



Course Information	
Course Name:	Mapping the Hispanic World
Course ID:	SPA 303
Semester:	Fall 2017
Mode:	Online

Instructor Information	
Instructor:	Christina Biron
Email:	cbiron@umassd.edu
Phone:	508-999-8743
Office Hours	

Class Schedule, Office Hours and Location						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Weekly start - online	Office hours @ 6:30-7:30 pm	Office hours @4-6 pm			

Course Description

Course Description:

An introduction to Hispanic cultural studies. This online course, delivered in English, introduces students to the political, social, philosophical, religious and economic forces that created the Hispanic cultures of Spain, Latin America, the Caribbean, and the Latino U.S. Spanning the prehistory of Spain through the 21st century, the course offers students an opportunity to geographically and historically map Hispanic cultural relationships, to apply their critical and creative abilities to the study, comprehension and interpretation of selected texts, and to compare and contrast contemporary visual culture with cultures of prior historical periods.

Prerequisite:

No prerequisites

Course Credits:

3 credits

Text Required for Purchase (additional course materials, videos to be streamed, and recommended texts will be provided online within MyCourses):

Text: Fuentes, Carlos. (1999). *The Buried Mirror*. Boston: Houghton Mifflin Harcourt. ISBN 0395924995, 9780395924990

Course Objectives

At the end of this course, using diverse historical and contemporary perspectives, students will be able to:

- Compare and contrast the Hispanic cultures and values of Spain, Latin America, the Caribbean, and the Latino U.S.A.
- Connect Hispanic cultures and values to students' own values and culture
- Discover and depict relationships between Spain, Latin America, the Caribbean, and the Latino U.S.A.
- Examine how literature and art reflect culture, society, and history

Communication Plan**Expectations for electronic communication**

Please use email ***ONLY*** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email Monday, Wednesday, and Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You ***may*** get an email reply on Tuesday or Thursday or during the weekend, but that would be an exception not the rule.

I will also check discussion forums on Monday, Wednesday, and Friday.

Time Considerations

Students should be prepared to spend a minimum of 6 hours a week on reading and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3 hours and then spending

an additional 3-6 hours (at least) outside of class on assignments and reading. In our online course environment my expectation is that you will be spending those 3 “class hours” on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

Substantive participation should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer’s comments
- Challenge comments in class, including those of the facilitator
- Ask insightful questions
- Answer other people’s questions
- Exemplify the point with real-life events, when possible
- Make comments that are relevant to the course content and objectives

Things to keep in mind as you write Discussion Boards or post Voice Boards:

- Share an experience that is related to the discussion. Comment on other participants’ experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed
- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week’s reading
- Discuss a work issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life
- Share another resource such as Web links, books, etc. that you have used to answer other participants’ questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

Methods of Instruction

Evaluation and Grading Breakdown:

Responses to Video and Reading –Based Discussion Board Assignments	25%
Responses to Voice Board Assignments	20%
Two Blackboard Meetings with Course Instructor	15%
Research Assignment and Multimedia Presentation	20%
Critique and Response to the Critique Process	10%
Reflection Paper	10%

Assessments:

Responses to Video-Based and Reading-Based Discussion Board Assignments

Choosing from several talking points assigned each week, you will be expected to respond in extended oral or written format to these points in light of your reading and/or viewing of selected course texts.

Sample talking points:

Every construction of national identity seems to involve demonizing, or excluding some “other”.

Early stages of the construction of a Latin-American identity and cultural tradition were marked by a passionate dialogue with European ideas, values, and language.

Latin American nations (or cities) have different histories but face a common set of challenges.

The growth of Latin American cities can be accounted for almost entirely in terms of internal migration.

Revolution and social violence radically call into question the established values of society and culture.

Racial and gender violence constitute twin pillars of the edifice of power.

Examine the possible causes of dictatorship in Latin America.

Compare and contrast the role played by two or more principal iconic figures of nationhood within Spain or Latin America.

Discuss the importance of land and/or of social class in two different Latin American countries.

Latin American countries have often been seen as “violent” nations.

Indigenous issues are problems of economic and social exploitation, not of race or culture.

"The feminine" has contributed to the construction of Hispanic identity.

