Quest 2

AFFORDABLE UF
Fall 2024
UNIVERSITY OF FLORIDA

FALL 2024

¿Cómo la ficción moldea la realidad?

How Do Fictions Shape Reality?

MW Period 6 (12:50-1:40)

ARCH 0215

F Online (Asynchronous)

IDS2935 Ficción vs. Realidad?
Section 2SL1
Number 19657

Margarita Garza 137609

UF | UNIVERSITY *of* FLORIDA

Instructor Information

UF | Department of Spanish & Portuguese Studies

Antonio Sajid López Méndez, Ph. D.

https://people.clas.ufl.edu/antoniosajid/

Office Hours

M 10:40-11:30 │ 1:55-2:45
W 10:40-11:30
Or by appointment
antoniosajid@ufl.edu
352-273-3802

Dr. López' office is located at **3A Dauer Hall** (basement). There is a more direct entrance on the left side of the building, leading towards Pugh Hall.

For course-related communications, it's preferable to use the Canvas inbox.

Statement on Language

This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 20.85% (12,743) of UF students are Hispanic and many of them speak Spanish. Any student with a 3 or higher on AP Spanish, 4 or higher on IB Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course.

Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that language educators and their students use the target language as exclusively as possible at all levels of instruction. However, this is not a Spanish course, so while all instruction and many texts will be in Spanish, you may use Spanish or English or a combination of both languages in class and in writing. The main goal is for you to fully engage the material and express yourself intellectually, including translingually, if that allows you the greatest breadth of expression.

Course Goals
and Objectives

How do shared fictions within human societies shape and sometimes justify the exclusion of individuals or groups who do not subscribe to these narratives?

In *Sapiens: A Brief History of Humankind*, historian Yuval Noah Harari states that large-scale collaboration among individuals is achieved through sharing common fictions. That is how ideologies and nationalisms (among other elements of modern societies) are established. Nevertheless, those large-scale human collaborations, through fictions, exclude individuals or social groups who do not share them. Many times, those collaborations justify exclusion through stereotypes or prejudices that end up rooted in popular culture and eventually become legal and socioeconomic issues.

This course uses 20th and 21st century Latin American pop culture (television, film, music, and visual arts) and a variety of texts, both written and visual, to identify, describe and explain pressing questions regarding the scope of human fictions. This course will center in analyzing fictions which stage the political and socioeconomic associations of ethnic groups in regions dominated by Hispanic elites.

Starting with the textbook Latin American Politics and Society: A Comparative and Historical Analysis (Cambridge University Press, 2022) by Gerardo Munck and Juan Pablo Luna, this course engages students in the critical examination of empirical data, oral history, maps, and chronologies using a multi- disciplinary approach garnered from history, sociology, cultural studies, and political sciences. Students will scrutinize the complexities of Latin American societies by evaluating the expansion of democracy and citizenship rights, and responses to abuses of human rights, corruption, and violence. They will compare the data with pieces of Latin American pop culture to understand how fiction portrays, imbeds, or questions stereotypes, prejudice, and racism into shared fictions.

Through that rigorous examination of fictions and social behaviors, this course will lead students to self- reflection and self-assessment of personal beliefs and behaviors, analysis of cultural and political influences, and to develop innovative ideas to disseminate relevant information to question stereotypes that limit the development of robust societies. Major topics include the formation of modern states, race and ethnicity, external actors, political regimes and democracy, civil rights, and neoextractivism.

This is a hybrid course, combining twice a week face-to-face classes (Monday and Wednesday) with once-a-week asynchronous online work (Friday). Every encounter is focused on the written and spoken exchange of ideas. This course encourages student initiative and insight by providing opportunities for reflection and choice. You will be engaged through class discussion with the instructor and with your classmates, as well as through feedback from the instructor on your written work.

Quest 2

Social and Behavioral Sciences

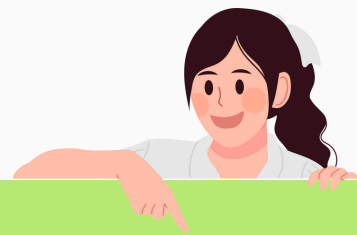## Quest and General Education Credit

- Quest 2
- Social and Behavioral Sciences
- International (N)
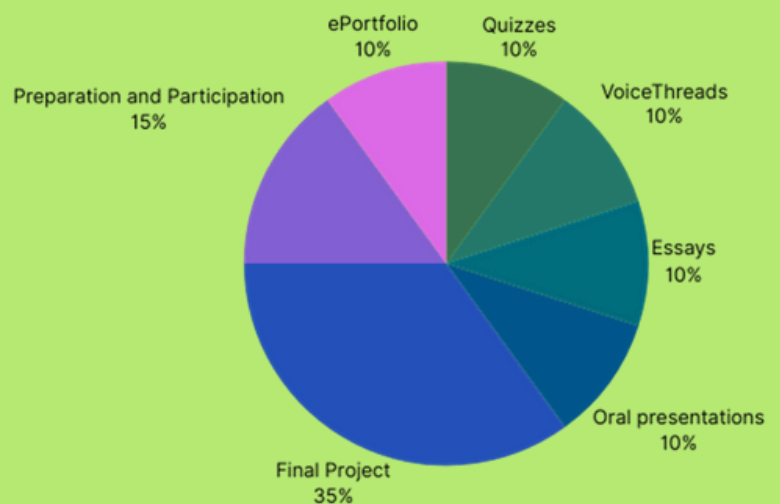
Required Readings and Works

- Munck, Gerardo L. and Juan Pablo Luna. **Latin America Politics and Society**. New York, NY, Cambridge University Press, 2022.
- Harari, Yuval N., **Sapiens: De animales a dioses**, Translated by Joandomènec Ros. Debate, Penguin Random House Grupo Editorial, 2014.
- Harari, Yuval N., **Homo Deus: Breve historia del mañana**. Translated by Joandomènec Ros. Debate, Penguin Random House Grupo Editorial, 2016.

