



# Western Arts & Humanities

Department of Languages and Cultures  
CLC 2145G/ SPAN 3333G

## Latin American Popular Culture

Course Outline for Winter 2021



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the Digital Student Experience website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>

### 1. Technical Requirements



Stable internet connection



Laptop or computer



Working microphone



Working Webcam

### 2. Course Overview and Important Dates



Delivery Mode	Dates	Time
Online (Virtual Synchronous)	Tuesday	9:30-10:20 in English
		10:30-11:20 in Spanish
Online (Virtual Synchronous)	Thursdays	9:30-10:20 in English
		10:30-11:20 in Spanish

Virtual **synchronous** learning refers to the virtual classes that will take place on zoom during the scheduled class time. All the students enrolled will engage in learning at the same time.

Attendance at your designated synchronous sessions is required.

All course material and specific details will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students may be interested in evaluating their internet speed.

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

<b>Classes Start</b>	<b>Reading Week</b>	<b>Classes End</b>
January 11	February 15-19	April 12

\*March 14, 2021: Last day to drop a second-term half course, or a second-term full course without academic penalty.

### 3. Contact Information



<b>Course Professor</b>	<b>Contact Information</b>
Dr. Victoria F. Wolff	<a href="mailto:vwolff@uwo.ca">vwolff@uwo.ca</a> - Please use OWL messages tool for course inquiries.



#### 4. Course Descriptions

Here is the official information from the calendar:

Comparative Literature and Culture 2145F/G: POPULAR CULTURE IN LATIN AMERICA

Course Description: Concepts of Culture and Popular Culture are introduced. Topics covered are relevant to studies in (Comparative) World Cultures, Cross-cultural Studies, and Intercultural Communication. Provides an overview of popular culture in Latin America and the Caribbean, focusing on the contemporary period and the Spanish-speaking world.

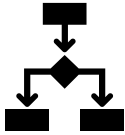
**Antirequisite(s):** [History 3505F/G](#), [Spanish 3333F/G](#).

**Extra Information:** 3 hours (2-hour lecture in English + 1-hour tutorial in English for students in Comparative Literature / 1-hour tutorial in Spanish for students in Spanish).

Course Weight: **0.50**

Breadth: **CATEGORY B** 

Subject Code: **COMPLIT**



Spanish 3333F/G: POPULAR CULTURE IN LATIN AMERICA

Course Description: Study the most important trends, people, events, and products of Latin American popular culture. Concepts of Popular Culture are explored in some depth. Students of Spanish will enhance their skills in the target language. Taught in English and Spanish.

**Antirequisite(s):** [Comparative Literature and Culture 2145F/G](#).

**Prerequisite(s):** [Spanish 1030](#), [Spanish 2200](#). **Corequisite(s):** [Spanish 3300](#).

**Extra Information:** 3 hours (2-hour lecture in English + 1-hour tutorial in English for students in Comparative Literature / 1-hour tutorial in Spanish for students in Spanish).

