



FLACSO  
ARGENTINA

Facultad  
Latinoamericana de  
Ciencias Sociales.  
Sede Argentina.  
Área Estudios  
Latinoamericanos.

<b>Programs offering course</b>	<b>Semester Sociocultural Studies of Latin America</b>
<b>Course name</b>	<b>ORAL WORKSHOP</b>
<b>Course code</b>	<b>SPAN0123SS/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>	Cecilia Wolman
<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 per week

### Course Description

This course offers an overview of Argentinian culture, focusing on historical, political, economic, social, and artistic developments from the 19th century to the present times. In this course, students will develop an increasingly accurate use of communicative skills in order to express themselves in the target language. The focus of the course will be on speaking and listening, while grammar and vocabulary learned in previous levels will be reinforced and thus, produce proper oral interventions. The main goal is to develop an understanding of more complex messages in oral situations so students will be able to express their singular point of view.





## Student learning outcomes

By completing this course, students will have accomplished:

- A panoramic view of the history and idiosyncrasies of Argentine culture.
- Improvement of cultural competence in Spanish.
- Understanding the characteristics of "Rioplatense Spanish" in different socio-cultural. immersion contexts.
- Using the target language to integrate their learning and previous knowledge within the local culture and environment.
- Developing of oral and discussion skills.
- Using appropriate vocabulary to discuss the range of social and cultural topics explored in the course.
- Performing a variety of oral tasks that employ appropriate speech styles.
- Producing oral texts that are grammatically, discursively and contextually correct.

## Course Prerequisites

None

## Course dynamics

In this course, we will explore different oral formats such as exposition, debate, interview, survey, role play, one on one conversation, colloquium, etc. with the aim to produce effective and adequate competencies to different language use and situation texts. Furthermore, we will focus on the proper use of grammar and select precise vocabulary with the intention to satisfy not only communicative needs but also academics needs.

In addition, we will have a weekly guest lecturer and a co-curricular activity in order to use Spanish in a meaningful context. Therefore, active participation on the part of the student is required.

## Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Written Evaluation (4, 5 % each)	20%
Final Evaluation	25%
Portfolio	20%





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Oral Presentation	20%
TOTAL	100 %

## Course Requirements

### Attendance, Homework, and Class Participation

All students are responsible for coming to class fully prepared and for taking part in class discussions or tasks. Specific homework assignments will be required for each class. Students will be engaged to actively participate during the classes both in individual and small group activities. Completion of homework assignments and quality of class participation.

### Written Evaluation

We will have 4 different written evaluations (5% graded each one) at the end of the week so we can check vocabulary learned. We will focus on meaning, variety and appropriateness of vocabulary.

### Final Evaluation

Students will have to develop a storytelling video using materials and topics overviewed during the course. In class we will explore different formats such as video interviews, stock video or archive footage, common craft, etc. Students can choose one of these formats to create their own video. "Real world" knowledge and skills will have to be utilized to look for information in oral and written texts, interview people, visit places, etc. All storytelling videos will be orally presented to the class. It is possible to receive an evaluation for group work.

### Portfolio

At the end of the course each student will present their personal portfolio which is the systematic collection and evaluation of student work during the program. The Portfolio provides evidence of their progress and will be evaluated on that basis. It will be made up of three parts: The Passport, The Language Biography and the Dossier. It will be orally presented to the class in a "show and tell" format session, where learners talk about themselves and look at other portfolios.



## Oral Presentation

This oral presentation will have the format of a Spanish lecture. The students will act as professors and will expose about a local character (selected from a list provided by the instructor) to the rest of the class. The final grade for this oral presentation 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. It is possible to receive an evaluation for group work

## Weekly Schedule

### WEEK 1 El español en Argentina

Presentation of the syllabus and the professor.

Icebreaker activity: "speed dating". Getting to know each other.

Formal characteristic of Argentinian Spanish variety (known as "español rioplatense")

Reading and discussing: Acuña, Leonor (2003).

**Co-curricular activity:** Museo de la lengua

### WEEK 2 El español en Argentina

Selection of updated billboards, tv adds, official publicity, etc, where the *vos* form is used in Modo Imperativo. Game: giving information to other group for guessing the advertising. Compare between advertising in Argentina and the United States. Give personal opinions.

