**Advanced Spanish: Language and Culture of Peru through Art**

1 course credits (L5)

**SPAN S227:** Yale Summer Session 2022

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**I. Course description**:

Under the umbrella topic of the impact of globalization through Peruvian art, students will learn about important landmarks of Peru’s history. Many sessions will be conducted remotely in virtual museums, markets, and archeological sites. Students will reflect and will write on a daily basis, also they will conduct interviews and videos about Peruvian people and society. The course is based on a project-based model where students will learn by doing. Guided by experts in the field of visual art, culinary arts, dance, and textile and fashion design, students will learn history and language by curating their own virtual galleries. Students will study, interact with professors and students from Pontificia Universidad Católica del Perú (PUCP).

**1** Yale College **credit** either in L5 Spanish or in Latin American Studies

Regular classes will meet Tuesdays-Thursdays from 1:00 p.m. – 4:15 p.m.

Most Seminar Discussions will occur every Tuesday from 1:00 p.m. – 2:30 p.m. (6 guest speakers)

Instruction will be conducted through synchronous and asynchronous sessions.  Synchronous meetings will focus on discussions and active class participation is expected. Attendance in synchronous sessions is required and all asynchronous assignments will count toward the semester grade. **Students must not enroll in a different course on Tuesdays and Thursdays at our class time.**

**II. Course objectives:**

**Proficiency.** By the end of this course, the students will be able to:

* Narrate and describe in all major time frames with good control and fluency of verb conjugations.
* Narrate and describe paragraphs at length using a broad range of vocabulary, circumlocution and rephrasing related to work, school, home, leisure, public and personal relevance.
* Narrate using cohesive and logical devices to connect lengthy paragraphs.
* Use coherent constructions to persuade an audience of an argument.
* Use coherent constructions to make requests from an audience.
* Summarize main ideas including facts and supporting details in a variety of topics.

**Global Competence.** By the end of this course, the students will be able to:

* Converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
* Recognize that significant differences in behaviors exist among cultures.
* Use appropriate learned behaviors and avoid major social mistakes.
* Understand the impact of globalization in Peru.
* Develop an appreciation for art as a medium to promote global competence.

**III. Required Materials**

* All the materials for the course will be available on Canvas unless otherwise advised.
* Class [Ebook](https://docs.google.com/presentation/d/1KcSp0-7YhuVmSv8fcH83sEsTpkJtpC3rYt3b-26tLAs/edit?usp=sharing) (in Canvas)
* Diccionario de la Lengua Española: <https://dle.rae.es>
* English-Spanish dictionary: <http://www.wordreference.com/>

**IV. Course Policies**

**A. Attendance**: Regular attendance is crucial to the successful attainment of the course objectives. Departmental policy requires that students attend all classes and curricular activities over the course of the program. Additionally, three (3) cases of tardiness (in excess of 15 minutes) will count as one absence. Any student who accumulates more than one absence will have his/her final course grade lowered by one percentage point per each additional absence. If you accrue significant absences, your instructor may request cut restriction or that you withdraw from the course. There will be no make-up work. <https://summer.yale.edu/sites/default/files/files/Handbooks%20-%20Policies/2021%20YSS%20Student%20Handbook.pdf>

**B. Course Work and Grading:**

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| --- | --- |
| Preparation and Participation  Conversation partner (4/5 reflections) | 15%  5% |
| Homework (online assignments) | 10% |
| 2 Essays (in class, 500-700 words) | 10% |
| 2 Exams (grammar and vocabulary) | 10% |
| Presentation | 10% |
| Projects (4/5 projects) | 40% |

**Preparation and participation:** Students are expected to prepare for, and to contribute to, class discussions. Participation provides the opportunity to practice speaking, listening and understanding, and persuasive skills. Students are encouraged to present, explain, and defend either their own views or views they think might engage their classmates. Students are expected to use Spanish at all times. 10% of the course grade will be based on contributions during class sessions as well as during virtual guided visits, excursions, workshops and any group or individual activity.

**Conversation partner:** Students will interact 1 hour on weekly basis guided by Spanish speaking conversation partners. Students will discuss topics relevant to the course and will receive guidance and advice for their projects. Students will record a brief reflection of each interaction.

**Homework**: Students will complete online grammar and vocabulary exercises once a week. Students will watch videos, read fiction and non-fiction passages and will complete reading comprehension assignments. Students will keep a journal with entries for each class and interactions with conversation partners.

**Essays**: Students will write two essays (500-700 words) based on readings and ‘Discusiones’ (Seminar Discussions).

**Exams**: Students will take two one-hour exams based on grammar, vocabulary and art topics.

**Presentation and Project**: Students will collaborate in choosing and researching a topic related to the five expressions of art studied during the program. Every week, students will curate a part of the project “Galería virtual”. The virtual gallery will use digital literacy: images, writing, audio, video, interviews, etc. Students will analyze the content, structure and language by peer-editing each other’s projects. Finally, students will display and present their projects.

