SPAN 435/535: Selected Topics in Latin American Culture

Clash of Giants: Spain and Latin America (Sample Topic)

Contact Information:
Instructor: Kayla García
Email: kgarcia@oregonstate.edu
Phone: 541-737-3955

Course Description:
Historical and contemporary aspects of the cultures of Latin America. May include material relevant to Spain and U.S. Latinos. See Schedule of Classes for current term offering. This is a three (3) credit course; this class meets for three hours per week. May be repeated for credit when topics change for a total of nine credits. PREREQ: 18 CR UPPER-DIV SPANISH OR INSTRUCTOR CONSENT.

Learning Outcomes:
Students will demonstrate their mastery of the course objectives by:

• discussing the history, politics and culture of Spain and Latin America,
• formulating and expressing their own ideas and perspectives on the controversial themes presented, both orally in class discussions and presentations and in written exams and compositions.
• exploring their own identity relative to their places of origin and residence.
• appreciating the contrasts and similarities of the twenty-one different countries examined.
• improving their reading comprehension as well as their oral and written skills in Spanish.
• demonstrating knowledge and appreciation of the diversity of human cultural, historical and social experiences and reflecting on how individual life experience relates to the complex nature of human conditions in other places and times.
• presenting and evaluating information, devising and exchanging ideas clearly and effectively with diverse audiences in a variety of situations.

Graduate Learning Outcomes:
In addition to the above outcomes, graduate students will demonstrate their mastery of the course objectives by

• showing their familiarity with outside sources of information, including written and electronic sources, by integrating this information into their written work.
• effectively leading small group discussions, which means they will organize and summarize material and elicit participation from all members of the group, as well as guide the group’s presentation to the entire class.

SAMPLE Content:
Spain and Latin America have been in a continuous state of contemplation, discovery and interaction for over 500 years. This course explores that relationship and how the two areas have influenced, embraced and rejected each other throughout the centuries, ending with the
eighteenth century. A main theme of the course will be how immigration and conquest have shaped the multicultural identity of both Spain and Latin America.

**SAMPLE Learning Resources:**

**Required text:**


This book covers the entire history of Spain and Latin America, including politics, culture, and the relationship between the two areas, with an emphasis on reaching a unifying cultural identity for the Hispanic people in these countries as well as in the U.S. The first half of the book will be covered in this course.


**Other course materials:**

*El espejo enterrado*, a series of 5 videos to accompany the book, narrated by Carlos Fuentes. The first three videos will be used in this course.

**Recommended optional readings:**


**SAMPLE Learning Activities and Assignments:**

**Oral work:** Participation in class discussions, and a ten-minute presentation on a topic relevant to the reading and videos.

**Written work:** Three short compositions (2 pages) on topics relevant to the reading and videos; the exercises in the workbook; plus an open-book final exam.

**SAMPLE Additional Requirements for Graduate Students:**

- Graduate students will be expected to:
- write longer compositions (4 pages) with more advanced vocabulary and grammatical structures.
- do more extensive outside research and cite more sources in both their compositions and the final exam.
- take the lead in small-group discussions.

**Important Note on Instructional Methodology:** Rather than memorize facts and dates, students will be encouraged to absorb the information and organize it for themselves, formulating their own opinions and perspectives on the flow of history and the relationship
between the different countries. For their compositions they will be required to write well-organized essays that summarize the material and put it into context, as well as describing their own experiences relevant to the course work. One or more of the compositions will be written in class, time permitting. Students will have the opportunity to write a second version of all compositions. The final exam will be open-book. I will give the students six questions and they will prepare outlines to those questions, including references to possible quotations from the text and other sources. On the day of the exam, I will choose two questions, and the students will write an essay on one of those two questions, having access to all of their notes and outlines. Thus, in preparation for these exams, the students have to organize the most important elements of the course material for themselves.

**SAMPLE Topics by Week:**

**Week I:** Introduction; Chapter I: “The Virgin and the Bull”
- Video I: “The Virgin and the Bull”

**Week II:** Chapter II: The Conquest of Spain
- Composition I

**Week III:** Chapter III: The Reconquest of Spain

**Week IV:** Chapter IV: “1492: the Crucial Year”
- Presentations, Composition II

**Week V:** Chapter V: “Life and Death of the Indigenous World”
- Video II: “Conflict of the Gods”

**Week VI:** Chapter VI: “The Conquest and Reconquest of the New World”

**Week VII:** Chapter VII: “The Spanish Empire”
- Composition III

**Week VIII:** Chapter VIII: “The Golden Age”
- Video III: The Age of Gold

**Week IX:** Chapter IX: “The Barroque in the New World”
- Presentations.

**Week X:** Review. Presentations.

**Final Exam:** TBA.

**Evaluation of Student Performance:**

Students will be given a letter grade (A – F) for each composition, based on both versions of the composition. They will be given credit (no grade) for the homework assignments (the workbook). They will be given a letter grade on the exam, and a letter grade for participation. The final grade will be determined as follows:
Compositions: 30%; Participation and workbook: 20%; Presentations: 20%; Exam: 30%.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(94%-100%)</td>
</tr>
<tr>
<td>A-</td>
<td>(90%-93%)</td>
</tr>
<tr>
<td>B+</td>
<td>(87%-89%)</td>
</tr>
<tr>
<td>B</td>
<td>(84%-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>(80%-83%)</td>
</tr>
<tr>
<td>C+</td>
<td>(77%-79%)</td>
</tr>
<tr>
<td>C</td>
<td>(74%-76%)</td>
</tr>
<tr>
<td>C-</td>
<td>(70%-73%)</td>
</tr>
<tr>
<td>D+</td>
<td>(67%-69%)</td>
</tr>
<tr>
<td>D</td>
<td>(64%-66%)</td>
</tr>
<tr>
<td>D-</td>
<td>(60%-63%)</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
</tr>
</tbody>
</table>

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Link to Statement of Expectations for Student Conduct, i.e., cheating policies http://oregonstate.edu/admin/stucon/achon.htm

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.

- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

- **TAMPERING** - altering or interfering with evaluation instruments and documents.

- **PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.