

LATIN AMERICA

LITERATURE AND CULTURE ASSIGNMENTS

- Blog postings
- Comments on and reactions to the readings. (study questions as a guide.)
- Reading summary and analysis
 - A short paragraph summarizing the plot.
 - A short paragraph summarizing what the text reveals about the culture that produced it using the study questions as a guide.
 - A short paragraph with thoughts on/analysis of reading.
- Incorporation into portfolio paper
 - Discussion of whether what student learned from direct contact with people from the culture confirmed, contradicted, or complemented what s/he learned from the assigned readings.
- Written assignments in either English or the target language

MEXICO

FAMILY LIFE/TRADITIONS

Las mamas con bebe

Las mamas con bebe necesitan de alguien que las duerma les cuente un cuento les prometa una fiesta les cueleque serpentinas les regale paletas. Las mamas con bebe necesitan que les digan lo bonitas que son con berrinche y sin el, y cuando el bebe se enferma o no quiere dormir las mamas con bebe necesitan un duende que les de una cerveza un hada que les haga masaje un principe que les ponga su pijama una tacita de sopa caliente un pizarron en blanco y a color donde quepa un arco iris un gran signo de interrogacion una varita magica un columpio, un volantín un unicornio una doncella encantada que no ha tenido bebe y a quien hay que contarle todo lo que le espera y decirle al final un buen final como que, despues de todo, la mama con bebe no se cambia por una doncella encantada.



Mothers with a Baby

Mothers with a baby need someone to sing them to sleep to tell them a story promise them a party drape them in paper streamers give them a candy. A mother with a baby needs someone to tell her how pretty she is smelly or not and when the baby gets sick and won't go to sleep the mother with a baby needs an elf to bring her a beer a fairy to give her a massage a prince who will dress her in pajamas a cup of hot soup a blackboard that will hold a rainbow and a chalk a big question mark a magic wand a swing, a kite a unicorn an enchanted maiden who has never had a baby and the one who must be told what's in store for her, who must be told that finally, finally, even after everything, the mother with a baby would never change places with an enchanted maiden.

Guadalupe Morfin, "Mothers with a Baby" in *The Time is Older Than You Are: A Bilingual Gathering of Poems & Stories from Mexico with Paintings by Mexican Artists*, Selected by Naomi Shihab Nye, New York: Simon and Schuster Children's Publishing Division, Aladdin Paperbacks, 1995, p. 26.



MEANING OF LIFE/RELIGION

Emilio Carballido, "The Empty Coffin" in *The Muse in Mexico: A Mid-Century Miscellany*, ed. Thomas Mabry Cranfill, Trans. ed. George D. Schade, Austin: University of Texas Press, 1959, pp. 70-77. "La Caja vacía" in *La Caja vacía*, Mexico: Fondo de Cultura Económica, 1991, pp. 7-17.

PERU

COLLEGE LIFE/EDUCATION



That's what you should say. Did you hear me? And pity the poor girl who answers her or writes something on the blackboard: if she does, we'll beat her good outside, in the dark alley. You had better say, "The Señorita didn't teach me," and nothing more. That devil deserves it. Haven't we already been-here for two years? And her? Sewing the whole time. And, us? Forever ignorant, getting hit with sticks and having our hair pulled. "The Señorita didn't teach me!" That's our battle cry.

"Eso es lo que deben decir, ¿Oyeron? y pobre de la que responde o ponga algo en la pizarra; si lo hace, afuera la pasamos por el callejón oscuro, a puñete limpio. ¡No me enseñó la Señorita! y nada más. Esa diabla se lo merece. ¿No estamos ya dos años? ¿Y ella? cosiendo todo el tiempo. ¿Y nosotras? brutas para siempre, só lo palos y jalones de pelo. ¡No me enseñó la Señorita! Esa es la consigna".

But right then and there I said, "With my little plot of land I have enough." Then, my crops burned. The fire covered the whole countryside. The corn and cotton fields burned. For days and days the whole town smelled burnt. You can still smell it in the air. Yes, it's a windy afternoon. The dark clouds are already retreat-ing. But it's a shame: the clouds were announcing an important death and there you are, my friend, belly-up just like my cows. He came to have a drink with me and it was a tragic toast. Friend, like I was telling you, those clouds were announcing either death or rain, but today it hasn't rained.

Pero ahí, nomás, dije yo, con mi tierra tengo bastante. Entonces, mis cosechas ardieron. El fuego se extendió por todo el campo. Se quemaron el maíz y los algodones. Durante días y días olo a quemado en todo el pueblo. Y todavía se siente el olor en el aire. Sí, es tarde de viento. Ya las nubes oscuras se alejan. Pero es una lástima: las nubes anunciaban una muerte grande y allí está usted, compadre, panza arriba como mis vacas. Vino a tomarse un calentito conmigo y fue un brindis trágico, compadre: como le estaba diciendo, las nubes anunciaban muerte o lluvia, pero hoy no ha llovido.