Other materials will be available on Canvas, easily found online, or on reserve in Library West.

Materials and Supplies Fees: n/a

Graded Work

ePortfolio 10%

Quizzes 10%

VoiceThreads 10%

Preparation and Participation 15%

Essays 10%

Oral presentations 10%

Final Project 35%

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A 100-93	C+ 79-77
A- 92-90	C (S) 76-73
B+ 89-87	D+ 69-67
B 86-83	D 66-63
B-82-80	D- 62-60
	E 59-0

INOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Illustration by Evan Solano | For The Times; photographs from Warner Bros.

Description of Graded Work

Participation will be graded biweekly.

You are expected to come to class prepared to actively engage the ideas in the assigned materials, having already completed the corresponding homework assignments. The participation grade depends on several factors, including participation in class discussions and activities in small groups, preparation of homework assignments, and collegiality toward classmates and instructor.

Attendance is required and will be recorded daily. Absences are excused based on university policy. **You will be allowed three unexcused absences** for which no documentation or excuse is required. **Three late arrivals and or early departures will count as one unexcused absence**. After the third unexcused absence, one percentage point per absence will be deducted from your final grade.

In the case of university-approved absences, you must provide official documentation to your instructor WITHIN ONE CALENDAR WEEK of the absence to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Any work missed due to excused absences will be handled on a case-by-case basis.

Assignments may not be made up due to unexcused absences. Late work is not accepted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Quizzes (10%)

*At the end of the semester, the two lowest scores from the quizzes will be eliminated.

To maximize the interactive time in class meetings, it is important to read, understand and be fully prepared to engage the ideas in the assigned readings and visual texts before coming to class. With that in mind, before each class meeting there will be a quiz that allows you to demonstrate you understanding of the material we will engage in class.

VoiceThread on Fridays (10%)– Reflective Component I

*Due on Fridays at 11:59 p.m.!

VoiceThread activities allow you to consider, discuss and build on ideas we touch on in class. Each VoiceThread will include material to study and opportunities to express your thoughts and engage the thoughts of your classmates. There will be an initial deadline for offering your thoughts, and then a later deadline for responding to the ideas of others.

Reflective Essays (10%)– Reflective Component II

*3 throughout the semester

Each student will write 3 reflective essays of a minimum of 500 words each (letter 12, double spaced). The value of the content, grammar, organization, and style will be evaluated.

Oral presentations (10%)

*The professor will assign the dates during the second week of classes.

Students will present the abstract of a current news article that is related to the pressing questions of the course. It is important for the students to understand the context and possible consequences of the event they are reporting. They must prepare challenging questions to engage classmates in a dialogue. A power point is encouraged but not required. *The professor will assign the dates during the second week of classes.

Divided into teams, students will research a selected topic on Latin American politics and society, focusing on how human fictions interfere in decision making at the government level. After identifying and analyzing empirical data on selected topic, they will compare and weigh pieces of Latin American pop culture that address the issue to understand how fiction portrays, imbeds, or questions stereotypes, prejudice, and racism on a specific region. Note: The pieces of Latin American pop culture must belong to the same period of the selected data.

Findings will be broken down in a power point and presented orally at La Casita: Institute of Hispanic– Latino Cultures during the last two weeks of class.

Power Point must include the following sections:

- Title of the project
- Abstract
- Breakdown of research
- Findings
- Conclusions
- Bibliography

* Students must use APA style to maintain a consistent format.

Bibliography must include:
- At least 2 sources of quantitative data:
  1.1 from a government agency
  2.1 from an NGO (Non-governmentalOrganization)

- At least 3 books or articles that address aspects of the topic.
- At least 2 oral history references (interview, video or audio).
- At least 3 pieces of Latin American pop culture from different genre, belonging to the same period (movie, music album or EP, cartoon, tv show, and/or visual art).

This work will be developed in stages throughout the semester, as detailed below.

Teams and Roles (Week 4)
We will establish teams and distribute the roles.

Lead
The group leader will oversee the organization of the workload, delegate responsibilities among teammates and coordinate work meetings. The leader will also serve as a mediator if setbacks arise during the research. The leader will have to sift the suggestions of classmates to maintain a harmonious collaboration rhythm and will be the communication bridge with the professor.

Recorder and Timekeeper
This student will take minutes at all meetings. The minutes must contain the following parts: date, time, place (face-to-face or virtual), and breakdown of conversation. This student will create a group in Microsoft 365 Teams (UF version, professor must be added) ensuring all team members have access to all materials and minutes. This person will keep the team on the lookout for deadlines.

Outreach Coordinator
This student will identify sites on and off campus where there are resources to support their research. Along with teammates, the student will coordinate visits to collect quantitative and qualitative data.

Some site suggestions:
*Note: Teams are strongly encouraged to find resources beyond Gainesville.

a)**The UF Latin American and Caribbean Collection**
https://lacc.uflib.ufl.edu/
"Located on the third floorof the historicSmathers Library, LACCis among a small number of academic research library collections in the United States devoted to collecting Latin Americanand Caribbean materials." At the LACC, students will consult Margarita Vargas Betancourt (Special Collections Librarian) and Melissa Jerome (Digital Initiatives Librarian) to identify what type of references should be consulted to obtain empirical data on the selected topic.

b)Latina Woman's League of Gainesville
https://www.latinawomensleague.org/

"The Latina Women'sLeague (LWL) is a nonprofit organization which was incorporated in 2005 to increase the understanding of Latinx experiences, histories, and cultures among North Central Florida residents. The League partners with community groups to host free public educational and cultural events, and promotes the educational, professional and personal advancement of Hispanic/Latinos in Alachua County." The LWLG hosts a Latin American Film Festival in Gainesville every year, during Fall. They know quite a lot about Latin American culture. The team should contact the league to find out what kind of resources they have available to enrich their research.

c) The Institute Hispanic-Latino Culture at 1504 W University Ave, Gainesville, FL 32603

"La Casita has a long-standing history at UF. It has helped students feel connected with other students as well as academically. La Casita holds significance because it has served as a home-away-from-home for the last 20 years. Many student organizations have started in this space and have grown because of the support and connections students have made at La Casita. Moreover, it represents theUniversity's commitment to Hispanic and Latino/a students." The team will visit La Casita to learn about the facilities and determine what kind of resources they have available for Latino students.

