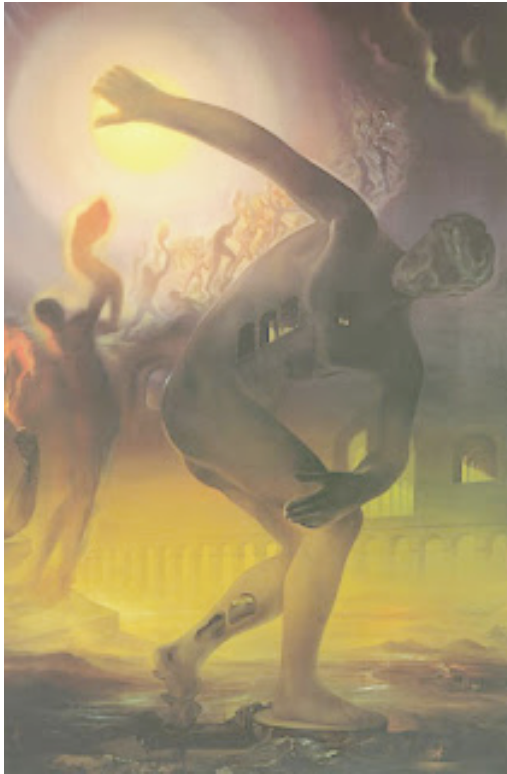


SPN3130 - Hispanic Cultures through Sport
Section 01 • TTh 1:35-3:15pm • Cottrell 237



Instructor: Dr. Adam L. Winkel

Office: Wilson School of Commerce 109
(Department of WLLC)

Student Office Hours
In-Person AND Virtual:
MWF: 3:30-4:30pm
TTh: 10:30-11:30am;
and by appointment.

Phone: 336.841.9312

Email: awinkel@highpoint.edu

Catalog Description. This course uses professional and popular sport as a cultural phenomenon to give students an insight into the people, history, and international and domestic politics of Spain and Hispanic America. Students will read, watch, discuss, and analyze a variety of texts to understand how sports, especially football (soccer) and baseball, have

become cultural elements of Spanish-speaking countries. We will discuss major political and sporting events throughout the 20th and 21st centuries to explore how sport and society have overlapped to form national collective identities within a globally-connected world. (4 credits)

Student Learning Outcomes (SLOs)

The learning outcomes will be assessed through the assignments below and through the following course-specific goals:

1. Students will demonstrate listening, speaking, reading, and writing proficiency in Spanish in accordance with ACTFL proficiency guidelines at the Advanced Low level.
2. Students will identify and explain basic historical, demographic, and geographic data of selected Hispanic countries.
3. Students will identify and interpret sporting traditions throughout time (20th and 21st centuries) and space (Spanish-speaking countries) as representative of collective values.
4. Students will explain how politicians have used the mass spectacle and infrastructure of sport to affect important events of the twentieth and twenty-first centuries.
5. Students will compare how sports, especially football (soccer) and baseball, have played a role in the formation of national identities and in international relations.
6. Students will analyze significant connections among the worldviews, power structures, local aesthetics, and historical experiences of several Spanish-speaking countries.

Primary Texts

Note: Selected readings will be available on Blackboard. Some texts may be in English, but all discussion will be in Spanish.

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2006. Print. (Translated selections)
- Ball, Phil. *Morbo: La historia del fútbol español*. Translated by Rocío Valero Lucas, T & B Editores, 2010.
- Burgos, Adrian. *Playing America's Game: Baseball, Latinos, and the Color Line*. University of California Press, 2007.
- Burns Marañón, Jimmy. *De Ríotinto a la Roja. Un viaje por el fútbol español, 1887-2012*. Translated by Ana Momplet Chico, Contra, 2013.
- Elsay, Brenda and Joshua Nadel. *Futbolera : Historia de la mujer y el deporte en América Latina*. Ediciones Universidad Católica de Chile, 2021.
- Fox, Arturo A. *Latinoamérica: presente y pasado*. Fourth Edition. Prentice Hall, 2011.
- Galeano, Eduardo. *El fútbol a sol y sombra. Siglo XXI de España*, 2015. (Selections)
- González Cruz, Carlos M. "El béisbol estadounidense como instrumento de asimilación en Puerto Rico y en Cuba, 1895-1920." *La nación atlética: ensayos sobre historia y cultura deportiva en Puerto Rico*. Edited by Walter R. Bonilla and Carlos Mendoza Acevedo. Editorial Arco de Plata, 2019.
- Lowe, Sid. *Miedo y asco en la Liga*. Léeme, 2014.
- Nadel, Joshua. *Fútbol!: Why Soccer Matters in Latin America*. University of Florida Press, 2014
- Renan, Ernest. "What is a Nation?" *Becoming National: A Reader*. Ed. Geoff Eley and Ronald Grigor Suny. New York and Oxford: Oxford UP, 1996. 41-55. (Translated selections)
- Ruck, Rob. *Raceball : How the Major Leagues Colonized the Black and Latin Game*. Beacon Press, 2011. (Selections)
- —. *The Tropic of Baseball : Baseball in the Dominican Republic*. University of Nebraska Press, 1999. (Selections)
- Saidon, Gabriela. *SuperDios : La construcción de Maradona como santo laico*. Capital Intelectual, 2021. (Selections)
- Salazar-Porzio, Margaret, and Adrian Burgos, Jr.. *¡Pleibol!: In the Barrios and the Big Leagues / En los barrios y las grandes ligas*. Smithsonian Scholarly Press, 2020. (Selections)
- Villalobos Salas, Cristóbal. *Fútbol y fascismo*. Altamarea, 2020.
- Wendel, Tim, and Villegas José Luis. *Lejos de Casa : Jugadores de béisbol latinos en los Estados Unidos*. National Geographic, 2008.

