



## Spanish 403: Foundations of Latin American Nations and Identities

Spring 2018

**Instructor:** Dr. Manuel F. Medina  
**Office:** 329B Bingham Humanities Building  
**E-mail:** [manuel.medina@louisville.edu](mailto:manuel.medina@louisville.edu)  
**Phone number:** 502-852-0501

**Date/Time:** T-R 2:30 - 3:45 pm.  
**Class room:** Humanities 108  
**Class website:**  
[http://medina502.com/classes/foundations\\_la](http://medina502.com/classes/foundations_la)  
**Office Hours:** T-R 1:00 - 1:50 p.m. and by  
appointment

### Course Description:

Development of Latin American culture, arts and literature from the Colonial Period through the 19th Century..

### Prerequisite:

SPAN 311 and 321 or SPAN 325 and 335 or score of 400 on the Spanish Heritage Language Test.

### Learning Outcomes:

Explain the social-political-cultural evolution of the Latin-American culture(s) from pre-Columbian times to the late 19th Century.

Describe the development of Latin-American fine arts and literature and their role in the establishment of national identities.

Provide a list of valid arguments to discuss how past Latin America's social-cultural issues and problems have influenced in the present.

Discuss the possibilities for the future of Latin America

Identify key geographic locations on a map

## **Objectives:**

A. To learn about the main events and historical characters that have forged the development and the evolution of the Latin-American culture(s) , arts and literature from Pre-Columbian times to the late 19th Century. To address social-cultural and political issues derived from the tutelage of the Spanish Empire.

B. To improve your Spanish language skills by reading, participating in class discussions, listening to lectures and taking exams.

## **Required textbooks/films**

All materials available online from the class website and Blackboard.

## **Teaching Methods:**

This class demands active student participation. I expect you to contribute to the class discussions. Be sure to complete the assigned reading before each class. Otherwise, you will be unable to take effective notes and to take part in the discussions. Reading beforehand will make it easier to follow my lecture in Spanish. While lectures will cover the general topics, the assigned readings will provide you with complimentary information.

## **Grading policies: Assignments Percentage of Course Mark**

### **1. Class Participation & attendance: . . . . . 15%**

Reading, analytical thinking, questioning, challenging old beliefs, expressing one's own opinions and writing represent the main components of this course. Please, make sure to complete all the assigned reading before class so you can participate in class discussions.

#### **Attendance:**

I expect you to be present in all class sessions. If you don't attend class, you'll miss important information that will help you better understand the subject matter, the readings and to do well on the exams. You will also lose class participation points.

I will deduct points from your grade for every un-excused absence, after the first two, using the following scale:

- ▶ Three to five: 5% deduction from the class grade
- ▶ Six to eight: a one letter grade reduction
- ▶ Nine or more: a failing grade (F) in the class

Note: Please, contact me regarding excused absences such as medical and family emergencies, jury duty, and other I could include in this category.

### **2. Quizzes, and other assignments . . . . . 15%**

These assignments must be submitted before class period (2:00 p.m. if electronically) or at the beginning of class (if hand delivered it).

### **3. Two Exams: . . . . . 40%**

The midterm (20%) and the final exam (20%) will each consist of answering short questions, locating items in a map and writing an essay. Your answers must incorporate ideas and issues addressed in class, along with your own points of view. The exams will measure your knowledge of the assigned readings, the videos, the class lectures, and the material introduced in the oral presentations.

### **4. Oral Presentation . . . . . 10%**

I will provide details about the term paper on the second week of classes

## 5. Papers. . . . . 20%:

I will provide details about the term paper on the second week of classes

Submitting work: You must submit your paper and related assignments at the start of the class on the date stated in the assignment schedule. I will not accept late papers unless you and I have mutually agreed upon an extension before the paper's deadline. I very seldom grant extensions.

Oral Presentations: You must give an brief oral report (4-7 minutes). I will provide a list of possible topics and details on the second week of classes.

### Letter Grade Definitions

100 to 90            A, Exceptional

Student strongly exceeds all requirements as provided by the instructor. The work product not only meets the requirements of the project but also goes above and beyond the scope of work.

