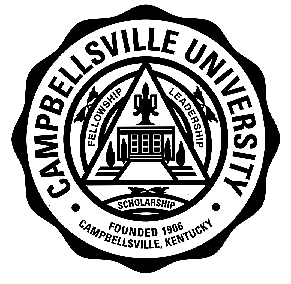
**CAMPBELLSVILLE UNIVERSITY**



**COURSE SYLLABUS**

PLEASE TYPE. DATE\_\_\_\_1/13/2015\_\_\_\_\_\_\_\_\_\_\_\_\_

ACADEMIC UNIT\_\_\_\_\_SPANISH (ARTS AND SCIENCES)\_\_\_\_\_\_\_\_\_\_\_ FACULTY\_C. ARRANZ\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discipline | Course#  Section | Title of Course | Credit Hours | Cross Reference  (if applicable) |
| SPA | 380 | 01 | 3 |  |

TEXTBOOK [ X ] Required [ ] Not Required

Author McVey Gill,Smalley, Haro,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title\_\_ Cinema for Spanish Conversation\_

Publisher\_\_\_ Focus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Publication\_\_\_2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WORKBOOK

Author\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Publication\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. COURSE OBJECTIVES: List the objectives of the course, both general and specific. Please relate these objectives

to the mission and goals of the University and the Academic Unit.

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course. Please include grading scale.
3. REQUIREMENTS
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FORM FH-E.2.7A Page 1 of 1

# Campbellsville University

**Humanities Division**

**Spring 2015**

**SPA 380 – Special Topics: Hispanic Cinema & Cultures**

**Professor:** Dr. Carmen Arranz **Telephone:** 270-789-5284

**Office**: Carter Hall 208 **Days/Classroom:** TR 2:00-3:15 pm CH110

**Email**: carranz[@campbellsville.edu](mailto:gjperez@campbellsville.edu)

**Office Hours**: TR 9:00-9:30 and 12:15-1:15; F 9:00-10:00am, 11:00-3:00am; or by appointment

**REQUIRED MATERIALS:**

* Textbook:*CINEMA FOR SPANISH CONVERSATION*, 4th Edition, by Mary McVey Gill, Deana Smalley and Maria-Paz Haro, Focus, 2014.
* A good bilingual dictionary: Spanish-English/English-Spanish

**Course description**: A survey of Hispanic films from all times. This Third-year level course, taught completely in Spanish has been designed to introduce students to the cinematic work of a number of Hispanic film artists, and to develop a more detailed and creative reception of each film. The course requires students to have high intermediate to advanced Spanish skill levels. While the students will not be able to spend time in a Spanish-speaking country this semester, they can travel through the eyes of filmmakers to many parts of the Hispanic world. This highly motivating context will work well for students, especially to improve their listening comprehension and conversations skills, as well as, their understanding of a different culture and to develop their critical thinking.

**Methodology**: The discussions and the analyses will center on socio-cultural and historical priorities in relation to themes such as films by women and the representation of genre, identity, exile, in/emigration, the transnational, and the intercultural. We will discuss some cinematic proposals shaped by their identity politics and social/cultural context. Our approach deals with methods of reading cultures that are always changing in complex and conflictive situations. As with any real-world experience, students will not understand every word, but they will be highly motivated to understand material that they know was created for native speakers of Spanish.

**Learning objectives.** Students will be expected to:

1. Learn cultural aspects from Spanish-speaking countries and their history.
2. Understand filmmaking as a cultural form and political practice in Hispanic countries.
3. See and learn about daily-life culture in a wide variety of settings (how people in the Hispanic world eat, cook, travel, play, get married, raise their children, spend their free time, what non verbal communication they use, etc).
4. Research topics assigned and report back to the class in written assignments and oral presentations.
5. Develop their capacity to analyze film texts.

**GRADE BREAKDOWN**. The course grade will be determined as follows:

* Participation and in-class work 10%
* Homework 20%
* Essays (7%, 7%, 11%) 25%
* Oral presentations 20%
* Exams (20%) and quizzes (5%) 25%

**1. Attendance**. Because group work and oral discussion are central activities in the class**,** attendance is mandatory**.** In accordance with the University Undergraduate Student Attendance Policy, no more than four (4) absences will be allowed for this course. Absences in excess of this number of days will result in an **F** for the course. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to ensure that all assignments are submitted on due dates, regardless of date(s) of absences. Work can only be made up when the student’s absence is excused. Makeup work due to an excused absence must be completed and turned in **within a week** of the original assignment’s due date.

**2. Participation and in-class work (10%):** Participation is extremely important since we are going to spend most of the class time discussing, and doing activities (in pairs, in small groups, with the whole class) that intend to be helpful in understanding the films, the Spanish language, and the Hispanic cultures. Students are expected to use Spanish during the whole class period, even when discussing in pairs or small groups with their classmates. Not doing so will damage their participation grade.

