

## Spanish 3160 *Civilization and Culture of Latin America*

**Textbooks:** [Latinoamérica: Presente y pasado \(4th Edition\)](#) by [Arturo A. Fox](#);  
Prentice Hall: 2010 ISBN 978-0205794263  
Headphones.

**AND you will need to purchase** 3 conversations at [www.talkabroad.com](http://www.talkabroad.com)  
<http://support.talkabroad.com/customer/en/portal/articles/891863-instruction-manual-for-students>

NOTE: You can pair up and do this as partners and then you will be paying half the cost!

**Recommended->Diccionario:** Español-inglés/Inglés-español.

**Course description:** Civilization and Culture of Latin America covers the religious, philosophical, geographical, historical, socio-political, and economic beliefs that form the identity of Latin America. Emphasis will be placed on the pre-Columbian societies, the Discovery and Conquest and Independence. Some literary readings will reinforce the understanding of the role of the arts and humanities in the development of civilization and culture. The course will also look at food, dress, language, music, plastic arts, and architecture as reflective of identity. A postmodern vision of Spanish America that is inclusive of everyday culture will be the perspective used to present the material. Reading as an ACTIVE MENTAL EXERCISE is a fundamental part of this course as well as key to improving your Spanish skills. **You will probably spend 7-9 hours a week reading/writing and preparing for this class.**

**Course outcomes:** Upon completion of this course the student should be able to

- 1) understand and discuss in a basic and broad fashion the major historical developments in Latin America (LA)
- 2) locate countries, capitals and major geographical landmarks in LA
- 3) identify indigenous groups and state their contributions
- 4) identify and discuss in a basic and broad fashion the major political developments in LA and the role that Spain and the US have played in those developments
- 5) understand and discuss the religious and cultural traditions in LA and contrast those with their own culture
- 6) use comparison as a means to see how food, literature, art, music, geography, foreign interests, immigration patterns, climate and such, influence identity, development and culture
- 7) develop critical thinking skills and writing skills
- 8) demonstrate technological skills combined with critical thinking skills via presentations specifically identifying the relationship between products, practices and perspectives of a specific Latin American country.

**Method of Evaluation:****Quizzes** 20%**Homework** 35%**Cultural Research Paper** 15%**Cultural Project** 15%**Talk abroad** 15%**Course Assignments and Assessments**

**Quizzes (20%)** Quizzes are online and face to face. Quizzes are based on class discussions and readings and HW.

**Homework (35%)** HW is assigned for each chapter. Students are expected to read the material and answer the questions in their own words. Students are expected to post their HW on the drop box on blazeview. Turnitin software detects copy and paste and any assignment with more than 40 percent copy and paste detection will count as a zero so in other words make sure to use your OWN words. Also make sure to answer the texts based on readings from the TEXTBOOK and NOT from google. Answers written based on google will be counted as incorrect. HW also includes discussion post assignments so make sure to do them-you MUST follow instructions to receive full credit-i.e. if you don't respond to classmates posts then you will not receive full credit. Some HW is discussion post. Some HW involves watching episodes of the Columbian telenovela La Pola about the Columbian Bi-centennial 1810-2010.

**Cultural Project (15%):** Students will create a five-minute digital story that is narrated in Spanish. Digital storytelling is the practice of using computer-based tools to tell stories. Digital stories combine text, digital images, recorded audio narration, and/or music. Photo Story 3, a free application to create digital stories, is available in most campus media centers or at VSU in the Language Lab (WH 140) or it may be downloaded free of charge. Photo Story 3 is an easy way to add motion to still images via panning and zooming (the Ken Burns effect). Students can use Movie maker, create a narrated video with their phone or use Prezi or ppt but the project must include recorded narration on part of the student. The grading rubric for the digital storytelling project is posted below. Students will create a digital story that focuses on one Latin American country and the following overarching topic:

***El Mestizaje***

What are the groups that formed/forged Latin America? What influences did each group bring to the development of Latin America as we know it today? What are the different perspectives, products and practices each group brings to our understanding of culture? What are similarities and differences? What is the result of the meeting of these cultures? CHOOSE 1 country and address these questions about *el mestizaje* or the blending of different cultures that forge a new identity to explain the following:

1. La comida
2. El arte
3. La religion y el papel del hombre y los dioses
4. La arquitectura
5. Los productos (comerciales)- ropa, comida, drogas, juegos
6. La música
7. La literatura
8. Las clases sociales y el gobierno
9. La guerra
10. La mujer, el hombre, la enseñanza

