

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



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Office Hours: T: 3:00-4:00 or by appointment  
Classes: Tuesday: T: 4:30-6:30; TH: 4:30-5:30  
Classroom: AHB 1B06

**Antirequisite:** Spanish 2219F/G

**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.

### Academic Policies

<http://www.uwo.ca/modlang/undergraduate/policies.html>

This page outlines and explains all the Academic Policies for undergraduate courses offered in the Department of Modern Languages and Literatures. All undergraduate course outlines refer to this page. Please also note the Departmental Practices and Support Services for Students.

### 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 on the cultural

production of the Hispanic world, 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, we will be studying major cities (Buenos Aires, Mexico City, Madrid, Seville, Granada, Lima, Machu Pichu, Tenochtitlan, and Cusco) from a historical perspective and as cultural centers. The course will also examine representations of social and cultural movements on films and photography. Students will be doing research on major literary figures (Cervantes, Borges, Tirso de Molina, García Márquez, Humberto Ak'aba'l) and the impact of their work on world literature. Moreover, there will be an introduction on the history of the Spanish language, and a study on the Spanish language rich dialectical differences on both sides of the Atlantic.

## Methodology

Guided and assisted by the instructor, students will write one (1) annotated bibliography, selected from subjects proposed in this syllabus. Students will also write 1 short assignment and a final research essay. In addition, there will be six (6) brief quizzes or questionnaires on subjects taught and discussed in class. Moreover, each student will prepare and present in class the results of her/his research of one of the topics chosen from the list provided in this syllabus (the subject for this oral presentation must be different of the subject of the annotated bibliography). 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.

## Grade distribution

1 written assignment	15%
1 oral presentation	10%
1 group project	15%
1 final essay	30%
1 annotated bibliography	10%
6 Quizzes	20%

## Texts required

For your final essay, you will choose one of two works: a short story, “Cartas de mamá”, by Julio Cortázar or a film: *El laberinto del fauno*, Guillermo del Toro.

## Subjects for annotated bibliographies and oral presentations

Each student will choose 1 subject from the following list of possibilities.

### I History, Social and Natural Sciences

1. The work of fray Bernardino de Sahagún
2. Maya astronomy
3. History of the fall of Tenochtitlan, capital of the Aztec Empire
4. A brief history of the encyclopedia of Alfonso “El Sabio”
5. History of the Fall of Granada, the last Moorish city in Spain
6. History of Jews expulsion from Spain

7. A brief history of El Andaluz
8. One or two aspects of Aztec or Inca social and political system (e.g., government structures, social structure, economy, agriculture)
9. A brief history of the European debate on the nature of the inhabitants of the “New World”

II Cultural expressions: Visual arts, literature, film and architecture.

1. Mesoamerican architecture (Maya or Aztec)
2. Inca architecture, cities, road and bridges
3. Moorish architecture
4. The Sefarad culture
5. The great 20<sup>th</sup> Century Spanish Painters (**choose no more than two painters**)
6. Music and the expansion of the Christian faith in the New World
7. Great Latin American painter (**choose no more than two painters**).
8. Caribbean Music movements or genres (Choose no more than two movements or genres)

III Linguistics and system of communication

1. The problem of resolving the ideographic language of the Mayas
2. Brief history of Antonio de Nebrija’s grammar of the Castilian language
3. Andres Bello’s Grammar for Spanish-America
4. A linguistic map of Guatemala
5. A linguistic map of Mexico
6. A linguistic map of Bolivia
7. A linguistic map of Colombia
8. Changes in languages through contacts, e.g., Nahuatl-Spanish, Quechua-Spanish, Mayan languages-Spanish, Arabic-Spanish or English-Spanish
9. Books, codices and sculptures as repositories of knowledge and information
10. Spanglish and the transformation of languages

Subjects for written assignments

1. *Aamores perros* a film by Alejandro González Iñárritu, **or** *Viridiana*, **or** *Los olvidados*, films by Luis Buñuel, **or** *The Mission* a film by Roland Joffé, **or** *Y tu mamá también*, by Alfonso Cuarón, **or** *Historia oficial*, Luis Puenzo
2. “Continuidad de los parques”, a short story written by Julio Cortázar, **or**, “Chac Mool”, by Carlos Fuentes.

