



CIEE Global Institute Buenos Aires, Argentina

Course name:	Advanced Spanish Language I Oral Communication and Culture
Course number:	SPAN 3006 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 communication-oriented Spanish language class focuses on accurate comprehension and production of oral expressions and written texts in a socio-cultural immersion context.

It is aimed at students who wish to improve their communicative competence and widen their discursive strategies through the better comprehension of Argentinean culture and tradition. It aims to improve expression and accuracy in a wide variety of situations and develop a broader knowledge of the Latin-American identity. To this effect, a practical and participative methodology will be employed, which will allow the students to communicate according to appropriate norms.

Learning Objectives

- Produce oral and written texts that are discursively and contextually adequate which show comprehension of themes seen in class and introduce personal insight and reflection.
- Actively comprehend and produce interpretation about Argentine identity problems in the Latin-American cultural and historic context by working with authentic material in the format of movies, literary pieces, newspaper articles, etc.

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

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|-------------------|-----|
| 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/contexts.

Week 1

- Class 1 Introductions and Class Methodology.
Buenos Aires, the city, the tourist city and the everyday city. The porteños life. Past and present of the city. City development and social stratification and gentrification. A map with the different neighborhoods, and photos providing typical activities of each one. Pieces from a tourist guide.
- 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 Literary city: how poetry sees the city. “Mi ciudad”, Maria Elena Walsh; “Mi Buenos Aires querido”, Carlos Gardel; “Cien barrios porteños”. “Buenos Aires/Escala 1:1”. Where to go to do what. Street sellers. Different policies for the city. Security in the city. Spot “Biciudad”, M. Lousteau.
Due: Oral Presentation 1: Present a neighborhood to your friends as a tourist guide.

Week 2

- Class 1 The image of the city through art.
“La ciudad vista” Beatriz Sarlo, Literary appreciations of the city: a political and social issue. The city as we know it now: oral presentation on porteños representations. Literature piece: Saer “El viajero” Optional films:” Buenos Aires viceversa”, “Pizza, birra, faso”, “Nueve reinas”.
Due: Daily homework: “Interview to Argentineans: heritage”.
- Class 2 Everyday life in Buenos Aires. What newspaper tell.
Students present a news about Argentina today.
Due: Oral Presentation 2: Expose a newspaper piece of relevance.

Week 3

- Class 1 Centennial Anniversary: “The Paris of South America” (Tour with Eternautas).
Immigration: A melting pot. Anarchism and nationalism in the beginning of the Century. “Cambalache” tango: an emblem to the city immigrants?
Due: Daily homework: Impressions on Cambalache.



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
Two esthetic proposals in the 30s: Grupo Florida y Grupo Boedo. Martin Fierro's mockery and Antonio Berni's social realism. Oral presentations on Berni's works. First written assignment hand-in. Literature piece: "Aguafuertes Porteñas" (Roberto Arlt). Students write their own "Aguafuerte".
Due: Oral Presentation 3: My own Aguafuerte of Buenos Aires.

Week 4

Class 1
Migration. First chapter of miniseries "Vientos de agua"
Internal migration movements in the 30s. "Villas miserias": then and now.
Working with magazines. Migrants in Buenos Aires nowadays. Principal movements and communities. Cultural manifestations.
Immersion assignment: recommend an artist.

Class 2
Working opportunities for migrants and the underground employment.
Media coverage of Feria La Salada. Migrants in Buenos Aires today. Main movements and communities. Working with articles from magazines (Reading: "La invasión silenciosa" and "La favelización anunciada"). Film: "El abrazo partido" (2001). Songs: Drexler and Calle 13.
Due: Oral Presentation 4: Debate around migration and identity.

Week 5

Class 1
Cultural spot: Asado and fútbol (Barbecue- not just a meal; Soccer, not just a sport). "El asadito" (pieces) and discussion. Asado: what meat, how to make it, and who (with images). Meat's cultural history. Cattle industry in Argentina. (Algunas consideraciones sobre el ganado vacuno en la Argentina" en "Léxico de la carne." Barbecue and gender.
Due: Daily homework: Present a song.

Class 2
Tour: Graffiti tour around Palermo.
Due: Daily homework.