**Talk Abroad (15%)** Students will have 5 conversations virtually with a partner overseas. You will join my class at talkabroad.com and pay for 5 30 minutes conversations. The instructions are listed in the getting started section. It is important to schedule in advance and complete the conversations on time. I will be able to watch/listen to all conversations. [www.talkabroad.com http://support.talkabroad.com/customer/en/portal/articles/891863-instruction-manual-for-students](http://support.talkabroad.com/customer/en/portal/articles/891863-instruction-manual-for-students)

**Cultural Research Paper (15%):** Students are required to write a 3-5 page paper in Spanish with references in APA Style (6th). The paper must address the products, perspectives, and practices of Latin American culture as seen in 10 episodes of La Pola. You will be watching 1-2 episodes per week. Your paper will integrate readings from the textbook, 1-3 outside resources-your choice-about colonial Latina America or anything you find interesting about La Pola-the role of la telenovela, the role of women, afro-Caribbean culture, Native Americans, economy, class, etc. The grading rubric for the cultural research paper is below. This paper will be uploaded into the Blazeview dropbox and this paper will also be uploaded to LiveText if students are Education majors.

### **Assessment Rubric for Cultural Research Paper**

The rubric was designed with descriptors taken from the ACTFL Proficiency Guidelines for Writing at the Intermediate Mid, Intermediate High, and Advanced Low level. The Advanced Low guidelines were used to establish the target standards with Intermediate High representing the "Meets Standards/Acceptable" category. Intermediate Mid proficiencies were placed in the "Does Not Meet" category. ACTFL Standards 1 + 2 were used as indicators for level of language usage (1a, 1b), making connections between texts and cultures (2b, 2c), and for ability to interpret and reflect (2b) about cultures. The rubric also specifies structural and stylistic traits such as organization, depth, and the mechanics of grammar - criteria that apply to sound writing in any discipline.

**Rubric:**

	<b>Target (3 pts)</b>	<b>Acceptable (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>1. Introduction</b>	Introduces the topic in an insightful manner	Introduces the topic and contains an	Little or no coherent thesis statement and no

	and contains a clearly developed thesis statement. Indicates the main ideas for consideration up front.	adequate thesis statement with some indication of the main ideas for consideration up front.	indication of the main ideas for consideration up front.
<b>2. Organization</b>	Information is logically sequenced.	Reader has some difficulty following work due to lack of proper sequencing.	Sequence of information is very difficult to follow.
<b>3. Readability</b>	Easily read and comprehended by reader. Superior transitions in the target language.	Some confusion, lack of cohesion, and/or some problems with transitions in the target language	Very difficult to follow, jumbled thought, poor or no transitions in the target language.
<b>4. Conclusion</b>	Summarizes major findings with insight.	Summarizes major findings reasonably well.	Fails to summarize major findings.
<b>5. Cultural Connections</b>	Effectively demonstrates an understanding of the connections among the perspectives of a culture and its practices and products.	Demonstrates some understanding of the connections among the perspectives of a culture and its practices and products.	Fails or is weak in demonstrating an understanding of the connections among the perspectives of a culture and its practices and products.
<b>6. Cultural Interpretation</b>	Effectively recognizes the value and role of literary and cultural texts and uses them to interpret perspectives in the target cultures over time.	Adequately recognizes and identifies the value and role of literary and cultural texts and uses them to interpret perspectives in the target cultures over time.	Fails or is weak in recognizing the value and role of literary and cultural texts and uses them to interpret perspectives in the target cultures over time.
<b>7. Cultural Reflection</b>	Reflects effectively on the target cultures over time and cites appropriate cultural and/or literary examples to support assertions.	Reflects adequately on the target cultures over time and cites some cultural and/or literary examples to support assertions.	Fails or is weak in reflecting adequately on the target cultures over time. Does not use cultural and/or literary examples to support assertions.