"Pinch-Hitter"
This student will assume the role of team assistant and will assume the role of any team member who becomes ill or absent. The student will actively participate in all group activities, monitoring the quality of the work.

Region and Topic

Each team must choose a theme and a region. Combinations cannot be repeated within the class section. This selection will be made by consensus, in class.

Regions
- Mexico and its diaspora
- The Hispanic Caribbean and its diaspora
- Argentina
- Ecuador, Peru and Bolivia
- Colombia and Venezuela
- Panama
- Guatemala and El Salvador

Topics
- Woman
- Race and Ethnicity
- Indigenous Peoples and the Nation
- Afro-Descendants and the Nation
- Civil Rights
- Human Rights Violations
- Political Regimes and Democracy
- High-Level Corruption
- Development Models and Socioeconomic Welfare
- Neoextractivism
- Homicides, Drugs and the State

Popular art genres the team can work with:
- TV- sit coms, telenovelas, reality shows, comedy sketches on variety shows
- Movies
- Music- LPs, CDs, EPs on apps, songs, musical videos, Concerts on DVD
- Cartoons/Comic Books
- Graffiti
- Kitsch

Resources gathering

First Team Meeting

The team will meet for the first time to narrow the topic and distribute the research tasks equally.

Research (Weeks 4, 5 and 6)
During these three weeks the team will be doing research. All members will post the collected data and pieces of pop culture in the Microsoft Team shell created by the "Recorder and Timekeeper".

Corpus (Weeks 7-8)
Second Team Meeting
Teams will meet to narrow down the information collected. They will conduct a rigorous analytical reading of the data. They will compare the data with the pieces of popular culture that they have previously examined. They will assemble the corpus of their research. It is possible that during this process the team decides to look for more references to corroborate their findings.

Findings (Week 9)
Third Team Meeting
Teams meet to finalize their findings. They will work on a draft of the power point.

Building up the Power Point (Week 10-13)
Fourth Meeting
Each team coordinates a meeting with the professor to discuss findings of their research and show the power point draft. The professor will give recommendations so they can enhance their work.

Final Presentation at La Casita, Institute of Hispanic-Latino Culture (Weeks 15-16)
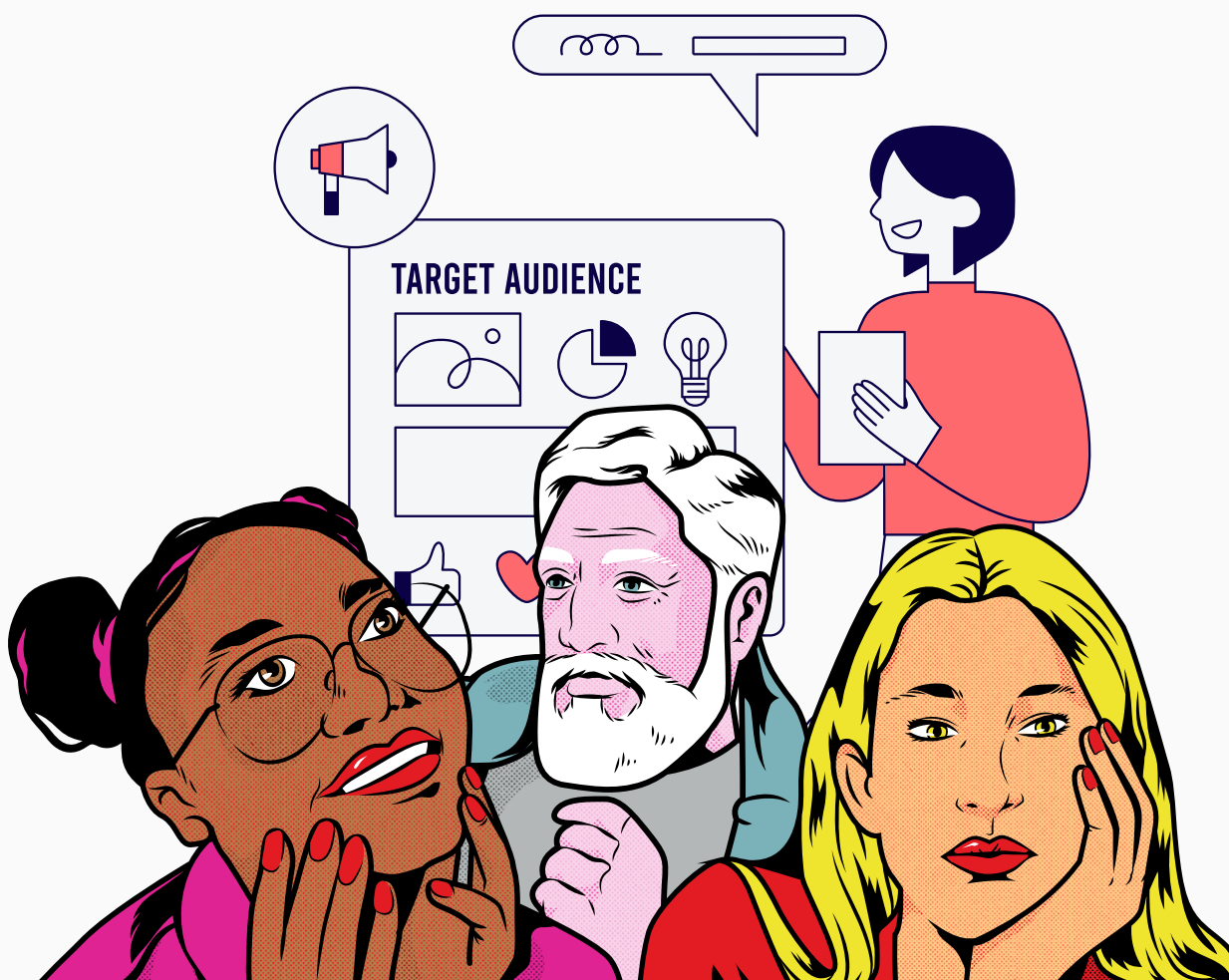
An e–Portfolio is a collection of artifacts (documents, pictures, achievements, reflections, etc.) that demonstrate student's learning and experiences. This project will help students organize their thoughts about their academic and professional goals and will help them connect their learning experiences.