**C. Academic Integrity:** Students are expected to adhere to the rules regarding academic integrity as outlines by Yale College <http://catalog.yale.edu/undergraduate-regulations/regulations/academic-dishonesty/>. Please refer to <http://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism> for details.

**V. Accessibility Statement**

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always open to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact [Student Accessibility Services](https://sas.yale.edu/) to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

**VI. Emergencies:** In the event of an emergency, students should contact the instructor and the Director of Yale Study Abroad ([Kelly.mclaughlin@yale.edu](mailto:Kelly.mclaughlin@yale.edu)) as soon as possible.

**VII. Office hours** will be held once a week by appointment.

**PRELIMINARY VERSION-SUBJECT TO CHANGE**

**Horario de clases: Martes y Jueves de 1:00 -4:15**

**S=sincrónico A=asincrónico**

Las instrucciones para las secciones de tareas, ensayos, presentaciones y proyectos serán anunciados semanalmente en Canvas.

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| **SEMANA 1**  **Arte Culinario**  Primeros encuentros: cerámica y crónicas  Gramática: Ser/estar/ haber/ tiempos en presente/comparativos | | | |
| **Diálogos interculturales: “Conversation partner” 1 hora semanal: entregar reflexión1 6/7/22 (M)** | | | |
| **Fecha** | **Trabajo en clase** | | **Tarea** |
| Martes 31 de mayo | S 1:00 introducción y presentaciones  S 1:30 (1) Artista invitada Lindaluz Carrillo (taller “El mural de la liberación”)  S 2:30 Alimentos en el Perú Antiguo, representación artística en la cerámica y en ruinas arqueológicas Acercamientos a la crítica culinaria.  A 3:30 Gramática: acentos, concordancia, /ser/estar/haber/ tiempos en presente/ comparativos. | | -Ver charla *Las cocinas del Perú. 14,000 años de historia* Prof. [Rosario Olivas Weston](http://www.librosperuanos.com/autores/autor/1914/Olivas-Weston-Rosario)  Preguntas de comprensión  Preguntas de discusión  -Crea tu ebook S227 (pautas [Galería virtual objeto 1](https://www.youtube.com/watch?v=CfxfHZFa_Dc)) |
| Jueves 2 de junio | S 1:00 Gramatica1: Visita virtual a un mercado peruano. La crónica colonial  S 2:00 **Proyecto Galería virtual Objeto 1** Texto 2 Gastón Acurio y la cocina peruana – (crítica culinaria: alimento-receta)  S 3:00 (2) Discusión: *Las cocinas del Perú. 14,000 años de historia* Prof. PUCP [Rosario Olivas Weston](http://www.librosperuanos.com/autores/autor/1914/Olivas-Weston-Rosario) | | -Ver charla *Arte colonial e identidad. El caso del Perú*. Primera parte (hasta 27:25 min.) Prof. [Cécile Michaud](https://www.pucp.edu.pe/profesor/cecile-michaud-couzin)  Preguntas de comprensión  Preguntas de discusión  -Terminar Proyecto Galería virtual objeto 1 |
| **SEMANA 2**  **Arte Visual**  Confrontando el pasado: la herencia de España  Gramática: tiempos en pasado, futuro /expresiones transicionales | | | |
| **Diálogos interculturales: “Conversation partner” 1 hora semanal: entregar reflexión 2 6/14/22** | | | |
| Lunes 7 de junio: Entrega Proyecto Galería virtual Objeto 1 (crítica culinaria) | | | |
| **Fecha** | **Trabajo en clase** | | **Tarea** |
| Martes 7 de junio | S 1:00 El establecimiento del virreinato del Perú: La creación de la ciudad. Acercamientos a la crítica visual.  S 2:00 **Ensayo de reflexión1**: Crónicas del Perú antiguo. Descripciones. Bernabé Cobo Historia Natural de las Indias Cap. 16 “El Maíz”  A 3:00 Gramática: tiempos en pasado, futuro/ expresiones transicionales. Proyecto gramatical 2: Diego Quispe Tito | | -Ver charla *Arte colonial e identidad. El caso del Perú*. Segunda parte (desde 27:25 min.) Prof. [Cécile Michaud](https://www.pucp.edu.pe/profesor/cecile-michaud-couzin)  Actividad Guamán Poma  Preguntas de discusión |
