



Zoom:
Zoom class session Tuesdays 1:40-2:55

Prof: Fátima Serra **Tel:** 978-542-6804
Class: T 1:40-2:55 Synchronous sessions
Zoom:

Office Hrs: W 12:30-5:30 by appointment
E-mail: fserra@salemstate.edu

COURSE GOALS:

Students will learn, discuss and expand their proficiency in the different cultural aspects portrayed in films, media and readings which tackle Hispanic cultures in the United States, Central, South America and Spain. They will enhance their historical knowledge of the experience of oppression in the Hispanic World through critical thinking and analysis of cultural readings and artifacts.

COIL PROJECT: One unit in this class will include a COIL (Collaborative Online International Learning) component. During this unit the class will work together and in small groups with students from The University of Oviedo. Attendance at these sessions, which are during the regularly scheduled class time, is required for participation in this course. This collaboration will further students' international perspective and will enhance their experience and understanding of the topics discussed.

COURSE LEARNING OBJECTIVES:

The following Objectives will be measured via assignments consisting of Readings, Films, Discussions, Written and oral Reflections, Partner Presentations and Group Projects with SSU students and with students from the University of Oviedo. After the completion of this course students will be able to:

1. Analyze and discuss experiences of oppression in Latin America, Spain and among the LatinX community in the US presented in the films and readings

- including immigration, politics of identity, feminism, globalization and postcolonialism.
2. Deconstruct world culture stereotypes and debate international relations within a global atmosphere, including SSU and Oviedo students' points of view.
 3. Present orally about a chosen topic from the course and expand on it.
 4. Write critical analysis on the films and readings and their connections to the Unit topics.
 5. Use your understanding of life and studying in Asturias, Spain to reflect on your understanding of Spanish Speaking cultures in the US, Spain and elsewhere.
 6. Contemplate the possibility of Studying Abroad and learning another language.
 7. Produce a creative group Project that would reflect your deeper knowledge of course themes.

What will we be studying?

The course is divided into four units dedicated to compelling themes in the Spanish speaking world, which are: *Migrations, Postcolonial Identities/LatinX, Marginalized Identities and Women in Spain and Latin America.*

Unit I: Immigration

Tell me how it ends by Valeria Luiselli

Which Way Home, Rebecca Cammisa, 2009. USA, Mexico. (Documentary)
#Families Belong Together: Central American Family Separations from the 1980s to 2019 by Leisy J. Abrego and Esther Hernández

The film and readings in this unit will examine the necessity of exile and immigration in the Spanish-speaking world. Activities, films and readings will reflect on the heterogeneous cultures resulting from this trend.

Unit II: - Postcolonial Identities/LatinX Coil Project* (More details listed below)

The Poet X by Elizabeth Azevedo (New Yorker, Dominican parents) (2018)

“Now why do you want to know about that?” *Heteronormativity, Sexism and Racism in the Sexual (Mis)Education of Latina Youth* by Lorena Garcia

“Blackness, Latinidad and Minority Linked Fate” by Jennifer A. Jones

Ashcroft, Bill et al (eds.). *Post-colonial Studies: The Key Concepts*. 3rd ed. New York: Routledge, 2013.

This unit will analyze the impact of colonialism in the LatinX community. Cultural conflicts, class and race relations will be analyzed.

Unit III: Marginalized identities

Pelo Malo (Bad Hair) (2013) Mariana Rondón

Pelo Malo: Representing Symbolic Violence in the Intricacies of Venezuela's Contemporary Film Landscape by Michelle Leigh Farrell

La teta asustada (The Milk of Sorrow)(2009) Claudia Llosa

Memory, Trauma and Phantasmagoria in Claudia Llosa's La teta asustada by Carolina Rueda

The films in this unit will examine marginalized identities with a focus on queer and indigenous experience.

Unit IV: Women in Latin America and Spain

Que horas ela volta? (The Second Mother) Anna Muylaert, Brasil, 2015

'The Second Mother' Raises Class Issues with an Engaging Spirit (Review) by Kenneth Turan

Roma (2018) Alfonso Cuarón

Rome Leads to All Roads: Power, Affection and Modernity in Alfonso Cuarón's Roma by Diana Cuéllar Ledesma

Volver (Return) Pedro Almodóvar, Spain, 2006

Women, Windmills and Wedge Heels by Paul Julian Smith

This Unit will examine gender discrimination, feminism and women agency in the Spanish Speaking World.

How do I get prepared for the class?

WLC 190H will meet in one synchronous session of 75 minutes per week. Films and reading assignments will be posted on Canvas. Films will be found at, at www.Netflix.com www.amazon.com and other streaming services. **Very important:** The work outside the classroom has to be completed in a timely fashion before the following classroom meeting. It is necessary that students **watch the films and read the materials before the class meeting.**

Do I get a grade for class participation?

