

ESPAÑOL 481–Spanish Culture through Literature and Film SPRING 2020

12:00-12:50 M CCC 304
12:00-1:50W CCC 304

Profesora: Renée Craig-Odders
Oficina: 407 de CCC
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Horas de oficina: martes, jueves 2:00-3:00

TEXTO:

1. PARA RENTAR O COMPRAR:

Courtad, James C., Kathryn Everly and Martín Gaspar. *Intrigas: Advanced Spanish Through Literature and Film*, 1st ed. 2012.*

Make sure to get the 2012, first edition of the text, not the second or third edition. The first is only available through secondary sellers for purchase or rental. You can find multiple used copies available for purchase online or you can rent it online from :

https://www.chegg.com/textbooks/intrigas-1st-edition-9781617671036-1617671037?trackid=9f6fb77bb78f&strackid=7dd06aab7020&autosuggest=1&ii=2&uqry=intr&event=click_submit

OBJETIVOS:

1. Estudiar el desarrollo y la construcción de la cultura hispana a través del enfoque en los elementos artísticos de la literatura y el cine en los que se puede identificar una identidad nacional y cultural
2. Adquirir conocimiento general de algunos sucesos importantes en la historia española y entender la influencia de ellos en la formación de la sociedad contemporánea española.
3. Desarrollar el pensamiento crítico en cuanto a todo lo que se considera la cultura y comprender el aspecto subjetivo de ella.
4. Mejorar las habilidades de escuchar, hablar, leer y escribir español.

Specific Department of World Languages Learning Outcomes:

FRENCH, GERMAN AND SPANISH CULTURE AND CIVILIZATION COURSES (481, 482, 483)
LEARNING OUTCOMES

GOALS

WITH A DILIGENT EFFORT ON THEIR PART, STUDENTS WILL BE ABLE
TO

1. Communication

1a. demonstrate an ability to comprehend representative examples of authentic materials of the various genres and media in relation to their historical and cultural contexts in the target language.

1b. converse on variety of topics, both in formal and informal registers; demonstrating an ability to narrate in all major time frames with ease and confidence using connected discourse of paragraph length.

1c. demonstrate a developing ability to negotiate differences of opinions and discuss some topics abstractly while expressing personal feelings, opinions, and emotions.

1d. demonstrate an ability to write and describe in the major time frames of past, present and future, using paraphrasing and elaboration for clarity and showing good control of frequently used grammatical structures and generic vocabulary of the target language.

1e. write informative and interpretative essays about important cultural and historical phenomena in the target language; applying appropriate terminology, locating, evaluating and utilizing secondary sources and demonstrating a developing ability to develop an argument and construct hypotheses.

1f. demonstrate a developing ability to practice self-assessment in the target language by self-correcting and using paraphrasing.

2. Cultures

2a. acquire factual knowledge of the target language cultural phenomena in different areas (cuisine, fashion, architecture, etc.) and explore various artistic manifestations of the cultural heritage such as in paintings, theater productions, films, music, literature, Internet sites, etc.

2b. express an understanding of other ways of thinking and living.

2c. identify cultural and societal practices and historical perspectives evidenced in various materials of the target culture.

3. Connections

3a. develop and practice analytical thinking skills through the comparative study of diverse expressions of human experience across cultures.

3b. demonstrate an understanding of authentic material in its historical and cultural contexts.

4. Comparisons

4a. recognize how various historical and cultural phenomena of the target language and culture(s) have influenced other cultures, including those of the United States.

4b. recognize and compare how the representatives of the target language and culture(s) use their creative resources to define their national/group identity, politics, social relations, and artistic trends.

5. Communities

5a. appreciate the knowledge of the target language and culture(s) gained through activities such as reading texts, watching films and theater performances, browsing websites, listening to music, etc., in the original language.

5b. demonstrate an awareness and curiosity for other cultural perspectives.

LOS REQUISITOS DEL CURSO:

1. Asistencia: Se espera que el estudiante no falte a más de una clase. La participación activa en clase constituye una parte importante de la nota final. Ausencias en exceso de 1 resultarán en una nota más baja de participación. Si por circunstancias excepcionales no se puede asistir a la clases, es la responsabilidad del estudiante entregar la tarea de ese día por Canvas y enterarse de la tarea para la próxima clase (de un compañero de clase o de Canvas para esta clase) y prepararse para la próxima clase.

2. La preparación y la tarea:

- a. Leer las lecturas asignadas para ese día y estar listo(a) para discutir las.
- b. Ver varias películas fuera de clase
- c. Preparar tareas breves asignadas (e.g. – estudiar el vocabulario, leer y pensar en varias preguntas antes de clase para poder conversar sobre las películas, buscar información adicional (artículos, datos) para compartir con la clase, etc.)

