

San José State University
Humanities/Department of World Languages & Literatures
SPAN 102B, Hispanic American Culture, Section 2, Spring 2018

Course and Contact Information

Instructor: Alejandra Campos Albarrán
Office Location: Clark 410J
Telephone: (408) 924-4609
Email: alejandra.campos@sjsu.edu
Office Hours: Tuesday / Thursday 12:00-1:00 pm
Class Days/Time: Tuesday / Thursday 10:30-11:45 am

Classroom: Clark 218

Prerequisites: (1) Upper division standing (60 units)
(2) Core G.E. courses completed.
(3) “WST” passed and (4) 100W as prerequisite or co-requisite.

GE/SJSU Studies Category: This course satisfies SJSU STUDIES V (Culture, Civilization, and Global Understanding). **Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units.**

Course Description

Catalog description: History, geography, fine art and daily life of Hispanic America. GE Area: V Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Notes: Offered in Spanish or English in alternate semesters. Spanish majors and minors must register for Spanish version.

Course Goals

Narrative: The purpose of this course is to study the basic cultural features of the Spanish speaking countries of the Americas from ancient times to the present. Spanish American culture today is the result of a complex mix of elements: Iberian, Native American, and African. Over more than five centuries, the mixing of races and traditions and the development of cultural syncretism have helped produce the racial and cultural mosaic of modern-day Spanish America. This course covers geography, history, social and political developments, the arts, cultural studies, the contributions of Spanish America to the world, and the impact of Hispanic populations in the United States.

To understand the cultures of Spanish America, students read portions from secondary sources such as *El espejo enterrado* and from a history text *Latinoamérica: presente y pasado*, with a chronology and glossaries, and a section on art. *El espejo enterrado* by Carlos Fuentes offers reflections on Spain and the New World. This course also includes portions of *Cerrado por reparación* by Nancy Alonso, and *Mi país inventado* by Isabel Allende. The class utilizes documentaries, music, poetry and artifacts; class sessions include lectures, discussions and oral presentations by students.

Access to course materials through Canvas: www.sjsu.edu/at/ec

GE Learning Outcomes (GELO)

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.”

SJSU Studies Learning Objectives

From: San José State University – General Education Guidelines, Fall 2005. For the complete document go to: <http://www.sjsu.edu/ugs/ge/>. SJSU Studies: Culture, Civilization, and Global Understanding (v)

A. Goals: “Courses in Culture, Civilization and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students’ understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.”

B. Student Learning: “Students shall be able to: 1) compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.; 2) identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and 3) explain how a culture outside the U.S. has changed in response to internal and external pressures.”

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

1. GELO 1 compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. *[Research exercise/oral presentation, Mid-term exam, Final exam, Essays, Quizzes]*
2. GELO 2 identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; *[Maps, Quizzes, Mid-term exam, Final exam]*
3. GELO 3 explain how a culture outside the U.S. has changed in response to internal and external pressures *[Mid-term exam, Final exam, Research exercise/oral presentation]*

Course Learning Outcomes (CLO)

[Methods of assessment for each CLO are given in italics]

- (1) [CLO 1] demonstrate knowledge of basic cultural features (human cultural expression) of Spanish America; *[Mid-term exam and final exam]*
- (2) [CLO 2] systematically compare and contrast cultural encounters shared by Latin America and the U.S. (e.g. African slavery and the encounter with Native American populations); *[Midterm exam, final exam and essays]*
- (3) [CLO 3] recognize the role of history in the development of ideas and concepts (e.g. the “Black Legend” and “Manifest destiny”) that link the Americas; *[Mid-term exam, final exam and quizzes]*
- (4) [CLO 4] show awareness of how pressures – both internal and external – have impacted Latin American culture; *[Maps, quizzes, essays]*
- (5) [CLO 5] manifest an appreciation of the diversity of contemporary Spanish America and how it was formed over time. *[Research exercise, oral presentation, essays]*

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

- 1) GELO 1 compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. [Research exercise/oral presentation, Mid-term exam, Final exam, Essays, Quizzes]
- 2) GELO 2 identify the historical context of ideas and cultural traditions outside the U.S and how they have influenced American culture; [Maps, Quizzes, Mid-term exam, Final exam]
- 3) GELO 3 explain how a culture outside the U.S. has changed in response to internal and external pressures [Mid-term exam, Final exam, Research exercise/oral presentation]

SPAN 102B Writing objectives - Students will:

- (1) Write both in and out of class
- (2) Write on exams and quizzes
- (3) Compose essays that show reflection and reaction based on analyses of readings
- (4) Use reliable source material and learn to avoid plagiarism
- (5) Cite academic references correctly
- (6) Employ a variety of research tools
- (7) Summarize assigned readings for a group oral presentation
- (8) Write a Research report with appropriate documentation and editing.