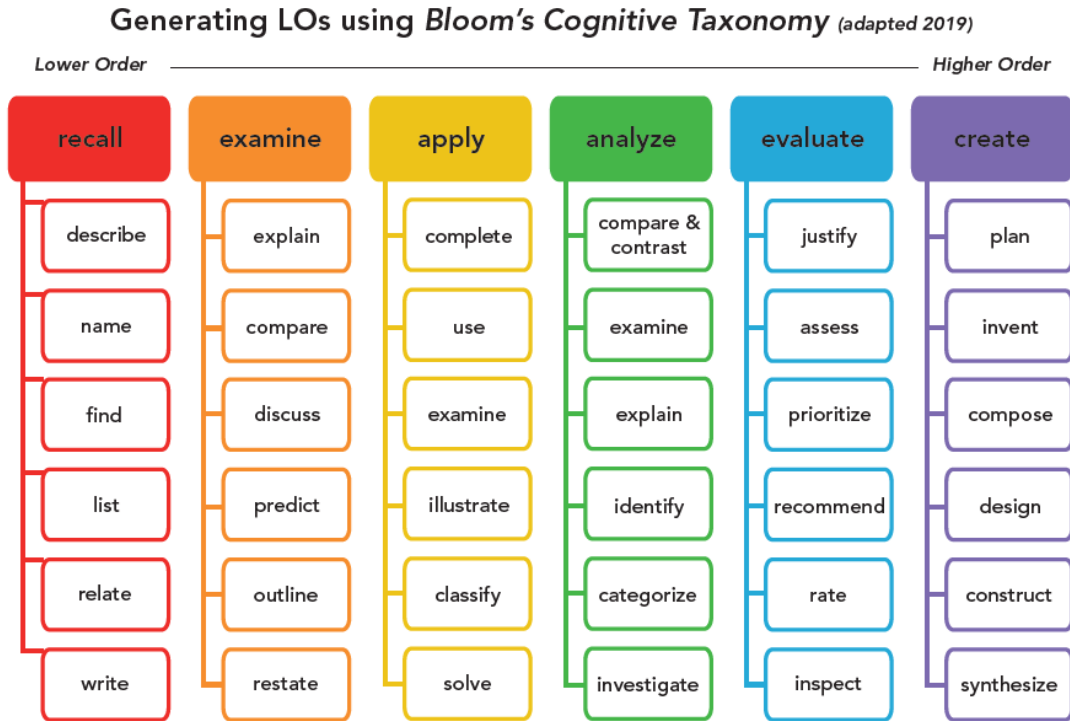
Course Weight: **0.50**

Breadth: **CATEGORY B** 

Subject Code: **SPANISH**

## 5. Learning Outcomes

A Learning Outcome (LO) is a measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning. Course Learning Outcomes (CLOs) are central to the activities that students will complete inside and outside of class. The Learning Outcomes for this course are based in Bloom's Cognitive Taxonomy as follows:



Retrieved from <http://maasd.edublogs.org/2012/26/linking-ipads-blooms-taxonomy/>

Source for the above: <https://www.mohawkcollege.ca/employees/centre-for-teaching-learning/curriculum-development/how-to-write-course-learning-outcomes>.

The Learning Outcomes for this course will take you from lower order to higher order skills, specifically from **Recall** to **Create**.

Upon successful completion of this course, students will be able to:



**Recall:** **Describe** the primary sources studied. **Name** creators and cultural icons. **Find** related information online. **List** common characteristics between primary sources and **relate** local, national, regional, and global tendencies. **Write** journal entries and reflections. [Related to evaluation: **Journaling or reflective writing.**]

**Examine:** **Explain** historical context, regional information, and language use. **Compare** cultural contexts. **Discuss** comprehension of primary sources. Make informed predictions based on data and evidence (**predict**). **Outline** topics and subtopics. **Restate** vocabulary in relation to cultural information. [Related to evaluation: **Participation in seminars and tutorials.**]

**Apply:** Complete searches and navigate information. Use the skills of listening, reading, writing, and presenting. **Examine** topics through carefully constructed discussion questions. **Illustrate** relevant information. **Classify** data with graphs or other visuals. **Solve** an issue through debate. [Related to evaluation: **Project-based learning assignment and presentation.**]

**Analyze:** Compare and contrast perspectives from featured individuals. **Identify, examine, and explain** contemporary issues expressed artistically. **Categorize** opinions. **Investigate** questions further. [Related to evaluation: **Mid-term book chapter or article review.**]

**Evaluate:** Justify academic opinions. Brainstorm and **prioritize** tasks to be completed. **Recommend** further primary and secondary sources for consideration. **Rate** sources through personal/academic reflections. **Inspect** (view closely and critically) your own perspectives and those of others. [Related to evaluation: **Mid-term book chapter or article review.**]

**Create:** Plan a student-led project. Students take responsibility for their learning and study what interests them. In response to working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge, students **design** their own experience and outcome. **Synthesize** learning and outcome as part of an active, constructive, and evolving process. [Related to evaluation: **Project-based learning assignment and presentation.**]

**After successful completion of the course, students should be able to:** 1) **Define** popular culture in contrast to folk culture, high culture, mass culture, etc. 2) **Relate** the study of popular culture to other key areas and issues in the Arts and Humanities, as well as the Social Sciences. 3) **Critically engage** with popular culture as it relates to issues of creativity and social inequality. 4) **Understand** the relationship between popular culture and politics—local, regional, national, and global. 5) **Critique** some approaches to the study of popular culture. 6) **Broaden** (SPAN 2145G) and **deepen** (SPAN 333G) knowledge of Latin America. 7) **Enhance** creative, critical, and informed thinking about Latin American popular culture. 8) For students, enrolled in SPAN 3333G, **improve** Spanish language capabilities, particularly aural and oral (comprehension and speaking) and composition (writing) skills. 9) For students, enrolled in SPAN 2145G, **improve** critical reading and writing skills in English; **polish** communication skills.

