



## Department of Languages and Cultures

### Spanish 2215F/G – Exploring Hispanic Cultures I




Arquitectura

- Cine




Teatro


- Historia
- Pintura



Literatura

- Lingüística





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/>.

### Technical Requirements:



Stable internet connection



Laptop or computer



Working microphone



Working webcam

### Course Overview and Important Dates:



Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
September 10	November 2 - 8	December 8	December 10	December 11 - 22

\*November 30, 2020: Last day to drop a full course and full-year half course without penalty

## Contact Information

Course Instructor	Contact Information
Rafael Montano	rmontano@uwo.ca



Office hours (Virtual):	
Wednesdays	10:00-11:00 by appointment, or some other day, also by appointment

Important: **Antirequisite:** Spanish 2219F/G

**REQUISITES:** Pre-or Corequisite(s): Spanish 2200 or permission of the Department.

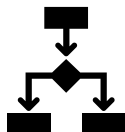
**Please Note:** You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no fee adjustment. These decisions cannot be appealed.

## Course Content and objectives

This course is an introduction to reading, writing and researching in the Hispanic visual, performing, literary arts, and in socio-linguistics. The course has a double objective. First, to improve the Spanish language conversation, reading and writing skills of all students; and second, through the realization of research projects, to improve the research abilities on a variety of aspects of the Hispanic cultures and civilizations, on both sides of the Atlantic, Spain and Hispanic America. This year the course will focus on representations of social and cultural movements on films. Also, students will be doing research on major literary figures (Borges, Carlos Fuentes, Luisa Bombal, Juan Rulfo, Sor Juana Inés de la Cruz, Humberto Ak'aba'l) and the impact of their work on world literature.

## Methodology

Guided and assisted by the instructor, students will write one (1) annotated bibliography, selected from subjects proposed by the instructor. Students will also write 2 short written assignment and a final research essay. In addition, there will be 8 questionnaires on subjects taught and discussed in class. Finally, there will be a group project (instructions will be provided in class). Most classes will be student-centered, and the rest will be taught by the instructor or guest speakers.



## Learning outcomes

- At the end of the course students will have acquired an overall knowledge of different historical, cultural and linguistic aspects of Hispanic cultures
- Students will have improved their writing, reading skills and understanding of the Spanish language
- Students will have improved their analytical skills of cultural artifacts
- Students will have improved their research abilities on Arts and Humanities subjects.

Mode	Dates	Time	Frequency
Virtual synchronous	Tuesdays	9:30-10:30	weekly
Virtual synchronous	Thursdays	9:30-10:30	weekly

- Asynchronous pre-work must be completed prior to synchronous sessions
- Attendance at synchronous sessions is required

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

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.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

Work required and grade distribution:

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Participation		5%	
1 short research paper		7%	September 24
2 written assignments		14%	Oct 6 and Nov. 10
1 group project		14%	Nov 24.
8 questionnaires		25%	Sept 17, 29; Oct 8, 22; Nov 12, 19, 26; Dec 3.
1 final essay		35%	Last day of class

- All assignments are due at 11:59 pm EST unless otherwise specified
- Written assignments will be submitted to Turnitin (statement in policies below)
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

### **Instructions for the short research paper.**

From a list of subjects provided by the instructor, you can choose one and write a research paper (in the form of an annotated bibliography), 4-5 pages. This paper will present what the student has been able to gather and select from books and **scholarly articles**. It will include at least five sources, and at least two in Spanish. Please come to see me for advice once you have chosen your subject. **Due Sept 24**

### **Instructions for the written assignments:**

Three (3) to five (5) pages, double space and Times New Roman font (12 points). The papers must include three secondary sources and at least one of them in Spanish. It should have a clearly articulated point of view (your own interpretation of the text), well written, and well structured.

### **Subjects for written assignments**

1. *Y tu mamá también*, a film directed by Alfonso Cuarón, **or** *La cienega*, a film directed by Lucrecia Martel, or “El sur”, a short story written by Jorge Luis Borges, or “La muñeca menor”, by Rosario Ferré. **Due date October 6**
2. From the following web site Siwarmayu (<http://siwarmayu.com/es/artistas/>), first, choose an artist and then one of their work, and write you own interpretation of the work. **Due date November 10**

### **Group project**

Students will form groups of two (2) to a maximum of three (3) members and work together to do a research and a group interpretation on a work of art or literature, or even, set a play to be presented in class. It is expected the students use their creativity and initiative to come up with the best form to produce the better result. Suggestions: it could be a film or a multimedia essay. The project will have two stages: the first will be the outline (5%) and will be submitted and presented in class, and the second will be the final version of the project. If you would like to work alone, let me know, and we will discuss that possibility.