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ECU's Global Understanding Program: Incorporating Literature and Music

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Abstract

ECU students interact with peers around the world using Polycom Via Video II video conferencing units, Skype and MiRC Internet chat. Dr. Sylvie Henning has incorporated short literary texts (poems, short stories, folktales, and memoirs) and Dr. Luci Fernandes various musical genres (folk and popular songs, dances, audio and video recordings). Students learn how music and literature can relate to social norms and values. Drs. Henning and Fernandes show that technology can bring these cultural aspects into the classroom in new ways and thus expand students' understanding of, and appreciation for, the cultures with which they interact.

New Approaches to Incorporating Literature

FORL 1060 Global Understanding Through Literature uses literary texts as a means of developing cultural understanding. In addition to the direct interaction via teleconferencing and other electronic means used in other GU classes, this Humanities version also requires students to read literary texts with cultural significance, drawn from a variety of sources. This focus helps students to learn the various ways in which literature relates to its cultural contexts. It also helps them to appreciate how literature's relationships to its cultural contexts deepens their understanding of the cultures with which they are interacting, their own culture and of cultural diversity in general. Students learn to relate works of fiction and non-fiction from other countries to their cultural contexts in order to appreciate the ways in which literature interacts with its cultural context as well as the roles of literature in cultural study. They study narrative, and sometimes stylistic, elements as a means of better understanding cultural values and attitudes. Through their study of these texts, students are introduced to the techniques by which authors both employ traditional literary forms and genres (literature as symptomatic or representative) and alter those forms and genres for their own purposes (literature as critical or transformative); distinctive themes, techniques, and symbol systems of the fiction and non-fiction texts of specific countries; themes, techniques, and symbol systems that distinguish or unite literary production across cultures. FORL 1060 is currently being offered as a sort of global literature in translation course. Students read the cultural texts in English translation. However, we hope to be able to offer foreign language versions of this course. We have several partners in Latin America (Mexico, Peru, Ecuador, and Venezuela) making a Spanish-speaking course feasible. In fact, this arrangement has already been successfully incorporated into a Spanish conversation class. We also have multiple partners in Francophone Africa, Russia and China, although the difficulties of learning Russian and Chinese might make meaningful interactions in the target language problematic for all except very advanced learners.

Introduction

Over the course of the semester students in the Global Understanding courses link with three different universities from three different countries for approximately four weeks each. Over the course of the link, the primary class activity will be student interaction, either in video conferencing or Internet chat. Our "link days" (days that we link to our partner classroom) alternate between video conferencing and Internet chat, that is, one day the entire class is in video conferencing, the next day the entire class is in Internet chat. After several link days we devote one day to summary and reflection on our partner country. We also have "local" days or non-linking days, in which there will be lectures and activities pertinent to the course.

Music and Culture

Most everyone enjoys music of some kind — it doesn't matter if they have years of musical training or if they can't play an instrument.

Music is an important aspect of life. It is a part of home, school, religious and social gatherings.

People created music for celebrations, ceremonies, and rituals (rites of passage).

Music selection is significant in marking life's important events.

Matching our intuitions about music, researchers have found that music is an important influence on our memories.

We associate songs with emotions, people, and places we've experienced in the past.

Our memories are how we experience the past.

Familiar songs can bring us back to a point and time in our lives in a unique way--other than photos or words can.

Now more than ever music is easily available.

The Internet allows one to download millions of recordings, from Spanish flamenco to Inuit throat singing.

People are aware of the diversity of 'world musics' as never before.

Musical influences from the US has changed musical preferences in other countries

Music is arranged different based upon Western styles of music

The exchange of musical traditions is directionally one way

Students know about our music, but we don't know about theirs



Culture and Music

Through email, Facebook, and Skype students communicate to complete their song exchange

They were provided time to work on this assignment both inside and outside of class

Link to the song, lyrics (translation), explanation of why they chose this song to share (how it relates to culture)

Deeper insights into the culture, reinforces what they are learning during their discussions



Ayllón blends indigenous Peruvian, African and Spanish influences into a style known as *música criolla*. Typically, Ayllón focuses on the musical genres of Peru's capital city along the Pacific coast, Lima. Ayllón is particularly known for the Peruvian music genres of the *lando*, the *festejo*, and the *vals*, and is known as "The Queen of Lando".



Me Voy
Porque no supiste entender a mi corazón lo que había en él, porque no tuviste el valor de ver quién soy.
Porque no escuchas lo que está tan cerca de ti, sólo el ruido de alufera y yo, que estoy a un lado desaparece para ti.
No voy a llorar y decir, que no merezco esto porque, es probable que lo merezco pero no lo quiero, por eso...
Me voy, que lástima pero adiós me despidió de ti y me voy, que lástima pero adiós me despidió de ti.

World Music Exchange Assignment - ANTH 1050

The write up contains a segment on a specific song that is analyzed based on the cultural information that they have collected from their partners. This includes:

- A copy of the song (both video and lyrics)
- A description of why their partner chose this song to share, what it means to them as an individual and how it reflects their culture
- Your analysis of how this reflects their culture
- In addition to that include other important elements such as the cultural roots and history of the music (typical music)
- Is there a typical dance that goes with this music? When is it danced?

The Significance of the Assignment

Students exposure to different musicians, styles of music, and musical instruments.

Song themes exchanged include three major themes: Social Conditions, Romance, Patriotism.

Video and lyrics demonstrated the realities of living life in a particular space and time - generational.

A cultural experience of sounds and emotions.