By working on this project, students will:

- Learn how to organize and present information in a multimedia format
- Learn how to use a website building platform and improve their overall digital literacy
- Develop self-assessment skills
- Reflect upon learning processes and outcomes
- Learn how to articulate their skills to a variety of external audiences

If students already have a website builder, they may use it to create their e-portfolio. If they don't, I suggest Wix or Weebly. The following pages will be required. Students may add additional pages if they desire.

1.H*ome Page*
This should be a short introduction about yourself and an overview of the site. Items you can add:

- Include a picture of yourself that is appropriate for a professional presentation.
- Include your name
- Include the name of the course
- Include a short and catchy introduction in English
- Make sure that your navigational bar is clear and prominent
- Keep text to a minimum
- Additional option: add a short testimonial and/or quote in Spanish or translated into English.

 2.*About Me*
This needs to be a brief introduction to who you are. Keep it under 400 words
- Include some personal remark about your personality and philosophy of life
- Include a brief statement of your academic and careergoals
- A statement about your greatest hope and your greatest fear in undertaking this International Service-Learning program

3.Photo and Video (speaking Spanish) Gallery

Create a photo gallery with at least 5 pictures of people students met during their research project, places, activities, or objects that make them think about what they are learning in this class. After selecting photos, they should add captions in English and include a brief reflection about at least three of them.

- When deciding what to include, imagine a potential employer or graduate school admissions committee seeing your photos. Is this what you want them to see or know about you?
- Do not include photos of tourist activities unless you can directly and convincingly tie them to academic and professional learning.
- Avoid photos in which you are in the center. If you are in the center of the photo, explain why.
- All photos must be culturally sensitive. *Get the consent of people you photograph!

4. Course Essays
5. Research Power Point
6. Photos of Oral Presentation at LaCasita

Due date: Last day of class.

Rubrics

Margarita Garza 137609

VoiceThreads *(20 points)*
Adapted from Dr. Jacob Rump

Criteria	Exceeds expectations	Meet expectations	Approaches expectations	Does not yet meet expectations
Presentation posts	(+10) Posts are conceptually sophisticated and engage with the class material through pertinent questions and reasoning; They relate issues and arguments from different parts of the course and make reference to earlier lectures, readings, themes, and/or discussions.	*(+8)* Posts are organized and well developed and ask questions to frame the class material in an original and thoughtful way, including use of reasoning, but lack overall coherence or conceptual clarity.	*(+6)* Posts meet the stated length requirement and are relevant, but are undeveloped, do not raise pertinent questions or state reasons, do not engage class material, or simply re-state the topic of the reading.	*(+4)* **Presentations are brief and superficial or are not relevant to course topics.**
Response post	*(+10)* **Responses reflect upon the presentation post/ other respondents and extend the discussion in new directions; offer new arguments or make connections to earlier readings, themes, and discussions.**	*(+8)* **Responses reflect upon the presentation post/ other respondents with further observations, critical analysis, and reasoning.**	*(6+)* **Responses are relevant but no reasons are stated and/or they do not add substantively to the discussion.**	*(+4)* **"Good point"/"Dude, you s... !"/"I agree with you" (Responses are rude, irrelevant, or no explanation or justification given)**

Reflective Essay (100 points)

Criteria	(+10) Exceeds expectations	(+8.5) Meet expectations	(+7) Approaches expectations	(5-0) Does not yet meet expectations
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use vaguely examples from the text to support most claims in your writing with some connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Voice (Translanguaging)	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a basic sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Personal Growth	Demonstrates significant personal growth and awareness of deeper meaning through inferences made examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.

Oral Presentations (100 points)

