

## HISP 324/HISP 495 Syllabus

Summer 2013

### Introduction to Hispanic Cultures/ Caribbean Culture: History, Literature and the Arts

Professor: Anke Birkenmaier

#### Course Pre-requisite

S280 or placement by exam. Note: if you have already taken HISP 324 this course counts as HISP 495.

#### General Description

This course is an introduction to the cultural history of Spain and Spanish America, with a special emphasis on the Caribbean islands. In the first part of the course, we discuss Spain's conquest and colonization of the New World, the culture of the Spanish Empire, and the formation of a new creole culture in the colonies, leading eventually to the emancipation of Latin America from Spain. In the second half of the class, students focus on the cultures of the Spanish Caribbean, learning about the role of race and ethnicity, gender roles and religion, and the changing notions of culture in the more recent era of globalization and migration. We use a variety of literary texts and historical documents, films and artworks to discuss Hispanic and Dominican cultures, incorporating into our class discussions the analysis of local experiences and events, monuments, arts and crafts from Santiago de los Caballeros, DR, where our course will take place.

#### Course Goals

1. Familiarize the student with the cultural history of Spain and Latin America from 1492 on, through the discussion of primary texts depicting key events and their impact on Hispanic societies.
2. Discuss contemporary notions of identity, nation, race, and migration that help us to understand the cultures of the Caribbean and their relation to the U.S.
3. Become a fluent Spanish speaker through full immersion into Dominican culture, practicing all four language skills (listening, speaking, reading and writing).

#### Texts

1. Julia Alvarez, *En el tiempo de las mariposas*. New York: Plume, 2005. Available at the IU Bookstore
2. A course reader will be made available for purchase at the IU Bookstore.

Selections taken from:

- Francisca Paredes Méndez, Mark Harpring, José Ballesteros, *Voces de España. Antología literaria*. Australia, Canada: Thomson, Heinle, 2005.
- Raquel Chang-Rodríguez, Malva E. Filer, *Voces de Hispanoamérica. Antología literaria*. Australia, Canada: Thomson, Heinle, 2004.
- Vicente Cantarino, *Civilización y cultura de España*. Upper Saddle River: Prentice Hall, 2006.
- Rita Indiana Hernández, *La estrategia de Chochueca (novela)*. San Juan, Santo Domingo: Isla Negra editores, 2003.
- Junot Díaz, *Drown*. New York: Riverhead Books, 1997.

#### Requirements

Participation	15%
Cultural Blog Entry	5%
Presentation	10%
2 Quizzes	10%
2 Exams	20%
Diary (3 entries)	20%
Final Project	20%

## Participation

**Daily preparation:** Students are expected to carefully read the assigned material for each session, reflect on it and be prepared to discuss it in class.

**Guidelines for each grade range** (e.g., A range = A+, A, A-) are outlined below:

A consistently participates in class discussions with enthusiasm; frequently asks questions or volunteers comments that reflect excellent preparation of material; cooperates in small groups and works actively to keep the group on task; makes a concerted effort to maintain conversation in Spanish; arrives on time

B generally participates in class discussions with enthusiasm; regularly asks questions or volunteers comments that reflect good preparation of material; makes constructive contributions in small group work and assists in keeping the group on task; almost always speaks in Spanish; arrives on time

C sometimes participates in class discussions with enthusiasm; sometimes asks questions or volunteers comments that reflect adequate preparation; is often unfocused or does not contribute in small group work; attempts to speak in Spanish, but is limited by vocabulary and/or grammar and English; usually arrives on time

D/F lack of at-home preparation makes it difficult for student to participate in class discussions; rarely volunteers questions or comments about assigned readings; lapses into English frequently and does not stay focused on tasks in small groups; frequently arrives late

## Cultural Blog

Students will contribute to a cultural blog shared by the linguistics and the literature class. This blog is to reflect on and share the daily experience and activities of students with the class and friends and families. Each student will be part of a group that writes two entries (in English) on activities or events agreed on with the instructor. Entries have to include 1-2 images and have to pass muster by the instructor before being published.

## Presentation

Each student will be asked to present on a topic of their interest, researched by them in the Dominican Republic. Topics can come from the domains of literature, art, crafts, performance (theater, dance), sports, or architecture. Ask your instructor for more information.

## Quizzes

The quizzes test students' knowledge of key terms and events that are mentioned in the texts and in class discussions.

## Exams

The exams will consist of a mix of the following sections:

1. Identification of key terms, characters, events.
2. Ordering of events in the correct chronological order (e.g., which happened first, Picasso's painting of "Guernica" or World War II?)
3. Short essay questions

## Diary

Students are recommended to write a diary in Spanish through the duration of the course. They have to turn in 3 entries of the diary to the instructor. You will receive corrections and suggestions from your instructor, and for the first two entries you may hand in a revised version that takes into account those corrections. Your final grade for the assignment will be the average between your first version and the revised one (where there is one). All compositions must be typewritten and double-spaced, with one inch-margins on all sides. They should consist of ca. 300 words (1.5 pages). Each entry must be submitted electronically.

## Final Project

The final project is a research project on the topic of “Un Americano/una Americana en la República Dominicana.” It can include parts of the diary, and it should also include at least two additional sources. The student will have to write an abstract and consult with the instructor before submitting his or her final project. It should be at least 5-7 pp. long. The additional sources can come from a visit to the Centro León’s Media Library, a visit to the University library, or a consultation with the instructor.

