



CIEE Global Institute Buenos Aires, Argentina

Course name:	Intermediate Spanish Language II Oral Communication and Culture
Course number:	SPAN 2009 BAAR
Programs offering course:	Summer Spanish Language Program
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Summer 2019

Course Description

This course is designed to make students develop oral production and comprehension skills through the culture of Argentina in the Latin American Context. It is aimed at students who wish to improve their communicative competence and widen their lexis and discursive strategies which will allow them to interact successfully in Spanish all situations. It aims to develop oral fluency through different authentic material with regards to the history, tradition and cultural manifestations of Buenos Aires and Argentina while not disregarding the written and grammar skills. This course is widely communicative oriented and focused in improving expression and accuracy in a wide variety of situations, both in formal and in informal contexts. To this effect, a practical and participative methodology will be employed, which will allow the students to communicate, discuss relevant topics (with regards to the history, literature and actuality of Argentina), and deepen their knowledge of the Latin American territory.

Learning Objectives

- Produce oral and writing texts that are grammatically, discursively and contextually adequate.
- Actively comprehend and produce interpretation pieces on art, movies, literature and daily news of the Argentine Culture using proper discourses for formal and informal contexts.
- Be able to establish effective communication in Spanish in expositions and to maintain arguments.
- Broaden their knowledge of the Buenos Aires and Argentinean culture by being exposed to authentic material and participating in visits.

Methods of Instruction

Students will work with class materials specially designed and prepared by the instructors to develop reading and writing techniques. The student will work with a booklet of original didactic(al) materials (designed for the course by the instructors in charge) that includes a wide variety of exercises determined to increase time spent speaking in the classroom and to stimulate oral interaction in different environments (fieldtrips and excursions) or situations (familial, social, academic, institutional). The different materials present oral and written texts and various graphic and visual supporting material (films, trailers, short films, TV shows, advertisements, recordings, newspaper articles, stories, comic strips, photos, maps, etc.) that develop the contents of the program. Grammar will be seen if necessary as a supplement to the communicative and functional objective proposed in the class.



Every two weeks an outdoor activity focused on the themes seen in class will be done with all students. This is a compliment to the course and is equally mandatory to success this class.

Assessment and Final Grade

1. Daily homework	20%
2. Weekly individual or group oral presentations	20%
3. Final Individual Oral Presentation	35%
4. Final written Assignment	15%
5. Participation	20%

Course Requirements

Daily Homework

Students will be given written homework on a daily basis to reinforce the grammatical, lexical and cultural aspects covered in the classroom and will be checked by the instructor in class everyday. No extension can be granted; failing to complete daily homework will result in a lower final grade for the course.

Weekly Oral Presentations

Students will make 10 minute oral presentations, individual or in groups of two, based on previous research on a topic with regards to the course, selected by the students and coordinated by the professor. These presentations can include interviews, summaries, research developments, etc. These projects are designed to give students the possibility to put into practice the theoretical points covered during the week, and in the previous weeks, within a meaningful, interactive and communicative aim. Fluency, vocabulary use, structure and comprehension will be evaluated as well as comprehension and pertinence of the cultural relevance.

Final Oral Presentation

Instructions for the final exam will be delivered one week in advance. Students must prepare all topics asked by the instructors. The day of the exam, they will deliver a 15-minute personal oral presentation on a random topic within a selection of themes seen in class and class debate. Course comprehension, vocabulary, fluency, communicative skills and participation will be assessed. The ability to listen, comprehend, interact and support their fellow classmates will also be pondered.

Final Written Assignment

The last day of class, students will be expected to hand in a personal written assignment on a selected topic chosen from a variety of themes seen in class. This essay will be 1200-1500 words long and will include personal experience of the outdoor cultural activities done in the program as well as theoretical components seen in class with regards to the life and culture of Buenos Aires. Course comprehension, personal research and discursive adequacy will be assessed.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing



the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Each student is expected to actively participate in class, and this is absolutely necessary to the effective functioning of the course as well as to individual progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades .

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements



10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. Out the classroom-guided activities will take place every two weeks according to the schedule determined when the course is delivered, to put in practice the structures seen in the classroom within a real context and maximize exposure to real linguistic situations/context.