Required Texts/Readings

Textbook

Latinoamérica: presente y pasado, 4^{ta}. Edition by Arturo A. Fox.

Other Readings

Readings by Carlos Fuentes, Nancy Alonso, Isabel Allende and others will be posted on Canvas.

Library Liaison

The librarian liaison for World Languages and Literatures is Toby Matoush. Tel. (408) 808-2096 / Email: toby.matoush@sjsu.edu. Your computer library search should begin with **Academic Gateway** and proceed to the Foreign Languages (World Languages) section.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course requirements include watching a documentary and a film outside of class meeting times. These two items can be found on YouTube. If you anticipate any difficulty in meeting this course requirement, please consult with me in the first two weeks of the semester.

In this course students are expected to:

1. Participate in discussions; be prepared for quizzes
2. Complete all assigned readings prior to class; Complete map work and class assignments
3. Take two exams, a mid-term and a final
4. Turn in three written reports (2 essays and a Research Exercise)
5. Participate in a group oral presentation that includes a handout for classmates.

Examinations, written assignments, and quizzes:

1. Both the mid-term and final will include identification/short answer and essay questions
2. The final exam covers the material from the second half of the course.
3. All written assignments are graded for both content and editing
4. Quizzes will be given throughout the semester.
5. Due dates for papers/essays are indicated on the schedule of assignments.
6. This class has **3 essays**: 1 diagnostic essay of 300 words & 2 graded essays of 500 words each.

Research Exercise of 1,700 – 2,000 words (approximately 6-8 pages) developed in stages with feedback provided if students submit drafts with ample lead time for review. **The Research Exercise will be composed and graded following the guidelines of an electronic format provided to each student.**

Writing and editing - Papers should be written and edited in accord with the precepts established by the Modern Language Association (See *MLA Handbook* 7th edition) or Turabian's *A Manual for Writers*, 6th edition) or an equivalent style manual. For ALL writing assignments you must print out and attach information taken from websites. Text notes must give page numbers unless the reference is global.

Plagiarism - **When you use the words of another person you must enclose the words in quotation marks. When you take ideas from another person you must give credit by citing the source. A failure to do so is plagiarism.** King Library also has a website tutorial on plagiarism

Oral presentations - Each student will participate in a group presentation based on Chapters 10 and 11 from the textbook *Latinoamérica presente y pasado*. Students are to present on the assigned day and must bring an informative one-page review of the topic to distribute to the class.

University's Credit Hour Requirement

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."

Final Examination or Evaluation

There will be a final examination in this course, which is scheduled as follow: **Tuesday, May 22 at 9:45am-12:00pm.**

Grading Information

Feedback and how you can check on your own learning: **All graded work is returned in class.** We review assignments in class so you can assess your work and progress. If you miss a class it is your responsibility to inquire about graded work that has been returned. Please see the section about oral reports and the feedback that you will receive on the draft submission. Contact the professor with any questions you have about your grades.

Guidelines:

- (1) Late work, assignments turned in after the due date, will be graded as late.
- (2) No Wikipedia sourcing is allowed.
- (3) Print and attach to written work all pertinent information from web sites.
- (4) All research work requires documentation of the sources and for books and journals MUST give page numbers, unless the reference is global.

Determination of Grades

A+ = 97-100	A = 94- 96	A- = 90-93
B+ = 87-89	B = 84-86	B- = 80-83
C+ = 77-79	C = 74-76	C- = 70-73
D+ = 67-69	D = 64-66	D- = 60-63
F = 59-0 Unsatisfactory		

Mid-term exam	20 %
Final exam	20 %
Two essays	20 % (10% each)
Research Exercise	15 % Minus 10 points for each late day
Other assignments	15 % (Participation, library exercise, maps and quizzes)
Oral group presentation	10 %
Student Project – Optional for extra credit. Up to 15 points will be added to the grade earned in your Research Exercise.	

- **For upper division GE courses (R, S, V)**

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Student Technology Resources for this course

The Department of World Languages and Literatures Media Center, in Clark Hall 208, is a resource for all students enrolled in foreign language classes. The Media Center has computers that facilitate compositions.

Useful sites for this class:

www.cervantesvirtual.com This site has many literary works and good commentary.

www.lanic.utexas.edu This is an excellent portal for Latin American Studies.

<loc.gov> [Library of Congress] The Library of Congress has a separate Hispanic Division with online exhibitions.

