



SYLLABUS

COMPST 3607H

Film and Literature as Narrative Art
Summer 2022 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Dr. Camacho Platero

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Phone number: 740-725-6370

Office hours: W: 10 – 11am (I will be on Zoom during office hours. Feel free to join me if you have any questions. Zoom link posted on Carmen under Course Documents module).

Prerequisites

None

Course description

Spain and South America have experienced dramatic changes, social conflicts, revolutions, and societies have evolved into diverse democracies. In this course, we will study representative cultural examples of some of the most significant social developments in Latin America and Spain through literature and film.

By deciphering the art of telling stories with words and images we will learn about the Colonization of America, the racial tapestry of Latin America, the Spanish Civil War, and the impact of the ideologies of the Cold War.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Examine the colonization of Latin America from the point of view of the colonizers and the colonized through the 17th century to the 19th century.
- Evaluate the institution of slavery and how it shaped the politics, culture, society, and race of Latin America.
- Explain the political and social changes that took place in Latin America and Spain in the 20th century.
- Evaluate how the changes above were not disconnected from the global politics.
- Explain the two ideologies of the 20th century (socialism and capitalism) and their impact in the politics of Spain and Latin America.
- Analyze literary and cinematic works of relevant (Latin) American and Spanish writers and film directors and examine how art production is a venue to reflect on history and historical conflicts.
- Compare or contrast Latin America and Spain historical and political periods to some political and social aspects of the US.
- Apply knowledge gained to your understanding of politics, cultures, and society of today in Spanish speaking countries and the US.

General education expected learning outcomes

Visual and Performing Arts

Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Diversity

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, class, ethnicity, and religion in the pluralistic institutions and cultures of Spanish speaking countries and the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

How do the course goals address the general and specific expected learning outcomes above?

Students will examine some of the aspects of ethnic, religious, gender, political, social diversity in Spain and Latin America. In particular, by watching, reading, and discussing social and cultural issues as reflected in outstanding literary and cinematic examples, students will learn how the identity of diverse groups is constructed and manipulated. The assigned types of readings teach:

- 1) Appreciation and analysis of prose and film as forms of narrative art and the specific social and cultural issues it expresses.
- 2) Knowledge about diverse Hispanic literary and cinematic traditions.
- 3) Knowledge about cultural and political constructions as reflected in cultural examples.

How do the written assignments address the general and specific expected learning outcomes above?

The assessment of student performance related to the above Expected Learning Outcomes will be evaluated through exams, quizzes, short reflections posted on discussion posts, and group presentations. Assignments are designed to teach students:

- 1) Master important terms and concepts of the narrative art in fiction and film and literary/film criticism that will empower them to engage in critical analysis of the issues involved;
- 2) Apply these terms and concepts to analysis of work of art, i.e. internationally acclaimed Hispanic novels and films both verbally (in presentations) and in writing (in short posts). These assignments will help students to understand the socio-historical and cultural context that produced major works of Hispanic literature, art, and cinema.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums:**
Students are required to submit four discussion posts and respond to them.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks and articles

Required

THEME: SPANISH COLONISTS IN THE NEW WORLD

1. **De Erauso, Catalina:** *Memoir of a Basque Lieutenant Nun Transvestite in the New World*. Michele Stepto and Gabriel Stepto (ed.). Boston: Beacon Press, 1996.
2. **Perry, Mary Elizabeth:** "From Convent to Battlefield: Cross-Dressing and Gendering the Self in the New World of Imperial Spain." In *Queer Iberia*, Blackmore and Hutchesson (Eds.), Duke 1999. **PROVIDED ON CARMEN**

THEME: COLONIAL AFRO-LATIN AMERICA

3. **García Márquez, Gabriel:** *Of Love and Other Demons*. New York: Vintage Books, 1995.
4. **Andrews, George Reid:** "1800" In *Afro-Latin America 1800-2000*. Oxford University Press 2004. **PROVIDED ON CARMEN**