El Lunfardo. Video: Campus Difusion (2018) "Argentina 3: Acá decimos".

Listening to an interview to a specialist of Lunfardo: Astrid Riehn (2008) "El lunfardo, el espíritu transgresor del hablante de Buenos Aires".

Listening to a tango song with Lunfardo: Santos Discépolo, Enrique (1929) "Yira Yira".

**Co-curricular activity:** Casa de Carlos Gardel.





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### **WEEK 3** La lengua hoy

"El lenguaje inclusivo". Review of the gender concept in Spanish language.

Reading: Bruni, Leandro (2019) "El poder del lenguaje". Class debate: pro and cons of using inclusive language.

Prepare further questions for the guest lecturer.

#### **Vocabulary quiz.**

**Guest lecturer:** linguistic researcher.

### **WEEK 4** Costumbres argentinas

One on one activity: cultural test: "¿Cuánto conocemos a los porteños?"

Reading and discussing fragments of: Sarmiento, Domingo (1845) *Civilización y barbarie*. Vida de Juan Facundo Quiroga.

Contrasting facts with art. Painting: Rugendas, Mauricio (1845) "El rapto de la cautiva" and comic: Borges, Jorge Luis (1949) "Historia del guerrero y de la cautiva" in *La Argentina en pedazos*.

**Co-curricular activity:** Visit to Museo de Bellas Artes

### **WEEK 5** Nuestras raíces

The gaucho culture today. Watch part of the documentary: "Todo sobre el Asado".

**Oral Presentation:** presenting an iconic character to the class.

**Guest lecturer:** meeting local young people for preparing and pouring *Mate*, and teaching us how to play *Truco* (card game).

### **WEEK 6** La historia nacional

The immigration phenomenon. Express opinions, attitudes and state of the art.

TV show: "Vientos de Agua" (Chapter 1). Explore the immigration in Argentina during the XX and XXI century.

Listening to the song: Johansen, Kevin (2002) "Sur o no Sur". Class colloquium: the immigration today. Advantages and disadvantages for the economy. Compare with the tv show watched.





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Role play: Argentinian family deciding to immigrate to a northern country.

### **Vocabulary quiz**

**Co-curricular activity:** Eternautas tour

### **WEEK 7** Conociendo al peronismo

Reading: Cataruzza, Alejandro. 2009. "El peronismo en el gobierno". Class discussion.

Literature: "Casa tomada" and the peronism metaphor. Reading: Cortazar, Julio. 1951. "Casa tomada". Interview: Julio Cortazar" (RTV).

**Guest lecturer:** history researcher

### **WEEK 8** Pasado argentino reciente

The Military Coup of 1976. Abuelas y Madres de Plaza de Mayo. Video testimonial of the Children who were disappeared or who were born in captivity. Analyze and class discussion.

**Co-curricular activity:** guided visit to Ex-ESMA/ Parque de la memoria

### **Week 9** "Arte, arte, arte"

Explore artistic manifestation and the relationship with their socio-political context.

Eva Peron, the myth. Watch the movie: "Eva Perón: la verdadera historia". Reading: "Esa mujer" by Rodolfo Walsh. Class debate.

### **Vocabulary quiz**

**Guest- lecturer:** round table with local artists

### **WEEK 10** Música y sociedad

Rock and Roll. Explore songs banned during the Military Coup.

Analyzing lyrics.

Express opinions. Likes and dislikes.

Writing an original song

**Co-curricular activity:** Visit to MALBA Museum





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## **WEEK 11** Artes performáticas

Martha Minujin and the "Arte efímero". "La torre de Babel".

Art after the Military Coup.

### **Vocabulary quiz**

**Guest lecturer:** "Maraña gestual"

## **WEEK 12** Pasión de multitudes

Football culture. Boca vs River. Reading and analyzing: Fontanarrosa, Roberto. 2010. "Viejo con árbol" tale.

### **Vocabulary quiz**

**Co-curricular activity:** Visit to La Boca neighborhood and La Boca Museum.

## **WEEK 13** Contando historias

Exploring different formats of storytelling video: video interviews, stock video or archive footage, common craft.

