



Marquette University
 Department of Languages, Literatures and Cultures
 Spring 2022
 (3 credit hours)
Hybrid course

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Class meets: Face-to-face required meetings on Mondays and Wednesdays, 10:00 a.m.-10:50 a.m., in addition to required online asynchronous work on Fridays.

Location: Room TBA + Marquette D2L

Office hours: M, W, 2:00-3:00 p.m. or by appointment

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COURSE DESCRIPTION

A multidisciplinary and historical study of Latin American civilizations and cultures from pre-Columbian times to the present. Emphasis on antiracism as a social lens, pedagogical paradigm, and learning tool. Class is taught in Spanish and all assignments will be completed in the target language. **Prereq: SPAN 3001 or SPAN 3005; or cons. of dept. ch.**

REQUIRED RESOURCES

➤ D2L reader:

- The materials on the D2L reader have been selected and organized in accord with the Fair Use doctrine. Fair use is “a legal doctrine that portions of copyrighted materials may be used without permission of the copyright owner provided the use is fair and reasonable, does not substantially impair the value of the materials, and does not curtail the profits reasonably expected by the owner.”
<http://www.merriam-webster.com/dictionary/fair%20use>

Recommended:

A Spanish-English dictionary and a Spanish language dictionary are recommended. See: www.wordreference.com; www.rae.es

COURSE OVERVIEW

SPAN 3310 and the Marquette Core Curriculum:

SPAN 3310 partially fulfills requirements of the Foundation-level ESSV 1 (Engaging Social Systems and Values) theme of Marquette's Core Curriculum. Foundation courses recognize that in order to become fully-fledged citizens of the world, students must engage globally with people who are fundamentally different from them. With this in mind, this course seeks to pose antiracism as a social lens that can allow students to engage more fully with BIPOC value systems and cultural formations in Latin American and Latinx contexts. The ultimate goal of the course is to foster intercultural values, leading to greater equity, inclusivity, and development of self-reflective practices for antiracist engagement with others.

The course is closely connected with all the **MCC's learning outcomes**:

Responsible and Ethical Communicators: Marquette students will be able to responsibly and ethically use written, spoken and visual communication to express ideas, create meaning, build relationships, foster understanding and advocate for a better tomorrow.

Moral and Ethical Actors: Marquette students will be able to articulate appropriate professional and personal judgments that are rooted in an ethical and moral foundation and informed by Catholic, Jesuit thought. They will use these foundations to make decisions that promote stronger communities and a just society.

Citizens with Purpose: Marquette students will develop a sense of purpose professionally, personally and as global citizens who demonstrate critically reflective discernment processes that are rooted in their theological, intellectual and personal commitments.

Collaborators Engaging Social Systems and Values: Marquette students will develop skills to engage with a spectrum of people, communities and systems of value. They will be able to analyze the sources and implications of inequity, take steps to create more inclusive and collaborative social and professional processes, acting as people with and for others.

Leaders in Discovery: Marquette students will advance understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

Global Problem Solvers: Marquette students will be well practiced in cooperative and cross-disciplinary problem-solving skills and will be able to present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

LEARNING OUTCOMES

SPAN 3310 has four course-specific learning outcomes connected to the Foundation-level ESSV 1 (Engaging Social Systems and Values). Upon completion of this course, students will be able to:

- Speak, write, and understand the Spanish language with greater fluency.
- Identify the similarities and differences between civilizations and cultures of Latin America and the Caribbean from pre-Columbian times to the present. To this end, the course will

incorporate a variety of interdisciplinary discursive practices such as anthropology, geology and various art forms (literature, visual arts, etc.), among others.

- Identify and understand interrelated colonialism and racism in the development of the civilizations and cultures of Latin America and the Caribbean from pre-Columbian times to the present and in the development of Latinx formations in the United States.
- Critically analyze categories of human diversity in heterogeneous Latin American and Latinx formations, with special attention to categories such as race, religion, gender, class and ethnicity.
- Study the most pernicious racial myths (starting with the idea of “race” itself) both in Latin America and the United States.
- Compare and contrast the conceptions of “race” both in Latin America and the United States. Traditionally, Latin American racial/racist conceptions have been more phenotypical, grounded or based on physical attributes, rather than genotypical, or based on ancestry. The reverse is true with the United States. As a result, in Latin America, racism takes the form of colorism or discrimination based on skin tone, rather than the form of the racist notion of hypodescent or “one drop” rule, as is the case in the United States.
- Delve into the cultural and societal connections between Africa –as one of the mother cultures– and Latin America.
- Think about Latin American and Latinx cultures through comparison with their personal cultural knowledge, presuppositions and personal experience.