89 to 80 =            B, Above Average

Student completes all requirements as provided by the instructor. Student is well prepared for every class, with daily assignments as requested by the instructor and participates in class discussions. Written work demonstrates good craft with acceptable attention to detail.

79 to 70 =            C, Average

Student completes all requirements as provided by the instructor. The work products reflect basic comprehension of class objectives and work is completed to meet requirements only. Student is prepared for most class sessions with assignments as requested by the instructor.

69 to 60 =            D, Poor

Student does not complete all requirements as provided by the instructor. The work products fail to reflect basic class principles and demonstrate lack of comprehension of course material. Student is often ill-prepared for class sessions. Written work and assignments are incomplete, poorly crafted and show a lack of attention to detail.

59 to 0                F, Failing

Student completes a small portion of requirements as provided by the instructor. The work products fail to reflect basic class principles and demonstrate lack of comprehension of course material. Student is generally ill-prepared for class sessions. Written work and assignments are incomplete, poorly crafted and show a lack of attention to detail.

## Rubric for Assessing Student Participation

	Exemplary (90%-100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of comments</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion.
<b>Listening Skills</b>	Student hears what others speak & contributes to the dialogue. <b>Student never or rarely sends text messages or e-mails in class.</b>	Student is mostly attentive when others present their comments. <b>Student occasionally sends text messages or e-mails in class.</b>	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking. <b>Student occasionally sends text messages in class.</b>	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. <b>Student excessively sends text messages or e-mails in class.</b>
<b>English Grammar</b>	Excellent control of the mechanics of Spanish. May contain occasional errors in spelling or punctuation.	Good control of the mechanics of Spanish. May contain minor errors in spelling or punctuation.	Some control of the mechanics of Spanish. May contain errors in spelling or punctuation.	Almost no control of the mechanics of Spanish.

Based on the “Rubric for Assessing Student Participation” designed by the Eberly Center, Carnegie-Mellon University, )[https://www.cmu.edu/teaching/assessment/examples/courselevel-bytype/performancecriteria/course\\_rubricparticipation-ArtSociety.html](https://www.cmu.edu/teaching/assessment/examples/courselevel-bytype/performancecriteria/course_rubricparticipation-ArtSociety.html) Term Papers

## Paper Themes:

Any Latin America or US Latino humanities text (art, literature, film, documentaries, children's literature, comics, and so forth) that deals with topics related to PreColumbian civilizations, the arrival of the Spanish and the period until the 19th Century. It can also explore contemporary views of those periods.

It must address *a selection* of the following questions:

- 1 Why did the author write the text (i.e., novel, short story, film, documentary, comic, tv series, artwork, music, and so forth)?
- 2 What is the social-cultural-political or historical context of the text?
- 3 How are sexual/gender roles assigned?
- 4 How does the text deal with issues of nationalism and identity?
- 5 How does the text deal with issues of cultural adaptation or assimilation?
- 5 Does the novel or short story subvert, revise questions or validate the official historical versions?
- 6 What is the ideology of the text you read?
- 7 What did you learn about Latin American society by reading this text?
- 8 Compare or contrast the people and world portrayed in the reading with life in your own society
- 9 Who is the "Other"?

Dr. Medina must approve your topic. Please get his approval before you start working on the paper.

**Paper format:** Papers must conform to the following criteria:

Length: 1500 - 2000 words, approximately 6 - 8 pages, if using a Times Roman 12 cpi type font.

Typed, double spaced

Use correct and proper rules of grammar and style

Follow the current MLA style. Please consult the MLA Handbook for Writers of Research Papers for information on cover pages, page numbering, documenting your sources, designing a list of work cited, etc. The Ekstrom Library Reference Center has a copy available for students perusal.

The list of work cited and the paper itself must show that you researched the topic.

Deadlines:

1. **Tuesday, February 6:** Select a topic and notify Dr. Medina, via e-mail, of your selection.
2. **Tuesday, March 6:** Turn in your thesis statement, tentative title and bibliography
3. **Tuesday, April 5:** First draft due
4. **Thursday, April 26:** Final revised version due.

