



## Course Title

### Course Details

**Course Designator & Number: ECDR 3030W**

**Number of Credits: 4**

**Language of Instruction: Spanish**

**Contact Hours: 60 hours**

**Instructor: On-site Faculty**

### Course Description

ECDR 3030W, Introduction to Latin American Cultures, is an intensive writing course designed to develop and strengthen the understanding and management of language skills acquired in previous courses and to develop knowledge about various cultures in Latin America and Ecuador.

This course seeks to integrate the skills of speaking, writing, reading, and understanding the real world of Ecuadorian and Latin American culture through the analysis of texts and other learning resources.

Course 3030W will evaluate the concept of "culture" from an intercultural perspective taking into account the cultural diversity of Ecuador and Latin America. 3030w introduces students to key writing and cultural analysis skills.

The writing tasks of this course will allow students to approach the reality of Ecuadorian and Latin American culture through the reading and analysis of different texts. Students will be exposed to learning in real contexts and to the appropriate use of vocabulary. At the end of the program students must demonstrate competence in the handling of components of cultural analysis and familiarity with research components in cultural topics.

This course offers students a panoramic view of the Latin American and Ecuadorian narrative, placing it in their historical and cultural contexts so as to allow an analysis of the styles of the mixture of our peoples.

It is a course that will provide students with the possibility of acquiring basic guidelines to identify literary styles and narrative strategies.

## Course Objectives

- This course seeks to integrate the skills of speaking, writing, reading and understanding the real world of Ecuadorian and Latin American culture through the analysis of texts and other learning resources.
- Course 3030W will address the concept of "culture" from an intercultural perspective taking into account the cultural diversity of Ecuador and Latin America
- 3030W introduces students to key writing and cultural analysis skills.
- The writing tasks of this course will allow students, through the reading and analysis of different texts, an approach to the reality of Ecuadorian and Latin American culture. Students will be exposed to learning in real contexts and to the appropriate use of vocabulary. At the end of the program students must demonstrate competence in the handling of components of cultural analysis and familiarity with research components in cultural topics.
- This course offers students a panoramic view of the Latin American and Ecuadorian narrative, placing it in their historical and cultural contexts so as to allow an analysis of the styles of the mixture of our peoples.
- It is a course that will provide students with the possibility of acquiring basic guidelines to identify literary styles and narrative strategies.

## Methodology

Intensive writing courses in major and minor programs focus on the acquisition of composition skills with emphasis on thesis writing strategies, expository texts (descriptive, narrative, cause and effect, argumentation, etc.) essential for success in more advanced courses in Spanish studies.

3030W moves in the direction of a more advanced level discourse by providing students with crucial critical and analytical writing experiences through a thorough analysis of authentic texts of Ecuadorian and Latin American culture. The composition of four original essays and the production of a portfolio that includes a self-reflection essay will reflect this learning.

A regular commitment to reading primary sources and writing about these materials is critical to the development of the writer's "critical voice" and the achievement of a style and use of appropriate vocabulary for the analytical writing of sociocultural problems in the Hispanic world.

Students will be actively involved in learning to distinguish and separate description, opinion, judgment, and analysis and simultaneously identify literary themes and cultural adornments while mastering literary and other technical terminology.

- Regular analytic writing: This course uses regular analytical writing as a tool to develop and deepen critical thinking and improve formal writing skills.
- Learning writing through the review. At least one of the written assignments should be reviewed by pairs who should write their comments giving feedback to the author of the paper for review, rewrite and present it again.
- Collaborative work. The interaction between students (whole group, small groups, pairs) is very significant: It helps understanding and retaining information, promotes positive social skills and encourages learners to both rely on their own skills and to look at others' as valuable resources.
- Context. Learning arises from the use of language in real communicative situations as well as written discussions and essays. These contexts are used to identify errors, reflect and correct. The teacher observes, records and reports errors; the students analyze and correct them.
- Literary analysis. Punctual analysis of the works and literary texts described in the program with determination of gender, literary resources, historical, sociocultural, spatial and temporal contexts, themes, and arguments and the expression of personal opinions and criticisms of the students presented in oral and written form.