Films

Note: All films will be viewed outside of class.

- Ballplayer: Pelotero*. Directed by Ross Finkel, Trevor Martin, and Jonathan Paley, Makuhari Media, 2012.
- Brothers in Exile*. Directed by Mario Diaz, MLB Productions and ESPN Films, 2014.
- Fernando Nation*. Directed by Cruz Angeles, ESPN Films, 2010.
- Maradona '86*. Directed by Sam Blair, ESPN Films, 2014.
- Mujeres con pelotas*. Directed by Gabriel Balanovsky and Ginger Gentile, San Telmo Producciones, 2013.

The Opposition. Directed by Ezra Edelman and Jeffrey Plunkett, ESPN Films, 2014.
Pelada. Directed by Luke Boughen, Rebekha Fergusson, and Gwendolyn Oxenham, Tripod Media, 2010.
The Two Escobars. Directed by Jeff Zimbalist and Michael Zimbalist, ESPN Films, 2010.
Sugar. Directed by Anna Boden. Sony Pictures Classics, 2009.
White, Blue and White. Directed by Camilo Antolini, ESPN Films, 2014.

Grading: Class participation and preparation are a vital component of your grade. Preparation will be evaluated through homework assignments and in-class writing and group exercises. Students will complete three presentations (one group and two individual), and write brief essays to complement the presentations. There will be a midterm exam and a final exam. There will be a final paper due at the end of the semester that will synthesize various aspects of the course.

Evaluation:

• Preparation and Participation	10%
• National Sports Group Presentation	10%
• Hispanic Country Report	15%
• Hispanic Athlete Report	15%
• Midterm Exam	15%
• Final Exam	15%
• Final Paper	20%

I. Preparation and Participation (10%)

Your participation grade is based on your demonstration that you have read, prepared and reflected on the materials assigned. Spanish 3130 is an intensive course that requires that you work diligently throughout the semester and that you keep up with the work assigned. Prepare for class by reading the assignment **before** the day it is scheduled for discussion. Students are expected to prepare for each class by reading the assigned material **carefully** and **as many times needed**. (Student Learning Outcomes: All)

Please note that coming to class in itself is not considered evidence of good *class participation*, rather it is a prerequisite. Class participation is calculated into the final grade for this course. Absence therefore affects the final participation grade. Participation refers to your ability to engage attentively in classroom activities. **See Grading Rubric for Class Participation, below.** Evidence of willingness to participate and of having prepared for class is extremely important. Although it is difficult to transcend subjective factors in evaluating class participation, there are several explicit criteria. They include:

1. preparedness
2. the subsequent ability to make valuable contributions in the target language to the course. In turn, valuable contributions are, among others,
 - a. volunteering relevant information
 - b. asking questions whose answer benefit the group at large
 - c. the ability to provide intelligent answers to the teacher's and peers' questions

- d. the ability to engage in productive group and pair work
- e. the contribution of relevant personal experiences and observations

Grading Rubric for Class Participation

Spanish 3130

- A Superior.** Excellent preparation for class; always volunteers and shows clear evidence of having read and prepared the assigned material. Student rarely uses English in class. Student exemplifies mastery, rigor, and intellectual curiosity regarding course content.
- B Good.** Solid preparation for class; consistently volunteers. Student exemplifies interest and engagement regarding course content. Student makes meaningful contributions to the discussion at hand and shows evidence of having read the assigned material. Student uses mostly Spanish in class but uses English with certain frequency.
- C Adequate.** Fair preparation for class; occasionally volunteers; student exemplifies competence regarding course content; sporadic contributions during group discussion. Student doesn't show strong evidence of having prepared the assigned material. Student frequently uses English in class.
- D Limited.** Uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; contributes to the discussion mainly when asked directly. The student shows little evidence of having prepared the assigned material. Uses English frequently and needs to be reminded to use the target language.
- F Weak.** Little to no preparation for class; never volunteers, or doesn't respond when prompted; irrelevant, distracting, or no contributions to group discussion.