Week 1

- Class 1 Introductions and Class Methodology.
Spanish in its diversity: orality of Rioplatense Spanish and the peninsular variety. Argentina in Latin America. The Southern-Cone. A national map of Argentina: provinces, regions, productions, flora and fauna.
Population density and space. What was your idea of Argentina before you arrived?

- Class 2 Tour around GI Buenos Aires: the University Quartier.
Obras Sanitarias, Houssay square and surroundings. Describing the neighborhood, learning from the city. Latin-American or European?
Architecture, style and phisnomy of Buenos Aires.
Due: Daily homework: Written text on “culture shock”.

- Class 3 “Civilización y Barbarie”. Founding a myth
Learn about mapuche culture. Describe different representations of indigenous populations and the gauchos through Argentinean art. Compare representations of civilization and barbarism with other cultures.
Due: Oral Presentation 1: Present a famous work of Argentinean art.

Week 2

- Class 1 An introduction to the 20th Century: Argentina and the world.
Make a timeline of XXth century events: compare with Argentinean history.
Learn about the conflicts in creating national & homogeneous values during the great immigration. What were the effects of the Great Migration movement?
Due: Daily homework: “Interview to Argentineans: heritage”.

- Class 2 Turn of the century population burst: the Italian and Spanish immigration.



Centennial Anniversary: “The Paris of South America”. Anarchism and nationalism at the beginning of the Century. “Cambalache” tango: an emblem to the Argentines? Discussion around the movie “Patagonia Rebelde”.

Due: Oral Presentation 2: Expose your viewpoints on different literary pieces around the gaucho figure.

Week 3

Class 1

The 30s & 40s: internal migration, crisis and the image of Argentina today. Internal migration of the 30s and Arlt: “The inutility of books”. The illiterate culture and the creation of a the Argentine identity. Latin-American migration to Argentina. “Patria Grande” project. Musical approach. Working opportunities for migrants and the informal market. Media coverage of La Salada.

Due: Daily homework: investigation around the “black market” culture.

Class 2

Tour: Avenida Corrientes, coffeeshops, bookstores and theaters. A tale of the past. Buenos Aires’ social and cultural life. Yesterday and today. Typical conversation, dialogue and experience in the Coffee Culture. Working with newspapers.

Daily Homework: Experiencing cultural life in Buenos Aires.

Class 3

Peronism and the “new political subject”.

Read and view authentic material from Peronism. Debate: the scope of Peronism and its continuation today. Interview to artist Daniel Santoro.

Due: Oral Presentation 3: A work by Santoro.

Week 4

Class 1

Different images of Eva Peron.

The representation of Eva in the popular culture. What is “Social Justice” for Peronism? Achievements and problems during the Perón government.

Due: Debate on Peronism Propaganda: populism or doctrine?

Class 2

The Decline of Peronism.

Church, the Peronist Doctrine, and the culmination of the 1955 Proscription. Literature around Peronism: different views on the same actors: Cortázar, Borges, Rozenmacher, Walsh.

Due: Oral Presentation 4: Discussion around a Literary piece.

Week 5

Class 1

The Republic in Crisis.

Debate about the social implications and history of Argentina during the republic crisis. Learn about music and culture in this time. The birth of “National Rock”.

Due: Daily homework: Present a song of the 60s and 70s.



- Class 2 Tour: Puerto Madero and the Reserva Ecológica.
Due: Daily homework.
- Class 3 The 1976 dictatorship: cultural, social and political manifestations.
Learn about the last dictatorship: "los desaparecidos", repression, censorship and crimes. Work with sources: political implications about "missing" bodies. About Abuelas de Plaza de Mayo: discussion and interview.
Due: Oral Presentation 5: Discussion around an Argentinean Film.
- Week 6**
- Class 1 Democratic restoration and Argentina nowadays.
Learn about the "Practices of Memory" after the dictatorship. Cultural and social manifestations in Argentina today. Artistic movements and cultural representations: a musical approach. CONADEP creation. "Memory" and "Identity" policy. Judging the Military forces.
Due: Daily homework.
- Class 2 Argentina in 2001.
Life before the economic and social crisis. Political implications.
Middle-class collapse: an insight to two editorials. 2001 economic, social and political crisis. Picture analysis.
Due: Oral Presentation 6: Interview to Argentineans and personal comments.
- Week 7**
- Class 1 Working with newspapers.
Actuality and information. Top issues, characters and topics.
What's in the agenda? What do Argentineans read?
Due: Podcast on an Argentine article chosen.
- Class 2 Tour Graffiti Tour around Palermo
Due: Daily homework.
- Class 3 Debating Argentina today.
Feminism, debates and Argentina in the 2010. What is Argentina like today?
Due: Oral Presentation 7: Present and argument for a national issue of relevance to discuss amongst the classmates as if it were a public debate.
Due: Outline for Written Assignment.
- Week 8**
- Class 1 Final Individual Oral Presentation.
Due: Students will present the selected topics given by the instructor and deliver the Oral Presentation.