Class 3
Soccer as culture. Violence in stadiums. Debate about how to deal with it, with pieces of news (Revista Crisis, "Te alentaré hasta la muerte"). Hinchas, barrabruvas, clubes. Soccer in daily life. "El Picadito". "Futbol a Sol y Sombra" (Pieces), Eduardo Galeano. Advertisements: Quilmes, Gatorade.
Soccer and gender
Due: Oral Presentation 5: Discussion around an Argentinean Film.



Week 6

Class 1 Main problems in the city: inequality and poverty. Educational and Health systems. Public and private. The problem of the access to decent housing. A debate regarding green spaces: parks behind bars, stratification of public spaces. Due: Observation and oral exhibition, previous walk around the city regarding former topics.

Class 2 Argentina during the dictatorship: 1976-1983. Censorship and repression. Art and music resistance (song's analysis). Missing people (Desaparecidos). Madres y Abuelas de Plaza de Mayo: past and present. The work of the media during the last dictatorship. Film: "La historia oficial" (1985) Optional Film: "Kamchatka" (2002).
Due: Oral Presentation 5: Exposition around Human Rights in Argentina.

Week 7

Class 1 Problems with the river: floods and pollution.
The problem of trash in Buenos Aires. Ways of dealing with it. Working with newspapers. Actuality and information. Top issues, characters and topics. What's in the agenda?

Class 2 Visit to a clandestine Detention, Torture and Extermination Center (ESMA or Olimpo). Places for remembering.
Immersion assignment: "To remember: being in the places where it happened"

Class 3 Debating Argentina today.
Feminism, debates and Argentina now. 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

- Academia Argentina de Letras. *Diccionario del habla de los argentinos*. Buenos Aires.
- Aguirre, Patricia. *Ricos flacos y pobres gordos. La alimentación en crisis*. Capital Intelectual.
- ALDEROQUI S. y PENCHANSKY P., (1998), *Guía Turística de la ciudad de Buenos Aires*
- Arceo, Enrique, Basualdo Eduardo y Arceo Nicolás. *La crisis mundial y el conflicto del agro*. Buenos Aires. 2009.
- Arias, Ana. *Los primeros*. Buenos Aires: Editorial Santillana, 2001. En papel.
- Artl, Roberto. *Aguafuertes porteñas*
- Aula del Sur, *Curso de español, Libro 1 y Libro 2*. Buenos Aires, Difusión, 2005.
- Balmaceda, Daniel. *Buenos Aires en la mira*.
- 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.
- Bigongiari, Diego *BUE Buenos aires y alrededores*. Buenos Aires, Rumbo Austral, 2008
- Chartruc, Cecilia. MALBA. *Una historia abierta*. Diario La Nación, 18 de septiembre de 2016.
- Dolina, Alejandro. "El tipo que pasaba por ahí, *Crónicas del Ángel Gris*.
- Espasa, 2003.
- ETERNAUTAS (2008), *Buenos Aires tiene historia, Once itinerarios guiados por la ciudad*
- Eternautas, *Buenos Aires tiene Historia. Once recorridos guiados por la ciudad*. Buenos Aires, Aguilar, 2008.
- Eternautas. *Buenos Aires tiene historia. Once itinerarios guiados por la ciudad*. Buenos Aires: Editorial Aguilar, 2008.
- Infobae, "Por qué se dice que hay cien barrios porteños" (Infobae) <http://www.infobae.com/2007/07/28/328866-por-que-se-dice-que-hay-cien-barrios-portenos>
- López Varela, Raquel. *Buenos Aires. Vive y Descubre*. Editorial Everest, España 2008.
- Osés, María Antonia. *Léxico de la carne*. Buenos Aires Academia Argentina de Letras. 2007
- QUINO (1993), *Todo Mafalda*.
- Romero, José Luis. *Breve Historia Contemporánea de la Argentina*. Buenos Aires, FCE, 2006.
- Sarlo, Beatriz. *La ciudad vista. Mercancías y cultura urbana*. Buenos Aires. Siglo XXI, 2009.
- SCAGLIOTTI F., (2008), *El Libro de Oro de la Argentinidad*.
- Terranova, Juan (Comp). *Buenos Aires/ Escala 1:1*, Buenos Aires, Entropía, 2007.

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
- Haceme 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=GgHsLxO0oxs>
- Patagonia Rebelde (1974). <https://www.youtube.com/watch?v=9gxjstv6QcJM>
- 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=pwvSMib5LXE>



- 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 Onrubia
- *"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