

SPA 354 Survey of Latin American Film

3 Credits

Description: Analysis of the form, content, and history of contemporary films from Latin America. The focus is on issues of political ideologies, class, gender, and race. Taught in Spanish. Letter grade only.

Texts:

While there is no specific textbook that needs to be purchased for this course, the students must have access to, a printer, and email as the professor will assign specific readings throughout the semester.

Course Description:

This course will be a thematic study of significant, contemporary Latin American films emphasizing and further investigating their relationship to history, culture, society and political issues that have often given rise to social movements. Films from a variety of Spanish-speaking countries including Mexico, Argentina, Chile, Cuba, Bolivia, etc. will be studied in their socio-political context. Films will be introduced, analysed, and discussed using a variety of resources including newspaper articles, radio clips, the literary texts that have inspired the films as well as journal articles. Class discussions, activities, presentations, debates, and written work will help to expand upon and improve the student's analytical skills as well as Spanish language skills as we further explore Latin American identity through these films.

The class will meet 4 times a week, two hours each session. The sessions will include an introduction (when time permits) and screening of the film second part of the class will be dedicated to discussion and activities exploring the film and the socio-political issues implicated in the film. Class discussions, lectures, homework, and evaluations will take place in Spanish.

Course Objectives:

- Introduce students to important Latin American films as well as promote appreciation and comprehension of said films.
- Further knowledge of history, culture, society, politics and social movements as relate to films.
- Further understand Latin American identity through film.
- Improvement of language skills (aural, oral and written) in Spanish through class discussions, debates, and writing assignments.

Student Learning Outcomes:

- Demonstrate knowledge of how film can be used as a means of contextualizing history, culture and social movements.

- Critically analyze and interpret film through in-class discussions, debates, and essays.
- Show an increased understanding of Latin America history and culture.
- Demonstrate improvement of aural, oral, and written language skills in Spanish

*Note: Most of these films are rated R. As with many foreign films, upsetting subject matters, violence, foul language, and nudity is prevalent. If you are uncomfortable viewing these kinds of film, please re-evaluate taking this course.

Requirements:

Class Attendance Policy: (Per Department of Global Languages and Cultures Pertinent University and Department Policies) Students are expected to attend and make up all work missed due to a legitimate excuse. Unexcused or unexplained absences will automatically lower a student's grade if they exceed five (5) per term in a 5-credit course, four (4) per term in a 4-credit course, and three (3) per term in a 3-credit course (or 2 in a MW course). For this class, more than three missed hours (remember that Monday classes are 2 hours long) will result in a 2% drop in the final grade for each additional absence. Arriving class more than 10 minutes late or leaving more than 10 minutes early will also count towards an absence if it occurs three times or more.

Participation and Homework: Students will be expected to come to class prepared, having read the assigned articles, and ready to actively participate in class discussions and activities. Active participation promotes the development of critical thinking and fluency in Spanish. Students will occasionally turn in assignments pertaining to what they have read and how the readings relate to the movie. Students will be also expected to discuss, analyze and at times debate certain aspects of films out loud. Students may occasionally be given homework assignments to complement the course readings and gain knowledge of historical context. Students may be given reading comprehension quizzes which will count towards participation and homework. Students may be asked to watch an additional film for homework. Grades will be based primarily on completion and content.

Analytical Essays:

Students will be expected to turn in (2) two-to three page essays in Spanish and (1) longer final essay with secondary sources. They will be typed and discuss a character, scenes, theme or themes and examples of that theme that were found in the films and how they relate to the readings, historical context, etc. More specific prompts will be given as each assignment due date approaches. The papers are analyses, not reviews or summaries of the films. Papers will be graded on content and language use.

Mini-Oral Presentations: Each student will complete a project in which they will further investigate, a person, place, or event that will appear in one of the films. Students will prepare a 5-minute Spanish presentation of their findings, which must be accompanied by a slide show and other forms of visuals. Students will be

expected to present their investigations. Towards the beginning of the semester, students will be given their option of topics. Presentations will be graded on preparation and content.

Mid-Term: Students can expect a mid-term exam. Professor will grade mostly on content but grammar and vocabulary will be considered.