### **Due date November 24**

### **Questionnaires:**

All the reading material will be posted on OWL three days before the deadline. It will be a set of questions that you will have to answer and submit through your OWL dropbox. The material for the questionnaires will include the material taught in class.

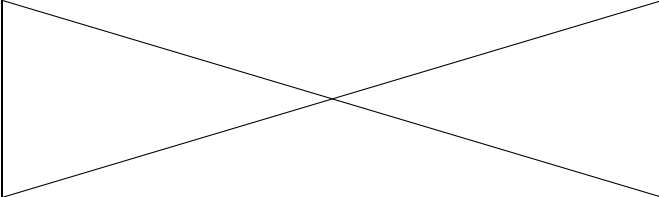
### **Works for the final essays**

For your final essay, you will choose one or two of the following list works: a short novel, *La amortajada*, by Luisa Bombal; *Pedro Páramo*, by Juan Rulfo; or a film: *El laberinto del fauno*, dir Guillermo del Toro, *Yo, la peor de todas*, dir. María Luisa Bemberg; *Amores perros*, dir. Alejandro González Inárritu, y *Los diarios de motocicleta*, dir. Walter Salles. **December 8**

- Presentation: Word document, font Times New Roman, 12pts. 8 to 10 pages or 2000 to 3500 words.  
Important: If you choose to write your final essay on **the two short novels**, you will have a 10% bonus

**More reading material may be added to complement the content of the classes.**

### Course Content and Schedule

<b>Spanish 2215F: Exploring Hispanic Cultures I * Virtual Room</b>	
<b>Tuesdays 9:30-11:30</b>	<b>Thursdays 9:30-10:30</b>
	September 10: <b>Clase 1</b> Introducción
September 15: <b>Clase 2</b> <ul style="list-style-type: none"> <li>• Concepto de cultura</li> <li>• Breves notas de la cartografía cultural en los dos lados del Atlántico</li> </ul> <p><u>Material de lectura para el primer cuestionario</u></p> <ul style="list-style-type: none"> <li>• <u><a href="https://www.bbc.com/mundo/noticias-53933246">La historia de Ota Benga</a></u> <a href="https://www.bbc.com/mundo/noticias-53933246">https://www.bbc.com/mundo/noticias-53933246</a></li> <li>• “And Then There was one”, by Monte Reel</li> </ul> <p>Recommended:</p> <p><a href="https://www.artandeducation.net/classroom/video/244623/coco-fusco-and-guillermo-gmez-pea-the-couple-in-the-cage-two-undiscovered-amerindians-visit-the-west">https://www.artandeducation.net/classroom/video/244623/coco-fusco-and-guillermo-gmez-pea-the-couple-in-the-cage-two-undiscovered-amerindians-visit-the-west</a></p>	September 17: <b>Clase 3</b> Encuentros y desencuentros: Historias y Cosmogonías.  <b>First questionnaire due</b>
September 22: <b>Clase 4</b> Imperios prehispánicos: Inca y Azteca	September 24: <b>Clase 5</b> Fray Bartolomé de las Casas y el debate sobre la naturaleza de los “indios” <b>Short research Paper due</b>
September 29: <b>Clase 6</b> Film: <i>Abrazo de la serpiente (Embrace of the Serpent)</i> , dir. <i>Ciro Guerra</i>	<b>October 1: Clase 7</b> <b>Discusión sobre <i>El abrazo de la serpiente</i></b>

