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ARGENTINA

Facultad  
Latinoamericana de  
Ciencias Sociales.  
Sede Argentina.

Área Estudios  
Latinoamericanos.

<b>Program offering course</b>	<b>Semester Sociocultural Studies of Latin America</b>
<b>Course name</b>	<b>ADVANCED SPANISH</b>
<b>Course code</b>	<b>SPAN301SS/SEM</b>
<b>Areas of interest</b>	Spanish language, linguistics, modern languages, philology, cultural studies, social sciences, communication and social media
<b>Language of instruction</b>	Spanish
<b>U.S. Semester Credits</b>	3
<b>Contact Hours</b>	45
<b>Term</b>	Fall 2020
<b>Course meeting times</b>	TBD
<b>Course meeting place</b>	FLACSO Argentina
<b>Professor</b>	Silvia Luppino
<b>Contact Information</b>	<a href="mailto:adelastudyabroad@flacso.org.ar">adelastudyabroad@flacso.org.ar</a>
<b>Office address</b>	Tucumán 1966 CABA
<b>Office hours</b>	TBD one hour a week

### Course Description

The course proposes to work with different communicative tasks through a hierarchy and gradation of grammatical and lexical contents and integrated skills.

The main goal includes the understanding and production of different text types and discursive modes to achieve proper and accurate use of the target language according to the expected level.

### Students learning outcomes

By completing this course, students will be able to:

- Produce oral and written texts that are grammatically, discursively and contextually correct.
- Understand the characteristics of Rioplatense Spanish in different socio-cultural immersion contexts.





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- Increase and consolidate comprehension of Spanish grammatical, lexical and normative system.
- Utilize the target language to integrate their learning and previous knowledge within the local culture and environment.

### Course Prerequisites

Intermediate Spanish level

### Course dynamic

Through presentations, conceptual and proactive explanations of oral and written interaction, the class will develop by putting the language into action in real communicative situations. The program supports the principle of teaching and learning Spanish in Spanish, from the initial levels and gaining complexity and grammatical precision always through communicative objectives.

Communication is the main goal. During classes, students will do various activities, such as oral and written presentations, guided practices, as well as communicative tasks, such as interaction with local people or visits to different places.

### Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Midterm Written Evaluation	20%
Final Written Evaluation	25%
Written assignments (2, 10 % each)	20%
Oral Presentation (2, 10 % each)	20%
TOTAL	100 %

### Course Requirements

#### Attendance, Homework, and Class Participation

Attendance is mandatory. Specific homework assignments will be required for each class. An active participation during classes is encouraged.





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## Midterm and Final Written Evaluation

Midterm and final written evaluations will assess the fulfillment of communicative tasks, adequacy to the discursive genre, coherence and cohesion, grammar correction, and variety and appropriateness of vocabulary.

## Written assignments

Written assignment will be a key component. Each student will produce two individual texts, according to the topic and the discourse genre worked in class. The evaluation process is based on a specific rubric for assessment each level of competence in writing skills.

## Oral Presentation

Two oral presentations will be required. The final grade for these oral presentations will consider fluency, vocabulary, pronunciation and intonation skills, and use of communicative resources. It will be graded according to the following criteria: fulfillment of task, adequacy to discursive genre, engagement of audience, relevance of information presented, coherence and cohesion, grammar correction, variety and appropriateness of vocabulary, fluency, and intonation and pronunciation

## Weekly Schedule

### WEEK 1

Introduction to the course.

Awareness of the Spanish varieties. Spanish varieties in Latin America and the US. The rioplatense Spanish: grammatical, morphological, phonetic and lexical characteristics.

Indigenous languages in Argentina.

Analysis of authentic materials: advertisements, songs, film scenes, literature.

Grammar content: Pronominal pronouns and conjugation of the second person singular in the present indicative and commands. Revision of present subjunctive.

Communicative functions: Describe, express opinions and emotions

Reading: Vivir entre lenguas, by Sylvia Molloy (selection)

Writing: Descriptive text.

Speaking: describe different linguistic contexts or contact languages experiences



Listening: samples including different Spanish varieties

## WEEK 2

The City of Buenos Aires. Demographic, economic, social indicators; the cultural scene.

Grammar content: Uses of ser and estar in particular contexts.

Communicative functions: Explain conditions, describe places and situations.

Reading: "Radiografía de los hogares porteños", Infobae 08/20/2019. Available at <https://www.infobae.com/sociedad/2019/08/20/radiografia-de-los-hogares-de-la-ciudad-de-buenos-aires-como-viven-los-portenos-y-cual-es-el-ingreso-promedio/>

La ciudad vista, by Beatriz Sarlo (selection).

Speaking: Group discussion; interviews to locals during the co-curricular activity.

Writing: Descriptive text.

Listening: Mi ciudad (song), by Nacha Guevara.

**Co-curricular activity:** Corrientes Avenue and Café Los Galgos.

## WEEK 3

Argentina population. Past and current migrations, indigenous people, afro descendants.

Grammar contents: The present perfect subjunctive, morphology and uses. Communicative functions: Explain processes, express points of view.

Reading: "Al final, ¿llegamos de los barcos?", La Nación, 2011/09/04. <https://www.lanacion.com.ar/lifestyle/al-finalllegamos-de-los-barcos-nid1402942>

Cuadernos del Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo (selection).

Speaking: Class discussion; interview to locals.

Listening: Guide visit to Museo Etnográfico; interview to Carlos Massota (anthropologist): <https://www.educ.ar/recursos/109525/carlos-masotta-especial-12-de-octubre-2011>

Writing: Expositive text.

**Co-curricular activity:** Museo Etnográfico





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## WEEK 4

Cross-cultural experiences. Travelers and migrants.

Grammar contents: Uses of the preterite and the imperfect conveying different perspectives and nuances; revision of uses of the pluperfect. Uses of the imperfect subjunctive in a narration. Narrative markers.

Communicate functions: Narrate events within different timeframes.

Reading: La tierra empezaba a arder. Último regreso a Siria, by Cynthia Edel (selection).

Twitter thread: La ruta de la seda, by Ignacio Duclos.  
<https://twitter.com/periodistan?lang=es>

Speaking: Oral narration based on photos.

Written assignment: Travel chronicle.

Listening: Cynthia Edel talk. Videos (migrants experiences in Argentina)

**Co-curricular activity:** Talk with Cynthia Edel.

## WEEK 5

Human rights, activism and memory.

Grammar contents: Uses of the imperfect subjunctive in nominal and adjective clauses.

Communicative functions: Express opinions referred to past events.

Reading: "Abuelas de Plaza de Mayo, una historia que cumple 40 años", El País, 10/27/2017,  
[https://elpais.com/internacional/2017/10/27/actualidad/1509124688\\_291498.html](https://elpais.com/internacional/2017/10/27/actualidad/1509124688_291498.html)

Other reading materials available in [www.abuelas.org](http://www.abuelas.org)

Speaking: Group discussion

Writing: Report on the co-curricular activity.

Listening: Guide in Parque de la Memoria. Spots produced by Abuelas de Plaza de Mayo.

**Co-curricular activity:** Parque de la Memoria





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## WEEK 6

### Oral Presentations 1

## WEEK 7

Feminism and gender in Argentina. Ni una menos movement. The inclusive language.

Grammar contents: Uses of indicative and subjunctive in concessive clauses (present and past).

Communicative functions: Argue and justify diverse points of view through different argumentative strategies. Express agreement and disagreement.

Reading: La revolución de las hijas, by Luciana Peker (selection)

"Con acento en la e", by Mariana Carbajal, Página 12, 08/18/2018,  
<https://www.pagina12.com.ar/136058-con-acento-en-la-e>

Listening: Mariana Carbajal dissertation.

Speaking: Class debates. Interaction with the guest speaker.

Writing: Argumentative text.

**Co-curricular activity:** Interview with Mariana Carbajal (journalist and activist).

## WEEK 8

### Midterm written evaluation

## WEEK 9

Environment in Argentina and America Latina. Mining, agrochemicals and activism.

Grammar contents: Uses of the imperfect subjunctive in adverbial clauses.

Communicative functions: Express purposes, place events.

Reading: "Contaminación del agua y graves problemas de salud", by Fernando Soriano, Infobae, 04/11/2019,

<https://www.infobae.com/sociedad/2019/04/10/contaminacion-del-agua-y-graves-problemas-de-salud-ordenaron-suspender-la-fumigacion-con-agroquimicos-en-pergamino/>





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"Litio y sacrificio ambiental", by Sabrina Roth, Página 12, 02/07/2019.  
<https://www.pagina12.com.ar/173523-litio-y-sacrificio-ambiental>

Speaking: Class debates

Listening: Viaje a los pueblos fumigados (documentary), by Fernando Solanas

**Written assignment: Report.**

## WEEK 10

Urban development and planning in Buenos Aires. Puerto Madero case.

Grammar contents: Uses of the future and conditional (review), and the future perfect.

Communicative functions: Express hypothesis referred to current and past events.

Reading: "Puerto Madero como metáfora del progresismo", by Maristella Svampa

Speaking: Class debates, interactions during the guided tour.

Listening: Guided tour to Reserva Ecológica.

**Co-curricular activity:** Visit to Puerto Madero and Reserva Ecológica (guided tour)

## WEEK 11

The city and the literature. Suspense short stories referred to diverse neighborhoods in Buenos Aires.

Grammar content: Conditional clauses with indicative and subjunctive. Uses of the imperfect and pluperfect subjunctive.

Communicative functions: Express hypothesis, wishes, advice, anger, regret, and other emotions.

Reading: Selection of short stories from Buenos Aires noir.

Speaking: Role-play

Listening: Interview to a writer (video)

Writing: Fictional text.

## WEEK 12





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The political system in Argentina. The vote as duty and right. The "young vote" Law.

The Act Quota Gender (1991) and the Parity Law (2017).

Grammar content: Uses of se, the passive voice.

Communication functions: Describe and express processes using impersonalization strategies

Reading: "Una ley aprobada con audacia y convicción", by M. Jorquera, Página 12, 11/24/2017., <https://www.pagina12.com.ar/77983-una-ley-aprobada-con-audacia-y-conviccion>

"Análisis político electoral. Voto joven", <https://www.argentina.gob.ar/interior/observatorioelectoral/analisis/voto-joven>

"Votar violeta", by Luciana Peker, Página 12, 06/21/2019, <https://www.pagina12.com.ar/201373-votar-violeta>

Speaking: Class debates

Listening: Guided tour.

**Written assignment: Brochure**

**Co-curricular activity:** Congreso Nacional (guided tour)

## WEEK 13

### Oral Presentations 2

## WEEK 14

General revision

## WEEK 15

### Final written evaluation

Final feedback. Reflections about learning goals.

After grading, both general and individual comments on performance will be given by the instructor. A final reflection about learning goals and achievements will close the course.







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## Course Materials

### Readings

"Radiografía de los hogares porteños", Infobae, 08/20/2019.

<https://www.infobae.com/sociedad/2019/08/20/radiografia-de-los-hogares-de-la-ciudad-de-buenos-aires-como-viven-los-portenos-y-cual-es-el-ingreso-promedio/>

Sarlo, B. (2016). *La ciudad vista*. Buenos Aires: Siglo XXI

"Abuelas de Plaza de Mayo, una historia que cumple 40 años", El País, 10/27/2017,  
[https://elpais.com/internacional/2017/10/27/actualidad/1509124688\\_291498.html](https://elpais.com/internacional/2017/10/27/actualidad/1509124688_291498.html)

Navarra, G.. "Al final, ¿llegamos de los barcos?", La Nación, 2011/09/04.  
<https://www.lanacion.com.ar/lifestyle/al-finalllegamos-de-los-barcos-nid1402942>

Peker, L. (2019). *La revolución de las hijas*. Buenos Aires: Planeta.

Carbajal, Mariana. "Con acento en la e", Página 12, 08/18/2018

<https://www.pagina12.com.ar/136058-con-acento-en-la-e>

Edul, C. (2019). *La tierra empezaba a arder*. Buenos Aires: Lumen.

Molloy, S. (2016). *Vivir entre lenguas*. Buenos Aires: Eterna Cadencia.

Soriano, F. "Contaminación del agua y graves problemas de salud". Infobae, 04/11/2019.  
<https://www.infobae.com/sociedad/2019/04/10/contaminacion-del-agua-y-graves-problemas-de-salud-ordenaron-suspender-la-fumigacion-con-agroquimicos-en-pergamino/>

Roth, S. "Litio y sacrificio ambiental". Página 12, 02/07/2019  
<https://www.pagina12.com.ar/173523-litio-y-sacrificio-ambiental>





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Svampa, M. (2009). *Cambio de época. Movimientos sociales y poder político*. Buenos Aires: Siglo XXI.

Jorquera, M. "Una ley aprobada con audacia y convicción", Página 12, 11/24/2017  
<https://www.pagina12.com.ar/77983-una-ley-aprobada-con-audacia-y-conviccion>

Observatorio Político Electoral, Ministerio del Interior: "Análisis del voto joven"  
<https://www.argentina.gob.ar/interior/observatorioelectoral/analisis/voto-joven>

Peker, L.. "Votar violeta". Página 12, 06/21/2019.  
<https://www.pagina12.com.ar/201373-votar-violeta>

Mallo, E. (ed) (2019). *Buenos Aires noir*. Buenos Aires: Alfaguara.

### Online Resources

Abuelas de Plaza de Mayo. [www.abuelas.org.ar](http://www.abuelas.org.ar)

Espacio Memoria y Derechos Humanos. [www.espaciomemoria.ar](http://www.espaciomemoria.ar)

Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo.  
<https://www.argentina.gob.ar/inadi>

Ministerio de Educación. Entrevista a Carlos Massota.  
<https://www.educ.ar/recursos/109525/carlos-masotta-especial-12-de-octubre-2011>

Museo Etnográfico. [museo.filo.uba.ar](http://museo.filo.uba.ar)

Parque de la Memoria. <http://parquedelamemoria.org.ar/>





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## Media Resources

### Films:

Infancia clandestina (2011), by Benjamín Ávila

Viaje a los pueblos fumigados (2018), by Fernando Solanas

### Others:

Un argentino por la ruta de la seda, <https://twitter.com/periodistan?lang=es>

## Lecturer bio

**Silvia Luppino** has a degree in Linguistics and Literature from Universidad de Buenos Aires and a postgraduate certification as Expert in Teaching Spanish as Foreign Language from Universidad Antonio de Nebrija (Spain). She has been working in international education for more than twenty years. She is the Language Coordinator in New York University Buenos Aires since 2008, where she also teaches Spanish language courses to undergraduate and graduate students. She has served as Academic Coordinator at the Spanish Department of Language Institute at Universidad de Buenos Aires, as well as Academic Coordinator of Spanish for Refugees, a program run by Universidad de Buenos Aires and the United Nations. Recently, she has taught Spanish for Syrian refugees at Universidad Católica Argentina (UCA). She has participated in different projects to develop didactic materials for monolinguals and plurilingual courses, as well as for specific purposes classes (graduate students of Law, Social Work, Public Health, among others). Her fields of interest are the relationship between language and culture, Spanish for migrants and refugees, the development of didactic material for non-native and heritage speakers, language policies and curricular management.