COURSE POLICIES

Structure of the course: This is a hybrid course. It will include a blend of both face-to-face meetings and asynchronous learning. Face-to-face meetings will occur every Monday and Wednesday from 10:50 a.m.-10:50 a.m. and are a requirement for this course. The modality of learning set for Fridays is asynchronous. This means that the class won’t meet, but students are expected to engage in virtual discussions and complete online assignments. In the asynchronous portion of the course communication will not occur in real time, and it will be paced by deadlines set in the course.

Instructor Communication Policy: You should note Marquette University’s policy on email: “E-mail is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The university has the right to send official communication to students by e-mail with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these e-mails.”

If I need to contact you outside of class, I will use your Marquette email address, and expect that you will read and respond to this communication in a timely manner. I will respond to student inquiries within 24 - 48 business hours.

Please recognize standard email etiquette. Emails should contain (minimally) a subject, greeting and closing. As part of your professional training, it is important to practice writing e-mail

messages that are correctly crafted in Spanish and to do so in a professional tone. Some examples of appropriate forms of address for this type of message are offered below:

Begin with:

“Estimada Dra. Cortés-Vélez:” (formal)

“Buenos días / Buenas tardes, Dra. Cortés-Vélez:” (neutral)

“Hola, Profesora:” (informal, but courteous) (polite)

Close with:

“Atentamente,” (neutral, professional)

“Cordialmente,” (professional, but friendly)

“Un saludo,” (neutral, friendly)

AVOID: “Maestra”; “Señora”. These are not appropriate forms of addressing college professors.

Student Communication Policy: Please review the [Netiquette at Marquette](#) prior to completing any online course work. Since this is a partially online course, your communications with me and other students are critical to your learning experience. Please be respectful to others as you communicate. In addition to Netiquette at Marquette policy, I would like to ask you to be cautious of dominating any discussion, keep an open mind and be sure to proofread and edit prior to publishing anything to D2L.

Late Work Policy: Work submitted late and without prior communication with me will not be accepted. Emergencies will be handed on a case-by-case basis.

D2L notifications: You must set up D2L notifications in order to receive instant notifications from the course. This is how to set up D2L notifications:

1. On D2L, click your personal menu.
2. Select “Notifications”.
3. Choose the contact method you want to use to receive notifications. You can receive notifications by either email or mobile. You can also receive a “Summary of activity” for each of your courses.
4. Click the “Action” menu and select “Daily”.
5. Then select the time of day you want to receive your summary.
6. You can choose instant notifications for different course components:
 - a. Note: If you enable notifications for discussions, you must also subscribe to forums, topics and threads to receive instant notifications.
7. When you are ready, click “Save”.

IMPORTANT STATEMENTS:

Commitment to Inclusion and Equity: In this class, we support a diversity of thoughts, perspectives and experiences, and honor all identities (including race, gender, class, sexuality, religion, ability, etc.). I also understand that the current crisis of COVID, economic disparity, and

health concerns could impact the conditions necessary for students to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Marquette can provide financial assistance, food assistance, computers, and counseling services, and provide a specific request if you complete a "Concern and Care Form".

By learning languages, literatures, and cultures you will:

- Empower yourself, expand your community and explore the world.
- Consider how identities are forged and negotiated through language & representation.
- Analyze how societies create otherness to reflect their own values.
- Examine power structures to question them.
- Uncover linguistic and cultural hierarchies to promote justice.
- Challenge class, gender, and racial inequities to foster inclusivity.

BLACK LIVES MATTER STATEMENT

In face of the legacy of the racial injustice that we continue to witness in this country and in recent times with the tragic deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery (among countless others), it is a moral imperative to affirm that **Black Lives Matter**. In this class, we will promote values of inclusion and equity by adopting antiracism as a pedagogical lens and learning tool and by studying texts and traditions that fall outside parameters of Eurocentrism and that bring forth non-white and non-male traditions.

Accommodations for Ranges of Abilities: If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, contact the Office of Disability Services at 414-288-5799 or visit <https://www.marquette.edu/disability-services/>.

