

2016

# SPAN 352 Latin American Traditions and Popular Culture

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## Latin American Traditions and Popular Culture

SPAN 352

Otoño 2015

MW 6:00 – 7:15

Clase: ALT 004

Oficina: Schott Hall 807

Horas de oficina: a determinar

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**Course description:** This course investigates the political nature of popular culture in twentieth-century Latin America. The particular historical and political context of each nation can enrich our analysis of a broad range of popular culture forms, including football (no “soccer” allowed in class), film, dance and detective fiction. We will also explore the ethics of cultural tourism and the consumption of popular culture. Even though several readings are in English, the course will be conducted entirely in Spanish.

**Course objectives:** By the end of the semester, the student should be able to:

- Identify the complex political nature of popular culture as it manifests in different Latin American countries
- Demonstrate their ability to connect major political, economic and social trends of the region to expressions of popular culture
- Reflect about issues of authenticity, power dynamics, how consumption of popular culture is not value neutral, and how it affects the local population

This course prepares students to meet the following requirements of the **Xavier University Core Curriculum:**

**GOAL 1:** Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

**GOAL 2:** Students will be critical thinkers

1. Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories

**GOAL 4:** Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies

2. Students will recognize and interpret artistic and literary expression

**GOAL 5:** Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world

**GOAL 6:** Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally

2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities

3. Students will consider perspectives of diverse groups when making decisions

4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance

6. Students will communicate in a foreign language and to read and interpret cultural materials related to the language studied

### **ACADEMIC HONESTY**

You should be aware of the University policy on Academic Honesty, as stated on the Web site. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. Help on specific homework from a tutor is also considered a violation since your work is yours not the tutor's; tutors can help with general questions and grammatical problems; they are not to correct work that is going to be submitted for a grade. Copying homework from a classmate, copying from internet sources including translation services, will be considered violations. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes.

### **REQUIRED MATERIAL:**

- Paco Ignacio Taibo II, *Cosa fácil* (there are several editions of this novel. Any edition is acceptable, as well as a Kindle versión)

- Additional readings accessible through Canvas or online

### Student responsibilities

- As in any other class, assistance and participation are essential. You need to do the readings before class in order to be able to participate in the class discussion.
- Although I don't assume that the student has a perfect knowledge of Spanish, remember that **this is not a language course**. The class will be entirely in Spanish. I will do my best to explain difficult concepts or ideas, but it is the student's responsibility to look up in the dictionary the words or phrases that she/he doesn't understand. In addition, although written assignments will not be graded based on grammar, those that do not meet an acceptable level of Spanish will be returned and asked to be re-written. Therefore, it is essential that the student reflects in the first couple of weeks if his/her language skills are adequate. If you are not sure, please come and talk to me.
- There will be **two exams** throughout the semester and a **final exam**
- There will be one essay (4-6 pages long) due November 28<sup>th</sup>. Detailed guidelines will be given during the semester
- There will be a 3-4 pages long reflection paper, due Friday, December 9<sup>th</sup>. Detailed guidelines will be given during the semester

### EVALUACION

|                            |     |
|----------------------------|-----|
| Exams (2)                  | 30% |
| Final Exam                 | 15% |
| Ensayo Analisis Novela     | 20% |
| Reflexion del curso        | 10% |
| Asistencia y participacion | 25% |

### GRADING SCALE

|          |    |              |    |
|----------|----|--------------|----|
| 100%-93% | A  | 76%-73%      | C  |
| 92%-90%  | A- | 72%-70%      | C- |
| 89%-87%  | B+ | 69%-67%      | D+ |
| 86%-83%  | B  | 66%-60%      | D  |
| 82%-80%  | B- |              |    |
| 79%-77%  | C+ | 59 and below | F  |

### AGOSTO

22 Introducción al curso

**UNIDAD 1: ¿Qué es América Latina? ¿Qué es la cultura popular?**

24 George Yudice “We are not the world” (Canvas) - “Definiciones de cultura” (handout en Canvas)

29 Leslie Bary “The Search for Cultural Identity” (Canvas)

31 Vivian Schelling, “Popular culture in Latin America” (Canvas)

**SEPTIEMBRE**

5 **LABOR DAY**

**UNIDAD 2: La identidad argentina y el tango**

7 Thomas Skidmore “Argentina” (Canvas)

12 John Charles Chasteen “Black Kings, Blackface Carnival, and Nineteenth-Century Origins of Tango” (Canvas)

14 Tango (Archetti, Collier) –(Canvas)

19 Arlene Dávila “Tango tourism and the Political Economy of Space” (Canvas)

21 REPASO PARA EL EXAMEN 1

26 **EXAMEN 1**

**UNIDAD 3: Géneros populares: la novela negra y el cine policial**

28 Thomas Skidmore “Mexico: The Taming of a Revolution” (Canvas)

**OCTUBRE**

3 Glen S. Close, “The Detective is Dead. Long Live the *Novela Negra!*” (CANVAS)

5 Paco Ignacio Taibo II, *Cosa fácil*

10 Paco Ignacio Taibo II, *Cosa fácil*

12 Paco Ignacio Taibo II, *Cosa fácil*

17 Paco Ignacio Taibo II, *Cosa fácil*

19 Paco Ignacio Taibo II, *Cosa fácil*

24 Paco Ignacio Taibo II, *Cosa fácil*

26 *Nueve Reinas* (película)

31 *Nueve Reinas* (película)

**NOVIEMBRE**

2 Gabriela Copertari "Nine Queens: A Dark Day..." (Canvas)

7 REPASO EXAMEN 2

9 **EXAMEN 2**

**UNIDAD 4: La identidad argentina y el futbol: Maradona y Messi**

14 Eduardo Archetti "The spectacle of identities: football in Latin America" (CANVAS)

16 Eduardo Archetti: "'And Give Joy to my Heart': Ideology and Emotions in the Argentine Cult of Maradona" (Canvas) Juan Villoro "Diego Armando Maradona" (Canvas)

21 **NO CLASS – Professor out of town**

23 **THANKSGIVING**

28 Material del instructor: el caso Messi **ENTREGA ENSAYO ANALISIS NOVELA**

30 RECAPITULACION DEL CURSO

**DECEMBER**

5 RECAPITULACION DEL CURSO

7 RECAPITULACION DEL CURSO **ENSAYO REFLEXION DEL CURSO DUE FRIDAY,**

**DECEMBER 9th**

Final Exams Week: **12-16 de Diciembre: Examen final: Lecciones 1-6**---Consult Fall Course Schedule for final exam date