Course materials. It will analyze texts of several Latin American and Ecuadorian authors, films, videos, songs, with emphasis in Ecuador. Students investigate, write, expose, debate, dramatize. The class work is dynamic, creative, with interaction in pairs or mini groups.

## Course Prerequisites

Five or more semesters of college Spanish, including an advanced composition and communication course (or equivalent, native-speaker status).

## Required Reading / Materials

Castelli Dominicis, María. Repase y Escribe. Curso avanzado de Gramática y Composición. John Willey & Sons, INC. United States of America. Quinta Edición. 2007

Colombi, María Cecilia, Pillettieri, Jill. Palabra abierta. Boston, Houghton Mifflin Company. 2001

Heyck, Denis Lynn Daly con María González Pagani. Tradición y cambio. Lecturas sobre la cultura latinoamericana contemporánea. Tercera edición. New York: The McGraw-Hill Companies, Inc., 2004.

Bretz, Mary Lee, Dvorak Trisha. Pasajes Cultura. McGraw Hill, Sexta Edición. 2006.

Bretz, Mary Lee, Dvorak Trisha. Pasajes Literatura. McGraw Hill, Sexta Edición. 2006.

Material seleccionado por el profesor para gramática y debates.

- LIT. 1 Bergdolt, Ute, Leyendas de nuestra América, Bogotá, editorial Norma, 1989. "El día en que el sol se apagó en el cielo" (Colombia) en Leyendas de nuestra América de Ute Bergdolt, Bogotá, Ed. Norma, 1989, Pág. 57 – 66. PAGE 3

- LIT. 2 Moya, Ruth, Jara, Fausto, Taruka, la venada Literatura oral Kichwa, Quito, MINEDUC, 2009. “El cóndor y la pastora” (Ecuador) en Taruka, la venada, Literatura oral Kichwa de Ruth Moya y fausto Jara, Quito, MIENDUC, 2009, Pág. 108 y 109.
- LIT. 3 Galeano, Eduardo, Memorias de fuego I, Colombia, TM Editores, 1995. La creación (Mitología makiritare) en Memorias de Fuego I de Eduardo Galeano, Colombia, Editorial TM, 1995, Pág. 3 – 13.
- LIT. 4 De la Cuadra, José, Cuentos II, Valencia, EDYM, 1993. “Olor de cacao” de José de la Cuadra (Ecuador) en Cuentos II, Valencia, EDIM, 1993, Pág. 19- 21.
- LIT. 5\* Egüez, Iván. “Ellos que antes se miraban en el agua, ahora no se reconocen en el espejo. México, Paradiso Editores, 2002. Pág. 136 – 143.
- LIT. 6\* José de la Cuadra (ecuatoriano) “La Tigra” Contexto socio-cultural, económico.-político
- LIT. 7 Mastretta, Ángeles, Mujeres de ojos grandes, España, Ed. Seix Barral, 2006. “Mujeres de ojos grandes” (México) de Ángeles Mastretta, España, Editorial Seix Barral, 1996, Pág. 43 -49.
- LIT. 8 Allende, Isabel, Eva Luna, Barcelona – España, Ed. Plaza Janes, 7° edición, 2001. “Eva Luna” de Isabel Allende (Chile), España, Editorial Plaza & Janes, 2001, Pág. 9 – 15.
- LIT. 9 Belli, Gioconda, La mujer habitada, Buenos Aires, Seix Barral, 7° edición, 2007. “La mujer habitada” (Nicaragua) de Gioconda Belli, Navarra, 1992, Pág. 9 – 15.
- LIT. 10 García, Márquez, Doce cuentos peregrinos, Barcelona, Editorial Norma, 1996. “La santa” de Gabriel García Márquez en Doce cuentos peregrinos, Barcelona, Editorial Norma, 1992, Pág. 45 -59.
- LIT. 11 Rivas, Vladimiro, Cuento ecuatoriano contemporáneo, México, Paradiso editores, 2002. “La Tigra” en Cuentos II, Valencia, Edym, 1993, Pág. 71 -99.
- LIT. 12 Varios autores, Cuentos latinoamericanos, México, Editorial Paidos, 2001. Una flor amarilla de Julio Cortázar en Cuentos latinoamericanos, Editorial Paidos, 2001.