## Student Academic Rights and Responsibilities:

Every student is expected to be thoroughly familiar with the University's Code of Student Rights and Responsibilities and Student Conduct which can be found in the General Information section of the Undergraduate Catalog.

Along with preparing for and attending class, each student has the responsibility of promoting high academic standards. Students are expected to cooperate in all classes with the instructor to achieve an optimal learning environment. The College of Arts and Sciences does not tolerate cheating, fabrication, falsification, multiple submission, plagiarism, or complicity in academic dishonesty. The College of Arts and Sciences has a statement of academic discipline for action against students who cheat or plagiarize.

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

## Student Sexual Misconduct Policy

The Student Sexual Misconduct Policy (<http://louisville.edu/dos/students/studentpoliciesandprocedures/student-sexual-misconduct-policy/student-sexual-misconduct-policy-2017-2018>) outlines options for a student who believes he/she may have been or currently is a victim of sexual misconduct by a student, university visitor or employee within the university community.

## **University Policy on Discrimination and Sexual Harassment:**

### **Sexual Harassment**

Statement provided by PEACC

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the **Affirmative Action policy**, the **Student Code of Conduct**, and the UofL **Computer Account Usage Agreement**.

Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

### **Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

### **Code of Student Conduct**

The Dean of Students Office (DOS) meets with students to assess situations of possible non-academic misconduct as described in the Code of Student Conduct, (<http://louisville.edu/dos/students/codeofconduct>). The University's Code of Student Conduct is promulgated to give students general notice of non-academic prohibited conduct. The Code should be read broadly and is not designed to define non-academic misconduct in exhaustive terms. Students are responsible for adhering to the Code of Student Conduct and should familiarize themselves with the Code. In order to protect and preserve a quality educational environment for the campus community, the DOS offers education and support for students struggling with a crisis, concern or behavioral issues.

## **Policy on Instructional Modifications or accommodations:**

I encourage students who have a disability or other educational, physical or mental limitations or conditions which may impair their ability to complete assignments or otherwise satisfy course criteria to meet with me to identify, discuss and document any feasible instructional modifications or accommodations. Please notify me no later than the end of the second week of the semester or no later than the end of the second week after you get diagnosed with a disability or condition, whichever occurs first. You may contact the Disabilities Resource Center for information and auxiliary aid.

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate in and complete requirements for this class, contact the Disability Resource Center (852-6938) for verification of eligibility and determination of specific accommodations.

## **Religious Holy Days and Observances**

Statement found on the Calendar and Policy on Religious Holy Days and Observance PDF

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

For more information, view the [Calendar and Policy on Religious Holy Days and Observances](#).

## **Statement on Diversity**

Statement provided by the Office of the Vice Provost for Diversity and Equal Opportunity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status—that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, visit the [Office of Diversity](#).

## Reading and Assignment Schedule

(Subject to change to meet learning goals and objectives,  
to compensate for missed classes, or for additional similar reasons)

### Week 1: Introducción/Geografía de América Latina

Martes, enero 9:

Introducción/Geografía de América Latina

Jueves, enero 11:

Los olmecas, mayas y toltecas.  
Lectura sobre estas civilizaciones.

### Week 2: Literatura de (y acerca) de los mayas

Martes, enero 16:

Literatura de (y acerca) de los mayas:  
Selecciones del *Popol Vuh* y cuento del guatemalteco Augusto Monterroso, "El eclipse"

Jueves, enero 18:

La civilización azteca.  
Leer sección sobre los aztecas.

### Week 3: Los Incas

Martes, enero 23:

Los Incas  
Leer sección sobre los incas.

Jueves, enero 25:

Europa a fines del siglo XV / Cristóbal Colón.  
Leer sección sobre España y Todorov, Tzevan. Fragmentos de *La conquista de América*.13-23.

