

ML 2040 The Hispanic World: Cultures in Motion

Course information:

Title: ML 2040 The Hispanic World: Cultures in Motion

Credit: Three semester hours

Course Description: Introduction to Hispanic cultures with particular focus on Spain's relationship with its "Others" such as Muslims and Jews; the colonial legacies of Latin America, with particular attention to the portrayal of women, Indians and Afro-Latinos; and Latino cultural impact in the United States.

Prerequisites: None

Offering Unit: Department of Modern Languages, College of Liberal Arts

Course Description: Spain has long been considered "unique" among European nations owing to its extensive and often romanticized medieval contact with Muslims and Jews. Latin America, on the other hand, only recently began to emerge from the shadows of its colonial past, owing, among other factors, to the rapidly growing Latino presence in the US.

ML 2040 introduces students to Hispanic culture from the perspective of its rootedness in and resistance to the dominant culture of the Spanish Empire. Particular attention will be paid to how the dominant culture of Spain has influenced the condition of Spain's and Latin America's "others" – from Muslims and Jews to Indians, Mestizos, Afro-Latinos, as well as US Latinos – and was in turn transformed by the presence of the many different ethnicities and religions to become a culturally rich, hybrid, and vibrant Spanish-speaking world. This course views culture as a system of values that manifest themselves in many areas of human activity – from artistic and literary production to everyday life. Such a value system is viewed not as fixed, constant, or predetermined but rather as a product of a complex negotiation among different human groups that has always been, and remains, a work in progress.

In this course, students will compare historically linked European and non-Western cultures and explore the relationships between colonizers and the colonies that adopted the Spanish imperial language and educational, and political systems while retaining their cultural distinctiveness.

While the course will introduce students to a wide selection of readings, from essays and novels to poems, diaries, and reports, as well as visual arts and music, throughout the course we will use a selection of films (documentaries, feature films, and cartoons) united by a common theme: the visual depiction of conflict and coexistence among different and not always compatible cultures that make up the Hispanic world. A special unit will be dedicated to the origins of Hispanic cinema in Spain's modernist culture.

Learning Outcomes

In this course, students will compare historically linked European and non-Western cultures and explore the relationships between colonizers and the colonies that adopted the colonizers' language, educational, and political systems while retaining their cultural distinctiveness. Students will learn the fundamental factors that account for the "Hispanic condition" – the existence of a dominant culture and its "others" who throughout history were shaped by that culture but also left testimonies of resistance and contributed to the ethnic, religious, and cultural melting pot of the Spanish-speaking world.

The Wright State Core: This course is designed to meet the criteria in elements four and six, Global Traditions and Arts and Humanities

<p>3. Global Traditions</p> <p><i>Historical analysis and global perspectives necessary to understand our diverse world</i></p>	<ul style="list-style-type: none"> a. Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
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<p>4. Arts/Humanities</p> <p><i>Tools for analysis and appreciation of the arts, philosophy, and religious</i></p>	<ul style="list-style-type: none"> a. Critically analyze significant creative, literary, philosophical or religious works b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works c. Recognize, evaluate and respond to creative, philosophical or religious works d. Develop appropriate and ethical applications of knowledge in the
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Course Objectives for ML 2040 Core Culture Class: The following course objectives reflect an inherent adherence to the Wright State Core Mission of "providing students with innovative and dynamic opportunities designed to engage learners in becoming active, conscientious, educated citizens of a diverse world." For purposes of transfer and articulation among schools within the University System of Ohio, this course is also designed:

1. To underscore the plurality and interdependence of the world cultures and how they influence one another.
2. To recognize major cultural icons, how they evolved and what they represent.
3. To identify the people, events, and ideas that shaped the course of history.
4. To analyze various genres such as painting, sculpture, literature, music, and film as manifestations of cultural identity.

5. To develop students' ability to think critically and analytically about the social and cultural values of others, as well as many of the elements that they often take for granted in their own concept of cultural identity.

6. To develop problem-solving skills as they examine their own cultures and compare/contrast different modes of cultural expression.

Required Texts (for purchase at the WSU bookstore and online at amazon.com)

Stavans, Ilan. *The Hispanic Condition: Reflections on Culture and Identity in America*

Sandra Cisneros, *The House on Mango Street*

Other reading and film selections: see course calendar

Recommended Text

John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*

Course Requirements

Assignments and Assessment: Student progress will be measured with the in-class administration of daily "minute quizzes," daily reading reports, a map quiz, two exams, and a final paper.

- a. Weekly assignments based on the reading selections. These will contain short-answer and short-essay questions aimed at developing argumentative skills while showing the mastery of course material.
- b. Map quiz: Students will be expected to know and label the countries where Spanish is an official language and US states that formerly belonged to the Spanish Empire.
- c. Two papers: first due during week 6, second during week 12.
- d. Individual presentations: each student will present on a Spanish, Latin American or US Latino cultural icon and interpret their contribution to the Hispanic culture.
- e. Mid-term exam: will include multiple-choice and essay based marker questions, as well as identifications, that assess the extent to which students have mastered learning outcomes indicated on the syllabus.
- f. Final exam (cumulative) will include multiple-choice and essay based marker questions, as well as identifications, that assess the extent to which students have mastered learning outcomes indicated on the syllabus.

Reading: Reading assignments are to be completed BEFORE the class meeting for which they are assigned. All students, particularly freshmen, are strongly encouraged to attend workshops on time management, note-taking, and test preparation sponsored by the Student Academic Success

Center (<http://www.wright.edu/uc/sasc.html>) and the Tutoring Center (<http://www.wright.edu/uc/tutor/>).