## Grading

### Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	

Letter Grade	Score or Percentage	Description
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Participation in class	20%
Quizzes and forum	10%
3 essays or written compositions (min 750 words each)	15%
Oral presentations of the short essays	12%
Exams	20%
Final essay (min 1500 words)	18%
Oral presentation of the final essay	5%
Overall grade	100%

## Assessment Details

### *Class participation (20%)*

The participation grade is composed of three elements:

1. Attendance: Class attendance and punctuality are key components. Unexcused absences and tardiness to class will affect the participation grade. Due to the intensive course, the number of unexcused absences allowed will be two sessions. From the third absence the final note will be reduced by one level (An "A" becomes an "A-", etc.).
2. Preparation: Students should read and prepare the reading before coming to class, to deepen the discussions. It is suggested to bring questions about those aspects that have been difficult to understand. Sometimes the student's preparation will be evaluated with small tests (quizzes).
3. Participation: Participation, creativity, interest, effort of the students, as well as the use of language in terms of clarity, coherence and quality of expression that reflects their

learning of language and culture will be evaluated. Use of resources. Participation is compulsory in all academic activities described in the syllabus (classes, round tables, writing teams, presentation of essays, etc.).

**Important:** Attendance to class without oral participation will be graded with a grade of C- (70%).

#### *Testing and forums (10%)*

Some readings are accompanied by tests of understanding; Others have a teacher-led discussion component

#### *Short essays (15%)*

During the semester, students will write three (3) short essays (each of 750 words). The student must complete assignments, exams and written essays, double-spaced, 12 points, Times New Roman and, above all, previously revised writing and spelling. Tasks will not be accepted after the deadline. They must be sent by email to the respective teacher.

#### *Oral presentation (12%)*

Students will guide the conversation on one of the assigned readings. First, they will take about 5-10 minutes to present additional information about the text (the context in which it was developed, its importance and relevance to the course.) It is recommended to use supporting materials such as PowerPoint, videos or music to answer the discussion questions.

#### *Exams (20%)*

There will be two exams that will consist of questions of short answers on the subject studied and critical essays on the main topics or texts discussed in class.

#### *Final test (18%)*

It consists of a research work (approximately 1500 words), which addresses some cultural aspect, It must have an length of 6 pages of content (the cover and bibliography are not counted for this number of pages) double spaced, typed on a computer , Font Times New Roman 12, recording all the citations and bibliographical supports. They must contain: title, title, introduction that justifies the importance of the topic, approach of the thesis, argumentation, conclusions and bibliography. In the text or body, bibliographic references should be included. Must follow MLA or APA standards. The essay should reflect depth and quality of analysis of the topic raised. Students should avoid excessive descriptions.

#### *Final oral test presentation: 5%*

The content of the essay will be socialized with the whole class based on the oral presentation of each student according to the dates recorded in the academic calendar.

These presentations constitute an individual assessment component of students. They will have a duration of 5 minutes. It is suggested to make a presentation with audiovisual support in power point.

The oral presentations should have the following structure: Theme, Introduction, justification explaining the importance of the subject, the objectives, approach to the problem. Analytical argumentation and conclusions.

### *Final essay writing process*

Each part of the writing process is important. Under no circumstances will jobs be accepted after the date indicated. It is the student's obligation to know these dates and have the work ready. Students must submit each step in the form of a Microsoft Word file.

Analysis and discussion of literary texts. Students should read in advance the texts included in the program. The analysis will not be limited to explore the narrative structures but will look for the language modalities and the uniqueness of the ideas and values contained in the work, relating them to the Ecuadorian and Latin American reality.

Oral presentations of the literary texts analyzed: Oral presentations will assess the depth of analysis and quality of their content, the student's creativity in their presentation, clarity, coherence and logical sequence of ideas.

