

SPAN R234: LATIN AMERICAN AND SPANISH FILM

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

R234

Course Title (CB02)

Latin American and Spanish Film

Banner/Short Title

Latin American/Spanish Film

Credit Type

Credit

Start Term

Fall 2021

Formerly

SPAN R118

Catalog Course Description

Through films from established and emerging Latin American and Spanish directors, this course explores cultural identity, historical and political events, gender roles, popular movements, and the effect of social media in Spanish-speaking countries. Students view films, read film reviews, participate in group discussions, compare film techniques and artistic styles, and analyze recurrent themes and ideas presented by the films. The class is conducted in Spanish; the films have English or Spanish subtitles.

Taxonomy of Programs (TOP) Code (CB03)

1105.00 - Spanish

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

SPAN R200 or SPAN R220

Entrance Skills**Entrance Skills**

Students must be able to use specific, non-generic vocabulary in Spanish in oral and written communication.

Prerequisite Course Objectives

SPAN R200-Define new vocabulary terms and use them in context.

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Write 250-400 word compositions on topics covered in class.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

Entrance Skills

Students must be able to write at the intermediate level in Spanish.

Prerequisite Course Objectives

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Write 250-400 word compositions on topics covered in class.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to give an oral presentation in Spanish.

Prerequisite Course Objectives

SPAN R200-Recognize and use verb tenses of the indicative mood, in oral and written communication.

SPAN R200-Distinguish between the indicative and the subjunctive moods and use them properly.

SPAN R200-Define new vocabulary terms and use them in context.

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to read text selections in Spanish.

Prerequisite Course Objectives

SPAN R200-Read a selection in Spanish and identify main and secondary ideas.

Entrance Skills

Students must be able to write a well-organized essay applying the rules of grammar, spelling, and lexicon in Spanish.

Prerequisite Course Objectives

SPAN R220-Demonstrate improved application of grammar, spelling, and lexicon in writing and speaking.
SPAN R220-Recognize and use different registers of the language in written and oral communication.
SPAN R220-Write well-organized 2 to 3-page essays demonstrating correct syntax, spelling, and vocabulary usage.
SPAN R220-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to read and discuss a college-level text in Spanish.

Prerequisite Course Objectives

SPAN R220-Read, analyze, and discuss texts by a diverse group of Spanish-speaking authors.
SPAN R220-Identify and discuss cultural issues relevant to Hispanic cultures.
SPAN R220-Demonstrate critical thinking in written and oral communication in Spanish.

Requisite Justification**Requisite Type**

Advisory

Requisite

SPAN R200

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Advisory

Requisite

SPAN R220

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify and discuss recurring themes in Latin American and Spanish films, such as political unrest, family traditions, ethnicity, identity, gender, and economic uncertainty. |
| 2 | Identify prominent film directors from Latin America and Spain and their representative films. |

- 3 Comment on a film's artistic merit based on the following criteria: genre, style, cinematography, script, performances and themes.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Discuss recurrent themes such as political unrest, immigration, traditions, religious beliefs, gender, race, and social class within the context of the films. |
| 2 | Identify and compare the values and traditions of different Spanish-speaking countries, as reflected by the films. |
| 3 | Classify and discuss genres: documentaries, comedies, thrillers, dramas, and musicals. |
| 4 | Give examples of established and emerging film directors from Latin America and Spain. |
| 5 | Comment on a film's artistic merit based on two main criteria: guidelines for film appreciation presented by instructor and students' personal preferences. |
| 6 | Demonstrate critical thinking by inferring values in Latin American and Spanish societies, as manifested by the films, and compare them with values in the USA. |

Course Content

Lecture/Course Content

1. Introduction
 - a. Genres and sub-genres: comedy, documentary, drama, thriller, short film, animation, and musical
 - b. General characteristics of Latin American and Spanish films: use of dialogue, camera shots, metaphoric and elliptic language, and social commentary
2. The Spanish Civil War—Characteristic films such as
 - a. "La lengua de las mariposas" directed by José Luis Cuerda: the social and political climate preceding Franco's regime
 - b. "El laberinto del Fauno" directed by Guillermo del Toro: the Franco era seen through mythology and fantasy
3. Family life—Characteristic films such as
 - a. "Tiempo compartido" by Sebastián Hofmann: family life threatened by greedy corporations
 - b. "Tortilla Soup" by María Ripol: traditional Mexican values in crisis
 - c. "Volver" by Pedro Almodóvar: community and family in La Mancha
4. Social Change—Characteristic films such as
 - a. "También la lluvia" by Icíar Bollaín: the privatization of water services in Bolivia
 - b. "Diarios de motocicleta" by Walter Salles: Latin America's social inequalities as seen by a young "Che" Guevara.
 - c. "Relatos salvajes" by Damián Szifrón: distress and violence in contemporary society
5. Immigration—Characteristic films such as
 - a. "Al otro lado" by Gustavo Loza: perspectives of Cuban, Mexican and Moroccan immigrants
 - b. "Buen día, Ramón" by Jorge Ramírez Suárez: the life of a young Mexican immigrant in Germany
 - c. "A Better Life" by Chris Weitz: the vulnerability of undocumented immigrants
6. Documentaries and musicals—Characteristic films such as
 - a. "Buena Vista Social Club" by Win Wenders: life and art in contemporary Cuba
 - b. "Cosecha triste" by Gilbert González and Vivian Price: the story of the Bracero Program

