

**Department of Foreign Languages  
Moravian College  
Spanish 155: Reading and Culture  
MW 1:10-2:20pm  
Spring 2010**

Professor: Nilsa Lasso-von Lang

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Office hours: Monday 10:30-11:30am and Wednesday 2:30-3:30 pm and by appointment.

### **Course Description**

Spanish 155 offers an exciting portrait of Spain and Latin America through the study of essays, short stories, films, music and paintings that deal with topics of identity, memory and imagination. In this course students not only refine their language skills, but also acquire a better understanding of the culture, history and literature of the Spanish-speaking world.

### **Goals**

- Promote your interest in the literature and culture of the Spain and Latin America
- Identify areas of interest for future courses and/or undergraduate research (honors, independent studies and SOAR projects)
- Read, understand, and analyze short stories and critical essays in Spanish
- Write critically, concisely, and clearly in Spanish
- Work on the development of a thesis statement and supportive evidence
- Familiarize yourself with the most important databases in the field of Spanish literature
- Communicate with sophistication and ease in spoken Spanish about the class topics

### **Required Text**

Mejía, Claudia M. and Conchita L. Davis. *Miradas: Contextos para conversar y escribir*. Upper Saddle River, New Jersey: Pearson-Prentice Hall, 2008.

Other materials will be posted on Blackboard <http://blackboard.moravian.edu/>. Please set up and account and enroll yourself in this course after our first meeting. Look for SPAN155.FALL09: Reading and Culture, Prof. Nilsa Lasso-von Lang

### **Reference Books**

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6<sup>th</sup> ed. New York: The Modern Language Association of America, 2003.

*Diccionario de la lengua española*. Real Academia Española. 22nd. ed. Madrid: Espasa Calpe, 2001.

You can find a free online version at: <http://buscon.rae.es/draeI/>. Select: *Búsqueda sin signos diacríticos*. If the word is a verb, you will be able to see all the conjugations.

Other Electronic Dictionaries:

Diccionario español-inglés/inglés-español <http://www.wordreference.com/>  
Diccionarios de sinónimos y antónimos <http://tradu.scig.uniovi.es/sinon.cgi>  
<http://www.elmundo.es/diccionarios>

\* If you are student requiring learning assistance, I will be happy to accommodate you. I recommend you contact the Office of Learning Services or Dr. Ronald Kline from Student Counseling. Both can be reached at Ext. 1510. Also, feel free to talk to me directly.

## Course requirements and evaluation

### 1. Attendance

You need to come to class and be on time. 0-2 absences will not be penalized, but may affect class performance. More than two absences will result in a lowering of the final grade by one point for every additional absence. **Please** turn off your cell phone before entering the class.

### 2. Papers

Students will write three short papers (2-3 pages) and **one final research paper** based on a primary source (a short story, a film, a poem, etc.). The paper must follow the MLA citation style and format. The paper must be at least five pages long and should include a list of works cited. Papers are due at the beginning of class and **may not be sent via e-mail**. Be aware that content and grammar will be considered when grading these assignments (Your instructor will provide the rubrics)

### 3. Exams

There will be two take-home exams during the semester.

### 4. Oral presentation (20-25 minutes – including discussion)

Each student will have the opportunity to prepare a lesson to the rest of the class on the following topics:

1. Álvaro Núñez Cabeza de Vaca y los tlacuilos
2. José Martí, héroe de la independencia cubana
3. Hernán Cortés y la conquista de México
4. La herencia africana en el Perú: Susana Baca, “Caracunde”
5. El gobierno de Salvador Allende y la dictadura de Pinochet en Chile
6. La dictadura militar argentina y las madres de la Plaza de Mayo
7. La Revolución Sandinista en Nicaragua
8. El subcomandante Marcos y el EZLN en Chiapas
9. La inmigración y culturas en España contemporánea

10. La Revolución cubana y el estado actual de Cuba
11. Los inmigrantes hispanos y su contribución a la cultura estadounidense
12. Las culturas hispanoamericanas y la hispanoamérica de hoy

**NOTE: Each student must turn in an outline of his/her presentation and a list of sources used to prepare the lesson presented.**

### **5. Homework**

Homework will include a variety of readings and exercises such as short response journals, debate preparation, and thesis development activities (must keep all these material and evidence of preparation in a separate folder). I will collect this folder at the end of the semester. Total points: 50pts. (5% of final grade). According to the quality of your homework you will receive *full credit, half credit or no credit*.

### **6. Class participation**

Students are expected to come to class having prepared all materials assigned. In class, students **must participate actively** speaking in group activities and class discussions. At this level, ALL students are required to assist at least three times during the semester to an event organized by the Spanish Club such as the Spanish Table, featured films, talks, museum visits, **Publication of BABEL.** (*Babel* is the literary journal of the Department of Foreign Languages at Moravian. It invites submission of original poems, articles, and short stories in Spanish. Contact: Dr. Mesa [cmesa@moravian.edu](mailto:cmesa@moravian.edu)), and other cultural activities. These activities are part of your participation grade.

**Active Participation in class will be graded as follows:**

**A=95 *Excellent participation*** (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment.

**B= 85 *Good participation*** (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment.

**C=75 *Fair participation*** (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn't seem to understand it.

**D=65 *Poor participation*** (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation.

**F=55 *Lack of participation*** (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers

as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

**IMPORANT:** As a general rule for this class, no late assignments will be accepted and make-up exams will be given in extremely unusual circumstances.