Some aspects of the above adapted from:

[http://www.nellhaynes.com/uploads/5/6/9/2/5692513/pop\\_culture\\_in\\_latin\\_america\\_syllabus.pdf](http://www.nellhaynes.com/uploads/5/6/9/2/5692513/pop_culture_in_latin_america_syllabus.pdf)

## 6. Course Content and Schedule

Week	Dates	Topic
1	Jan 11 - 15	<p><b>How Latin is Latin America? A Latin American View of Itself and the World.</b></p> <p><i>Latin American Popular Culture</i> (2008): Preface + Chapters 1 and 2.  <i>Pop Culture in Latin America and the Caribbean</i> (2015): Preface + Chronology + Introduction.</p>
2	Jan 18 - 22	<p><b>Communication. Aspects of daily life. Language.</b></p> <p>Primary sources: <i>Maestra: The Women of Cuba's National Literary Campaign</i> (Documentary 2012) + <i>Adriana Lisboa: Brazilian Author</i> (Documentary 2012).</p> <p><i>Latin American Popular Culture</i> (2008): Chapters 3 and 4.  <i>Pop Culture in Latin America and the Caribbean</i> (2015): Chapters 4 and 5 and/or <i>¡Pop Culture!</i> (2005) Chapter 9.</p>
3	Jan 25 - 29	<p><b>Government. Popular Social Movements and Politics. Post-1985 Earthquake Movements in Mexico.</b></p> <p>Primary source: <i>Nada/Nadie: las voces del temblor - Nothing/Nobody: The Voices of the Mexico City Earthquake</i> (Elena Poniatowska).</p> <p><i>Latin American Popular Culture</i> (2008): Chapter 5.  <i>¡Pop Culture!</i> (2005) Chapter 3.</p>
4	Feb 1 - 5	<p><b>The Business of Business. The Business of Daily Life. Sport and Leisure. Soccer.</b></p> <p>Primary sources: <i>El fútbol a Sol y Sombra - Soccer in Shadow and Sun</i> (Eduardo Galeano) + <i>Diego Maradona - The extraordinary Story of an Argentinean Soccer Legend</i> (Documentary).</p> <p><i>Latin American Popular Culture</i> (2008): Chapters 6 and 7.  <i>Pop Culture in Latin America and the Caribbean</i> (2015): Chapter 6 and/or</p>

		<i>¡Pop Culture!</i> (2005) Chapter 4.
5	Feb 8 - 12	<p><b>Home and Education.</b></p> <p>Primary source: <i>The Empty Classroom (El aula vacía): Short Films of the Latin American Education Crisis</i> (Documentary Short Films 2015).</p> <p><i>Latin American Popular Culture</i> (2008): Chapter 8.</p>
6	Feb 15 - 19	<i>Reading Week</i>
7	Feb 22 - 26	<p><b>Religion. Festivals and Celebrations.</b></p> <p>Primary source: <i>A Long Journey to Guadalupe</i> (Documentary 1996).</p> <p><i>Latin American Popular Culture</i> (2008): Chapters 9 and 10.  <i>¡Pop Culture!</i> (2005) Chapter 12.</p>
8	Mar 1 - 5	<p><b>Popular Music.</b></p> <p>Primary source: <i>Chavela</i> (Documentary 2017).</p> <p><i>Latin American Popular Culture</i> (2008): Chapter 11.  <i>Pop Culture in Latin America and the Caribbean</i> (2015): Chapter 1 and/or <i>¡Pop Culture!</i> (2005): Chapter 2.</p>
9	Mar 8 - 12	<p><b>Medicine and Healing. Travel and Tourism.</b></p> <p>Primary source: <i>Estradeiros – Wanders: Modern Nomads in South America</i> (Documentary 2001).</p> <p><i>Latin American Popular Culture</i> (2008): Chapter 12.  <i>¡Pop Culture!</i> (2005): Chapter 6.</p>
10	Mar 15 - 19	<p><b>Film.</b></p> <p>Primary source: <i>Como agua para chocolate – Like Water for Chocolate</i> (Feature Film 1992).</p> <p><i>Latin American Popular Culture</i> (2008): Chapter 13.  <i>Pop Culture in Latin America and the Caribbean</i> (2015): Chapter 3.</p>
11	Mar 22 - 26	<p><b>Popular Literature.</b></p> <p>Primary source: <i>Como agua para chocolate – Like Water for Chocolate</i> (Laura Esquivel, 1989).</p> <p><i>Latin American Popular Culture</i> (2008): Chapter 14.  <i>Pop Culture in Latin America and the Caribbean</i> (2015): Chapter 2.</p>
12	Mar 19 – Apr 2	<p><b>Food.</b></p> <p>Primary source: <i>Como agua para chocolate – Like Water for Chocolate</i></p>

		(1989). <i>Latin American Popular Culture</i> (2008): Chapter 15.
13	Apr 5 - 9	<b>High Culture – Popular Culture. Fashion and Couture and/or Visual Arts and Architecture.</b>  Primary sources: <i>Entretejido</i> (Documentary 2015) + <i>Guido Models: A Modeling Agency in a Buenos Aires Slum</i> (Documentary 2015).  <i>Latin American Popular Culture</i> (2008): Chapter 16. <i>Pop Culture in Latin America and the Caribbean</i> (2015): Chapter 8 and/or <i>¡Pop Culture!</i> (2005) Chapter 11.