3. Preparar y entregar 2 ensayos interpretativos de 1-2 páginas basados en los temas/problemas presentados en dos temas que comentaremos en clase. Tendrán la oportunidad de elegir el tema de cada ensayo. Habrá cinco opciones basadas en las lecciones 1-5. Hay que escribir y entregar dos de estos ensayos a lo largo del semestre. Trabajar con un(os) compañero(os) para investigar, preparar y dar varias presentaciones breves asociadas con los temas importantes presentados en las películas y/o lecturas.

4. Completar varias pruebas breves en clase (sin anuncio previo)

5. Preparar/hacer varias presentaciones orales en clase a lo largo del semestre

6. Preparar y entregar un trabajo escrito final e individual de 4-5 páginas

LOS COMPONENTES DEL CURSO:

Su nota final va a ser basada en los siguientes componentes descritos arriba y representada por un porcentaje según el gráfico abajo.

1.	La asistencia y la participación diaria	15%
2.	Tareas breves adicionales	20%
3.	Ensayos interpretativos	20%
4.	Pruebas breves	10 %
5.	Presentaciones breves en clase	15 %
6.	Trabajo escrito final	20%

EL SISTEMA DE CALIFICACIÓN:

A	=	94-100	C	=	74-76
A-	=	90-93	C-	=	70-73
B+	=	87-89	D+	=	67-69
B	=	84-86	D	=	64-66
B-	=	80-83	D-	=	60-63
C+	=	77-79	F	=	00-59

Inclusivity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. **Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.** All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may indicate the name that you prefer to be called and identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Spanish is a grammatically gendered language, all nouns are assigned a gender and articles and adjectives must agree with that gender. In the interest of inclusivity, gender neutral language is becoming more common. Please see the link below for a discussion of this topic and some options:

<https://www.spanishgurus.com/blog/gender-neutral-spanish-details/>

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete course assignments must be completed prior to the end of the next academic semester.

Inform Me of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism,

commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

EL CALENDARIO TENTATIVO* DE CLASE: (*Las fechas pueden cambiar)

<u>Semana</u>	<u>Día</u>	<u>Lectura/tema tentativa(o)</u>
1	22 de ene. .	Introducción y Lección 1 “Golpe al corazón” Temas, cine (cortometraje)
2	27 de ene. 29 de ene	Lec. 1. – Poema, cuento Lec. 1. - cuentos
3	3 de feb. 5 de feb.	Lec. 1 – cuentos, novela Lec. 1. - novela
4	10 de feb. 12 de feb.	Lec. 2 “El filo del poder” Temas, cine Entregar : Ensayo de Lec. 1 Lec. 2 - cine
5	17 de feb. 19 de feb.	Lec. 2 – cine, cuentos Lec. 2 – cuentos, poema Lec. 2 - teatro
6	24 de feb. 26 de feb.	Lec. 2 - teatro Entregar : Ensayo de Lec. 2 Lec. 3 – “El lado oscuro” Temas, cine
7	2 de mar. 4 de mar.	Lec. 3 - cuentos Lec. 3 - cuentos
8	9 de mar. 11 de mar.	Lec. 3 - cuentos Lec. 3 – cuentos Entregar : Ensayo de Lec. 3

SPRING BREAK – March 14-22

9	23 de mar. 25 de mar.	Lec. 4 –“Lazos de sangre” Temas, cine Lec. 4 - cine
10	30 de mar. 1 de abr.	Lec. 4 -cuentos Lec. 4 - cuentos
11	6 de abr. 8 de abr.	Lec. 4 - teatro Entregar : Ensayo de Lec. 4 Lec. 5 – “Una cuestión de género” Temas y cine

12	13 de abr.	Lec. 5 – cine y cuentos
	15 de abr.	Lec. 5 - cuentos
13	20 de abr.	Lec. 5 - teatro
	22 de abr.	Entregar : Ensayo de Lec. 5 Lec. 6 – “La moral a prueba” Temas y cine
14	27 de abr.	Lec. 6 – cine
	29 de abr.	Lec. 6 - cuentos
15	4 de mayo.	Lec. 6 - cuentos
	6 de mayo.	

Final Exam:**Section 001:**

12:30-2:30	Tuesday	May 12
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Films

Title	Library	Prof. Craig-Odders owns
Sístole diástole*	No	No
El laberinto del fauno	Yes	Yes
Tercero B*	No	No
El hijo de la novia	Yes	Yes
Mujeres al borde	Yes	Yes
El crimen del padre Amaro	Yes	Yes

All films are required viewing for class. Many of the films we will see in class but you may be required to see one or two of them outside of class. These will most likely be during the second half of the semester (weeks 8-15). All films to be viewed outside of class will be available on reserve at the main circulation desk in the library. Whenever I ask that you view the film outside of class, I will also make my personal copy available. Films can be checked out overnight only. Since there are currently 20 students enrolled, it will take at least 10 days for everyone to be able to see the film. Please be aware of this and be considerate of your classmates and return the films on time to where you got them (the library or to me).

*These films will be shown in class