Learning requires your active involvement. Your grade for class participation will be determined by your willingness to participate in class discussions.

Treat it like a normal in person class, dress as though you would for an in-person class, refrain from eating during class, attend class in a space conducive to the learning environment (not in bed), use the chat feature for professional and class-related discussion.

b) **Laptop:** You should be using a laptop for class meeting time so you can download or open handouts in a different window, if needed. Test your laptop/wifi prior to the beginning of the semester. Figure out how to log into Canvas and Zoom. Make sure

your video and audio are working. If you need assistance accessing technology or setting up technology in your home, room or workspace, please contact the IT department: <https://www.salemstate.edu/offices-and-services/information-technology-services>.

c) **Phones:** Because of distractions cell phones must be turned off prior to the Zoom class for the duration of the class period. The online component is easier to do with a computer. If you do not have a computer write to Rachel Frank rfrank@salemstate.edu

How do I participate in the Coil project?

Students at SSU and Oviedo University will commit to a signed agreement to participate in the whole group and small group online synchronous sessions and complete the tasks and exchanges relevant to the project (UNIT 2). Both SSU and University of Oviedo students will receive a Certificate of Completion at the end of the Project. Whole group sessions are during regularly scheduled class time, small group sessions will be scheduled at the group components convenience.

The structure and assignments in Unit II will be different than other units.

The COIL Unit will have two Facilitators, **Professor Maria José Alvarez Faedo**, University of Oviedo and **Professor Fátima Serra**, Salem State University.

Activities:

1. Group initial meeting. Cultural and content reflection in small groups (1,2,6,7)
2. *The Poet X* (2, 6, 5) Analysis in small groups: Oviedo and SSU students. Conclusions: the whole class
3. “*Now why do you want to know about that?*” *Heteronormativity, Sexism and Racism in the Sexual (Mis)Education of Latina Youth* and “*Blackness, Latinidad and Minority Linked Fate*”(2, 6, 5)
Analysis in small groups: Oviedo and SSU students. Conclusions: the whole class
4. Discussion Final Projects in small groups. Group celebration/reflection: the whole class (2,5, 7)

Mode of Communication:

Professors weekly communication during project: Zoom
Students weekly communication during Project: Zoom
Project Google Document, Groups Google Document

How do I get an A in this class?

Students will complete the assignments related to the films and readings to prepare for class discussions and critical analysis of the major topics. They will research the topic further and make connections to current reality through meaningful group presentations and one unit essay. They will also actively participate in the COIL Unit and complete a Group project with the students from the University of Oviedo

ASSESSMENT	LEARNING OBJECTIVES	
Film and Reading Activities/Assignments	20%	1,2,3,4,5
Participation/Attendance (in-class discussions)	20%	1,2,3,5,7
Unit Presentation	10%	1,2,3
Unit Essay	20%	1,4,5
COIL Unit Project (Unit II)	30%	1,2,3,5,6,7

Online Presentation Rubric

Each student together with a classmate will do an oral presentation on a specific topic/article:

- **Format: 30pt**
 - 10-12 min. 10pt
 - 10 visuals 10pt
 - 1-2 sentences per visual on the screen 10pt
- **Development of question/topic: 70pt**
 - Context, Importance of topic, Summary of important facts 30pt.
 - Give your own interpretation of the issue with specific examples from research or Unit film. 20pt.
 - Bring two questions to the class to initiate and lead discussion 20pt

Think of your presentation as a story that tells your version of the facts, with a beginning, development and ending. Keep your audience engaged!

Unit Essay Rubric

Students will write an 800-1000 word paper on one Unit. Write a critical analysis in response to one unit or textual object/objects of the course.

- **Format: 20pt**
 - 800-1000 words. Title, Two citations minimum, two different type of sources among Films, books and articles discussed in class. MLA Format.
 - Paper is coherently organized and the logic is easy to follow. The paper is edited with no spelling or grammatical errors. Writing is clear, concise and persuasive.
- **Introduction: 20pt**
 - Position is clearly stated. Organization of the argument is completely and clearly outlined and grabs the attention of the reader.
- **Research and Evidence: 40pt**
 - Use Films and articles discussed in class in a manner relevant to the argument. Establish accurately the relationship between your arguments and

the sources. The development of your essay conveys the writer's understanding of the topic.

- **Conclusion: 20pt**

Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit.

Content changes may occur along the semester. Students will be informed with plenty of notice.