Mental health: If you or someone you know is feeling overwhelmed, depressed, and in need of support, there are counseling services available. For help, contact the Counseling Center at (414) 288-7172 during business hours. For more information, you can also visit MU's Counseling Center webpage: <http://www.marquette.edu/counseling/index.shtml>. For help outside normal business hours, contact the Department of Public Safety at (414) 288-6800 and ask them to speak to the on-call counselor.

Special Statement on COVID-19: If during the semester you face any obstacles that make it difficult to meet your academic goals, please use the “Student Resources” page on the Marquette “COVID-19 Response” webpage for information. It will help locate available resources to meet basic needs such as housing, food, financial aid, and medical & mental health. Visit the Marquette COVID-19 Response Page regularly. Information may change as the semester rolls along. You can reach out to me at any point during the semester via email or before or after class with any concerns or difficulties you may have.

COURSE COMPONENTS AND REQUIREMENTS

❖ Participation	10%
❖ Audio responses	10%
❖ D2L and Face-to-Face Quizzes	10%
❖ Discussion Forums	10%
❖ Dropbox and Face-to-Face Homework	15%
❖ Essays	45%

Attendance: Course attendance entails: (1) being present during face-to-face class meetings; and (2) active and timely online engagement for the asynchronous portion of the course.

Our class will meet face-to-face on Mondays and Wednesdays for a total of 50 minutes each day. Students are expected to attend all face-to-face classes. If you must be absent from class, it is your responsibility to find out from fellow classmates what the assignment was on that day and to turn your homework in on time.

On Fridays, students are expected to asynchronously engage on D2L assigned activities and homework. Online engagement is also considered a form of attendance to the course.

Participation and engagement (10%) – Students must be ready to actively contribute to class discussion and bring to class all assigned materials. Students must arrive to class on time. Classes will start on time. If for some reason you find it necessary to arrive late, you will be responsible to find out from fellow classmates all information, including announcements, changes in syllabus, etc., you may have missed at the beginning of class.

As stated in the undergraduate bulletin: “Participation is defined as ‘submitting required work as assigned and being active and timely contributors and responders in the class, as outlined in the syllabus.’ If technical circumstances prevent students from entering the class online site, it is the students’ responsibility to notify the instructor in a timely manner of this and to work out a plan to make up the missed classwork.”

Both face-to-face and online engagement will be factored into the final participation grade.

Audio responses (10%) – Students will be asked to produce audio response assignments using an instructional software. Details TBA.

D2L and Face-to-Face Quizzes (10%) – These quizzes are aimed at ensuring student engagement with the class material.

Online quizzes will take place via D2L. These quizzes should be completed by the dates and times specified in the calendar.

At the beginning of any given face-to-face class, you may have to respond to a one question quiz. These quizzes are intended to assess which students are keeping up with the readings assigned for each day.

Discussion forums (10%) – Discussion forums will address themes pertinent to the course. The assigned topics will give you the opportunity to reflect on the more complex ideas and concepts we will be discussing in this course. Discussion forums involve a) your primary responses to topic discussions, and b) your peer responses to one another:

- **Personal responses:** You will be provided a specific prompt or question related to the week's readings and/or video materials. You must post your initial response by the dates specified in the calendar.
- **Peer responses:** Sometimes you will have to provide a response to the post of a peer designated by the professor by the date specified.

Your posts to these discussion forums should be entirely in Spanish and follow Spanish spelling conventions (including ñ, accent marks and interrogation/exclamation marks). They will be graded on thoughtful completion and thoroughness of the ideas. Be sure to check the course schedule each week for all due dates.

Dropbox and Face-to-Face Homework (15%) –

Any online homework assigned will be counted under this category for grading. Upload homework to D2L's Dropbox by the dates and times specified in the calendar. Assignments that do not fulfill these requirements won't be accepted. **Late assignments won't be accepted.** A grade of 0% will be recorded for any missed assignment.

Any homework assigned to be turned in during our face-to-face sessions must be typed, double-spaced in a "normal" font size (12 points). Assignments that do not fulfill this requirement won't be accepted. These assignments must be turned in at the *beginning* of class. **Late assignments won't be accepted.** A grade of 0% will be recorded for any missed assignment.