Work with their storytelling video during class.

## **WEEK 14** Nuestras historias

**Final evaluation:** storytelling video.

"Show and tell" lessons.

Give and ask opinions about student's presentations.

## **WEEK 15** Todo concluye al fin...

General revision.

**Language Portfolio:** reflections about learning goals.

**Co-curricular activity:** Graffiti tour



## Course Materials

### Readings

Acaña, Leonor (2003) "El español de la Argentina" en El diagnóstico sociolingüístico. Módulos de Capacitación: Buenos Aires, Facultad de Filosofía y Letras, UBA: 21 – 31.

Borges, Jorge Luis (1949). "Historia del guerrero y de la cautiva" at *La Argentina en pedazos*. Buenos Aires: Ediciones de la Urraca.

Cataruzza, Alejandro (2009) "El peronismo en el gobierno" at *Historia de la Argentina, 1916-1955*. Buenos Aires: Siglo XXI.

Corpas, J., Garmendia, A., Kosel, K., Soriano, C. & Tonnelier, B. (2013) "¿Cuánto conocemos a los porteños? *Aula del Sur 3* (pp 18 -19). Buenos Aires: Voces del Sur.

Cortazar, Julio (1951) "Casa tomada" at *Bestiario*. Buenos Aires: Editorial Sudamericana.

Fontanarrosa, Roberto (2010) "Viejo con árbol" at *Pasion por leer*. recuperado de <http://www.bnm.me.gov.ar/giga1/documentos/EL006052.pdf>

Riehn, Astrid (2008) "El lunfardo, el espíritu transgresor del hablante de Buenos Aires". *Puntoycoma hispanoamérica, N°1*, 16-19. ISSN: 1851-8516.

Sarmiento, Domingo (1845). *Civilización y barbarie. Vida de Juan Facundo Quiroga*. Madrid: Cátedra.

### Online Resources

Abuelas de plaza de mayo. Web. 8 de agosto de 2019 <<https://www.abuelas.org.ar/>>

Campus virtual de la editorial Difusión. "Argentina 3: Acá decimos" (2018) <<https://campus.difusion.com>>

Cortázar, Julio. (1977). Entrevista de Joaquín Soler Serrano. A fondo TVE. Recuperada de <<https://www.youtube.com/watch?v=5PjoxnppeMQ>>

Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 8 de agosto de 2019. <<http://www.educ.ar>>

Revista Rolling Stone. Web. 8 de agosto de 2019 <<http://www.rollingstone.com.ar>>

Rodolfo Walsh lee "Esa mujer". Web. 8 de agosto de 2019. <<https://www.youtube.com/watch?v=ipl6LWhuoME>>

### Media Resources







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Bruni, Leandro (03 de enero de 2019). El poder del lenguaje. Recuperado 8 de agosto 2019 de <https://www.pagina12.com.ar/165754-el-poder-del-lenguaje>

## Films

Campanella, J., Pivotto, S. & Hernández, P. (Director). (2006) Vientos de agua [serie]. Capítulo 1. Argentina: Pol-Ka

Desanzo, Juan Carlos (Director) (1996) Eva Perón: la verdadera historia [film].

Televisión Abierta (Producer) & Cohn, N., Duprat, G. (Director). (2016). Todo sobre el asado [documentary]. Argentina: FILMAFFINITY.

## Songs

Johansen, Kevin (2002) Sur o no Sur. Buenos Aires

Santos Discépolo, Enrique (1929) Yira Yira [recorded by Carlos Gardel]. Buenos Aires.

## Lecturer Bio

**Cecilia Wolman** received her Bachelor of Arts and teaching degree in Linguistics and Literature at the Universidad de Buenos Aires. She held The Diploma of Teaching Spanish as a Second and Foreign Language at Laboratorio de Idiomas, Universidad de Buenos Aires.

In 2017, she has been granted an academic scholarship from Erasmus + program to teach and train at the University of Edinburgh. She has significant specialized professional training and have taught a large number of workshops and webinars on reading, writing and correction at several academic institutions.

She is currently teaching Advanced Spanish level at the Universidad de San Andrés.