THEME: SPAIN'S SECOND REPUBLIC AND CIVIL WAR: PRELUDE OF WWII

5. **Ryan, Lorraine:** "The development of child subjectivity in *La lengua de las mariposas* (*Butterfly*)" *Hispania*, 95.3, (2012): 448-460. **PROVIDED ON CARMEN**
6. **Youtube Documentary:** *The Spanish Civil War*. Episode 1: "Prelude to Tragedy." **LINK ON CARMEN**
7. *Butterfly - La lengua de las mariposas-* (1999), Dir. Jose Luis Cuerda. In **Prime Video**

THEME: LATIN AMERICA AFTER WWII: THE CUBAN REVOLUTION (1953) AND HOMOSEXUALITY

8. **Lumsden, Ian:** "Institutionalized Homophobia." In *Machos, Maricones, Gays*. Temple University Press, Philadelphia, 1996. **PROVIDED ON CARMEN**
9. **Santi, Enrico Mario:** "Fresa y Chocolate: The rhetoric of Cuban Reconciliation." *Scholarly Repository I-I*, 2001. **PROVIDED ON CARMEN**
10. *Strawberry and Chocolate-* (1993), Dir. Tomás Gutierrez Alea. In **YouTube (no subscription)**

THEME: LATIN AMERICA AFTER WWII: DICTATORSHIPS IN LATIN AMERICA

11. **Meade, Teresa:** "Progress and Reaction." In *A history of Modern Latin America, 1800 to the present*. Wiley-Blackwell. **PROVIDED ON CARMEN**
12. *Death and the Maiden -La muerte y la doncella-* (1994), Dir. Polanski. Available at <https://library.ohio-state.edu/record=b9380560>

Recommended/optional

1. **Ahmad, Mustanir:** "Magical Realism as Social Protest in Gabriel García Márquez's *Of Love and Other Demons*." *Asian Journal of Latin American Studies* (2012) Vol. 25 No. 3: 47-62. **PROVIDED ON CARMEN**
2. **Mendieta, Eva:** In search of Catalina de Erauso. The National and Sexual Identity of the Lieutenant Nun. Chapter 6. Center for Basque Studies, 2009. **PROVIDED ON CARMEN**
3. **Kamir, Orit:** "Cinematic Judgment and Jurisprudence. A woman's memory, Recovery and Justice in a post-traumatic society. A study of Polanski's *Death and the Maiden*." **PROVIDED ON CARMEN**

Other fees or requirements

- None

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/selfservice
- **Phone:** 614-688-4357(HELP)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- YouTube and Prime Video.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Quizzes (6)	50 x 6 = 300
Presentations (2)	50 x 2 = 100
Posts -responses to presentations- (2)	20 x 2 = 40
Q & A <i>Fora</i> (3)	20 x 3 = 60
Final project	200
Total	700

See course schedule below for due dates.

Descriptions of major course assignments

Quizzes

There are 6 quizzes in the semester. The quiz is open note but there will be a time limit for students to complete it. That is, once students start the exam, they must finish it. Each quiz will consist of multiple-choice, true-and-false and essay questions. Quizzes will cover the material from the secondary readings, lectures, PowerPoints, novels, and films and will be available from the beginning of the week in which it is due.

Presentations

There are 2 group presentations. In presentation #1 students will analyze the novels read in class and in presentation #2 they will analyze the films.

Students will choose from a list of topics offered by their professor. The presentations have to be **narrated (audio) Power Points** and they have to be posted on the discussion board so all students can have access to them and post their comments (see below).

IMPORTANT: Guidelines for literary and film analysis are posted on Carmen and explained in video lectures.

Presentations must have 5 slides. In the first one, write your names and title of the literary or cinematic work you analyze. In the second one, indicate what you are going to analyze in your presentation; and in the third, fourth, and fifth slides analyze the narrative aspects of your topic (each slide should have at least 4 bullet points). **Feel free to use any material posted on Carmen.**

Spelling, sentence structure, and coherency of your presentation will be evaluated.

