn in film commentary. Class discussion**
A common history of dictatorships and utopias
Readings: John Charles Chasteen, “Revolution” (pp. 53-67)
Cristina Peri Rossi, “El prócer” (CP pp.115-118)
- Week 5 Anti-Imperialism in Latin America
Watch documentary in Youtube: *Harvest of Empire*, (Peter Getzels, Eduardo López, USA, 2012)
Turn in film commentary. Class discussion
- Week 5 A transatlantic culture: Music and cinema in the XX century
Reading: Antonio Benítez Rojo, “La música como proyecto nacional” (excerpts)
- Week 6 **Reading: Vanessa Knights “Modernity, modernization and melodrama: The bolero in Mexico in the 1930s-1940s**
- Week 6 **Reading: Carlos Monsiváis, “South of the Border, Down Mexico’s Way: El cine latinoamericano y Hollywood”**
Review for Midterm Exam

- Week 7 **Midterm Exam**
- Week 7 Globalization and Mass Culture: The case of *Telenovelas* (clips *Betty la fea*, *Pablo Escobar*)
Readings: Nestor García Canclini, “Identidades y políticas culturales en procesos de globalización e integración regional “
Laura Podalsky, “Los globalizados también lloran: Mexican telenovelas and the geographical imagination”.
Turn in Final paper proposal
- Week 8 Telenovelas across the Atlantic
Reading: Hugh O’Donnell, “Media pleasures: reading the telenovela”
Turn in: Analysis of a soap opera episode
Class discussion of student’s analysis
- Week 8 Crossing Over: La internacionalization of Hispanic cultures
Readings: Chang-Rodríguez, “Los latinos (hispanos) en los EE.UU”
Paz-Soldán y Fuguet, “El monstruo come (y baila) salsa”
Análisis canción *La gozadera*
- Week 9 Salsa: a latino creation in New York City
Documentary: *Latin Music USA* (PBS, 2009)
Watch episode 1 *Bridges* and episode 2 *The Salsa Revolution* in Youtube
Turn in commentary. Class discussion
- Week 9 **Dolores Prida, *Coser y cantar*** (Dramatic reading in class)
Turn in: Final paper detailed outline and extended bibliography
- Week 10 Central American Migration to the United States
Film showing: *Sin nombre* (Cary Fukunaga, Mexico, 2009). Class discussion
- Week 10 A social malady both sides of the Atlantic Ocean: Domestic violence
Mexico: The “*feminicidios*” in Ciudad Juárez
Reading: Roberto Bolaño, 2666: “La parte de los crímenes” (fragmentos)
Short: *El otro sueño americano* (Enrique Arroyo, México, 2004)
- Week 11 Latin American women in Spain: Poverty and immigration
Film showing: *Flores de otro mundo* (España, Iciar Bollain, 1999)
- Week 11 **Turn in film commentary.** Class discussion
- Week 12 Sex and the City: Megacities and cultural change
Film showing: *Amores perros* (México, Alejandro González Iñárritu, 2000)
- Week 12 Film showing continue. Class discussion
- Week 13 **Visit: Casa de América**
- Week 13 Latin American modernity: The paradoxes of globalization
Conclusions: Spain and its contribution to the modernization of Latin America
Cooperation or recolonization?

Week 14 **Final paper due (Students present their papers to the class)**
THERE WILL NOT BE A FINAL EXAM

* There will be detailed instructions posted on Blackboard.

** Students will need to consult the instructions on BB to elaborate the proposal and write the final paper.

Bibliography for consultation (on reserve in Suffolk Library)

AA.VV., *De la España que emigra a la España que acoge*, Fundación Francisco Largo Caballero, 2006.

Benítez Rojo, Antonio. *La isla que se repite*, Casiopea, 1998.

Bolaño, Roberto *2666*, Anagrama, 2004.

Chang-Rodríguez, Eugenio. *Latinoamérica: su civilización y su cultura*, Heinle, 1991.

Chasteen, John Charles. *Born in Blood and Fire. A Concise History of Latin America*. Norton & Co., 2001.

Fox, Arturo A. *Latinoamérica: presente y pasado*, Prentice Hall, 1998.

García Canclini, Néstor. Carlos Juan Moneta, eds. *Las industrias culturales en la Integración latinoamericana*, Grijalbo, 1999.

Hart, Stephen and Richard Young. *Contemporary Latin American Cultural Studies*. London: Arnold, 2003.

Hooper, John. *The New Spaniards*, Penguin Books, 1995.

Monsiváis, Carlos *Aires de familia. Cultura y sociedad en América Latina*, Anagrama, 2000.

Paz Soldán, Edmundo y Alberto Fuguet. *Se habla español. Voces latinas en USA*. Miami: Alfaguara, 2000.

Pereira-Muro, Carmen. *Culturas de España*, Houghton Mifflin Co., 2003.

Recommended websites:

www.casamerica.es/programacion/agenda.jsp

<http://lanic.utexas.edu/la/region/history/>

www.sispain.org

www.elpais.es

www.hispanica.net

www.sololiteratura.com