**3. Homework (20%):** Movies will be watched outside of class time. Students are expected to watch them carefully, and take notes, in order to be ready to spend the class time discussing, formulating questions, and clarifying aspects if necessary. Most of the homework assignments that you will need to turn in can be classified in two categories:

* Oral submission. After you watch the assigned movie, you will have to record an oral activity (such as a summary of the movie, a description of a scene, a description of a character….), and submit it via Tigernet. You should (a) spend a couple of minutes thinking of how you could best answer what is being asked, and write down key words that will help you on the narration, and (b) record a 3 to 5-minute long narrative in Spanish. You should incorporate some of the new words learnt from the movie. Avoid writing the text first, the objective of this activity is to practice your speaking skills (instead of your writing/reading skills). We will listen to a couple of these submissions at the beginning of each class meeting.
* Informes. An informe is a personal essay that explores one aspect from the movie. It can be a topic that we already discussed in class (but you want to develop it further), or something that we did not discuss (but you think it is worth exploring). Your informes need to (a) show a clear understanding of the cultural issues in the movie (not all issues, but at least the ones you decide to mention), (b) demonstrate critical thinking, by writing in a coherent, cohesive way. Informes aim to help you build more interesting readings of the movies and establish connections with the world beyond them. Your informes will have a topic and a title, and therefore, a clear focus. Informes will be deducted 1 point (over 10) per day if they are late. Informes should have a minimum of 300 words, and are to be submitted through Tigernet.

**4. Essays (essay 1 and 2, 7%; essay 3, 11%).** The course has three sections: Migrations, Historical Memory, and The Marginalized. At the end of each section, you will write an essay in which you establish the connections between one of the movies and the topic of that section. Your essay will probably reflect some of the issues discussed in class, but you will also need to include new thoughts, quotes from the movies, references to specific visual elements in the movie… The essays will also need to include two outside sources: one academic, and one non-academic but reliable. Essays should follow MLA style. Essays should have a minimum of 800 words. The final essay will be longer (1,500 words), it will require more sources (4), and will also hold more value. You will need the following information to submit your essays through turnitin.com:

Class ID 9284129

Password cinema

**5. Oral Presentations (20%).** There will be two formal, oral presentations in this course:

* Cultural presentation (13%, 21-25 minutes per person). When watching a film from another culture, it is easy to get lost in a reality that is quite unfamiliar to us. The objective of this presentation is to help your classmates understand some cultural issues before they watch those issues in a movie. Requirements for this presentations are:
  + The student will have to research those issues and prepare a comprehensible, spoken 15-minute presentation in Spanish.
  + The presentation should include visual aids (a maximum of 3 minute long video, beyond the 15 minutes).
  + Students should prepare a handout for their classmates with two elements: (a) information for their peers to keep, and (b) some sort of review activity to make sure their classmates understood the material presented. Students will have 5 extra minutes to work on this activity.
* Final Essay Presentation (7%, 8 minutes). On the last two days of class, you will present your research findings to the class.

**6.** **Exams (20%) and quizzes (5%).** There will be an exam after each class section. The exams will test your knowledge and understanding of the films, the target language, and the culture. These exams will also intend to amplify the class discussion with open-ended questions to make you reflect and produce critical thinking about the Hispanic world.

The following grading criteria will be used to determine the final grades for this course: **A** (90-100), **B** (80-89), **C** (70-79), **D** (60-69), **F** (0-59).

A**cademic Honesty. Important:** All academic work, oral or written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

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**Special Needs Accommodations:** Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**\*CAMPUS SECURITY NUMBERS: OFFICE 270-789-5555 OR CELL 270-403-3611**

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**FILMS**:

1. MIGRATIONS:

* La misma luna (Mexico/ USA, director Patricia Riggen, 2007)
* Flores de otro mundo (España, directora Iciar Bollaín, 1999)
* Un cuento chino (Argentina, director Sebastián Borensztein, 2011)
* Guantanamera (Cuba, director Tomas Gutierrez Alea, 1995)

b. HISTORIC MEMORY:

* El viaje de Carol (España, director Imanol Uribe, 2002)
* No (Chile, director Pablo Larrain, 2012)
* Diarios de motocicleta (Argentina/Chile/Peru, director Walter Salles, 2004)

c. THE MARGINALIZED:

* Todo sobre mi madre (España, director Pedro Almodóvar, 1999)
* Maria, llena era de gracia (Colombia/ USA, director Joshua Marston, 2004)
* También la lluvia (España/México, directora Iciar Bollaín, 2010)

**SPA 380/ Spring 2015**

**TENTATIVE SCHEDULE OF ASSIGNMENTS**

**\*\*** The professor has the right to make any necessary changes to accommodate the material to the progress of the class.