Grade Breakdown:

5%	Map Quiz
15%	Participation
30%	Weekly writing assignments
20%	Essays (2 @ 2-3 pages)
15%	Mid-Term Exam
15%	Final Exam

Academic Integrity: Students are expected to abide by WSU’s academic integrity policy. According to the Office of Student Judicial Services, “It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct” (<http://www.wright.edu/students/judicial/integrity.html>). The same office defines plagiarism as follows: “Presenting words or ideas taken from another source in a manner that will cause a reader to believe that those words or ideas are your own” (ibid.). For a broader discussion of this policy, see <http://www.wright.edu/academics/writingctr/resources/plagiarism.html>.

Class Communication: Weekly assignments and information concerning quizzes, exams, and papers will be posted on Pilot.

Schedule of Classes and Readings

Week 1: Introduction

Geography of the Hispanic world. Origins of the Spanish Language.

Visigothic origins of Spain.

Film: *The Cid* (excerpts).

Reading selections:

Olivia Remie Constable, *Medieval Iberia: Readings from Christian, Jewish, and Muslim Sources*.

María Rosa Menocal, *The Ornament of the World*.

Week 2: Medieval Spain: *Convivencia* or *Conveniencia*?

Muslims and Jews in medieval Spain

Christian devotion: The Way of St. James then and now

Documentary Film: *Cities of Light*

Feature Film: *The Way*

Reading selections:

Ibn Hazm, *The Dove's Necklace* (poems)
 Selections of Andalusian Jewish poetry
Codex Calixtinus: Europe's first travel guide
 The Catholic Kings, *Decree of the Expulsion of the Jews*
 Antonio Muñoz Molina, *Sefarad*

Week 3: Spain's Golden Age or the Dark Side of the Renaissance?

The significance of the year 1492. Discovery, conquest, and colonization.
 Spain's Renaissance and Baroque. The Culture of Counterreformation.
 Film: *Even the Rain*

Reading Selections:

Cervantes, *Don Quijote*, The Story of Morisco Ricote and The Story of the Captive Captain

Christopher Columbus, *Diary*

The Catholic Kings, *Santa Fe Capitulations; The Requirement*

Week 4 A Spaniard in Florida: The Meeting of Cultures

Film: *Cabeza de Vaca*

Reading selections:

Cabeza de Vaca, *Shipwrecks*

Hernán Cortés, *Cartas de Relación*

Explanation of the first paper

Week 5 Colonial lives. Women, the Inquisition, and the Spanish American Baroque

Film: *I, the Worst of All*

Reading selections :

Sister Juana Inez de la Cruz, select poetry

Selected inquisitorial documents from Bpyer and Spurling, *Colonial Lives*

Week 6 The Struggle for Independence

Film: *Libertador*

Reading selections:

Simón Bolívar, select speeches

Domingo Faustino Sarmiento, *Travels in Ohio*

José Martí, *Our America*

First paper due

- Week 7** **Spain and the Crisis of the 1998.**
An artistic explosion. Modernism and the origins of the Spanish cinema.
- Art and Architecture: Antoni Gaudí, Pablo Picasso
 Films:
 Luis Buñuel, *The Andalusian Dog. Death of a cyclist.*
 Carlos Saura, *The Blood Wedding*
 Readings: José Ortega y Gasset, essays; Federico García Lorca, poetry
 Mid-term exam
- Week 8** **The Second Republic. The Spanish Civil War and Its Legacy. The *posguerra*.**
Spanish exiles and the making of the Spanish culture
- Reading selections:
 Constitution of the Second Republic
 Henry Kamen, *The Disinherited*
- Art: Spanish Civil War posters
 Feature Film: *Butterfly's Tongue*
 Documentary: *American Women in the Spanish Civil War*
- Week 9** **Latin American Social Movements. The Cuban Revolution. The Magic Realism**
- Films: *Motorcycle Diaries; Guantanamera*
- Readings selections:
 Ernesto Guevara, *Motorcycle Diaries* and selected essays
 Gabriel García Márquez, *One Hundred Years of Solitude*
- Week 10** **The Caribbean and Afro-Latino Culture**
- Film: *Chico and Rita*
- Reading selections:
 Fernando Ortiz, selection from *Cuban Counterpoint: Tobacco and Sugar*
- Week 11** **South America. Military Dictatorships and Their Legacy**
- Films: *The Frontier (Chile)*
The Official Story (Argentina)
Tango (Argentina)

Reading selections:

Isabel Allende, My Invented Country: A Nostalgic Journey Through Chile
 Gabriela Nouzelles and Graciela Montaldo, *The Argentina Reader* (excerpts)

Week 12 Spain: from Authoritarianism to Democracy. Regional Separatism and Immigration. Latinos in the United States.

Film: *The Spanish Affair* (aka. *Eight Basque Surnames*)

Book Discussion: Sandra Cisneros, *The House on Mango Street*

Presentations I: famous people in the Hispanic culture

Second paper due

Week 13 Latinos in the United States (continued). The Spanglish Phenomenon.

Book discussion, Ilan Stavans, *The Hispanic Condition*

Film: *Maria Full of Grace*

Presentations II: famous people in the Hispanic culture

Week 14 “Moors and Christians”: Cuisine in the Hispanic World

Film: *Like Water for Chocolate*

Reading selections: Gabriel García Márquez, ‘Latin America’s Impossible Reality’

Presentations III: famous people in the Hispanic culture

Review for the final exam.