| Jueves 9 de junio | S 1:00(3) Discusión: *Arte colonial e identidad. El caso del Perú* Prof. PUCP [Cécile Michaud](https://www.pucp.edu.pe/profesor/cecile-michaud-couzin)  S 2:00 **Proyecto Galería virtual Objeto 2** crítica visual: arte colonial-identidad peruana)  S 3:00 **Examen 1:** Entrevista a un artista peruano. Narraciones | | -Ver charla *La nueva república del Perú: tradición e innovación en la música* Prof. [Francisco Haya de la Torre](https://www.pucp.edu.pe/profesor/francisco-haya-de-la-torre-guabloche)  Preguntas de comprensión  Preguntas de discusión-  Texto 4 El caso del himno independentista “La Chicha” |
| **SEMANA 3**  **Música**  La nueva república del Perú  Gramática: Subjuntivo y cláusulas subordinadas | | | |
| **Diálogos interculturales: “Conversation partner” 1 hora semanal: entregar reflexión 3 6/21/22** | | | |
| Lunes 14 de junio: Entrega Proyecto Galería virtual Objeto 2 (crítica visual) | | | |
| **Fecha** | **Trabajo en clase** | | **Tarea** |
| Martes 14 de junio | S 1:00 La nueva república del Perú: Guerras y nuevos comienzos - Independencia y Guerra del Pacífico. Acercamiento a la crítica musical.  S 2:00 Conservaduría de dos piezas musicales  A 3:00 Gramática: Subjuntivo y cláusulas subordinadas Proyecto gramatical 3: “La chicha”: Vida, historia y milagros de la cumbia peruana | | -Texto 5 La danza de tijeras: migración y resistencia Acercamiento crítico a la música popular peruana Objeto 3 |
| Jueves 16 de junio | S 1:00 (4) Discusión: *La nueva república del Perú: tradición e innovación en la música* Prof. [Francisco Haya de la Torre](https://www.pucp.edu.pe/profesor/francisco-haya-de-la-torre-guabloche)  S 1:00 **Proyecto Galería virtual Objeto 3** crítica musical: música peruana  S 3:00 **Ensayo de reflexión 2:** Música popular y sociedad peruana. Deseos, dudas y acciones anticipadas. | | -Ver charla *Las danzas del Perú en su perspectiva histórica* Prof. [Alex Álvarez](https://www.pucp.edu.pe/profesor/alex-alvarez-aliaga)  Preguntas de comprensión  Preguntas de discusión |
| **SEMANA 4**  **Danza**  Trauma y terrorismo  Gramática: El discurso indirecto, formas pasivas | | | |
| **Diálogos interculturales: “Conversation partner” 1 hora semanal: entregar reflexión 4 6/28/22** | | | |
| Lunes 21 de junio: Entrega Proyecto Galería virtual Objeto 3 (crítica musical) | | | |
| **Fecha** | **Trabajo en clase** | | **Tarea** |
| Martes 21 de junio | S1:00 (5) Discusión: *Las danzas del Perú en su perspectiva histórica* Prof. [Alex Álvarez](https://www.pucp.edu.pe/profesor/alex-alvarez-aliaga)  S 2:00 S.XX Décadas peruanas de los 60-90’s: Terrorismo, Migración, y Trauma. Acercamiento a la crítica de espectáculo.  A 3:00 Gramática: Cláusulas con si, Proyecto gramatical 4: Taller de Danza “Las danzas de la población negra en el Perú” | | -Creación: Crea tu propio video bailando. Escoge tu propio festejo.  -Texto 7: Objeto 4 |
| Jueves 23 de junio | S 1:00 Danzas encontradas: pasado y presente  S 2:00 **Proyecto Galería virtual Objeto 4** (crítica de espectáculo: danza peruana)  S 3:00 **Examen 2:** Reflexiones sobre el video bailando. Cuestionario | | -Ver charla *La política del vestir: desde el Antiguo Perú hasta la actualidad* Prof. [Edward Venero](https://www.pucp.edu.pe/profesor/edward-venero-carrasco/resumen/)  Preguntas de comprensión  Preguntas de discusión |
| **SEMANA 5**  **Arte textil**  Viviendo en un mundo globalizado: retos futuros  Gramática: Cláusulas con si | | | |
| **Diálogos interculturales: “Conversation partner” 1 hora semanal entregar reflexión 5 6/30/22 (M)** | | | |
| Lunes 28 de junio: Entrega Proyecto Galería virtual Objeto 4 (crítica de espectáculo) | | | |
| **Fecha** | **Trabajo en clase** | | **Tarea** |
| Martes 28 de junio | S 1:00 **Proyecto Galería virtual Objeto 5** (Acercamientos a la crítica de moda)  S 2:00 (6) Discusión: *La política del vestir: desde el Antiguo Perú hasta la actualidad* Prof. [Edward Venero](https://www.pucp.edu.pe/profesor/edward-venero-carrasco/resumen/)  A 3:00 Gramática: El discurso indirecto, formas pasivas. Proyecto gramatical 5: Visita virtual a un atelier de moda peruana. | | - Preparación para la presentación de proyectos  - Preparar reflexión 5 (M) |
|  | | Miércoles 29 de junio: Entrega Proyecto Galería virtual Objeto 5 (crítica de moda) | |
| Jueves 30 de junio | **S 1:00 Presentación y evaluación de proyectos**  **S Presentación de reflexión 5** | |  |