Short essays (45%) – For this class, you will write three short essays. Each essay should be 1.5 pages, 12-point font, double-spaced, one-inch margins. These essays will be based on prompts provided by the professor. Essays will be graded for content and for Spanish language skills. Guidelines will be posted in D2L and discussed in class before the due dates. No essays will be accepted late or via email. More instructions and specific due dates for each essay will be provided on D2L. **Essays will be both turned in in printed form and uploaded to D2L.**

NOTE In terms of the content and form of your ideas, writing essays in Spanish is not different from writing essays in other languages. It is assumed that students will write their own work and cite appropriate sources or direct quotations as they would with any composition or research paper. Please be aware that you cannot get any outside help (including from tutors, other instructors/professors in the department, or friends) on your writing assignments. It is not acceptable either to use translation programs to translate part or all of your compositions. You need to address all questions about your compositions to me. Getting outside help will be considered cheating and will result in an F (0) for the assignment

ACADEMIC INTEGRITY AN ACADEMIC DISHONESTY

Academic Integrity/Academic Misconduct: 2021-2022 MU Undergraduate Bulletin:

“Academic integrity is the foundation of learning, research and scholarship. At Marquette, much is encompassed by academic integrity, but it mainly means you must adhere to honesty and responsibility in scholarship.”

“Academic misconduct includes, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner.”

Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. The following sections provide representative examples of academic misconduct. If a student is in doubt as to whether an action or behavior is subject to the academic misconduct policy, he/she should consult an appropriate member of the Academic Integrity Council, faculty or staff.

Cheating

1. Copying from others for an assignment and/or during an examination, test or quiz.
2. Obtaining, or attempting to obtain, an assignment, examination, test, quiz or answer key without authorization.
3. Using unauthorized electronic devices or materials for an assignment, during an examination, test or quiz.
4. Communicating answers or providing unauthorized assistance for an assignment, examination, test or quiz.
5. Using unauthorized answers or assistance for an assignment, examination, test or quiz.
6. Offering one’s own work to another person or presenting another person’s work as one’s own.
7. Completing an assignment and/ or taking an examination, test or quiz for another student, or having someone complete an assignment, take an examination, test or quiz for oneself.
8. Tampering with an assignment, examination, test or quiz after it has been graded, and then returning it for additional credit.
9. Outsourcing assignments, papers, examinations, tests, quizzes to fellow students or third parties.

Plagiarism: Plagiarism is intellectual theft by unethical use of sources. It means use of another's creations or ideas without proper attribution. Credit must be given for every direct quotation, for paraphrasing or summarizing any part of a work and for any information that is not common knowledge. This obviously includes cutting and pasting from the internet, which should be accompanied by corresponding credit to the author(s) in question. Students caught in acts of plagiarism will be reported to the pertinent forums of the university administration and will be given a grade of 0% for the plagiarized assignment. Additionally, students are required to submit all papers and assignments via D2L's Dropbox, where all work submitted will be scanned for originality by the *Turnitin* functionality.

Honor pledge

"I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code."

Source: <https://bulletin.marquette.edu/undergrad/academicregulations/>

Grade Scale:			
A	93-100	A-	90-92
B-	80-82	C+	77-79
D+	67-69	D	63-66
		B+	87-89
		C	73-76
		F	0-62
		B	83-86
		C-	70-72

CLASS SCHEDULE
(SUBJECT TO CHANGES)

UNIDAD: EL MITO DE LA RAZA, LA VIOLENCIA DEL RACISMO Y EL TRAUMA DE LA CONQUISTA

Semana 1

W 01/19 **Introducción al curso; BBC video:** "The Myth of Race: ¿Is There a Biological Basis for Categorizing Humans by Race?"

F 01/21 **Tarea del Dropbox:** sobre el syllabus

Semana 2

M 01/24 **Leer:** "Colonialismo, racismo y cuerpo: apuntes críticos desde Frantz Fanon", Rodolfo Meriño

W 01/26 **Leer:** “Icnocuícatl 6”

F 01/28 **Foro de discusión en D2L:** Respuesta personal

Semana 3

M 01/31 **Leer:** “Introduction” of *Black Skin, White Masks*, Frantz Fanon

W 02/02 **Leer:** “Mujer Negra”, Nancy Morejón; **Leer:** “La presencia africana en América Latina”

F 02/04 **Tarea:** Respuestas creativas al poema de Nancy Morejón

Semana 4

M 02/07 **Escuchar:** PowerPoint narrado: Los nahuas; **Leer:** “Cinco siglos de prohibición del arco iris en el cielo americano”, Eduardo Galeano

W 02/09 **Escuchar:** PowerPoint narrado: Los mayas; **Leer:** *Popol Vuh*, Capítulos 1-2