### **Instructions for the written assignment:**

Three (3) to five (5) pages, double space and Times New Roman font (12 points). The papers must include more than three secondary sources and at least one of them in Spanish. It should have a clearly articulated point of view, **your own point of view**, well written, and well structured. If you need help, please, come to see me during my office hours or set an appointment. **Due October 4.**

### **Instructions for the annotated bibliography:**

Students will choose one subject from the list provided in this syllabus. Since the subjects provided are very general, only as a general guide, students are expected to do the research on one aspect related to the subject chosen. The research on the subjects will consist in finding and writing fully developed abstracts of the information found in each source, and a bibliography of at least 5 entries **of scholarly books or articles. Due October 25.**

### **Oral presentation**

In coordination with the instructor each student will choose one subject other than the one selected to write the annotated bibliography, and will present the results of the research to the rest of class. Presentation will be between 5 and 10 minutes. **Oral presentations will be scheduled on Tuesdays**

### **Final essay**

After reading one of the two proposed works (or the two) students will write an essay (a multimedia essay is also possible) using at least five (5) secondary sources, and at least two in Spanish. More instructions will be given in class about the format of the essay. **Due last day of classes or before but not after.**

### **Quizzes**

Most of the quizzes will cover only the content of two classes: the content of day when the quiz is scheduled, and the precedent class. The form will be multiple choice and will take no more than 30 minutes. Though most quizzes must be individually answered, some will be done in consultations with your peers.

### **Group project**

Students will form group of two (2) to a maximum of three (3) and work together to do a research and a group interpretation on a work of art or literature. It is expected the students use their creativity and initiative to come up with the best form to produce the better result. 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 present in class (**October 23**), and the second will be the final version of the project, **due November 20**. The two best works will be presented in class. Further instructions will be provided in class.

<b>Spanish 2215F: Exploring Hispanic Cultures I *</b> <b>Room TC201</b>	
<b>Tuesdays</b> <b>4:30-6:30</b>	<b>Thursdays</b> <b>4:30-5:30</b>
	September 6: <b>Clase 1</b> Introducción
September 11: <b>Clase 2</b> Explorando conceptos de cultura Breves notas de la cartografía cultural en los dos lados del Atlántico	September 13: <b>Clase 3</b> Encuentros y desencuentros: Historias y Cosmogonías. Civilizaciones prehispánicas: La civilización maya
September 18: <b>Clase 4</b> Civilizaciones prehispánicas: La azteca y la inca El Imperio español	September 20: <b>Clase 5</b> Escribiendo y dibujando historia
September 25: <b>Clase 6</b> Conquista y contradicciones: El Inca Garcilaso de la Vega y Sor Juana de la Cruz <b>Quiz 1</b>	September 27: <b>Clase 7</b> Grandes figuras y obras del Siglo de Oro español <b>Inicio de presentaciones orales</b>
October 2: <b>Clase 8</b> Grandes figuras y obras del Siglo de Oro español <b>Quiz 2</b>	October 4: <b>Clase 9</b> Ciudades antiguas y modernas <b>Written assignment due</b>
October 9: <b>Reading Week</b>	October 11: <b>Reading Week</b>
October 16: <b>Clase 10</b> Ciudades antiguas y modernas <b>Quiz 3</b>	October 18: <b>Clase 11</b> Ciudades antiguas y modernas
October 23: <b>Clase 12</b> <b>Presentations: Group Project outlines</b> <b>Quiz 4</b>	October 25: <b>Clase 13</b> Grandes figuras de la cultura hispanoamericana contemporánea <b>Annotated bibliography due</b>
October 30: <b>Clase 14</b> Grandes figuras de la cultura hispanoamericana contemporánea	November 1: <b>Clase 15</b> Vanguardias artísticas y poéticas
November 6: <b>Clase 16</b> “Vanguardias de la cocina” <b>Quiz 5</b>	November 8: <b>Clase 17</b>
November 13: <b>Clase 18</b> Film: Abrazo de la serpiente	November 15: <b>Clase 19</b> Grandes momentos del cine hispano
November 20: <b>Clase 20</b> Lenguas prehispánicas Mapa lingüístico del mundo hispano	November 22: <b>Clase 21</b> Movimientos y literaturas indígenas

<p><b>Group Project due</b> <b>End of Oral Presentations</b></p>	
<p>November 27: <b>Clase 22</b> Movimientos y literaturas indígenas Movimientos y nuevas representaciones afrohispanoamericanas <b>Quiz 6</b></p>	<p>November 29: <b>Clase 23</b> Movimientos y nuevas representaciones afrohispanoamericanas</p>
<p>December 4: <b>Clase 24</b> Conclusión:</p>	<p>December 6: <b>Clase 25</b> <b>Final essay due</b></p>
<ul style="list-style-type: none"> <li>• There might still be changes, especially regarding the Guest Speakers</li> </ul>	