<p>Material para el segundo cuestionario La película y los siguientes videos:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=gBjk5sI7GJM">https://www.youtube.com/watch?v=gBjk5sI7GJM</a></li> <li>• <a href="https://www.youtube.com/watch?v=1lxtn7zbQfw">https://www.youtube.com/watch?v=1lxtn7zbQfw</a></li> </ul>	<p><b>Second questionnaire due</b></p>
<p>October 6: <b>Clase 8</b> El Siglo de Oro español: Literatura y teatro Teatro</p> <p>Material para el tercer cuestionario “On the Significance of Don Quijote”, by Leo Spitzer</p>	<p>October 8: <b>Clase 9</b> Miguel de Cervantes y Diego de Velázquez</p> <p><b>Third questionnaire due</b></p>
<p>October 13: <b>Clase 10</b> Sor Juana Inés de la Cruz y la Nueva España Material para el tercer cuestionario: Film: <i>Yo, la peor de todas</i>, dir. María Luisa Bemberg</p>	<p>October 15: <b>Clase 11</b> Discusión: <i>Yo, la peor de todas ( I The Worst of All) *</i>, María Luisa Bemberg <b>Fourth questionnaire due</b></p>
<p>October 20: <b>Clase 12</b> Cuba: esclavitud y el cultivo de la caña de azúcar <i>La última cena*</i> (<i>The Last Supper</i>), Gutiérrez Alea <a href="https://www.youtube.com/watch?v=g_CpBHlgnF4">https://www.youtube.com/watch?v=g_CpBHlgnF4</a> <b>Warning: This film has explicit violent scenes, if you have any problem watching violence in films, let me know.</b></p>	<p>October 22: <b>Clase 13</b> Discusión de Film: <i>La última cena*</i> (<i>The Last Supper</i>), Gutiérrez Alea <b>First written assignment due</b></p>
<p>October 27: <b>Clase 14</b> Grandes figuras de la cultura hispanoamericana contemporánea: Los escritores del Boom</p>	<p>October 29: <b>Clase 15</b> <b>Presentations: Group Project outlines</b></p>
<p><b>Reading Week</b> <b>November 2-8</b></p>	
<p>November 10: <b>Clase 16</b> Grandes figuras de la cultura hispanoamericana contemporánea: El Boom de las escritoras Material para el quinto cuestionario “Which Was the First Novel of the Boom?”, by D.L. Shaw</p>	<p>November 12: <b>Clase 17</b> <b>Presentations: Group Project outlines</b> <b>Fifth questionnaire due</b></p>
<p>November 17: <b>Clase 18</b> El surrealismo: Luis Buñuel, Dali , Lorca y Frida Khalo <b>Second Written assignment</b></p> <p>Material para quinto cuestionario: Película: <i>Los olvidados</i>, dir. Luis Buñuel</p>	<p>November 19: Clase 19 Discusión sobre <i>Los olvidados</i>, Luis Buñuel <b>Sixth questionnaire due</b></p>
<p>November 24: <b>Clase 20</b> Movimientos y nuevas representaciones afrohispanoamericanas Material para el séptimo cuestionario:</p>	<p>November 26: <b>Clase 21</b> Movimientos y nuevas representaciones afrohispanoamericanas</p>

“The Role of Music in the Emergence of Afro-Cuban Culture”, by Antonio Benítez-Rojo and James Maraniss.	<b>Seventh questionnaire due</b>
December 1: <b>Clase 22</b>  Movimientos y literaturas indígenas	December 3: <b>Clase 23</b> Movimientos y literaturas indígenas  <b>Group Project due</b>
<b>6 figuras políticas que han marcado la historia</b>  <b>Material para el octavo cuestionario</b> <b>Power Point presentation of this class</b>	<b>Eighth questionnaire due</b>
December 8: última clase ( <b>Last class</b> )  Conclusión <b>Final essay due</b>	
•	<ul style="list-style-type: none"> <li>• *Films that student must watch previous our discussion in class.</li> <li>•</li> </ul>

### Online Participation and Engagement



- Students are expected to participate and engage with content as much as possible
- Students can participate during sessions
- Students can propose other ways of participation

## Evaluation

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 subject to a late penalty \_5\_ %/day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report



### Communication:

- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant(s) using OWL “messages”
- Emails will be monitored daily (except on weekends); students will receive a response in 24 – 48 hours
- This course will use zoom for discussions
- This course will use the OWL forum for questionnaires



### Resources

- All resources will be posted in OWL





## 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 created by the instructor(s) 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

## How to Be Successful in this Class:

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



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 your instructor(s) and or teaching assistant(s).**
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.

## Western Academic Policies and Statements

### Absence from Course Commitments

#### [Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found on page 3. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

### Accommodation for Religious Holidays

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

## **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

## **Academic Offenses**

“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 instructor 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](#).

## **Turnitin and other similarity review software**

All assignments will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. Students will be able to view their results before the final submission. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and [Turnitin.com](#).

## **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.