

**LACS\*6010 Latin American Identity & Culture**

Fall 2022

Section(s): C01

School of Languages & Literatures

Credit Weight: 0.50

**1 Course Details**

**1.1 Calendar Description**

This is the first of the two required LACS culture core courses. They will address theoretical issues relevant to Latin American identities, communities and cultures and will use theoretical concepts as heuristic devices in the study of major and marginalized cultural events, narratives, and visual and linguistic expressions

**1.2 Course Description**

In LACS\*6010 students will explore different types of identities highlighted by the time of globalization and they will discuss postcolonial consciousness raising. The concepts of "hybridity" and “magical realism” will be studied as well as the ways in which hybridization incorporates past with the present, Indigenous and African cultural with European and US cultural forms and modes of thinking.

**1.3 Timetable**

Thursdays 2:30-5:20 pm face-to-face delivery, MACN 202

**1.4 Final Exam**

There will be NO final exam in this course

**2 Instructional Support**

**LACS\*6010 will be team taught in form of a seminar. The coordinator of the course will be present at all seminars to ensure unity and cohesion, and because the essay proposal and the final essay will be marked by the course coordinator.**

* 1. **Instructional Support Team**

Dr. Gordana Yovanovich, gyovanov@uoguelph.ca

The best way to reach instructors is via email.

Office hours: Tuesdays and Thursdays 12:30-1:20 or by appointment via zoom.

* 1. **Guest Lecturers**

Dr. Rosario Gomez, rogomez@uoguelph.ca

**3 Learning Resources**

It is suggested that novels be read in Spanish.

**3.1 Required Resources: Students are encouraged to acquire these books from their preferred bookstore or from Amazon.**

Manuel Puig, *The Kiss of the Spider Woman*

Manuel Puig. *El beso de la mujer araña*

Gabriel García Márquez, *Cien años de soledad*

Gabriel García Márquez, *A Hundred Years of Solitude*

Various books and articles will be available on Course Link or online

**4 Learning Outcomes**

**4.1 Course Learning Outcomes**

By the end of this course, you should be able to:

* Understand how identities are constructed, and how essentialist approaches are subverted.
* Analyze representative artistic works and explain them within a theoretical framework
* Assess the changing relationship between the center and the periphery.
* Develop an informed argument centered on a single thesis statement
* Select appropriate methodologies in conducting research and in writing essays.
* Communicate orally in seminar type of environment.
* Generate topics for original research.

**5 Teaching and Learning Activities**

**5.1 Seminar**

* + 1. 1Thursday Sept. 15 Introduction: questions concerning identity and culture
		2. Identity and Globalization: Zigmunt Bauman’s (2004) *Identity: Conversations with Benedetto Vecchi.*

<https://www.youtube.com/watch?v=1O1aPB2lfd8> **Understanding the Global Community - Latin American Identity, Part I** GY

# <https://www.youtube.com/watch?v=L0iv-hUsQTs> CBNS101 - Caribbean Identity and Culture (good introductory video) gy

* + 1. 2Thursday, Sept. 22

**Postcolonial approach to identity:**

**Benedict Anderson,** *Imagined communities* (1983) GY

Walter Mignolo’s *The Idea of Latin America*

Answer the following questions regarding Mignolo’s book:

1. Briefly explain who has participated (inside and outside) in the development of the idea of “Latin” America and why. Provide some significant names, dates, and terms in your answer.
2. What does Mignolo mean by terms such as “modernity”, “coloniality” and most importantly by “de-coloniality”?
3. Why is it difficult to change the consciousness of being “Latin¨ American”?
4. What does Walter Mignolo mean by the concept “the colonial wound”? Explain by providing some quotes from the book.
5. Ask a question you think is important in this book and provide an answer.

**Your answers should be no longer than 3 double-spaced pages. It should be handed in on CourseLink no later than midnight, Wednesday, Sept. 21. (5%)**

3Thursday, Sept. 29

“Descolonización educativa en el Estado Plurinacional de Bolivia: Desafíos y dilemas” por Chiara Lenza (available on course link)

State briefly: What are the major challenges Bolivia faces in its attempt to decolonize its education? What are its dilemmas? From the point of view of presentation, what are the strengths of this study? What can we learn from this PhD thesis as far as the presentation is concerned? Your answers should not be longer than 3 double spaced pages. They should be handed in by Wed. Sept. 30 midnight. **(5%)**

4Thursday, Oct. 6 **Identity and Globalization: Time of hybridization(5%)**

* + 1. Néstor Garcia Canclini´s *De Los Inconvenientes De Ser Latinoamericano; Desarrollo Con Deudas, Apertura sin Rumbo* (2002) available online

George Yúdice, Introduction to *The Imagined Globalization* (2014) available online

5Thursday, Oct. 13

Mestizaje, Magical Realism and Latin American Identity **(5%)**

Gloria Anzaldua´s “La conciencia de la nueva mestiza/Towards New Consciousness” GY

Ask 4 questions which would open a discussion of most important points raised by Anzaldua in her article. Be prepared to provide the answers.