### Week 4: Cristóbal Colón. revisitado

Martes, enero 30:

Película: *También la lluvia*. (Icíar Bollaín, España, 2010)

Disponible en EKSTROM LIBRARY Media Resources reserves (1st floor)  
Call number: DVD PN1997.2 .E946 2012  
También se puede ver en Netflix.

Jueves, enero 1:

Película: *También la lluvia*. (Icíar Bollaín, España, 2010)

Disponible en EKSTROM LIBRARY Media Resources reserves (1st floor)



Call number: DVD PN1997.2 .E946 2012  
También se puede ver en Netflix.

### Week 5: Lecturas: *Naufraios*: de Cabeza de Vaca

Martes, febrero 6:

**Entregar tema del trabajo escrito por escrito (o e-mail)**

Alvar Núñez Cabeza de Vaca. *Naufraios* Cap. 1 - 12.

Jueves, febrero 8:

Alvar Núñez Cabeza de Vaca. *Naufraios* Cap. 13 - 26.

### Week 6: Lecturas: *Naufraios*: de Cabeza de Vaca

Martes, febrero 13:

Alvar Núñez Cabeza de Vaca. *Naufraios* Cap. 27 - 38.

Jueves, febrero 15:

Película: *Cabeza de Vaca*. (Nicolás Echeverría, México, 1990).

Call number: DVD PN1997 .C162 1992

Mirar la película por su cuenta. No nos reuniremos en clase. Búsquela en la biblioteca: PN1997 .C162 1992

Disponible en EKSTROM LIBRARY Media Resources reserves (1st floor)

Nota: También se puede ver en youtube

### Week 7: Película Cabeza de Vaca

Martes, febrero 20:

Película: *Cabeza de Vaca* (La discutiremos en clase)

Jueves, febrero 22:

El barroco.

Selecciones de Juan del Valle y Caviedes y de Sor Juana Inés de la Cruz

### Week 8: Examen de mitad de curso.

Martes, febrero 27:

El barroco

Selecciones de Juan del Valle y Caviedes y de Sor Juana Inés de la Cruz

Jueves, mayo 1:

Día de investigación: no hay clase

## Week 9: El barroco/Propuesta trabajo escrito

Martes, marzo 6:

### Propuesta trabajo escrito

Película: *The Mission* (Roland Jaffe, UK, 1986).  
Ekstrom call number: DVD PN1997 .C162 1992

Jueves, marzo 8:

### Examen de mitad de curso.

## Week 10: Receso de primavera

Martes, marzo 13:

No hay clase

Jueves, marzo 15:

No hay clase

## Week 11: Neoclásico y romanticismo

Martes, marzo 20:

Ercilla y Zúñiga, *La Araucana* (selecciones)

Jueves, marzo 22:

José María Heredia, "En una tempestad"

## Week 12: Poesía romántica

Martes, marzo 27:

Echeverría *La cautiva* (selecciones)

Jueves, marzo 29:

La Virgen de Guadalupe

## Week 13: *Martín Fierro*

Martes, abril 3:

Hernández, José. *Martín Fierro. La ida*. I, II, III.

Jueves, abril 5:

### Entregar borrador del trabajo escrito

La esclavitud en América

#### Week 14: Novela del siglo XIX: *Sab* de Gertrudis Gómez de Avellaneda

Martes, abril 10:

*Sab* (novela) de Gertrudis Gómez de Avellaneda (Cuba, 1841)

Primera parte: Cap. I- Cap. VII (De Biblioteca Virtual Universal)

Jueves, abril 12:

*Sab* (novela) de Gertrudis Gómez de Avellaneda (Cuba, 1841)

Primera parte Cap. IX- Segunda parte Cap. I (De Biblioteca Virtual Universal)

#### Week 15: *Sab* de Gertrudis Gómez de Avellaneda

Martes, abril 17:

*Sab* (novela) de Gertrudis Gómez de Avellaneda (Cuba, 1841)

Segunda parte Cap. II - Conclusión (De Biblioteca Virtual Universal)

Fiesta

Jueves, abril 19:

**Segundo examen.**

Jueves, abril 26:

**Entregar versión revisada y final del trabajo escrito**