10% Proposal: Students should consult with the instructor in the first two weeks of class to decide on the subject to write about. Students will submit the first step of the process: a paper that will include (1) the general theme of the essay, and (2) a paragraph explaining some aspects of the subject that the student will be able to analyze in a thesis. Students will receive credit for completing homework and will receive brief comments from the instructor.

20% Bibliography commented: they will have to deliver a preliminary bibliography with at least four (4) sources that do not include Internet resources. An investigation of newspapers or major books is required. The document shall include (1) the sources cited in the appropriate form (MLA), and (2) a brief summary of each source (3-4 sentences). (Send to your Spanish teacher)

### *Classroom Writing Workshop*

Students will evaluate their theses and supporting data in groups and offer tips to strengthen their final essays.

50% Draft: Each student must submit a complete draft of their essay containing all parts of an essay (introduction, coherent argument with all its parts, conclusion, transitions, bibliography, etc.).

20% Final version: the students will deliver the final essay to the instructor.

### *ESSAYS*

In order to achieve safety in the writing and oral presentation, each student must write essays related to the different texts studied. The Essay is an academic work that must reflect depth



and quality of analysis of the topic raised. Students should avoid excessive descriptions. They must have an length of 4 pages, to space and means, printed in computer, typeface Calibri 12, recording all the citations and bibliographical supports. They must contain: title, title, introduction that justifies the importance of the topic, approach of the thesis, argumentation, conclusions and bibliography. In the text or body, bibliographic references should be included. (1300 words)

### *Oral presentation of the essay*

The content of the essay will be socialized with the whole class based on the oral presentation that each student will make, according to the dates recorded in the academic calendar. These presentations constitute an individual assessment component of students. They will have a duration of 10 minutes. It is suggested to make a presentation with audiovisual support in power point.

The oral presentations should have the following structure: Theme, Introduction, justification explaining the objectives, problem approach. Analytical argumentation and conclusions. Discussion: Questions (See Appendix 2).

## Course Content

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### Unit 1

- Culture from the perspective of modernity and colonialism Anibal Quijano
  - <https://problematicasculturales.files.wordpress.com/2015/04/quijano-colonialidad-y-modernidad-racionalidad.pdf>
- Cultural contrasts: El Pueblo Hispanoamericano
  - Pasajes cultura, 6° edición, pp. 29 a 37
- The dissimilar political projects of mestizaje and interculturality
  - Katherine Walsh
  - <http://www.flacsoandes.edu.ec/interculturalidad/wp-content/uploads/2012/01/interculturalidad-estadoy-sociedad.pdf>
- Hand in composition 1

## Unit 2

- Identity, mestizaje, hybridization
  - Eduardo Kingman, nación, mestizaje y literature.
  - <http://www.flacso.org.ec/docs/artidenymestizaje.pdf>
- The challenge of identities and multiculturalism
  - Reading the texts of Martin Hopenhayn. Pensar Iberoamérica. Revista de Cultura
  - <http://www.oei.es/historico/pensariberoamerica/ric00a01.htm>
- Hand in composition 2

## Unit 3

- The mestizaje as ideology of homogenization: the dilemmas of mestizaje in the Andean zone
  - Agustín Cueva: nación, mestizaje y literatura
  - Agustín Cueva, Antonio Cornejo Polar y Ángel Rama.
- Transculturation: a different approach to reading mestizaje
- The dilemmas of mestizaje: between evasion, harmony and difference
  - Agustín Cueva: nación, mestizaje y literatura.
  - Serie Magister. Volumen 184
- Hand in composition 3

## Unit 4

- Andean cultures: the narratives in Ecuador: Introduction to the literary story
  - Analysis and discussion of a story as a model for individual exposition
- “Jonatás y Manuela: lo afroecuatoriano como discurso alternativo de lo nacional y lo andino”, **Analysis of video**.
  - Michael Handelsman, en Lo afro y la plurinacionalidad. Abaya Yala, 2001. 101-114
- Literature introduction:

1. Literature, communication and expression:
2. Specificity of literary language
3. Literature as a tool to read reality
4. Latin American and Ecuadorian myths and legends