Post

Students will have to react to student's presentation. In a **100-150 words** paragraph indicate what you have learnt in this presentation and provide, at least, one relevant input related to the theme OR present a different interpretation from your classmate's analysis. Submissions' dates are indicated on Carmen. **Feel free to use any material posted on Carmen.**

Spelling, sentence structure, and coherency of your post will be evaluated.

Q & A Fora (forums)

Each student is asked to post at least one question on the readings and also required to offer an answer to one of his or her peers' questions (three questions and three answers).

Format of answer: Write a 100 - 150 words paragraph.

Dates of submission are indicated on Carmen. Feel free to use any material on Carmen to write your response.

Final Project

The final project consists of TWO PARTS! Students can submit both parts in one document or two separate documents.

DUE DATE OF FINAL PROJECT: TBA

Part One:

The final project is designed to prompt you to reflect on the course and the knowledge you gained. Choose FOUR of the course learning outcomes pasted below. Identify the materials which we covered to address your selected learning outcomes. Select your material from Video Lectures, readings, and films.

Learning Outcomes (SELECT FOUR):

- Examine the colonization of Latin America from the point of view of the colonizers and the colonized through the 17th century to the 19th century.
- Evaluate the institution of slavery and how it shaped the politics, culture, society, and race of Latin America.
- Explain the political and social changes that took place in Latin America and Spain in the 20th century.
- Evaluate how these turbulent times were not disconnected from the global politics.
- Explain the two ideologies of the 20th century (socialism and capitalism) and their impact in the politics of Spain and Latin America.
- Analyze literary and cinematic works of relevant (Latin) American and Spanish writers and film directors and examine how art production is a venue to present history and historical conflicts.
- Compare or contrast Latin America and Spain historical and political periods to some political and social aspects of the US.
- Apply knowledge gained to your understanding of world politics today.

Directions

Write a three-page outline (bullet points accepted) to summarize the course materials and Video Lectures which relate to your chosen FOUR learning outcomes.

What to Include

An "A" outline will accurately and succinctly address the Four Learning Outcomes and quote readings (primary and secondary sources), films, and Video Lectures.

Part Two:

Please consider the following questions when creating your final project:

What insights have you gained this semester? Give 3 examples.

Have your perceptions of these countries changed? How? Give 2 examples.

How do these societies and their histories compare or contrast with your own national culture history and society? Give 2 examples.

Directions

Using the knowledge you have gained along with the assigned materials, please create a Prezi, a short videocast, or blogpost expressing your thoughts on Russian culture.

What to Include

An "A" project must address all of the objectives above with the number of examples.

You also will use and refer (author and title) to a minimum of 4 sources (course materials: texts, films, and video lecture.) regardless of the type of project you choose. DO NOT use internet sources, unless they are included in the syllabus. These sources should be integrated into your final project. Additionally, please follow the specific guidelines for the type of project you choose. The guidelines are as follows:

- Blog Post- 300 words
- Short Videocast- 3:00-4:00 minutes
- PowerPoint or Prezi- 5 slides, 1 introduction slide, 1 conclusion slide and 3 slides for your sources in which you address questions above and incorporate your sources in your answer (all material from the course).

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is the student's responsibility to notify his/her instructor of any excused absence.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course.

Remember: Call **614-688-4357(HELP)** at any time if you have a technical problem.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **Email:** I will reply to emails within 24 hours on days when class is in session at the university.
- **Discussion board:** I will check and reply to messages in the discussion boards 24 hours on school days after posted

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin, and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Students can also contact our Marion campus Title IX Coordinator, Shawn Jackson, at jackson368@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's

Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

At the Marion campus you can call the Office of Counseling & Wellness at 740-725-6349 or contact Leslie Beary at beary.4@osu.edu

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	May ?	Watch introduction to the course.

