

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2018-2019** SPAN 499 B1: Special Topics in Literature/Culture:  
Latin America: Sex and Stigmas  
(Winter Term, 2019)

Instructor: Dr. Stephen A. Cruikshank  
Office: Old Arts Building, 217-D  
Telephone: 780-660-3880  
E-mail: [scruiksh@ualberta.ca](mailto:scruiksh@ualberta.ca)  
Class Website: See eClass site.

Time: M/W/F 12:00 pm - 12:50 pm  
Place: H C 2-37  
Office Hours: By appointment

---

**Course Prerequisite:** SPAN 320 or consent of Department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed, no such projects approved.

**Community Service Learning** component

Required     Optional     None

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students' Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes       No

**Course Description and Objectives:**

How do we mediate the power of media: the Latin lover, the macho man, the exotic salsa dancer, the neurotic narco? Hitched to such a question, this course will explore how artistic, media, and cultural practices in Latin America have contributed to the formation and criticism of stereotypes and stigmas found in both national and foreign contexts. This course will touch on a variety of stereotypes and stigmas—sexual, racial, cultural, and social—through sources of Hispanic literature, art, films, and essays. Most importantly, this course will mediate our own position as global citizens towards Latin America and the stereotypes and stigmas that inhabit it.

**Learning Outcomes:**

By the end of the course successful students will be able to:

- Analyze and discuss texts of various genres and formal approaches in different contexts of Latin American cultures.
- Recognize how stereotypes and stigmas effect and impact the formation and performance of cultural identities.
- Analyze, argue, and communicate ideas about texts in both written and oral formats.
- Work collaboratively in a shared environment to achieve a common goal.

**Texts:****Required:**

- All readings are made available on eClass. Students will access readings either through links on eClass or through the University of Alberta library database.

**Recommended:**

- Alonso Raya, R., Castañeda Castro, A., Martínez Gila, Pl, Miquel López, L., Ortega Olivares, J., & Ruiz Campillo, J.P. *Gramática básica del estudiante de español (Edición revisada y ampliada)* (2011).

**Grade Distribution (see “Explanatory Notes”):**

Fall Exam Planner for the 2018-2019 can be found at the following site:

<https://www.ualberta.ca/registrar/examinations/exam-schedules/fall-2018-winter-2019-exam-planner>

<u>Assignment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
• Class Participation & Attendance	10%	Cumulative
• Analytical Reflection (3-4 pages)	15%	Feb 1
• Creative Reflection	15 %	Feb 15
• Group Debate	20%	Mar 4-10
• Abstract & Annotated Bibliography	10%	Mar 22
• Analytical Essay (8-10 pages)	30%	Apr 10

**Date of Deferred Final Exam (if applicable):**

- Please consult the following site:  
[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations\\_\(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))
  - For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)
-

## **Explanatory Notes on Assignments:**

### **Class Participation & Attendance (10%)**

Seven percent of this mark will be based on attendance and active participation during classes. Students are expected to attend all lectures and engage in class discussions as they will be graded for their attendance as well as participation in class. An attendance sheet at the beginning of each class will be circulated for students to sign-in. An absence without a valid reason will result in a complete loss of the grade for the day missed. Class readings will be uploaded in advance on eClass. As a student you are responsible for coming to class prepared to participate in group and class discussions revolving around the day's topic and texts. That means that you have read the readings for each class. The remaining three percent of this mark will be based on small activities, reflections, assignments, or pop-quizzes delivered throughout the duration of the course and used to assess student engagement with class lectures.

### **Analytical Reflection (15%)**

A 3-4 page paper is to be written according to the MLA citation style (8th edition). The paper will critically reflect on one of the stereotypes or stigmas discussed in this class. The student should treat this as a personal reflection on the topic, but should be prepared to engage with materials discussed in class, providing a bibliography of no less than 2 sources. The reflection should respond to the following questions: In your opinion, how do you think your chosen stereotype is perpetuated today? Do you think this stereotype still holds power on cultural identity?

### **Creative Reflection (15%)**

You will be responsible to respond to a class topic of a specific stereotype or gender through a creative medium of their choice: poem, short story, painting, spoken word, video, written reflection, etc.. Every piece of work must include a minimum of 2-3 pages of written reflection or explanation of the work. This means that unless you have chosen a written reflection to begin with, a reflective analysis of your work of 2-3 pages in length must be attached to your creative piece. The written reflection part should provide a context and analytical connection of your work with the stereotype or stigma in discussion as well as the content discussed during the class lecture and through class readings.

### **Group Debate (20%)**

#### Part 1: Debate: Explication or Exploitation?

In groups of 2-4, students will prepare for an in-class oral debate (in Spanish) on a topic of stereotypes in Latin America discussed in class or approved by the instructor. The debate, unless otherwise approved, will revolve around the impact of a media representation in Latin America and whether it can be viewed as a positive or informative representation of the affected culture or people group (explication) or a negative representation (exploitation). Two groups, previously signed up for positions and topics, will debate each other for the 50 minute class while the other classmates observe, taking notes and preparing their final vote (see part 2). The debate will follow

a common structure of two constructive arguments and two rebuttals (see eClass for debate format and details). Each group member will be expected to participate in both, one of the constructive arguments and one of the rebuttals.

### Part 2: Voting

During each debate, students will act as the judges and will be required to cast a vote for the side with the most engaging, structured, and strongest argument. In addition to voting in class, students will be required to write a 100-150 word analysis on the eClass debate forum detailing, specifically, why they voted for a particular group or, in other words, what aspect of the argument they saw as strongest and why. Unless part of the debate that day, it is expected that an analysis be written by students for each debate session and completed before the next class. For every analysis not written, 2% of the student's final mark on the debate project will be deducted.

### **Abstract & Annotated Bibliography (10%)**

A paper proposal must be submitted in the weeks prior to the analytical essay. The proposal will be approximately 2-3 pages and will include an 200-250 word abstract of the chosen topic, a research question, a thesis statement, and an annotated bibliography of sources intended to be used (a minimum of 4). A list of possible essay topics will be provided on eClass. Any topics different from those listed must be discussed with the professor prior to the due date. The bibliography must include a minimum of four sources and must be formatted according to the MLA, 2018 standards.

### **Analytical Essay (30%)**

A 8-10 page paper is to be written according the MLA citation style (8th edition) and include a proper bibliography with a minimum of four sources. The paper will critically analyze one of the topics discussed in this class (different from the reflection essay). The essay must represent the topic and scope discussed in the student's essay proposal.

---

### **Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

### **Student Responsibilities:**

#### ***Academic Integrity:***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

***Territorial Statement:***

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

***University of Alberta Sexual Violence Policy:***

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University

recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover. To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

***Recording of Lectures:***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

***Policy for Late Assignments:***

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will incur a 5% per class day penalty.

***Disclaimer:***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

***Student Resources:***

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

**Accessibility Resources:** (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

**The Academic Success Centre:** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers:** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Grading:**

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**“MLCS Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	<b>97-100</b>
	A	4.0	<b>93-96</b>
	A-	3.7	<b>90-92</b>

<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

**Copyright:** Dr. Stephen Cruikshank, Faculty of Arts, University of Alberta 2018