#### Required Textbooks



1.	<i>Latin American Popular Culture</i> Arthur A. Natella, Jr. McFarland Publishing 2008
2.	<i>Pop Culture in Latin America and the Caribbean</i> Elizabeth Gackstetter Nichols and Timothy R. Robbins ABC-CLIO 2015

There are some additional resources that will be available on OWL.



## 7. Online Participation and Engagement



- Students are expected to participate and engage with content as much as possible.

## 8. Evaluation: Below is the evaluation breakdown for the course. Any deviations will be communicated.

Participation in seminars and tutorials (20%)
Journaling or reflective writing (20%)
Mid-term book chapter or article review (20%)
Project-Based Learning Assignment: Written components (20%) and Presentation (20%). Select from a variety of options. -Option 1: Would you rather... [open ended project – could be fun, playful, or serious]. -Option 2: Walk in someone else’s shoes [humanitarian-type project, related to crisis or current social issue]. -Option 3: Advertisement [related to ethnic products, business, advertisement, and community]

- All assignments to turn in on OWL are due at 11:55 pm EST unless otherwise specified.
- Rubrics will be used to evaluate assessments. They will be shared with students on OWL.
- After an assessment is returned, students should wait at least 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

**Information about late or missed evaluations:**



- Late assessments without illness self-reports will be not be accepted.
- Late assessments with illness self-reports should be submitted as soon as possible in consultation with the professor.

**9. Communication**



- Students should check the OWL site every 24 hours during the week and every 48 hours during the weekend.
- Updates will be provided by OWL announcements. Please check for any announcements before each class session.
- Students should email the professor using OWL messages. Barring any unforeseen circumstances, messages will be monitored daily; students will receive a timely response M-F.

## 10. Office Hours



- Office hours will be held remotely.
- Students will be able to sign up using the tool on OWL.

## 11. Resources



- The required textbooks are:

1.	<i>Latin American Popular Culture</i> Arthur A. Natella, Jr. McFarland Publishing 2008
2.	<i>Pop Culture in Latin America and the Caribbean</i> Elizabeth Gackstetter Nichols and Timothy R. Robbins ABC-CLIO 2015

Physical textbooks can be ordered through Western's Book Store website:  
<https://bookstore.uwo.ca>.

There are also e-text versions available.

## 12. Professionalism & Privacy



Western students are expected to follow the Student Code of Conduct. Additionally, the following expectations and professional conduct apply to this course:

- Students are expected to follow online etiquette expectations provided on OWL.
- All course materials are copyrighted and cannot be sold/shared.
- Recordings are not permitted (audio or video) without explicit permission. Permitted recordings are not to be distributed. All recorded sessions will remain within the course site or unlisted if streamed.
- Students may be expected to take an academic integrity pledge before some assessments.

## 13. How to Be Successful



Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful. Here are some tips:

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay

on track.

4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact the professor.
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

**14. Online Etiquette.** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honor the following rules of etiquette:

- please connect to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak or unless directed otherwise
- please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
- unless invited by your instructor, **do not** share your screen during the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking
- remember to mute your mic after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor and your classmates
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behavior of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

## 15. Western Academic Policies and Statements

**Absence from Course Commitments.** Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

**Accommodation for Religious Holidays:** Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

The policy on Accommodation for Religious Holidays can be viewed [here](#).

**Academic Offences:** Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

**Accessibility Statement:** Please contact the course professor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

**Correspondence Statement:** The centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

**Copyright and Audio/Video Recording Statement:** Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

**Rounding of Marks Statement:** We strive to maintain high standards that reflect the effort that both students and faculty put into the teaching and learning experience during this course. All students will be treated equally and evaluated based only on their actual achievement. *Final grades* on this course, irrespective of the number of decimal places used in marking individual assignments and tests, will be calculated to one decimal place and rounded to the nearest integer, e.g., 74.4 becomes 74, and 74.5 becomes 75. The mark attained is the mark you achieved, and the mark assigned.

- 16. Support Services:** Students who are in emotional distress should refer to [MentalHealth@Western](mailto:MentalHealth@Western) for a complete list of options about how to obtain help. The following links provide information about support services at Western University.

[Registrarial Services](#)

[Academic Counselling \(Arts and Humanities\)](#)

[Student Development Services](#)

[Student Health Services](#)

[Services Provided by USC](#)

[Appeal Procedures](#)