Criteria	Exceeds expectations	Meet expectations	Approaches expectations	Does not yet meet expectations
Content	(+40) My presentation includes numerous, specific details about my topic. I make excellent, provocative connections between the information I am presenting and what we have studied in class. I demonstrate thorough knowledge of my topic, both during the presentation and in the Q&A session.	(+36) My presentation includes appropriate details that are enough to make a connection to what we are studying in class. I demonstrate solid knowledge of my topic, both during the presentation and in the Q&A session.	(+33) I include some specific details about my topic and make some connections, but there are some gaps where I don't elaborate/make connections between the content of my presentation and what we've studied in class. I demonstrate some knowledge of my topic, both during the presentation and in the Q&A session.	(+28) I include few specific details about my topic and make few to no connections between what I present and what we have studied in class. I struggle during the presentation and am often unable to answer questions during the Q&A session.
Comprehensibility	(+25) I make a concerted effort to make my speech and content comprehensible to my classmates. I used multiple, engaging strategies to aid comprehensibility, including using and explaining images, gestures, providing brief definitions of new words, etc. My presentation is clear to my audience.	(+22) I make a concerted effort to make my speech and content comprehensible to my classmates. I used some strategies to aid comprehensibility including using images, gestures, providing brief definitions of new words, etc. My presentation is probably clear to my audience, though there may have been a few words/concepts that I could have explained better.	(+20.5) I made an attempt to make my speech and content comprehensible to my classmates. I used a few strategies to aid comprehensibility, but my presentation was not always clear to my classmates. There are a few words/concepts that were left unexplained.	(+18) I made little to no effort to make my speech and content comprehensible to my classmates. I use almost no strategies to aid comprehension. My presentation is not clear to my classmates, and there are words/concepts left unexplained.
Expression	(+20) When I speak, I make very few errors related to vocabulary and grammar. My speech is never the cause for miscomprehension and is very advanced and is highly appropriate for the situation I am describing.	(+18) When I speak, I make a few errors related to vocabulary and grammar. My speech is not the cause for miscomprehension and is advanced and appropriate for the situation I am describing.	(+16.5) When I speak, I am generally comprehensible although I make some errors related to vocabulary and grammar. My speech is generally comprehensible for the situation I am describing, although there may be times it causes confusion in my audience.	(+14) My speech may be largely incomprehensible and includes many errors related to vocabulary and grammar.
Fluidity/Pacing	(+15) My speech is very fluid, and it appears that I am speaking spontaneously and not reading or speaking from a memorized script. There are few to no unnatural pauses when I speak.	(+14) My speech is fluid, though I may be reading some or occasionally speaking from a memorized script. There are a few pauses when I speak.	(+13) My speech is comprehensible, though I may sound like I'm reciting something I have memorized or I am reading more than 50% of the time. There may be moments when I pause awhile to think of what I will say next.	(+12) My speech is not fluid because either I pause regularly as I try to remember what I will say or I am reading almost everything.

Final Project Rubric (100 points)
Research Process *(50 POINTS)*- Will be graded individually.

Criteria	(10) Outstanding: Exceeds Expectations	(8.5) Good: Meets Expectations	(7) O.K.: Approaches Expectations	(5.5) Does Not Yet Meet Expectations	(0) No Evidence
TEAMWORK	Student was **fully engaged** with the teamwork. Student executed team role effectively and supported **all the tasks** of the project.	Student was **engaged** with the teamwork. Student executed team role effectively and supported **several tasks** of the project.	Student was **somehow engaged** with the teamwork. Student executed team role effectively.	Student was **not engaged** with the teamwork. Student barely executed his team role.	
REASEARCH PERIOD	Student **complied extraordinarily** with research. Student respected decisions made by the team, collected the corresponding data, remained active in Microsoft TEAMS, and actively participated in the analysis and evaluation of the topic.	Student **fulfilled** the research very well. Student respected decisions made by the team, collected the corresponding data, remained active in Microsoft TEAMS, and actively participated in the analysis and evaluation of the topic.	Student **carried out** the research. Student collected some data, intermittently participated in Microsoft TEAMS, and in the analysis of the topic.	The student **barely participate**d in the research.	
TEAM MEETINGS	Student attended **all team meetings**.	Student attended at least **3** team meetings.	Student attended at least **2** team meetings.	Student attended **1** team meeting.	
BUILDING UP THE POWER POINT	The team coordinated a meeting with professor to discuss the findings of their research and show the power point draft. Team followed **all** the professor **recommendations**.	The team coordinated a meeting with professor to discuss the findings of their research and show the power point draft. Team followed **some** of the professor **recommendations.**	The team coordinated a meeting with professor to discuss the findings of their research and show the power point draft. Team followed **1 or 2** of the professor **recommendations.**	The team did not meet the professor.	
PUBLIC PRESENTATION	Presentation includes numerous, specific details about the research. Team makes excellent, provocative connections between the information they are presenting and what they have studied in class. Team demonstrates thorough knowledge of their topic, both during the presentation and in the Q&A session. The presentation last 15 min (10-content and 5-Q&A session).	Presentation includes specific details about the research. Team makes excellent connections between the information they are presenting and what they have studied in class. Team demonstrates knowledge of their topic, both during the presentation and in the Q&A session. The presentation last 15 min (10-content and 5-Q&A session).	Presentation includes details about the research. Team makes connections between the information they are presenting and what they have studied in class. Team demonstrates some knowledge of their topic, both during the presentation and in the Q&A session. The presentation less than 15 min.	Presentation lacks details about the research. Team makes no connections between the information they are presenting and what they have studied in class. Team demonstrates little knowledge of their topic, both during the presentation and in the Q&A session. The presentation last less than 10 min.	

Research *(50 points)*- Will be graded as team.