Week	Dates	Topics, Readings, Assignments, Deadlines
		Watch introduction to literary analysis: <ul style="list-style-type: none"> • Elements of the story • Characters • Narrators • Audience • Ideology
2	May ?	<p>Spanish colonists in the New World</p> <p>Watch introduction of historical context of the reading and literary characteristics of genre.</p> <p>Read Memoir: <i>The Lieutenant Nun. Memoir of a Basque Transvestite in the New World.</i></p> <p>Read Article: Perry, Mary Elizabeth: "From Convent to Battlefield: Cross-Dressing and Gendering the Self in the New World of Imperial Spain."</p> <p>Submit Q & A #1 on Perry's article or <i>The Lieutenant Nun...</i> (submission date on Carmen).</p> <p>Submit Quiz 1 on <i>The Lieutenant Nun</i> and Perry's article (submission date on Carmen).</p>
3	May ?	<p>Colonial Afro-Latin America</p> <p>Watch introduction on historical context of the reading and literary characteristics of literary genre.</p> <p>Read Article: "1800" (Chapter 1) by George Reid Andrews</p> <p>Submit Q & A #2 On Andrew's chapter or <i>Of Love and...</i> (submission date on Carmen).</p> <p>Submit Quiz 2 on Andrew's chapter (submission date on Carmen).</p> <p>Read Novel: <i>Of Love and Other Demons</i> (Chapters 1 -2)</p>
4	June ?	<p>Read Novel: <i>Of Love and Other Demons</i> (Chapters 3-4-5)</p> <p>Submit Quiz 3 on <i>Of Love and Other Demons</i> (submission date on Carmen).</p> <p>Submit Presentation 1 on <i>The Lieutenant Nun</i> or <i>Of Love and Other Demons</i>.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
5	June ?	<p>Submit: Post 1</p> <p>Watch introduction to film analysis:</p> <ul style="list-style-type: none"> • Understanding ideology and film • Mise en scene • Editing and Point of view • Photo and Shots <p>Spain's Second Republic and Civil War: Prelude of WWII</p> <p>Watch Documentary: <i>The Spanish Civil War</i>. Episodes 1-2: "Prelude to Tragedy"</p> <p>Watch Film: <i>Butterfly</i> by Luis Cuerda PRIME VIDEO.</p> <p>Read Article: Ryan's "The development of child subjectivity in <i>La lengua de las mariposas (Butterfly)</i>."</p> <p>Submit Quiz 4 on Ryan's article and documentary (submission date on Carmen).</p>
6	June ?	<p>Latin America after WWII - Cuban revolution (1953) and homosexuality</p> <p>Watch introduction to historical context of the film.</p> <p>Read Article: Santí - "<i>Fresa y Chocolate</i>: The rhetoric of Cuban Reconciliation."</p> <p>Read Article: Lumsden, Ian - "Institutionalized Homophobia." In <i>Machos, Maricones, Gays</i>. Temple University Press, Philadelphia, 1996. YOUTUBE</p> <p>Watch Film: <i>Strawberry and Chocolate</i> by Gutierrez Alea and Tabio.</p> <p>Submit Q & A #3 On Santí's or Lumsden's article (submission date on Carmen).</p> <p>Submit Quiz 5 on Santí's and Lumsden's article (submission date on Carmen).</p>
7	June ?	<p>Latin America after WWII - Dictatorships in Latin America</p> <p>Watch introduction to the historical context.</p> <p>Watch Film: <i>Death and the Maiden</i> by Polanski, 1994. https://library.ohio-state.edu/record=b9380560</p> <p>Read Article: Meade, Teresa: "Progress and Reaction." In A</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><i>history of Modern Latin America, 1800 to the present.</i> Wiley-Blackwell.</p> <p>Submit Quiz 6 on Meade's article (submission date on Carmen).</p> <p>Submit Presentation 2 on clips posted on Carmen (submission date on Carmen)</p>
8	June ?	<p>Watch final thoughts of the course.</p> <p>Watch explanation of Final Project.</p> <p>Submit Post 2 on clips (submission date on Carmen).</p>
9	July ?	<p>Submit Final Project</p>