### Grading Scale

97-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

### Attendance

Students are expected to **attend all classes**, to **arrive on time**, and to **be fully prepared** for each class.

You may miss two classes for reasons such as illness or other unforeseen circumstances. However, you may not miss any quizzes or exams without an officially documented excuse (see below). Any absence beyond these two will lower your final course grade by 2 points.

**Note:** Absences for the following reasons count as excused:

- 1) Participation in religious observances. Students missing class due to a religious observance can find the officially approved accommodation form by going to the Dean of Faculties’ webpage (<http://www.indiana.edu/~deanfac/holidays.html>).
- 2) Illness, if documented by a note from the physician or health department.

Please consult with your instructor if you have further questions.

### Academic Integrity

*The Indiana University Code of Student Rights, Responsibilities and Conduct, defines “academic misconduct” as “any activity which tends to compromise the academic integrity of the institution and undermine the educational process.” This includes **cheating** [use of unauthorized materials, assistance, etc. during exams], **plagiarism** [to present ideas and statements of another person as own], and **facilitating academic misconduct** [to help another student do any of the above]. With this in mind consider the following: all assignments for this course should be **your own work only**. You cannot copy each other’s homework answers. You cannot have another student, a tutor or friend correct the work you are to turn in. You may not use electronic translation programs to do any of the work for this course. The only exception to the above is if, and only if, your instructor assigns you to work with another student. Cheating, plagiarism and other examples of academic misconduct as outlined in the Code of Student Rights, Responsibilities, and Conduct will be pursued and sanctions will be levied. If you have any questions about the issue of academic integrity, consult the course supervisor and the following webpage:*

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## Programa

### I. En Bloomington

#### Introducción

Fri. 4/19 La República Dominicana hoy

### II. En Santiago, República Dominicana

#### A. La conquista del Nuevo Mundo

Date	Topic	Homework	Activities
Mon. 5/6	Cristóbal Colón, El descubrimiento	"Carta a Luis de Santángel"	
Tues. 5/7	El mundo indígena.	Film: <i>Cracking the Maya Code</i> <i>Popol Vuh</i>	Centro León: Taller, Identidad dominicana
Wed. 5/8	La conquista de México	Bernal Díaz, <i>Historia verdadera</i> Bartolomé de las Casas	Service Learning: Niños con esperanza
Thu. 5/9	La conquista de Perú. Quiz I.	Inca Garcilaso, <i>Comentarios reales</i>	
Fri. 5/10			Puerto Plata—on your own visit Fuerte de San Felipe and Museo del Ambar Dominicano (Fri. or Sat)
Sat. 5/11			
Sun. 5/12			La Isabela and La Ensenada Beach

#### B. La Era Imperial y los movimientos por la independencia

Mon. 5/13	Los Habsburgos.	Cantarino (153-171). Velázquez.	
Tues. 5/14	La Edad de Oro	Cantarino, (172-187). Cervantes, "El celoso extremeño" ( <i>Voces</i> , 139-166)	
Wed. 5/15	Barroco. Catedral de Sto. Domingo Divisiones sociales y raciales	Cantarino (188-222). Pinturas de castas	Service Learning: Angeles de Canarí
Thu. 5/16	La economía de plantación. Contrabando. Examen 1.	Benítez Rojo, "Cultura criolla" (62-76). Clase de salsa en: The Hub Espronceda, "Canción del pirata"	
Fri. 5/17			Santo Domingo. Tour, Lynne Guitar.
Sat. 5/18			Trip to Bayahibe, Captain Kidd Shipwreck,

Sun. 5/19

Lecture Charlie Beeker

**C. Cultura e historia caribeña: siglo XIX y XX**

Mon. 5/20	La Revolución Haitiana.	Carpentier, <i>El reino</i> (exc.)	
Tues. 5/21	Independencia. Caudillos	Alvarez, <i>El tiempo de las mariposas</i>	<i>Service Learning</i> : Niños con esperanza
Wed. 5/22	El Trujillato	Alvarez, <i>El tiempo de las mariposas</i>	Visita: Museo Hermanas Mirabal
Thu. 5/23	Los EEUU. en el Caribe. Quiz 2.	José Martí, "Nuestra América"/ "Manifiesto de Montecristi"	<i>Fundación León</i> : Comer sancocho
Fri. 5/24			Trip to Parque de los Haitises
Sat. 5/25			(3-day excursion)
Sun. 5/26			

**D. Cultura dominicana hoy: la dominicanidad itinerante**

Mon. 5/27	Baseball dominicano.	Film: <i>Pelotero</i> (2011)	
Tues. 5/28	Generation X en Santo Domingo	Hernández, Estrategia de chochueca	<i>Fundación León</i> : Taller, Arte dominicano
		Video: Hernández, "El juidero"	
Wed. 5/29	Examen 2. Diáspora dominicana	Junot Díaz, "Fiesta, ca. 1980"	<i>Service Learning</i> : Angeles de Canarí
Thu. 5/30	Presentaciones del Proyecto final		<i>Fundación León</i> : Conferencia
Fri. 5/31			
Sat. 6/1			
Sun. 6/2	Return home		