Criteria	Outstanding: Exceeds Expectations	Good: Meets Expectations	O.K.: Approaches Expectations	Does Not Yet Meet Expectations	No Evidence
TITLE	(5) The title is **specific and attractive**.	(4.5) The title is **specific**.	(3.5) The title is **good**.	(2.5) The title is **confusing or less words**.	
ABSTRACT	(10) The abstract summarizes the research well in a maximum of **200 words**.	(9.5) The abstract summarizes the research well in a maximum of **175 words**.	(7) The abstract summarizes the research well in a minimum of **150 words**.	(5) The abstract summarizes the research well in **149.**	
BREAKING DOWN	(10) The research demonstrates that the team **fully understands** and has **applied the concepts** learned in the course. **Concepts are integrated** into team's own perceptions of the presentation. **The team provides concluding remarks showing the analysis and synthesis of ideas.**	(9) The research demonstrates that the team **understands** and has **applied the concepts** learned in the course. **Concepts are integrated** into team's own perceptions of the presentation. **The team provides concluding remarks showing the analysis of ideas.**	(7) The research demonstrates that the team **somehow understands the concepts** learned in the course. **Concepts are barely integrated** into team's own perceptions of the presentation. **The team provides concluding remarks showing a summary of ideas.**	(5) The research demonstrates that the team **does not understand the concepts** learned in the course. **Concepts are not integrated** into team's own perceptions of the presentation. **The team provides a summary of ideas.**	
FINDINGS AND CONCLUSIONS	(15) Findings **bring together information from all sources**. Topic is **focused**. A thesis statement **provides direction** for the presentation, either by stating a position or a hypothesis. The presentation **flows cohesively** from one slide to another.	(12) Findings **bring together information from several sources**. Topic is **focused**. A thesis statement **provides direction** for the presentation, either by stating a position or a hypothesis. The presentation **flows** from one slide to another.	(9) Findings **bring together information from some sources**. Topic is **focused**. A thesis statement **provides direction** for the presentation. The presentation **does not flow consistently** from one slide to another.	(7) Findings **show information from some sources**. Topic is **out of focus**. There is no **direction.** The presentation **does not flow consistently** from one slide to another.	
BIBLIOGRAPHY	(5) The bibliography includes **all reference types** specified in the instructions.	(4.5) The bibliography includes **almost all reference types** specified in the instructions.	(3.5) The bibliography includes **some of the reference types** specified in the instructions.	(2) The bibliography **lacks references**.	
POWER POINT DESIGN	(5) **Outstanding balance** of design, color, font, and selected images.	(4.5) **Good balance** of design, color, font, and selected images.	(4) **Some balance** of design, color, font, and selected images.	(3.5) **Questionable design**, color, font, and selected images.	

ePortfolio (100 points)

Criteria	Outstanding	Good work!	Okey...	Missing items	No evidence
Home Page	(+20) Includes all required items, introduction in Spanish or English with no errors at all in an appealing layout.	(+15) Missing one item a/o has errors in Spanish/English a/o problems with layout.	(+10) Missing 2-3 items; has an introduction in Spanglish; serious layout problems.	(+5) Missing 4 items...	(0)
About Me	(+20) Includes all five items, a professional look in an appealing layout; 300-400 words.	(+15) Missing one item; less than 300 or more than 400 words; problems with layout.	(+10) Missing 2-3 items a/o serious layout problems.	(+5) Missing 4 items...	(0)
Photo Gallery	(+20) 5 culturally sensitive photos, all with captions that describe the photo. 3 photos have a brief reflection that explain their importance.	(15+) 1-2 missing or culturally insensitive photos; 1-2 missing captions; 1 missing reflection.	(+10) 3 missing or culturally insensitive photos, 3 or more missing captions a/o both brief reflections.	(+5) Fewer than 2 photos.	(0)
VoiceThread and/or Reflective Essay	(+20) Includes 3 buttons, each with an image, that link to a VoiceThread or Reflective Essay.	(+15) 2 VoiceThreads or Reflective Essays, missing buttons, or images.	(+10) Only 1 VoiceThread or Reflective Essay, a/o no button or image.	(0) Does not include VoiceThreads or Reflective Essay.	n/a
Research Power Point	(+20) Includes 100% of final project.	(+15) Includes 75% of final project.	(+10) Includes 50% of final project.	(+5) Includes less than 50% of final project.	(0)

Margarita Garza 137609

Calendar

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes

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	Day		Topic	Required text (Reading, video, audio, and/or visual art)	Assignment (Before class)
Aug.					
Module 1: Introduction	**F**	**23**	VoiceThread 1: Welcome to the class (asynchronous)		
	M	**26**	Intro to the syllabus	Course syllabus	Acquire the textbook
	W	**28**	Why is it important to identify, describe and explain the interdisciplinary dimensions of the process by which human fictions are founded?	Sapiens: De animales a dioses, pp. 15-54	Quiz #1
	F	**30**	VoiceThread 2: Sapiens, de animals a dioses (asynchronous)		
Sept.					
	M	**2**	**Labor Day**		
Module 2: Human Fictions, Social Sciences	**W**	**4**	What is quantitative data? What is the difference between qualitative data vs. quantitative data? Why is it important to the social sciences?	"Métodos cuantitativos, métodos cualitativos o su combinación de la investigación: un acercamiento en las ciencias sociales". pp. 1603-1617	Quiz #2 ePortfolio site & template
	F	**6**	VoiceThread 3: Part I: How can we measure the intervention of human fictions in politics and society? Sapiens: De animales a dioses, pp. 153-181 (asynchronous)		
	M	**9**	Part II: What are the unintended consequences of human fictions?	Homo Deus: Breve historia del mañana, pp. 177-310	Quiz #3
	W	**11**	Instructions for the final project (Teams & Roles, Regions & Topics)		
	F	**13**	**Final Project: First Meeting** The team will meet for the first time to narrow the topic and distribute the research tasks equally.		
Module 3: Latin American Politics and Society: A	**M**	**16**	Latin America: A world leader in the political inclusion of innovative social policies, but also a region with a long	Latin American Politics and Society, Introduction, pp.1-13	Quiz #4 Send the minutes of the first meeting