Luia Leal, “Magical Realism in Latin American Literature”

Amaryl Chanady, ¨The Territorialization of the Imaginary in Latin American Self Affirmation and Resistance to Metropolitan Paradigms¨

(These articles will be available on courselink) GY

<https://magic-realism-books.blogspot.com/2015/08/video-isabel-allende-on-gabriel-garcia.html>

6**Thursday, Oct. 20** The question of Identity in Gabriel Garcia Máruqez, *Cien años de soledad/One Hundred Years of Solitude*

1. Referring to concrete examples in the novel, discuss if Latin American identity is determined/constructed by internal or external forces?
2. Again, referring to specific situations, ascertain if García Márquez’s approach to life and identity is essentialist or a constructionist?

Choose and discuss one of the two topics. Be as specific as possible in your discussion which should not be longer than 5 double spaced pages. Your assignment should be handed in by midnight, Wed. Oct. 19. **(10%)**

7**Thursday, Oct. 27** Gender Identity and Political Ideology:

Manuel Puig´s *Beso de la mujer araña/ Kiss of the Spider Woman* GY

“Fresa y chocolate” film. Directors: Thomás Gutiérrez Alea and Juan Carlos Tabio (1994)

After the class discussion write a 4-page *resumen* of our discussion and explain how the polyphony works in one of these two works.

Your assignment is to be handed in on Friday, Oct. 28, by11:59pm. **(5%)**

8Thursday, Nov. 03 National and Transnational Identity; How Diego Rivera became the Husband of Frida Kahlo

Choose 3 paintings by each artist and discuss the question of national, class and gender identity in their works. See film “Frida Kahlo” **(10%)**

9Thursday, Nov. 10 Guest lecture

10Thursday, Nov. 17 Race/Ethnic Identity and Language Rosario Gomez (15% for 2 classes)

11Thursday, Nov. 24 Race/Ethnic Identity and Language Rosario Gomez

Friday, Nov. 25. Final essay proposal with annotated bibliography due. (10%)

12Thursday Dec. 8 Make-up class for Sept. 8 Discussion of Essay Proposals in class. Questions regarding the final essays.

Final essay due: Dec. 16 20% (proposal + essay = 30%)

**6 Assessments**

**6.1 Marking Schemes & Distributions**

Theory and theoretical frameworks 45%

Linguistics module 15%

Quality of class participation and discussion 10%

Essay proposal and annotated bibliography 10%

Essay written withing a theoretical framework and discussed in relation to three works 20%

*Late submissions will carry a penalty of 5% per day.*

**Oral and Written Seminar Participation**

Each student will be asked to comment on a few readings throughout the course, or answer questions related to the readings. Student introductory presentations should highlight key issues and concepts, articulate various strengths and weaknesses of the readings, and raise several questions for further discussion. Criteria for the evaluation of this course component will include: the understanding of the readings; the degree to which presentations are made interesting for others; the ability to draw links between the weekly topic and with broader course themes; and the effectiveness of the questions posed to the class and the quality of the discussion facilitation. Students who are not leading discussion will be evaluated on their readiness to participate, their familiarity with the material presented, and their thoughtful contributions in class.

**Essay proposal and annotated bibliography** consist of a thesis statement and at least 5 articles or books not studied in class. The thesis statement is to be one or two sentences. The length of the final essay is 12-15 pages double spaced.

**Evaluation Criteria for the Final Essay**

Strength of the argument: Your essay should have a clear focus and an argument that is logically constructed. Your argument should reflect a theoretical position studied in the course and should be informed by analysis of three works of art or two works of art and a language issue studied in the course.

You should ensure that you have a thesis statement in the introduction, that in the body of the essay you support your claims with evidence and with carefully chosen quotes from primary or from secondary sources, and that your conclusion summarizes your findings or indicates the importance of your study and outlines any questions or avenues for future research.

2.

Research: In addition to careful analysis of primary sources, your essay should incorporate ideas and research from at least five secondary sources relevant to your topic.

3.

Language and Style: Your languages and style should be academic, free of colloquial expressions and repetitions, and your essay should define key terminology. It should also be free of grammatical, spelling and typographical errors. References can be in MLA or the Chicago style, but the same format must be used consistently. Your footnotes and bibliography must be accurate.

Originality: It can come for example from the unique perspective you take on the material studied, from new connections you establish, new questions you raise.

**University Statements**

**Email Communication**

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

**Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

**Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website
https://www.ridgetownc.com/services/accessibilityservices.cfm

**Academic Integrity**

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

**Recording of Materials**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars

**Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

**Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

**Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

* https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
* https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.