#### Readings:

- “El día en que el sol se apagó en el cielo” (Colombia) en *Leyendas de nuestra América* de Ute Bergdolt, Bogotá, Ed. Norma, 1989, Pág. 57 – 66.
- “El cóndor y la pastora” (Ecuador) en *Taruka, la venada, Literatura oral Kichwa* de Ruth Moya y fausto Jara, Quito, MIENDUC, 2009, Pág. 108 y 109.
- *Las orejas del conejo*. Recopilador Juan García, Universidad Andina Simón Bolívar. Proyección del cuento “Las orejas del conejo” por Juan García y Charles Kleimeyer.
- Literature: literary analysis. Literary themes and resources.
- Reading of ministories of tradition and customs
- La creación (Mitología makiritare) en *Memorias de Fuego I* de Eduardo Galeano, Colombia, Editorial TM, 1995, Pág. 3 – 13.
- Analysis and discussion of the text
- The creation, time, sun and moon, the wind
- The rain, the rainbow and the day

## Unit 5

- Literature of magic realism and costumbrismo.
- Reading:
  - “Olor de cacao” de José de la Cuadra (Ecuador) en *Cuentos II*, Valencia, EDIM, 1993, Pág. 19- 21. Análisis y discusión del texto
  - JUYUNGO. Adalberto Ortiz, Colección Antares. LIBRESA, Pag.s. 191-212.
- Proyección: Análisis y discusión de video CRUDE
- Literature of the contemporary narrative of Ecuador.
- Historic and political context
- **Analysis of the summary of the novel** “Cruces sobre el agua”. Joaquín Gallegos Lara (video)
  - <http://www.forosecuador.ec/forum/ecuador/educaci%C3%B3n-y-ciencia/12865-resumen-de-las-cruces-sobre-elagua-de-joaqu%C3%ADn-gallegos-lara>

- Reading of story
  - “¿Tú eres Anselmo Chumbi?. Charles Kleimeyer.
  - Abya Yala. Reimpresión 2017. 23-61 (este texto no es largo, es solo que está en versión español, quichua e inglés).
- Analysis of story “¿Tú eres Anselmo Chumbi?. Charles Kleimeyer.
  - Abya Yala. Reimpresión 2017. 23-61 (este texto no es largo, es solo que está en versión español, quichua e inglés).
- Literature: analysis of characters, time and space
- Narrative resources, uses of different scenes, dialog
- Analysis and discussion of text
- **Exam 1**

## Unit 6

- Literature.
- Analysis of feminine literature: characters
- Reading:
  - “Mujeres de ojos grandes” (México) de Ángeles Mastretta, España, Editorial Seix Barral, 1996, Pág. 43 -49. Extrapolación de realidades y temática
  - “Eva Luna” de Isabel Allende (Chile), España, Editorial Plaza & Janes, 2001, Pág. 9 – 15.
- Analysis and discussion of text
- Social realism and the political processes
- Analytical exposition literature Reading part of the novel “La mujer habitada” (Nicaragua) de Gioconda Belli, Navarra, 1992, Pág. 9 – 15.
- Literature
- Reading the story “La santa” de Gabriel García Márquez en Doce cuentos peregrinos, Barcelona, Editorial Norma, 1992, Pág. 45 -59.
- Analysis and discussion of the text Analysis and comparison with an Ecuadorian author: José de la Cuadra.
- Screening of the movie “La Tigra”

- Hand in draft of essay 1, peer editing, evaluation and feedback

## Unit 7

- Literature.
- Cap. III. Magic realism. The imaginary dimension of reality
- José de la Cuadra (ecuatoriano) Análisis y discusión de la película “La Tigra” en Cuentos II, Valencia, Edym, 1993, Pág. 71 -99
- Intro to final essay
- Exam 2
- Student workshop: revise corrections on essay 1

## Unit 8

### EL REALISMO MARAVILLOSO

- Literature: the human being and the search for knowledge, destiny, immortality, the occult and failure
- Reading: Una flor amarilla de Julio Cortázar en Cuentos latinoamericanos, Editorial Paidós, 2001
- Hand in and present the final essay

## Policies

### Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

### University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

## **Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

## **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).