Laboratory or Activity Content

N/A.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Computational homework

Essay exams

Essays

Group projects

Individual projects

Oral analysis/critiques

Objective exams

Oral presentations

Quizzes
Reports/papers
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will show scenes from a film to illustrate the stylistic and thematic preferences of a film director. Students will then provide examples from other scenes in the film, or from other films by the same director.
2. Instructor will prepare a filmography chart with sections that are missing relevant information and lead a class discussion for students to brainstorm what is needed to complete the chart.
3. Instructor will create low-stake online quizzes for students to review themes, genres, and directors of the films.
4. Instructor will formulate a set of interpretation questions for students to take notes while viewing the film and discuss in groups after the screening.
5. Instructor will show samples of well-written film reviews and reports and provide guidelines for students to conduct online research and write a review and/or report.
6. Instructor will give a PowerPoint presentation to introduce a film or a director and provide clear guidelines for students to present other films and directors to be covered in the course.

Representative Course Assignments

Writing Assignments

1. Students will write 1-2 page essays analyzing a particular aspect of a film such as genre, character development, theme, and style.
2. Students will write answers to comprehension and interpretation questions based on the films.
3. Students will complete quizzes on the content or artistic aspects of the films viewed in class.
4. Students will write a discussion supporting or rejecting the main premise of a review by a well-known film critic.
5. Students will write a personal review of a film using guidelines provided in class.
6. Students will write a comparison of two films or two characters in a film.
7. Students will write study questions for the midterm and final.

Critical Thinking Assignments

1. After viewing the films "Butterfly" and "Pan's Labyrinth", students will be asked to compare the styles and techniques used by directors Cuesta and Del Toro when dealing with the topic of the Spanish Civil War.
2. Students will identify social rituals associated with death in traditional Spain, as portrayed in the movie "Volver" by Pedro Almodóvar.
3. Students will select three episodes of the movie "Wild Tales" by Damián Szifrón to illustrate the topics of corruption, elitism, and revenge in Argentinean society.
4. After watching the film "Even the Rain" by Icíar Bollaín, students will draw a parallelism between the war for gold waged by Spanish conquistadors in the XVII century, and the contemporary war for water between private companies and local people in Bolivia.
5. Students will watch the movie "Roma" by Alfonso Cuarón and discuss gender, class, and social unrest in Mexico in the 70's.
6. Students will write study questions for the midterm and final exams, and share them with the class.

Reading Assignments

1. Students will read articles and reviews, in print or online, providing cultural, historical or social context to the films.
2. Students will research film directors' biographies and careers.

3. Students will read fragments from literary pieces on which a film is based.
4. Students will read films reviews for analysis and class discussion.
5. Students will read articles on topics such as globalization, immigration, political parties, gender struggles, and current social movements in Spanish-speaking countries.

Other assignments (if applicable)

1. Students may be asked to watch some films at home or in the theater.
2. Students may be asked to attend presentations or watch TED talks by film directors and/or script writers pertinent to the class content.

Outside Assignments

Representative Outside Assignments

1. Students will read articles and reviews, in print or online, providing cultural, historical or social context to the films.
2. Students will write a personal review of a film using guidelines provided in class.
3. Students will write 1-2 page essays analyzing a particular aspect of a film such as genre, character development, theme, and style.
4. Students will write study questions for the midterm and final exams.
5. Students will watch a movie or video.
6. Students will read articles on topics such as globalization, immigration, political parties, gender struggles, and current social movements in Spanish-speaking countries.
7. Students will watch interviews with film directors, script writers, and actors.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Proposed

C2 Humanities: Literature, Philosophy, Languages Other than English

Proposed

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3A: Arts

Proposed

Area 3B: Humanities

Proposed

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

La Rotta Guillermo Pérez, and María Teresa Pérez Hernández. *Cine latinoamericano: cultura, literatura y sociedad*. Gamar Editores, 2017.

Resource Type

Websites

Description

Specialized film websites such as The Criterion Collection (criterion.com) and databases such as kanopy.com and imdb.com.

Resource Type

Other Resource Type

Description

Storyboards.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via Skype or CCCConfer to conduct office hours, answer questions, present class material, provide feedback on assignments,
Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
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Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

FOREIGN LANGUAGES

Review and Approval Dates**Technical Review**

10/09/2019

Curriculum Committee

10/09/2019

DTRW-I

10/10/2019

Curriculum Committee

11/13/2019

Board

12/17/2019

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY