

SPAN –UA 9201001/ SASEM-UG 9151-001

Mitos, íconos y tradiciones inventadas

Instructor Information

- Mariano López Seoane, PhD.
- NYU BA, Anchorena 1314
- Tue & Thurs 11:45-1:15

Course Information

- **SPAN –UA 9201001/ SASEM-UG 9151-001**
- Mitos, íconos y tradiciones inventadas: una historia cultural de América Latina
- **Mitos, Íconos y Tradiciones Inventadas** seeks to make students familiar with the rich and complex history of Latin America through the study of some of its most known and iconic cultural expressions. It does also work as an introductory map to the most influential and widespread approaches in Latin American social sciences, cultural studies and literary criticism. Thus, students will not only have a first encounter with key historical processes that lie behind some well known cultural icons, but also will be introduced to arguments and ways of writing that help constitute modern Latin American educated Spanish. The course is structured in four topics. The first two weeks work as an introduction, and are devoted to ways of representing political authority in Latin America. The core of the course seeks to study and discuss three issues that are crucial for an understanding of our present: Violence in Latin America, Drugs and the Narco-machine, The Economy of Latin American Passion. Students will study these topics through a variety of cultural materials, including literary texts, film, papers from several disciplines, theater plays, art shows and songs.
- Students must have passed all levels of Spanish as a second language and they should have taken (or be taking at the moment) the course *Critical Approaches to Textual and Cultural Analysis* in order to be able to attend this course
- Tues & Thurs 11:45-1:15
 - Room: Borges

Course Overview and Goals

Upon Completion of this Course, students will be able to:

- Students will be able to discuss and question usual pre-conceptions about Latin America.

- Students will be able to deconstruct and dissect some of the most prevalent “myths” about Latin American societies.
- Students will incorporate key concepts and frames of analysis for the studying and interpretation of Latin American societies and culture.
- Students will be able to identify the main intellectual and academic debates in the field of Latin American Studies.

Course Requirements

Attendance and Class Participation

Attendance is required to each class. Should an absence be unavoidable, make every effort to let your instructor know in advance. Late arrivals and early departures disrupt the flow of class and are unacceptable

Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams). This means that if you are absent, it is your responsibility to show your instructor the homework due on the day(s) that you missed as well as the one due on the day you are in class.

For each day of class you will earn a maximum of 10 points for participation in all aspects of the class. If you are absent, you cannot participate and will not receive the points for that day. You will receive a participation grade report every four or five weeks. Every late arrival or early departure will be penalized -4 points.

Class participation is a key element in language learning, and is also a very important factor in your grade. Participation refers to your attendance, preparation, and contribution to the class activities. Participation means voluntary contribution to the class—do not wait to be asked. Your contributions should be informed and reflect that you have studied the material. The grade will also respond to questions such as: Do you take part in the various exercises? Do you attempt to correct your own errors when using the language? Do you consistently speak Spanish in class? Is the accuracy of your responses improving? English is not allowed in this class.

Two reaction papers

You will be asked to write 2 brief (2 pages, double-spaced, TNR 12) reaction papers during the semester. They will be responses to a guest lecturer or to special activities done outside the classroom (like visits to museums, etc.). In these responses you will be expected to reflect on the activity and connect it to the topics and concepts discussed in class. Written assignments must be handed in in class, they should be typed and double-spaced. Late or incomplete homework will NOT be credited

Long group presentation

Students will form groups to prepare a presentation that will last an entire class. Each group will take care of each of the main topics discussed in class, i. e., Violence in Latin America, Drugs and the Narco-machine, The Economy of Latin American Passion. The presentations will take place right after the last class devoted to the topic. Since the presentations will be of 90 minutes, they are expected to include audiovisual materials, interviews, images, charts, maps, and all supporting material the groups prepare. The presentation should offer to the class an original and not discussed before approach to the topic at hand. The instructor will meet with the groups before the presentations take place to help them plan them accordingly.

Midterm exam

A questions and answers exam of around 10 pages covering the materials discussed in the first half of the semester.

Final exam

A questions and answers exam of around 10 pages covering the materials discussed in the second half of the semester.

SPANISH TUTORING SESSIONS

Spanish Tutoring Sessions are mandatory for all students who obtain a B- or below in any written or oral assignment. Students must enroll in the tutoring sessions with the Language Coordinator, Prof. Silvia Luppino (silvialuppino@nyu.edu). Tutoring policies are posted on NYUClasses.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Participation and preparation	10%
Group presentation	25%
Written assignments	15%
Midterm exam	25%
Final exam	25%

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-65
F	below 65

Grades

<p>Grade A</p>	<p>All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading. Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc.</p> <p>Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid.</p> <p>Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent.</p> <p>Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified.</p> <p>Oral: Fluent according to the level.</p>
<p>Grade B</p>	<p>The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs. Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured. Logical progression of ideas but often lacks transitions. Loosely organized but main ideas stand out, logical but incomplete sequencing</p> <p>Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured. Occasional errors of punctuation, capitalization, paragraphing, spelling. Errors of pronunciation don't affect comprehensibility.</p>
<p>Grade C</p>	<p>Work is acceptable and shows a basic grasp of the research problem.</p> <p>Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic structures, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic transitions. The work fails to organize findings coherently and is in need of improvement. Non-specific vocabulary. Word repetitions, false cognates. Errors of punctuation, capitalization, paragraphing, spelling. Some English spelling. Frequent errors of pronunciation affect comprehensibility.</p>

<p>Grade D</p>	<p>The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short. Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order. Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure. Problems with ser/estar, por/para, false cognates, etc. Literal translations. Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility.</p>
<p>Grade F</p>	<p>Cursory; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short. Message is largely incomprehensible due to inaccurate grammar which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections. Only elementary vocabulary. Use of words in English. Numerous and serious errors of pronunciation affect comprehensibility.</p>

View Grades

Grades will be available through Albert.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Semana 1 Clase 1, martes 27/8	Introducción al curso. Héroes de la independencia	Representaciones visuales y literarias de los héroes de la independencia.	
Clase 2, jueves 29/8	Reflexión sobre la iconización de los padres de la patria	Gabriel García Márquez: <i>El general en su laberinto</i> . Buenos Aires: Sudamericana, 2010, pp. 1-41. Juan Dávila: <i>El libertador Simón Bolívar</i> (art piece)	
Semana 2 Clase 3, martes 3/9	Los padres de la patria y los líderes "populistas"	José Martí. "Nuestra América", in <i>Nuestra América</i> . Caracas: Biblioteca Ayacucho, 2005, pp. IX-XXV; 31-41.	
Clase 4, jueves 5/9	Los padres de la patria y los líderes "populistas"	Mariano López Seoane, "Evita fashionista" Visita al Museo Evita	
Semana 3 Clase 5, martes 10/9	Los padres de la patria y los líderes "populistas"	<i>South of the Border</i> (Oliver Stone)	Reaction paper on the visit to the Museum
Clase 6, jueves 12/9	Un relato histórico alternativo: <i>Las venas abiertas de América latina</i>	<i>Las venas abiertas de América latina</i> de Eduardo Galeano, pp. 15-50, 175-215.	
Semana 4 Clase 7, martes 17/9	Violencia en América latina. Revolucionarios latinoamericanos:	Chomsky, Carr, Smorkaloff (eds.). <i>The Cuba Reader: History, Culture, Politics</i> . Durham: Duke University Press, 2004, pp. 306-353; 378-385.	

	La Revolución Cubana		
Clase 8, jueves 19/9	Violencia en América latina. Guerrillas en América latina: Colombia, Nicaragua, Argentina	James A. Wood (ed.). <i>Problems in Modern Latin American History: Sources and Interpretations</i> . New York: Rowman and Littlefield, 2004, pp. 252-274.	
Semana 5 Clase 9, martes 24/9	Violencia en América latina. Terrorismo de Estado	Marguerite Feitlowitz. <i>A Lexicon of Terror. Argentina and the Legacies of Torture</i> . Oxford: Oxford University Press, 1998, pp. 3-18. Pilar Calveiro. <i>Poder y desaparición</i> . Buenos Aires: Colihue, 1998, pp. 7-59. CONADEP. <i>Nunca Más</i> . Buenos Aires: EUDEBA, 1983, pp. 19-37.	
Martes 24/9, 7pm. Make up clase 22/10	Lectures Series	Estela de Carlotto. Derechos Humanos	
Clase 10, jueves 26/9	Violencia en América latina.		Primera Presentación Grupal
Semana 6 Clase 11, martes 1/10	La edad de la inocencia: antes de la “guerra contra las drogas”	Martin Lee. <i>Smoke Signals</i> . New York: Scribner, 2012, pp. 72-115.	
Clase 12, jueves 3/10	La edad de la inocencia: antes de la “guerra contra las drogas”	Terence McKenna. <i>True Hallucinations</i> . New York: Harper Collins, 1994, pp. 1-37.	Midterm Questions

		Carlos Castaneda. <i>The Teachings of Don Juan</i> . New York: Washington Square Press, 1985, pp. 1-26.	
Semana 7 Clase 13, martes 8/10	La narcomáquina en América latina. La cocaína y el nacimiento de la “Guerra contra las drogas”	Paul Gootenberg (ed.). <i>Cocaine: Global Histories</i> . New York: Routledge, 1999, pp. 165-191. Dan Baum. <i>Smoke and Mirrors. The War on Drugs and the Politics of Failure</i> . New York: Little, Brown and Company, 1997, pp. 3-47.	
Clase 14, jueves 10/10	La narcomáquina en América latina: Colombia	<i>Narcos</i> (dir. José Padilha) Fernando Vallejo. <i>La virgen de los sicarios</i> . Madrid: Alfaguara, 1994, pp. 1-45.	Midterm Due
	SEMESTER BREAK	OCT 14-OCT 20	
Semana 8 Clase 15, martes 22/10	NO CLASSES (MAKE UP: Lectures series 24/09)		
Clase 16, jueves 24/10	La narcomáquina en las Américas	<i>Cocaine Cowboys</i>	
Semana 9 Clase 17, martes 29/10	La narcomáquina en América latina: México	Rossana Reguillo. “The Narco-Machine and the Work of Violence”, in Reguillo	

Clase 18, miércoles 31/10	Las artes y las letras frente a la narcomáquina	Juan Pablo Villalobos. <i>Fiesta en la madriguera</i> . México: Anagrama, 2013, pp. 11-50. Teresa Margolles, Adriana Bustos (art pieces)	
Semana 10			
Clase 19, martes 5/11	Periodista invitado	Martín Armada, editor de THC, nos hablará sobre políticas de legalización	
Clase 20, jueves 7/11	La narcomáquina en América latina		Segunda presentación grupal
Semana 11			
Clase 21, martes 12/11	Insensatez y sentimientos. Sincretismo religioso en América latina	Serge Gruzinsky. "Images and Cultural Mestizaje in Colonial Mexico" in <i>Poetics Today</i> , Vol. 16, No. 1, Loci of Enunciation and Imaginary Constructions: The Case of (Latin) America, II (Spring, 1995), pp. 53-77.	[Insert assignment]
Clase 22, jueves 14/11	Insensatez y sentimientos. Los santos populares hoy	Pablo Semán y Daniel Míguez (eds.). <i>Entre santos, cumbias y piquetes: las culturas populares en la Argentina reciente</i> . Buenos Aires: Editorial Biblos, 2006, pp. 97-110.	
Semana 12			
Clase 23, martes 19/11	Insensatez y sentimientos. Bolero	Mark Pedelty. "The Bolero: The Birth, Life, and Decline of Mexican Modernity", in <i>Latin American Music Review / Revista de Música Latinoamericana</i> , Vol. 20, No. 1(Spring - Summer, 1999), pp. 30-58.	
Clase 24, jueves 21/11	Insensatez y sentimientos. Literatura y mass media	Manuel Puig. <i>Boquitas pintadas</i> . Buenos Aires, EMECE, 2006, pp. 1-50.	

Semana 13 Clase 25, martes 26/11	Insensatez y sentimientos. Telenovelas	Marita Soto (coord.). <i>Telenovela/Telenovelas</i> . Buenos Aires: Editorial Atuel, 1997, pp. 17-50.	
Clase 26, jueves 28/11	Insensatez y sentimientos. Telenovelas	Trabajo en clase con telenovelas	
Semana 14 Clase 27, martes 3/12	Insensatez y sentimientos		Tercera presentación grupal
Clase 28, jueves 5/12	Preparación para el final		Entrega preguntas final
Semana 15 Semana 9/12	Final Exam		Final Exam Due 12/12

Tests and Quizzes

- Dates of presentation and exams TBD the first day of class

Course Materials

Required Textbooks & Materials

- Baum, Dan. *Smoke and Mirrors. The War on Drugs and the Politics of Failure*. New York: Little, Brown and Company, 1997, pp. 3-47.
- Calveiro, Pilar. *Poder y desaparición*. Buenos Aires: Colihue, 1998, pp. 7-59.
- Castaneda, Carlos. *The Teachings of Don Juan*. New York: Washington Square Press, 1985, pp. 1-26.
- Chomsky, Aviva, et al. (eds.). *The Cuba Reader: History, Culture, Politics*. Durham: Duke University Press, 2004, pp. 306-353; 378-385.
- CONADEP. *Nunca Más*. Buenos Aires: EUDEBA, 1983, pp. 19-37.
- Dávila, Juan *El libertador Simón Bolívar* (art piece).
- Feitlowitz, Marguerite. *A Lexicon of Terror. Argentina and the Legacies of Torture*. Oxford: Oxford University Press, 1998, pp. 3-18.
- Galeano, Eduardo. *Las venas abiertas de América Latina*. Buenos Aires: Siglo XXI, Editores, 2006.
- García Márquez, Gabriel. *El general en su laberinto*. Buenos Aires: Sudamericana, 2010, pp. 1-41.
- Lee, Martin. *Smoke Signals*. New York: Scribner, 2012, pp. 72-115.
- López Seoane, Mariano. "Evita Fashionista", in [EvitaFashionista](#)

- Gootenberg, Paul (ed.). *Cocaine: Global Histories*. New York: Routledge, 1999, pp. 165-191.
- Martí, José. “Nuestra América”, in *Nuestra América*. Caracas: Biblioteca Ayacucho, 2005, pp. IX-XXV; 31-41.
- Gruzinsky, Serge. “Images and Cultural Mestizaje in Colonial Mexico” in *Poetics Today*, Vol. 16, No. 1, Loci of Enunciation and Imaginary Constructions: The Case of (Latin) America, II (Spring, 1995), pp. 53-77.
- McKenna, Terence. *True Hallucinations*. New York: Harper Collins, 1994, pp. 1-37.
- Pedelty, Mark. “The Bolero: The Birth, Life, and Decline of Mexican Modernity”, in *Latin American Music Review / Revista de Música Latinoamericana*, Vol. 20, No. 1 (Spring - Summer, 1999), pp. 30-58.
- Puig, Manuel. *Boquitas pintadas*. Buenos Aires, EMECE, 2006, pp. 1-50.
- Reguillo, Rossana. “The Narco-Machine and the Work of Violence”, in [Reguillo](#)
- Semán, Pablo y Daniel Míguez (eds.). *Entre santos, cumbias y piquetes: las culturas populares en la Argentina reciente*. Buenos Aires: Editorial Biblos, 2006, pp. 97-110.
- Soto, Marita (coord.). *Telenovela/Telenovelas*. Buenos Aires: Editorial Atuel, 1997, pp. 17-50.
- Stone, Oliver. *South of the Border* (film).
- Thompson, John. *Santísima Muerte: On the Origin and Development of a Mexican Occult Image*, in *Journal of the Southwest*, Vol. 40, No. 4 (Winter, 1998), pp. 405-436.
- Valencia, Sayak. *Capitalismo Gore*. Tenerife: Melusina, 2010, pp. 15-48.
- Vallejo, Fernando. *La virgen de los sicarios*. Madrid: Alfaguara, 1994, pp. 1-45.
- Vilas, Carlos. “El populismo latinoamericano: un enfoque estructural”, in *Desarrollo Económico*, Vol. 28, No. 111 (Oct. - Dec., 1988), pp. 323-352.
- Villalobos, Juan Pablo. *Fiesta en la madriguera*. México: Anagrama, 2013, pp. 11-50.
- Wood, James A. (ed.). *Problems in Modern Latin American History: Sources and Interpretations*. New York: Rowman and Littlefield, 2004, pp. 252-274.
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Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**

- Each unexcused absence will be penalized by deducting 1% from the student's final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs **within one week** of your return to class.
- A doctor's note excusing your absence is mandatory.
- **The date on the doctor's note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs.
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director for Academic Programs.
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Late Assignment

No make-up tests will be given. Be sure to attend class on the day of the presentations. Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final exam and the compositions. You are advised to make travel plans accordingly.

Final Exam dates cannot be changed under any circumstance.

Unexcused absences from exams are not permitted and will result in failure of the exam. Written work due in class must be submitted during the class time to the professor.

Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

Academic Honesty/Plagiarism

Academic Integrity is intimately related to the teaching and learning process. Especially in acquiring skills in a foreign language, what matters is not “perfection” as much as each student’s natural, authentic expression in and use of the new language. Objectives for the learning process are set in accord with what would be expected for foreign speakers’ levels, not with “perfect” use.

This is why it is so important that the work you do for your language class – organizing, writing, and rewriting compositions, as well as preparing oral presentations and homework – be your own, done without the help of others. This includes tutors, friends, family members, and on-line tools as well. The use of electronic translators and the excessive use of dictionaries are counter-productive for the learning process and hence must be avoided (unless otherwise indicated by your professor).

When writing research papers, you need to keep in mind that plagiarism also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear acknowledgment of the original source. For formatting in your papers, refer to MLA guidelines.

On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin [STANDARDS](#) and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: [INTEGRITY](#)

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Lecturer bio

Mariano López Seoane es profesor e investigador de la Universidad Nacional de Tres de Febrero. Enseña en la Maestría en Estudios y Políticas de Género, en cuya diagramación académica participó. Es además profesor de estudios latinoamericanos y estudios y teoría queer en la sede local de la New York University (NYU). Actualmente es el secretario académico del Centro Interdisciplinario de Estudios y Políticas de Género (CIEPOG) en UNTREF. Paralelamente, se desempeña como crítico, escritor, curador y traductor especializado en teoría. Desde 2017 coordina el Programa de Conversaciones de la iniciativa Art Basel Cities: Buenos Aires y el Espacio de Diversidad Sexual y Cultura de la Feria Internacional del Libro de Buenos Aires. Sus artículos sobre arte, literatura, cine, teatro y

políticas culturales han aparecido en libros y en medios académicos y periodísticos. En 2017 publicó su primera novela, *El regalo de Virgo*, editada por Mansalva.