Historical Overview			history of corruption and violence.		
	W	18	Before and after modern states (overview): → Pre-Colombian Times → Spanish and Portuguese Colonial Rule → The Origins of Week States	Latin American Politics and Society, pp. 17-45	Quiz #5
	F	20	Essay 1: Human Fictions		
Module 4: Nation Building, Race and Ethnicity	M	23	We focus on the deliberate effort to construct a sense of nationhood: How has the idea of a shared sense of nationhood changed over time?	Latin American Politics and Society, pp.49-78	Quiz #6
	W	25	Construction of nation, race, and ethnicity in the songs of René Pérez: from Calle 13 to Residente	Songs by Rafael Hernández on Canvas Music album: Calle 13. *Entren los que quieran, (52 min). ©2010 5020 Records* Music album: Residente. Residente (54 min.). *©2017* Sony Latin.	
	F	27	VoiceThread 4: Intertexts and Anachronisms in Residente, Video: "This is Not America" ft. Ibeyi		
Module 5: Political Regimes and Democracy	M	30	Discussion on the meaning of political regime and democracy; previews of Latin America's record of democracy and authoritarianism	Latin American Politics and Society, pp.82-118	Quiz #7
Oct.					
	W	2	The "Socialist Barbie"	Movie: Evita (2h 14min, 1996), available at Library West, 2nd floor; DVD 3446 Movie: Eva Perón (2h), available at	

				Library West, 2nd floor; DVD 664	
	F	4	**Second Team Meeting** Teams will meet to narrow down the information collected. They will conduct a rigorous analytical reading of the data. They will compare the data with the pieces of popular culture that they have previously examined. They will assemble the corpus of their research. It is possible that during this process the team decides to look for more references to corroborate their findings.		
Module 6: Political Inclusion and Institutional Innovations: Women, Indigenous Peoples, Afro-Descendants, and Ordinary People	M	7	Who participates in the actual process of making governmental decisions? In this module we focus on the political inclusion of various categories of citizens in the actual making of government policies.	Latin American Politics and Society, pp.201-233	Quiz #8 Send the minutes of the second meeting
	W	9	From Feminism to Pop Culture: What kind of citizen does Frida represent in popular culture?	Frida Kahlo's Paintings Pop Art on Frida "The Evolution of Frida Kahlo as a Pop Culture Icon", pp.100-104	
	F	11	VoiceThread 5: The evolution of "la india" in Mexican imaginary: from La India María to Cleo, Movie: Tonta, tonta, pero no tanto (1h 30 min, 1972), Movie: *Roma* (2h 15 min, 2018). Directed by Alfonso Cuarón.		
	M	14	Lila Downs and the Images of U.S. Detention Centers Holding Migrants who had crossed the border	"Lila Downs and Performance at Democracy Now!" (31m 13s), Democracy Now!, created by Amy Goodman and Juan González, performance by Lila Downs, democracynow.org, 2019.	
	W	16	Yolanda Arroyo Pizarro, creator of hashtags #Ennegrecetuprontuario and #Prietagonistas	Arroyo, Yolanda. *Pelo Bueno*. EDP University of Press, 2018. Arroyo Pizarro, Yolanda, Tedx	

| | | | | Program. "¿Y tú abuela dónde está?" (17m 32s), July 20, 2016, UPR.

"Afroresistencias", Anchor.fm, Guest Speaker Yolanda Arroyo Pizarro, Third Season, Episode 4, El Intertexto. 2020 Sept. 15. | |
|---|---|---|---|---|---|
| | **F** | **18** | Homecoming | | |
| **Module 7: The Protection of Civil Rights** | **M** | **21** | A first look at complex civil rights issues: transnational justice, high-level corruption, and violence. | Latin American Politics and Society, pp.273-304 | Quiz #9 |
| | **W** | **23** | How is the right to justice visualized? | Movie: El secreto de sus ojos (2h 9m, 2009), Directed by Juan José Campanella.

Movie: Argentina, 1985 (2h 20 min), Directed by Santiago Mitre | |
| | **F** | **25** | **Third Team Meeting**
Teams meet to finalize their findings. They will work on a draft of the power point. | | |
| | **M** | **28** | Havin moved beyond dictatorship and civil wars, what could and should be done about past human rights violations? | Latin American Politics and Society, pp.310-346 | Quiz #10

Send the minutes of the third meeting |
Module 8: Human Rights Violations	**W**	**30**	Pedro Lemebel: Making minorities visible	Movie: My Tender Matador (1h 33m, 2020). Directed by Rodrigo Sepúlveda.	
Nov.					
	F	**1**	Essay 2: Conceptual Photography: Lemebel, Pedro. *Boom Boom Kid (Arde)*. Santiago de Chile: Metales Pesados Visuales, Editres, 2017		
Module 9: High-Level Corruption	**M**	**4**	What is the record of contemporary Latin America and, in particular, in the region's democracies	Latin American Politics and Society, pp.350-383	Quiz #11

			with regard to high-level corruption? What factors explain the record of countries in contemporary Latin America in fighting high-level corruption?		
	W	6	Fictionalizing corruption through native folklore	Movie: La Llorona (1h 37m, 2019), Directed by Jayro Bustamante.	
	F	8	VoiceThread 6: Resistance and Memory: How do the people react to corruption?, Documentary: 500 years (1h 45m, 2017)		
	M	11	Veterans Day		
Module 10: The New Violence- Homicides, Drugs and the States	W	13	We approach violence from the perspective of the right to life. Who the victims and the perpetrators of the violence are?	Latin American Politics and Society, pp.386-423 Series: Griselda (S1 E1-6), Directed by Andrés Baíz	Quiz #12 Send the draft of the final project Power Point to the professor
	F	15	**Fourth Team Meeting** Each team coordinates a meeting with the professor to discuss findings of their research and show the power point draft. The professor will give recommendations so they can enhance their work.		
Recap: Basic Social Inclusion	M	18	We examine neoextractivism, its consequences, and its contestation by the most affected populations. Why have some affected communities been more successful than others in contesting neoextractivism and seeking to reverse or ameliorate its negative consequences?	Latin American Politics and Society, pp.464-486	Quiz #13 Send the minutes of the fourth meeting
	W	20	Progress on Easy Problems, Failure or Hard Problems	Sapiens: De animales a dioses, pp. 435-454	Quiz #14 Submit final Project Power Point
	F	22	VoiceThread 7: How does urban art intertwine with community struggle?, Video: "Bad Bunny- El Apagón- Aquí vive gente (Official Video), Un verano sin ti" (22m 54s, 2022)		
	M	25	Thanksgiving Break		
	W	27			
	W	29			
Dec.					
Research	M	2	Series of presentations at La Casita		