|  |  |  |
| --- | --- | --- |
| **FECHA** | **We will work on this during class time. It might be helpful for you to read it before class.** | **To do and turn in BEFORE class** |
| January 13 (T) | Presentación del profesor, Introducción al curso  Sign up for Oral Presentations |  |
| January 15 (R) | Vocabulario básico para hablar de cine  Introducción al **TEMA 1: MIGRACIONES** | Tigernet: Oral submission trial  Turn in signed consent |
| January 20 (T) | Introducción a la película *La misma luna*  Presentación 1: *Inmigración en EEUU* (cover issues on page 6 “Investigación”) |  |
| January 22 (R) | Discusión sobre *La misma luna* | Ver película La misma luna  Tigernet (TG): Oral submission (3-5 minutes) |
| January 27 (T) | Vocab quiz (p. XIV, 2, 3, 8) (not 9)  Introducción a *Flores de otro mundo*  Presentación 2: *Migraciones en España* (cover issues 1 and 2 on page 224 “Investigación”) | TG: Informe sobre *La misma luna* (300 words) |
| January 29 (R) | Discusión sobre *Flores de otro mundo* | Ver película *Flores de otro mundo*  TG: Oral submission (3-5 minutes) |
| February 3 (T) | Vocab quiz (p. 220, 221, only 1st tableo on page 226)  Introducción a *Un cuento chino*  Presentación 3: *Migraciones en Argentina* | TG: Informe sobre *Flores de otro mundo* (300 words) |
| February 5 (R) | Discusión sobre *Un cuento chino* | Ver película *Un cuento chino*  TG: Oral submission (3-5 minutes) |
| February 10 (T) | Vocab quiz (fotocopia)  Instrucciones para el ensayo 1  Presentación 4: *Historia de Cuba en el siglo XX* (cover issues 3, 6, 7 on page 108 “Investigación”)  Introduccion a *Guantanamera* | TG: Informe sobre *Un cuento chino* (300 words) |
| February 12 (R) | Discusión sobre Guantanamera | Outline of essay 1 (just your ideas, no other sources) |
| February 17 (T) | Vocab quiz (p. 104, 105, 109, 110)  Presentación 5: *Cuba vista por los EEUU* (cover issues 4 and 5 on page 108 “Investigación”)  Repaso |  |
| February 19 (R) | EXAMEN 1 |  |
| February 24 (T) | Introducción al **TEMA 2: MEMORIA HISTÓRICA**  Presentación 6: *España en el siglo XX* (cover issues 1-3 on page 206 “Investigación”) | Essay 1 (including 2 sources, 800 words) |
| February 26 (R) | Discusión sobre *El viaje de Carol* | Ver película *El viaje de Carol*  TG: Oral submission (3-5 minutes) |
| March 3 (T) | Vocab quiz (p. 202, 203, 208, 209 only “otras palabras”)  Introducción a *No*  Presentación 7: *Chile en el siglo XX* (cover issues 1-2 on page 182 “Investigación”) | TG: Informe sobre *El viaje de Carol* (300 words) |
| March 5 (R) | Discusión sobre *NO* | Ver película *NO*  TG: Oral submission (3-5 minutes) |
| March 9-13 | VACACIONES DE PRIMAVERA |  |
| March 17 (T) | Vocab quiz (p. 178, 179, 185)  Presentación 8: *Historia paralelas a la de Chile* (otras dictaduras militares en América Latina)  Introducción a *Diarios de motocicleta* | TG: Informe sobre *NO* (300 words) |
| March 19 (R) | Discusión sobre *Diarios de motocicleta* | Ver película *Diarios de motocicleta*  TG: Oral submission |
| March 24 (T) | Vocab quiz (158, 159, 165, 166)  Presentación 9: *El Che Guevara* (cover issues 1-3 on page 162 “Investigación”)  Repaso | Outline of essay 2 (just your ideas, no outside sources) |
| March 26 (R) | EXAMEN 2 |  |
| March 31 (T) | Introducción al **TEMA 3: MARGINADOS**  Presentación 10: *Cataluña* (cover issues 1-3 on page 240 “Investigación”) | Essay 2 (800 words, 2 sources) |
| April 2 (R) | Discusión sobre *Todo sobre mi madre* | Ver película *Todo sobre mi madre*  TG: Oral submission |
| April 7 (T) | Vocab quiz (p. 236, 237, 241, 242)  Introducción a *María, llena eres de gracia*  Presentación 11: *El problema de las drogas* (cover issues 1-2 on page 126 “Investigación”) | TG: Informe sobre *Todo sobre mi madre* (300 words) |
| April 9 (R) | Discusión sobre *María, llena eres de gracia* | Ver película *María, llena eres de gracia*  TG: Oral submission |
| April 14 (T) | Vocab quiz (p. 122, 123, 127 only “otras palabras”)  Introducción a *También la lluvia*  Presentación 12: *La conquista española* (cover issues 1-4 on page 142 “Investigación”)  Presentación 13: *Problemas actuales de los indigenas* (cover issue 4 on page 142 “Investigación”) | TG: Informe sobre *María, llena eres de gracia* (300 words) |
| April 16 (R) | Discusión sobre *También la lluvia* | Ver película *También la lluvia*  TG: Oral submission |
| April 21 (T) | Vocab quiz (p. 138, 139, 144 only “Cognados” and “la iglesia”, 145)  (If needed) Presentación 14: *Retos de otros pueblos indígenas*  Repaso | Outline for final essay (just your thoughts, organized) |
| April 23 (R) | EXAMEN 3 |  |
| April 28 (T) | Work on final essay | Bring underlined quotes from sources to help your final essay |
| April 30 (R) | Final presentations |  |
| May 5 (Tuesday)  2:00om | Final presentations  Final essays due (1,500 words, 4 sources) | |