Final: Students can expect a final exam. Professor will grade mostly on content but grammar and vocabulary will be considered.

Final Grade:

Participation and Homework:	20%
Analytical Essays:	30%
Oral Mini-Presentations:	10%
Mid-term:	20%
Final:	20%
Total	100%

A- 90%-100% B-80%-89.9% C-70%-79.9% D-60-69.9% F- Below 60%

Weekly Schedule (Movies and readings are subject to change upon professor's discretion).

Fecha	Tema/película	Lecturas	Asignaciones
Semana 1	Introducción: ¿Por qué cine? Tema: La lucha de los indígenas <i>Película: También la lluvia, Bolivia/España, 2010</i>	1. Entrevista por Amy Goodman (Democracy Now) Cochabamba... La Guerra por el agua- Manuel de la Fuente	Presentaciones orales y tareas semanales durante todo el curso ↓
	<i>Continuación de También la lluvia</i>	Ermesto Guevara: <i>Excerpts from "Diarios de Motocicleta:</i> Alberto Granado: <i>Con el Che por Sudamérica</i>	Presentaciones orales y tareas semanales durante todo el semestre ↓
Semana 1-	<i>Los Diarios de Motocicleta, México 2004</i>	"Las Alturas de Machu Picchu" Pablo Neruda	↓

<p>Semana 2-</p>	<p>Tema: La revolución cubana <i>Fresas y chocolate, Cuba,</i> <i>o Antes que Anochezca, Cuba</i></p> <p>La revolución cubana Cuban Revolution: <i>Viva Cuba, Cuba, 2007</i></p>	<p>Excerpts from: <i>El Lobo, el bosque y el hombre Nuevo</i>, by Senel Paz</p> <p>Excerpts from <i>Antes que anochezca</i>- Reynaldo Arenas</p> <p>La breve vida infeliz de Reynaldo Arenas G. Cabrera Infante. El País. 2000 - N° 1586</p> <p>Lecturas sobre el embargo (y el fin del embargo) en Cuba -</p>	<p>Presentaciones orales y tareas semanales durante todo el semestre</p> <p>Ensayo #1</p>
<p>Semana 3-</p> <p>Semana 3</p> <p>Semana 4</p>	<p>Las dictaduras: La Guerra Sucia <i>Peliícula La Historia Oficial, Argentina, 1985</i></p> <p><i>Cautiva, Argentina, 2005</i></p> <p>Las Dictaduras (Chile, Pinochet) <i>Película: Machuca, Chile, 2004</i></p> <p>No, Chile, 2012 - Mid-term EXAM</p> <p>Magical Realism: Mexican Revolution, Women Lit . <i>Como agua para chocolate, Mexico, 1992</i></p> <p>Undocumented Migration:</p>	<p>“Carta abierta a mi nieto” por Juan Gelman</p> <p>Madres de la Plaza de Mayo</p> <p>Entrevista a Isabel Allende Bussi</p> <p>Article about the Golpe de Estado of Sp 11, 1973</p> <p>Excerpts from: <i>Como agua para chocolate</i> by Laura Esquivel</p> <p>Read Excerpts from: <i>Me llamo Rigoberta Menchu</i></p> <p>Myths and Facts about</p>	<p>Presentaciones orales y tareas semanales durante todo el semestre</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p>Ensayo # 2</p>

	Vice, 2005 <i>El Norte, USA,</i>	undocumented migration	Presentaciones orales y tareas semanales durante todo el semestre
Semana 5	Undocumented Migration: Crossing, Arizona, 2006	Reading to be announced	↓
Semana 5	<i>The Two Americans, U.S. 2012</i>	“Significado estructural, historia y tercer mundo en <i>Amores Perros</i> ” Alejandro Solominaski	Presentaciones orales y tareas semanales durante todo el semestre
Semana 6	Contemporary Struggles: Violence <i>Sin Nombre, 2009 (tentative),</i>		Ensayo #3-
	Contemporary Struggles: Violence <i>Amores Perros, México, 2000</i>		
	EXAMEN FINAL		

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s *Student Handbook* <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

***USE OF TRANSLATION PROGRAMS IS STRICTLY PROHIBITED AND WILL RESULT IN A ZERO.**