### **Academic Honesty**

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism and cheating are serious offenses and will not be tolerated. (See your student handbook)

### **Final Course Grade**

Short essays (3)	30%	Oral presentation	10%
Research paper	15%	Participation	15%
Exams (2)	25%	Homework	5%

### **Letter Grades**

<b>A</b>	94-100	<b>B</b>	83-86	<b>C</b>	73-76	<b>D</b>	63-66
<b>A-</b>	90-93	<b>B-</b>	80-82	<b>C-</b>	70-72	<b>D-</b>	60-62
<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D+</b>	67-69	<b>F</b>	0-59

Spanish 155  
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## PROGRAMA DEL CURSO

### Semana 1

Enero 18      Introducción y presentación del curso.  
Augusto Monterroso, “La rana que quería ser auténtica”

Enero 20      Frida Kahlo, Las dos Fridas (2-4)  
“cultura e identidad en el mundo hispano”

### Semana 2

Enero 25      Gloria Fuertes, “Geografía humana” (6-12)  
Comunidades autónomas e identidad nacional en España

Enero 27      Manuel Castells, “El poder de la identidad” (13-20)

### Semana 3

Febrero 1      Elena Poniatowska, “La casita de sololoi” (21-34)

Febrero 3      María Luisa Bemberg, De eso no se habla (35-38)

### Semana 4

Febrero 8      Continuamos con De eso no se habla  
Discusiones en clase

**Entregar ensayo #1** (Resumen de “El poder de la identidad”)

Febrero 10      Miquel Rodrigo Alsina, “¿Cuál es la diferencia entre pluriculturalidad e interculturalidad?” (51-54)  
Tino Villanueva, “Cuento del cronista” (54-63)  
Intro.: “Resistencia y asimilación”

### Semana 5

Febrero 15      **Presentación: Álvaro Núñez Cabeza de Vaca y los *tlacuilos* (Justin R.)**  
Más sobre resistencia y asimilación

Febrero 17      **Presentación: Hernán Cortés y la conquista de México (Stacy C.)**  
Rosario Aguilar, “La niña blanca y los pájaros sin pies” (72-80)  
“Papel de la mujer en la conquista”

## Semana 6

Febrero 22 José Martí, Fragmento de “Nuestra América” (64-71)  
**Presentación: José Martí, héroe de la independencia cubana (Jennifer B.)**  
**Presentación: La Revolución cubana y el estado actual de Cuba (\_\_\_\_\_)**

Febrero 24 **Presentación: la herencia africana en el Perú: Susana Baca, “Caracunde” (80-84) (\_\_\_\_\_)**  
En clase: material suplementario “cultura y herencia africana”

## Semana 7

Marzo 1 Brigada Ramona Parra, Mural del Estadio Víctor Jara (96-97)  
**Presentación: El gobierno de Salvador Allende y la dictadura de Pinochet (Michael D.)**

Marzo 3 **Presentación: La dictadura militar argentina y las madres de la Plaza de Mayo (Jackie H.)**  
Eduardo Galeano, “La memoria porfiada” (98-99)  
Fernando Birri, “Los desaparecidos” (100-105)

**Marzo 6-14 No hay clase (Receso de primavera)**

## Semana 8

Marzo 15 Gastón Biraben, Cautiva (película)

Marzo 17 Cautiva...  
Discusión /escribir reseña en clase

**Entregar Examen 1** (unidades 1-2: identidad, resistencia y asimilación)

## Semana 9

Marzo 22 **Presentación: Revolución Sandinista en Nicaragua (Julia D.)**  
Gioconda Belli, “De las implicaciones del poder y de cómo el amor me hizo perder la cabeza” (Managua, 1979) (105-117)

Marzo 24 **Presentación: El subcomandante Marcos y el EZLN (Katherine K.)**  
**Leer:** Subcomandante Marcos, “Un año del ejército zapatista” (117-29)

**Entregar ensayo #2:** Ensayo analítico: Revolución, dictadura y democracia en Latinoamérica.

## Semana 10

Marzo 29 **Presentación: La inmigración y las culturas en España contemporánea (Ashley D.)**  
Nieves García Benito, “Naranjas rojas y amargas” (157-167)

Marzo 31 Pedro Almodóvar, Todo sobre mi madre (179-182)

### **Semana 11**

**1 - 5 de abril: Receso de Pascua**

Abril 7 Pedro Almodóvar, Todo sobre mi madre (179-182)

### **Semana 12**

Abril 12 Fernando Pérez, La vida es silbar (229-32)

*Entregar ensayo #3:* Escribir ensayo de opinión sobre la película Todo sobre mi madre

Abril 14 Fernando Pérez, La vida es silbar (229-32)

**Entregar Examen 2 (Unidades 3-4)**

### **Semana 13**

Abril 19 Fernando Pérez, La vida es silbar (229-32)  
Discusión en clase

Abril 21 Gabriel García Márquez, “Fantasía y creación artística en América Latina y el Caribe” (195-208)

### **Semana 14**

Abril 26 **Presentación: Las culturas hispanoamericanas y la hispanoamérica de hoy (Jeanine, Calos y Cassandra)**  
**Presentación: Los inmigrantes hispanos y su contribución a la cultura estadounidense (Corrin M.)**  
Culturas hispanas - conclusiones: profesora Lasso-von Lang

Abril 28 Taller de escritura: tesis e ideas de apoyo – prácticas en clase  
Conferencias individuales: tesis e ideas de apoyo. **Bring rough draft of your research paper**

Note: The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time. **Final research paper will be due on Friday, May 7<sup>th</sup> between 8:30-10:30am. Please place it in the pocket of my door – Comenius 408.**