WLL website <<http://www.sjsu.edu/wll>> Information about: Scholarships, WLL majors and minors, The Latin American Studies minor, and a student Honor Society.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Courtesy towards fellow students is expected at all times. Cell phones must be turned off at all times in class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. **You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.**”
- **For this course you must obtain permission in writing from the professor to record any aspect of the class, audio or video.**

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

SPAN 102B / Hispanic American Culture, Spring 2018, Course Schedule

This schedule is subject to change with fair notice – instructor will inform students in class regarding changes to the schedule. Please consult Canvas for most updated schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thu. 1/25	Course Introduction / Add class codes.
2	Tue. 1/30	Introduction to Research Exercise / Diagnostic test
	Thu. 2/1	<i>Latinoamérica</i> ch. 8 “Latinoamérica a vista de pájaro” / MAP #1 DUE
3	Tue. 2/6	<i>Latinoamérica</i> ch. 1 “Las grandes civilizaciones precolombinas (I)” / MAP #2 DUE
	Thu. 2/8	<i>Latinoamérica</i> ch. 2 “Las grandes civilizaciones precolombinas (II)”
4	Tue. 2/13	Canvas: Reading selection of the <i>Popol Vuh</i>
	Thu. 2/15	Library Research Day
5	Tue. 2/20	<i>Latinoamérica</i> ch. 3 “Europa en la época del descubrimiento de América”
	Thu. 2/22	<i>Latinoamérica</i> ch. 4 “La conquista de la América Hispana” <i>The Aztec Empire</i> - Documentary
6	Tue. 2/27	Canvas: <i>La Malinche ¿Vindicación del México del Siglo XX?</i> María Elena Bueno – Masters Thesis.
	Thu. 3/1	Review: <i>Latinoamérica</i> , ch. 2 (2.4 “Los hijos del Sol” y “La forja de un imperio”) <i>The Ghost of Machu Picchu</i> - Documentary
7	Tue. 3/6	<i>Latinoamérica</i> , ch. 5 & 6 – “Sistema colonial: Sociedad, vida y cultura en el mundo colonial”.
	Thu. 3/8	<i>Latinoamérica</i> , ch. 7 (7.3-7.7) “ El siglo XIX: la independencia y sus consecuencias” <i>El precio de la libertad (El espejo enterrado)</i> - Documentary ESSAY #1 DUE TODAY.
8	Tue. 3/13	<i>Latinoamérica</i> , ch. 12 - Centroamérica: Costa Rica y Panamá
	Thu. 3/15	REVIEW FOR MIDTERM
9	Tue. 3/20	MIDTERM EXAM
	Thu. 3/22	<i>Latinoamérica</i> , ch. 9 (9.2-9.5) “El siglo XX: Panorama latinoamericano”
10	Tue. 3/27	Vacaciones de primavera
	Thu. 3/29	Vacaciones de primavera
11	Tue. 4/3	Group meeting to prepare oral presentations
	Thu. 4/5	<i>Latinoamérica</i> , ch. 10 & 11 / Group presentations
12	Tue. 4/10	<i>Latinoamérica</i> , ch. 10 & 11 / Group presentations Outside of class: Watch documentary <i>Dramatic Stories of Argentina’s Stolen Children</i> https://www.youtube.com/watch?v=BgLge0ikz84 and answer questions about the documentary
	Thu. 4/12	<i>Latinoamérica</i> , ch. 15 “Los países del cono sur: ...” (<i>Perón y Evita, Perón regresa brevemente, La guerra sucia, La guerra de las Malvinas y Retorno a la democracia</i>)
13	Tue. 4/17	<i>El proceso</i> - Documentary / <i>Dramatic Stories of Argentina’s...</i> ANSWERS DUE TODAY
	Thu. 4/19	<i>Los desaparecidos</i> - Documentary
14	Tue. 4/24	<i>Latinoamérica</i> , ch. 17 “Los hispanos en los Estados Unidos” (17.2, 17.3, 17.5, 17.6, 17.8 y 17.9) <i>Underwater Dreams</i> - Documentary RESEARCH EXERCISE DUE TODAY
	Thu. 4/26	Canvas: Biography of Isabel Allende “Un pastel de milhojas” by Isabel Allende
15	Tue. 5/1	“Un pastel de milhojas” by Isabel Allende – continuation
	Thu. 5/3	Canvas: Biography of Nancy Alonso “Motín a bordo” by Nancy Alonso ESSAY # 2 DUE TODAY
16	Tue. 5/8	Student Project – Optional for extra credit.
	Thu. 5/10	FINAL EXAM REVIEW
Final	Tuesday 5/22	Examen final-9:45am-12:00pm