***Note:** Assignments will be on CANVAS. **Please, complete all the Exercises and activities by the date indicated in CANVAS.**

Week 1 Jan. 18	Unit 1 Migrations <i>Tell me how it ends</i> by Valeria Luiselli
Week 2 Jan. 25	<i>Which Way Home</i> (2009) by Rebecca Cammisa
Week 3 Feb. 1	<i>Which Way Home/</i> <i>#Families Belong Together: Central American Family Separations from the 1980s to 2019</i> by Leisy J. Abrego and Esther Hernández
Week 4 Feb. 8 Coil Group session SSU students: T 1:40-2:55pm Oviedo students:T 7:40-8:55pm	Unit 2 Postcolonial identities/Latinx <i>The Poet X</i> by Elizabeth Azevedo (New Yorker, Dominican parents) (2018) "Now why do you want to know about that?" <i>Heteronormativity, Sexism and Racism in the Sexual (Mis)Education of Latina Youth</i> by Lorena Garcia "Blackness, Latinidad and Minority Linked Fate" by Jennifer A. Jones Initial Meeting. Topic Introduction, Ice Breakers. (Fátima Serra)
Week 5 Feb. 15 Coil Small groups SSU students: T 1:40-2:55pm Oviedo students:T 7:40-8:55pm	<i>The Poet X</i> by Elizabeth Azevedo (New Yorker, Dominican parents) (2018) Analysis Reading and discussion(Discussion leader: Fátima Serra)
Week 6 February 22 Coil Small groups SSU students: T 1:40-2:55 Oviedo students:T 7:40-8:55	"Now why do you want to know about that?" <i>Heteronormativity, Sexism and Racism in the Sexual (Mis)Education of Latina Youth</i> by Lorena Garcia "Blackness, Latinidad and Minority Linked Fate" by Jennifer A. Jones Analysis articles and discussion

	(Discussion leader: María José Alvarez Faedo)
Week 7 March 1st Coil Group session SSU students: T 1:40-2:55pm Oviedo students:T 7:40-8:55pm	Students Coil experience conclusions and Celebration (Discussion leader: María José Alvarez Faedo)
Week 8 March 8	Unit 3: Marginalized identities in Latin America <i>Pelo Malo (Bad Hair) (2013) Mariana Rondón</i> <i>Pelo Malo: Representing Symbolic Violence in the Intricacies of Venezuela's Contemporary Film Landscape</i> by Michelle Leigh Farrell
Week 9 March 15	Spring Break
Week 10 March 22	<i>Pelo Malo (Bad Hair) (2013) Mariana Rondón</i>
Week 11 March 29	<i>La teta asustada (The Milk of Sorrow) (2009) Claudia Llosa</i> <i>Memory, Trauma and Phantasmagoria in Claudia Llosa's La teta asustada</i> by Carolina Rueda
Week 12 April 5	Unit 3 Women in Spain and Latin America <i>Que horas ela volta? (The Second Mother) (2015) Anna Muylaert</i> <i>'The Second Mother' Raises Class Issues with an Engaging Spirit (Review)</i> by Kenneth Turan
Week 13 April 12	<i>Que horas ela volta? (The Second Mother) (2015) Anna Muylaert</i> <i>/ Roma (2018) Alfonso Cuarón</i>
Week 14 April 19	<i>Roma (2018) Alfonso Cuarón</i> <i>Rome Leads to All Roads: Power, Affection and Modernity in Alfonso Cuarón's Roma</i> by Diana Cuéllar Ledesma
Week 15 April 26	Unit Essay <i>Volver (2006) Pedro Almodóvar</i> <i>Women, Windmills and Wedge Heels</i> by Paul Julian Smith
Week 16 May 3	Unit Essay Reflections

University Policies

Requirements: All students are expected to be familiar with the academic regulations, including those regarding Academic Integrity, for Salem State University as published in the university catalog. In addition, each student is responsible for completing all course requirements and for keeping up with all that goes on in the course (whether or not the student is present).

Equal Access: Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids or adjustments. Any student who has a documented disability requiring accommodation, aid, or adjustment should speak to the instructor immediately. Students with disabilities who have not previously done so should provide documentation and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

Covid-19 pandemic statement: “Students must comply with the Covid-19 Health and Safety Protocols for the 2021-2022 Academic Year. This includes wearing masks in class and on campus in public spaces, practicing physical distancing where possible, including in class, engaging in a daily symptom check, notifying Counseling and Health Services at 978-542-6413 if they have any symptoms associated with COVID-19, and not coming to campus or to an in-person class if they have any of the symptoms related to COVID-19, until cleared by the Student Life Wellness Area. Students who have documented disabilities that may prevent them from complying with these policies are required to contact the Disability Services office.”

Academic Integrity: The University assumes that all students come to Salem State University with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All members of the Salem State University academic community have a responsibility to insure that scholastic honesty and academic integrity are safeguarded and maintained. Cheating and plagiarism are unfair, demoralizing, and demeaning to all of us. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational role and cheapen and diminish the learning experience not only for the perpetrators, but also for the entire community. It is expected that Salem State University students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Critical Emergency Policy: In the event of a university declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to www.salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a university declared critical

emergency. In the event of an emergency, please refer to the alternative educational plans for this course which will be sent by email. Students should review plans and gather all required materials before an emergency is declared.