F 02/11 **Tarea:** Audio-respuesta

Semana 5

M 02/14 **Escuchar:** PowerPoint narrado: Los incas; **Leer:** Muestra de poesía peruana prehispánica

W 02/16 **Leer:** Fragmento del *Diario de a bordo de Cristóbal Colón*; **Leer:** “El colonialismo como encubrimiento del otro”

F 02/18 **Foro de discusión en D2L:** Respuesta personal

Semana 6

M 02/21 **Film:** *Cabeza de Vaca*

W 02/23 **Film:** *Cabeza de Vaca*

F 02/25 **Foro de discusión:** Respuesta a un/a compañero/a

Semana 7

- M 02/28 **Leer:** Fragmentos de la *Brevísima relación de la destrucción de las Indias* (desde “Argumento del presente epítome” hasta el final de la sección titulada “De la isla Española”); **Leer:** “Colonialidad y modernidad”, Aníbal Quijano
- W 03/02 **Leer:** Fragmento de la introducción del libro *Racismo y lenguaje*: “La producción discursiva de identidades racializadas”, pp. 11-26, Virginia Zavala & Michele Black
- F 03/04 Tarea: Audio-respuesta

UNIDAD: BARROCO DE INDIAS: ESTÉTICA DE RESISTENCIA

Semana 8

- M 03/07 **Escuchar:** PowerPoint narrado sobre el barroco indígena de Santa María de Tonantzintla y de las Indiátides y el barroco mulato de Aleijadinho; **Leer:** “Nacimiento de una cultura mestiza”, Leopoldo Zea
- W 03/09 **Releer:** “Nacimiento de una cultura mestiza”, Leopoldo Zea
- F 03/11 Tarea: Audio-respuesta

Spring Break: 03/13/2022 - 03/19/2022**UNIDAD: RACISMO Y LOS MOVIMIENTOS DE INDEPENDENCIA**

Semana 9

- M 03/21 **Entrega del Primer Ensayo corto; (D2L’s Dropbox y en forma impresa); Escuchar:** PowerPoint narrado: Bolívar y San Martín; **Leer:** “Sentimiento racial en las colonias y en las repúblicas hispanoamericanas”
- W 03/23 **Releer:** “Sentimiento racial en las colonias y en las repúblicas hispanoamericanas”
- F 03/25 **Quiz de D2L; Seterra Map Quiz Game**

UNIDAD: CULTURAS REVOLUCIONARIAS

Semana 10

M 03/28 **Leer:** Leer “A 105 años del inicio de la Revolución Mexicana”

W 03/30 **Leer:** “La Revolución Cubana”

F 04/01 **Quiz de D2L**

UNIDAD: COLONIALISMO, CAUDILLISMO Y DICTADURAS

Semana 11

M 04/04 “El caudillismo en América Latina, ayer y hoy”

W 04/06 **Escuchar:** PowerPoint narrado: El caso argentino

F 04/08 **Ver:** *La historia oficial* (tubitv.com); Tarea: Audio-respuesta

Semana 12

M 04/11 **Entrega del Segundo Ensayo corto (D2L’s Dropbox y en forma impresa); Ver:** Video de YouTube “U.S. Intervention in Latin America”; Discusión de *La historia oficial*

UNIDAD: RETOS ACTUALES PARA AMÉRICA LATINA

W 04/13 **Leer:** “Retos para América Latina en el siglo XXI”

Easter Break 04/14/2022 - 04/18/2022

Semana 13

W 04/20 Coloquio en clase

F 04/22 **Tarea del Dropbox**

UNIDAD: LA EXPERIENCIA LATINX

Semana 14

- M 04/25 **Ver:** Video de YouTube: “What is Latinx?”; **Leer:** “U.S. Population Projections: 2005-2050”
- W 04/27 **Leer:** “Latino Migration and U.S. Foreign Policy”; **Leer:** “How to Tame a Wild Tongue”
- F 04/29 **Tarea:** Cartas a Gloria Anzaldúa
- Semana 15
- M 05/02 **Ver:** YouTube videos: “Who Gets to Identify as Afro-Latino?” & What Does It Mean To Be Afro-Latino?; **Leer:** “A Herstory of the #BlackLivesMatter Movement by Alicia Garza”
- W 05/04 **Leer:** “Latinos Back Black Lives Matter Protests. They Want Change for Themselves, Too”; En clase: YouTube video: “Hair”, Elizabeth Acevedo
- F 04/06 **Entrega del Tercer Ensayo corto (D2L’s Dropbox)**