<b>8. Depth</b>	Demonstrates full knowledge of topic.	Demonstrates adequate knowledge of topic (e.g., fails to elaborate).	Demonstrates incomplete knowledge of topic (e.g., Does not have grasp of information and/or does not explain clearly).
<b>9. Grammar-Mechanics</b>	Good punctuation and correct use of tildes/accent marks. Advanced vocabulary usage. No significant errors in agreement.	Few errors in punctuation and tilde/accent use. Adequate use of vocabulary. Few errors in agreement.	Poor use of punctuation. Numerous errors with tildes/ accents. Limited vocabulary usage. Poor agreement.
<b>10. Writing-Tense, Sequencing and Aspect</b>	Good control of the morphology and syntax(e.g., employs common word order patterns, coordination, and subordination, but makes some errors in producing complex sentences). Uses a number of cohesive devices accurately.	Adequate control of the morphology and syntax (e.g., employs common word order patterns, coordination, and subordination, but makes frequent errors in producing complex sentences).	Poor control of the morphology and syntax (e.g., fails to employ common word order patterns, coordination, and subordination, and also makes frequent errors in producing complex sentences).
<b>11. Writing-Narration</b>	At times writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives (ADV).	Often writing may resemble literal translations from the native language. However, the narration spans several paragraphs and is generally well organized. Writing, though at times faulty, is generally comprehensible to natives used to the writing of non-natives (IH).	Writing consists only of literal translations from the native language (e.g., rel. Writing contains may fragments and incomplete thoughts with little evidence of organization. Writing is incomprehensible to natives used to the writing of non-natives (IM)
<b>12. Documentation</b>	Excellent references, correct citations	References limited, adequate citations but	Limited or no references or citations. Does not

written correctly.      more required.      adhere to MLA or APA format.

**Attendance and Late Work Policy** Weekly participation is expected and necessary for satisfaction of course objectives. Students are expected to log on to the course at least three times per week. Assignments must be submitted on or before the due date to receive a grade. Assignments and assessments may only be made up under extraordinary documented circumstances (i.e. family or medical emergency). Make-up work must be 3 completed within one week of the absence (otherwise the student receives a zero). When a student desires a make-up, it is the student's responsibility to contact the professor to arrange it. If a student misses more than 20% of the class (in the online environment, this means no participation for more than three weekly modules), per Valdosta State University guidelines, s/he will fail the course.

**Note:** Computer or Internet issues are not considered a valid reasoning for late submission of work. As a result, it is highly recommended that you do not wait until the last minute to complete assignments and that you locate an alternative location where you can access the Internet in the event that you encounter problems with your regular Internet connection.

**Academic Integrity** Cheating, copying and plagiarism are forms of academic dishonesty and constitute a very serious offence. Participation in such violations may result in failure or even dismissal from VSU. No credit will be given for the work if such violations occur in this course. Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment. "Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full code is available at:  
<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-andprocedures.php>

**Standards, Goals, and Outcomes** In this document ACTFL refers to the American Council on the Teaching of Foreign Languages proficiency guidelines, which can be found at:  
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And at: [Speaking, revised 1999; Writing, revised 2001]  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236> Valdosta State University Core Curriculum Learning Goals can be found at:  
<http://www.valdosta.edu/academic/VSUCore.shtml> Outcomes for the Major in Spanish – Language and Culture Track can be found at:  
<http://www.valdosta.edu/mcl/assessments/AssessmentplanSPAN08.pdf> Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:  
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc> ACTFL Proficiency Guidelines The student will be able to

communicate at the Intermediate High Proficiency level according to the ACTFL Guidelines. Students will be able to:

*Reading:* follow the main ideas and supporting detail of written discourse in course text, and assigned novel, and in websites used to support Power Point presentation. Listening: understand main ideas and most supporting detail in extended discourse on topic appropriate to the course content. Students begin to improve listening skills in comprehension of Spanish films, tapes, lectures and guest speakers, and successfully answering questions regarding listening exercises.

*Writing:* meet most practical writing 4 needs, i.e. narration and description of the past, present and future, particularly on topics appropriate to the course content. Student will begin to demonstrate an emerging ability to write about abstract topics and defend a point of view, as seen in essays and mini-papers. Writing is comprehensible to native speakers unaccustomed to dealing with foreigners. Student will incorporate new vocabulary allowing greater freedom of expression.

*Speaking:* narrate and describe in present, past and future and handle most communicative tasks in the classroom setting. Speech is comprehensible to native speakers unaccustomed to dealing with foreigners. Student will incorporate new vocabulary allowing greater freedom of expression.

**Communication** I will respond to all emails within 48 hours but usually sooner. I will provide feedback to assignments within 1 week but usually sooner. Equally I expect my students to check their email every 48 hours.

**Accessibility Statement** Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973. Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**Student Opinion of Instruction** At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their

SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

**Title IX Statement:**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.