Presentations	W	4	Series of presentations at La Casita

Essay 3 & ePortfolio- Dec. 9, 11:59 p.m. (Monday)

Objectives

Social and Behavioral Science Objectives

1.Instruction in Key Themes, Principles, and Terminology
Students will engage with key social and behavioral science themes such as social collaboration, political ideologies, and socioeconomic structures, specifically within a Latin American context.
2.Understanding Social Institutions, Structures, or Processes
Through case studies and analysis of Latin American pop culture, students will learn to identify and describe societal norms, power dynamics, and stereotypes that manifest in social institutions.
3.Problem-Solving Techniques
Students will apply critical thinking and problem-solving skills to evaluate complex issues like democracy, human rights, and civil liberties, with emphasis on Latin American societies.
4.Qualitative and Quantitative Analysis
Students will analyze empirical data, oral histories, and chronologies, using both qualitative and quantitative methodologies to understand individual and group decisions in Latin American societies.
5.Ethical Perspectives
The course will engage students in ethical deliberations regarding societal decisions, prejudices, and stereotypes that affect marginalized communities in Latin America.

International Designation Objectives

1.Global and Intercultural Awareness
Students will explore the role of Latin American societies on the global stage, and gain an understanding of intercultural complexities, particularly regarding ethnicity and race.
2.Understanding Contemporary World Challenges
Through the lens of Latin American pop culture, students will examine the historical, economic, and social forces that contribute to contemporary global issues.
3.Cultural, Economic, and Political Mediators
Students will analyze and reflect upon how cultural norms and political systems in Latin America influence their own and other people's perspectives of an interconnected world.

Student Learning Outcomes

Social and Behavioral Sciences

1.Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures, and processes.
Assessment: Students will be required to submit written essays that explore and identify key social and behavioral science themes as they relate to Latin American culture and societies. These essays will be assessed on how well they articulate the history, theory, or methodologies used in the examination of social institutions and processes.
2. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions.
Assessment: Group research project will require students to conduct qualitative and quantitative analysis on selected case studies, such as voting behaviors or social movements in Latin America. The assessment will focus on the application and effectiveness of these analytical methods.
3. Assess and analyze ethical perspectives in individual and societal decisions.
Assessment: In-class debates and online discussions on VoiceThread will be conducted on various ethical issues such as human rights and socioeconomic inequalities in Latin America. Students will be assessed on the depth of their ethical analysis and their ability to articulate complex ethical perspectives.
4. Communicate knowledge, thoughts, and reasoning clearly and effectively.
Assessment: Students will give oral presentations on topics covered in the course. They will be assessed on clarity, effectiveness, and depth of their communication skills.

International Designation (Co-designation)

1.Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
Assessment: A group research project will include questions requiring students to describe and explain key historical, cultural, economic, and political factors that have shaped the modern Latin American landscape.
2.Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Assessment: Students will be tasked with writing reflection papers that encourage them to examine the impact of Latin American societal structures—covering culture, economics, and politics—on both their own worldviews and those of others. The evaluation of these papers will focus on the thoroughness of the students' analyses and the caliber of their reflective insights. Additionally, students will compile an ePortfolio containing various materials such as essays, summaries of their research, and multimedia projects. This ePortfolio aims to holistically display the extent of the student's comprehension of the course's key themes and principles.

By utilizing a variety of assessment methods—essays, group projects, debates, oral presentations, exams, and reflection papers—this course aims to provide a comprehensive evaluation of student learning aligned with the General Education Content SLOs.

Quest Learning Experiences

1.Details of Experiental Learning Components

As a crucial aspect of their research main project, students will venture beyond the classroom, making pivotal visits to various institutes that serve as bastions of Latin American culture and history. Sites like the UF Latin American and Caribbean Collection and the Latina Women's League of Gainesville will offer a treasure trove of resources, from empirical data to cultural insights. These expeditions are more than mere field trips; they are investigative journeys, during which students will consult with experts and engage with archival materials to inform their understanding of the topic at hand.

Furthermore, the project's presentation at La Casita: Institute of Hispanic-Latino Cultures, scheduled for the concluding weeks of the class, is not merely a formality but a real-world exercise in disseminating their research findings to an engaged audience. This hands-on approach to learning encourages students to synthesize information from various sources and perspectives, providing a holistic view of the complex interplay between politics, society, and culture in Latin America.

2. *Details of Self-Refleciton Component*

The evaluation components of VoiceThread on Fridays and Reflective Essays are designed to deepen students' self-reflection on their learning journey throughout the course.

VoiceThread activities, constituting Reflective Component I, serve as a digital space where students can articulate and refine their understanding of the course material. By sharing their insights and responding to peers, students engage in a collaborative learning process, promoting a deeper internalization of the topics discussed. This iterative dialogue, with set deadlines for initial thoughts and subsequent responses, ensures continuous engagement and reflection.

Reflective Essays, or Reflective Component II, require students to introspect further and crystallize their thoughts into structured arguments. In writing these essays, students will assess the relevance and implications of current news articles related to course themes, thereby bridging theoretical concepts with real-world events. This exercise not only enhances their analytical skills but also encourages them to consider the broader impact of the course material on contemporary issues.

Required Policies

Attendance Policy
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students Requiring Accommodation
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy
UF students are bound by The HonorPledge which states,"We, the membersof the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/ , 392- 1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

ROAD
ENDS