

# Argentina: Stereotypes & Identity

**COURSE DESIGNATOR** ARGN 3009

**Language of Instruction** Spanish

**NUMBER OF CREDITS** 3 credits

**Contact Hours** 45 hours

## COURSE DESCRIPTION

This upper-level elective course gives students an understanding of everyday Spanish as spoken by native speakers. It is designed to help students recognize distinct varieties of spoken Spanish.

## INSTRUCTOR

Fundación Ortega y Gasset staff

## COURSE OBJECTIVES

By the end of this course students should have:

- Acquired a deep knowledge of the values, beliefs, attitudes of Argentinians;
- Analyzed different cultural manifestations of the River Plate region to get a better understanding of the Argentinian identity.
- Understood the impact of historic and political events on 20<sup>th</sup> century Argentina
- Developed an intercultural awareness
- Improved their reading comprehension and their written and oral skills
- Understood the difference between Argentinian identity and stereotypes through the study of its literature, humor and culture.

## METHODOLOGY

Action- oriented approach, where the student is the focus of the language class and must carry out tasks using the target language. Authentic material will be used in class.

## COURSE PREREQUISITES

SPAN 1004 or equivalent

## REQUIRED READING/MATERIALS

Booklet provided by instructor

## GRADING

### CRITERIA FOR GRADING AND GRADING STANDARDS

| Grading Rubric |        |  |
|----------------|--------|--|
| 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  |  |
| 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 meet fully 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:

|                              |      |
|------------------------------|------|
| Class participation          | 20%  |
| Oral and written assignments | 20%  |
| Midterm and final exams      | 60%  |
| Overall Grade                | 100% |

## COURSE CONTENT

### I. The concept of “Argentinidad”: identity versus stereotypes

What does being an Argentinian mean?. Argentina: “work in progress”. Dichotomies in Argentinian ideology: opposed models of thought. Borges and Cortázar, emblematic writers.

Expository text and connectors.

Oral presentation.

### II. Argentina through the arts: from our founding myths to social and political commitment.

Painting in Argentina during the twentieth century: Cándido López and the War of the Triple Alliance. Antonio Berni. Social realism, murals. Two of his most famous characters, Juanito Laguna and Ramona Montiel. Berni’s monsters and consumer society.

Writing: descriptive text. Relative pronouns. Adjectival clauses.

Written and oral expression: description of a painting.

### III. Argentinians through their Literature: Borges and the Argentinian literary tradition.

“Criollismo” versus “europeísmo” in the work of Borges. Honor and duels in “The End”. The ending of *Martín Fierro* and the gaucho literature. The South American destiny: civilization or barbarism in “The Story of the Warrior and the Captive”. Stories of *compadritos* and *malevos*: the “orillas in “Man of the Pink Corner”. Buenos Aires as seen in Borges’ poems. Depiction of the urban space as part of the cultural identity of Argentina.

Selection of poems from *Fervor de Buenos Aires*, *Luna de enfrente*, *Cuaderno San Martín*, and *El otro, el mismo*.

Writing: Narrative text.

Language and subjectivity. Poetic language. Diminutives and the expression of affection.

Written and oral expression: literary criticism.

### IV. Argentinians and music: tango, cultural icon of the River Plate identity.

Tango as an artistic manifestation of the times and of social integration. Tango lyrics. Archetypes and the mythical past in tango. Tango and language: *lunfardismos* and poetic resources. Symbols in tango.

Tangos: *Mi Buenos Aires querido*, *Melodía de arrabal*, *Sur*.

The language of Argentinians: characteristics of the River Plate variety. *Voseo* and *lunfardo*. Language and subjectivity. Poetic language (continued).

Written and oral expression: oral presentation.

### V. Argentinians seen through their sense of humor. Cartoons as a mirror of society.

Pictorial humor: cartoons in Argentina during the 20<sup>th</sup> century.

Quino and *Mafalda*, an archetype of the 60s and 70s. The middle class, capitalism versus communism in *Mafalda*.

Roberto Fontanarrosa and *Inodoro Pereyra*: a parody of gaucho idioms and stereotypes.

Maitena and the female world in Argentina: mothers and daughters, mothers in laws, (girl) friends.

Characteristics of speech which are reflected on the written language.

Onomatopoeia. Verbal crutches. Polisemy.

Imperative: revision.

## ATTENDANCE POLICY

Students are expected to attend classes, and those academic activities that form part of each course, regularly and punctually. Credits will be received for academic performance and for the number of class hours attended. Absences should be justified to the Academic Coordinator. **75% of attendance to classes is required to earn credits for each course. Being more than 15 minutes late to classes will imply a half absence.**

## UNIVERSITY OF MINNESOTA POLICIES AND 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 and student needs. This information can be found on the Learning Abroad Center website.