Class 2

Final Written Assignment and Feedback.

Due: Students will hand in the Final Written Assignment and share it with their classmates in a reading together.

Course Material

A reader containing the course syllabus, cultural and oral program, exercises, and methodological recommendations will be provided by CIEE. Material provided by the CIEE instructor based on the “Argentine identity, Tradition and Culture” handbook. Resources from the Internet, such as articles from Spanish language newspapers, relevant sites, videos, will also be used.

Materials provided by instructor are based on the following readings, online resources and materials.

Readings

- ALDEROQUI S. y PENCHANSKY P., (1998), *Guía Turística de la ciudad de Buenos Aires*
- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. En papel.
- Aula del Sur, *Curso de español, Libro 1 y Libro 2*. Buenos Aires, Difusión, 2005.
- Barcia, Pedro. La lengua en las nuevas tecnologías. Academia Argentina de Letras. Buenos Aires: Editorial Dunken, 2007. En papel.
- Bertoni, Lilia y Romero, Luis. Los tiempos de los inmigrantes. Buenos Aires: Editorial Colihue, 1995.
- Chartruc, Cecilia. MALBA. Una historia abierta. Diario La Nación, 18 de septiembre de 2016.
- ETERNAUTAS (2008), *Buenos Aires tiene historia, Once itinerarios guiados por la ciudad*
- Eternautas. Buenos Aires tiene historia. Once itinerarios guiados por la ciudad. Buenos Aires: Editorial Aguilar, 2008.
- López Varela, Raquel. *Buenos Aires. Vive y Descubre*. Editorial Everest, España 2008.
- QUINO (1993), *Todo Mafalda*
- Romero, José Luis. *Breve Historia Contemporánea de la Argentina*. Buenos Aires, FCE, 2006.
- SCAGLIOTTI F., (2008), *El Libro de Oro de la Argentinidad*.

Online Resources

- Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 30 de marzo de 2015. <http://www.educ.ar>.
- Sitio oficial de Turismo de la Ciudad de Buenos Aires. Recorridos turísticos. Web. 30 de marzo de 2015. <http://www.turismo.buenosaires.gob.ar/es/agrupador-noticias/recorridos-turisticos>
- Sitio oficial de Cultura de la Ciudad de Buenos Aires. Agenda cultural. Web. 30 de marzo de 2015. <http://www.buenosaires.gob.ar/cultura>
- Welcome Argentina. Información turística sobre la República Argentina. 2003-2015. Web. 30 de marzo de 2015. <http://www.welcomeargentina.com>
- Fundación Lola Mora. <http://www.fundacionlolamora.org.ar/p/lola-mora.html>

Film & TV

- Teatro Colón. Un siglo de historia. Turismo Visión Argentina. TVARG, 2012.