Responses to Voice Board Assignments

After viewing weekly art-based assignments, you will be asked to examine art works in light of 2-3 reflection prompts such as those discussed here below.

Sample Reflection Prompts:

Note which elements of the art strike you as unfamiliar or perplexing and explain why.

Examine the ways in which the art resonates with content and topics covered in this unit and/or in previous units.

Explain what or who is represented in the work.

What values does the art seem to represent? Support your opinion.

Does the art question or reinforce "difference"? How?

Do the factors of race, class, and gender play a role in this work? Justify your position.
Can you make connections between the art and other artistic products such as literature, dancing, or film? Clarify any connections made.

Two Blackboard Meetings with Course Instructor

The purpose of these meetings is to collectively discuss course growth and needed feedback regarding course assignments. Students receive credit for participating in these 30-minute meetings during Weeks 5 and 11 of the course and must adhere with interactive requirements posted on MyCourses at least one week before the scheduled meeting to receive full credit.

Research Assignment and Multimedia Presentation

Using a rubric provided for this purpose, you will select ONE of the following ideas for your multimedia presentation that is of interest to you and apply it to several short literary texts from the list of literary texts provided to you during Week 8 in MyCourses:

Discuss the social, political, and historical realities that inform the texts you have studied.

Discuss the portrayal of space, literal or metaphorical, in the works you have studied.

Revolution and social violence call into question the established values of a society and culture. Writers must also question these values if they are to give a true depiction of such social change.

Discuss how the authors of your texts question the social and cultural values of their time.

Explain the ways in which your texts express the values that humans attach to their experiences.

Critique and Response to the Critique Process

Using specified criteria, you will critique in writing (one half page) one of the class presentations, self-critique your presentation (one half page), and then write a 1 page reflection paper on how the critique process enhanced your cultural understanding of course material.

Reflection Paper

At the end of the course you will submit a 3- page reflection paper in English that identifies the talking points prompts that were of most interest to you (limit yourself to no more than three talking points) and how your understanding of these points progressed through the tenure of the course (your discussion must include attention to both visual and print media). Conclude your paper with several additional questions that you intend to pursue to further your understanding of Spain, Latin America, the Caribbean, or the Hispanic U.S. after the course concludes and some concrete strategies for pursuing answers to these questions.

The paper will be due on the date of the final exam.

Late Assignments:

Work is posted on a weekly basis and is due on Sunday midnight after the week in which the work is assigned. If absolutely necessary, you may turn in work late up to two weeks after the due date. However, deductions will apply. Deduction of points will proceed as follows:

- 1-5 days late: 5 points deduction on each assignment turned in late (applies through Week 10)
- 6-14 days late: 10 points deduction on each assignment turned in late (applies through Week 10)
- More than two weeks late: no credit given
- After Week 10, no late work accepted

Attendance Policy

Not applicable.

Incomplete Policy

No incompletes.

Course Conduct

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the Office of Diversity, Equity & Inclusion brochure for information at <http://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/studentcodeofconduct/>.

Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly

the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

<https://www.umassd.edu/policies/activepolicylist/academicaffairs/academicintegritypolicyandreportingform/>

Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Pine Dale Hall, Room 7136; phone: 508.999.8711.

Resources for UMass Dartmouth Students

Tutoring

If you are having difficulty with the class please:

- Contact me directly using the contact information listed at the top of this document.
- Contact the Academic Resource Center (ARC) for support:
 - Academic Resource Center, Liberal Arts - Room 007
 - Phone: 508.999.8708, Fax: 508.910.6404
- For help with writing assignments you can also make use of online writing tutoring.

- eTutoring can be accessed at [this link](#) or by clicking the "Online Tutoring" link at the top of the myCourses Dashboard.

Technical Help

Technical support for myCourses is available 24/7:

- Students can email **myCoursesHelp@umassd.edu** or call the Student Help desk at **508-999-8505** during normal business hours. (Mon-Fri 9:00 a.m.-5:00 p.m. EST)
- During off-hours, weekends, and holidays, technical assistance is available for students at <http://umd.echelp.org/>.

Support information for all other UMass Dartmouth technologies can be found here:

<http://www.umassd.edu/extension/technicalresources/>