- Relatos salvajes. (2014) Dir: Damián Szifrón.
- El oso rojo (2002) <https://www.youtube.com/watch?v=rfOkho5OZq4>
- Medianeras (2011) <https://www.youtube.com/watch?v=l7RdzYsomQQ>
- Verdades verdaderas (2011) https://www.youtube.com/watch?v=3Q6ipfv_1GI&t=1s
- Hacerme feriante (2010) <http://www.youtube.com/watch?v=9fejCeNcjsw>
- Tierra adentro 2010 <http://www.youtube.com/watch?v=TKmzLHBCO6A>
- Mundo grúa (Pablo Trapero) <http://www.youtube.com/watch?v=rxF6g5p6aPs>
- Elefante Blanco (Pablo Trapero) <http://www.youtube.com/watch?v=GruYqcaH20A>
- Carancho (Pablo Trapero) <http://www.youtube.com/watch?v=qBzblLcTkP0>
- La leonera (Pablo Trapero) <http://www.youtube.com/watch?v=GxyVs7P1WZY>
- El secreto de sus ojos de (2010, Campanella)
- El hombre de al lado (2010) <http://www.youtube.com/watch?v=s-rRi9Lc6p0>
- La ciénaga <http://www.youtube.com/watch?v=q9j1y6suhgY>
- La mujer sin cabeza <http://www.youtube.com/watch?v=to9k4MkKUY0>
- 4 de Julio <http://www.youtube.com/watch?v=vx3z5rrWdnA>
- La historia oficial <http://www.youtube.com/watch?v=drcYUIHBx1Y>
- La noche de los lápices <http://www.youtube.com/watch?v=Y41L4oZfWrg>
- La hora de los hornos (1968) <https://www.youtube.com/watch?v=gIEN7FOLsJI>
- Néstor Kirchner (2013) <https://www.youtube.com/watch?v=IF6FTAAZzk8>
- La Toma (2004) <http://www.youtube.com/watch?v=2K8XNrCuuWg>
- Memoria del saqueo (2003) <https://www.youtube.com/watch?v=GgHsLxOOoxs>
- Patagonia Rebelde (1974). <https://www.youtube.com/watch?v=9gxjsv6QcJM>
- El asadito (2000)
- Las viudas de los jueves (2009)
- Las aguas bajan turbias (1952)
- El trueno entre las hojas (1958)
- La hora de los hornos (1968)
- Rapado (1996)
- El viaje (1992)
- No habrá más penas ni olvido (1983)
- Plata quemada (2000)
- Historias mínimas (2002)
- El abrazo partido (2004) <https://www.youtube.com/watch?v=bGQh5OIBtgo>
- “Buena Vida Delivery” (2004) <https://www.youtube.com/watch?v=pwySMib5LXE>
- Nueve Reinas (2000)

Literature

- *Facundo*, Domingo F. Sarmiento
- *Martín Fierro*, José Hernández
- *Don Segundo Sombra*, Güiraldes



- *El Matadero*, Echeverría
- *La Cautiva*, Echeverría
- *Una excursión a los indios ranqueles*, Lucio V. Mansilla
- *Mi hijo el do'tor*, Sánchez
- *Relatos*, Fray Mocho
- *Potpourri*, Cambaceres
- *En la sangre*, Cambaceres
- *Textos*, Alfonsina Storni
- *Cuentos completos*, Silvina Ocampo
- *Ficciones*, Borges
- *El Aleph*, Borges
- *La trama celeste*, Bioy Casares
- *Cuentos de la selva*, Quiroga
- *Cuentos de amor, de locura y de muerte*, Quiroga
- *El jorobadito y otros cuentos*, Roberto Arlt
- *Textos*, Salvadora Medina Onrrubia
- *"Cabecita Negra"*, Rozenmacher
- *Rayuela*, Cortázar
- *Todos los fuegos el fuego*, Cortázar
- *En Breve Cárcel*, Sylvia Molloy
- *El Beso de la mujer araña*, Puig
- *No habrá más penas ni olvidos*, Soriano
- *Cuentos Reunidos*, Hebe Uhart
- *Poesía completa*, Alejandra Pizarnik
- *Cuentos de fútbol*, Fontanarrosa
- *El Pasado*, Alan Pauls
- *El Entenado*, Saer
- *Obras de teatro*, Copi
- *Respiración Artificial*, Piglia
- *Pájaros en la boca*, Samanta Schweblin
- *La vida interior de las plantas de interior*, Patricio Pron
- *Punctum*, Gambarotta
- *Glaxo*, Hernán Ronsino
- *Lo que quedó del fuego*, Mariana Enríquez
- *Le viste la cara a Dios*, Cabezón Cámara
- *El viento que arrasa*, Selva Almada
- *Pequeña Flor*, Iosi Havilio
- *Cumpleaños*, César Aira