II. National Sports Group Presentation (10%). In pre-assigned groups, students will prepare a brief presentation of a particular country's national sport. The instructor will provide a list of sports for groups to choose from. The presentation must include visual aids to help the class audience understand the main rules of the sport, its history and current popularity, and its connections to its place of origin. Details forthcoming. **Due 12 September.** (Student Learning Outcomes: 1, 2, 3, 5)

III. Hispanic Country Report [HCR] (15%). Each student will be assigned a different Spanish-speaking country and prepare a brief (5-minute) presentation for their classmates and write an accompanying précis on that country's national and sporting history. These presentations and essays will be due throughout the semester with individual due dates for students or pairs. (Student Learning Outcomes: 1, 2)

IV. Hispanic Sports Figures Report [HSFR] (15%). Each student will be assigned a significant individual from the world of sport with Hispanic or Latinx origins and prepare a brief (5-minute) presentation for their classmates and write an accompanying précis on that person's personal background and influence on world sport. These presentations and essays will be due throughout the semester with individual due dates for students or pairs. (Student Learning Outcomes: 1, 3, 5)

V. Exams (15% each)

There will be two exams: a midterm exam and a final exam. The exams will test your knowledge of historical events, persons, concepts, images, chronologies, etc. that have been studied in class. There will be no make-ups for missed exams. **(Student Learning Outcomes: 1, 3, 4, 5, 6)**

The exams may consist of a mix of the following sections:

1. identification of important terms, people, events, etc.
2. ordering of events in the correct chronological order
3. identification of short quotations taken from class readings
4. brief essay questions, including contextualization of contemporary and past issues

VI. Final Paper (20%)

The final paper will be a historical analysis of a global sports competition (e.g. World Cup, Olympics, World Championships, World Series). In the paper, the student must address the basic historical results and context of the event, and also use the theoretical material on sport and collective identity to interpret the results of the event on one specific Spanish-speaking nation. The paper should be 4 to 5 pages (of a minimum of 1250 words), written in Spanish. **(Student Learning Outcomes: 1, 3, 4, 5, 6)**

You are expected to prepare and proofread your papers with attention to details of form. Although these are not research papers but analytical ones, consult the *MLA Handbook* for Writers of research Papers for matters of punctuation and quotations. Papers must be typed on standard size paper, double-spaced, with one inch margins. Matters of form will be taken into account in the grading of the papers; an excess of typographical, orthographic, and/or grammatical errors will affect your grade.

*****Late policy for Written Exercises:** Essays are due on the assigned dates. **I will accept late papers up to one week (2 classes) after the due date.** Each late class period will result in a reduction of your grade by one letter grade. After one week, your grade will be a zero (0) for that assignment. **Note:** Holidays do not count as class days.

Course Policies

Flexibility: The instructor reserves the right to modify the course assignments and other related policies as circumstances may dictate. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I don't expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to Blackboard.

Attendance Policy and Remote Access to Class

A key component of the HPU experience is student-to-faculty and peer-to-peer engagements on a daily basis. It is one of the hallmarks of an HPU education that prepares you, our students, to achieve your personal and professional goals. As a result, remote learning is reserved only for select situations.

Unless otherwise noted, face-to-face attendance in classes, laboratories, and studios is required. A student may attend approved classes remotely ONLY if*:

- (a) They are approved by the Office of Accessibility Resources and Services (OARS);
- (b) They have an approved Title IX accommodation;
- (c) They are approved by Karen Naylon, Assistant Dean of Academic Services. (This includes, but is not limited to, students who are isolated or quarantined as a result of a positive COVID 19 test or who have been identified as close contact.); or
- (d) They are an international student who has received special permission for remote access because they are unable to enter the United States due to COVID-19 restrictions.

Expectations for Remote Learning

To ensure that students accessing classes remotely are successful, all remote students are asked to abide by these guidelines:

- Coordinate with your course instructor about how you will access the class lecture/discussion
- Be responsible for accessing all class materials and adhering to deadlines
- Verify that you have sufficient internet access to attend remotely
- Confirm that you have all the necessary equipment and software for completion of all course requirements
- Adhere to any other remote access policies put forth by the course instructor

* Students may request a short-term exception to the remote learning policy for extenuating circumstances that prevent attending class (e.g., extended illness or injury; university sanctioned travel). Exceptions can only be granted by Karen Naylon, Assistant Dean of Academic Services, at (knaylon@highpoint.edu). Some courses are not available for long-term remote learning.

For all students, assignments are due at the assigned time. You are responsible for all class material from days you are not in attendance. Please check with your professor about how you will be given access to the class lecture/discussion. Attendance concerns will be flagged in Starfish beginning once the student has missed more than three (3) class meetings, for whatever reason.

In addition to attending class, students are expected to spend at least 2 hours each week engaged in out-of-class work (i.e., reading, studying, doing homework, etc.) for every hour of credit earned in this course.

Grading Scale:

97-100	A+	94-96.99	A	90-93.99	A-		
87-89.99	B+	84-86.99	B	80-83.99	B-		
77-79.99	C+	74-76.99	C	70-73.99	C-		
67-69.99	D+	64-66.99	D	60-64.99	D-	Below 60	F

Grading Criteria: The Department of World Languages, Literatures, and Cultures follows the University grading criteria system as found in the *High Point University Undergraduate Bulletin* and as outlined below:

A= (superior/outstanding) is the highest grade earned; it is reserved for those students whose work is of a markedly outstanding quality in all the different components of the course.

B= (excellent/very good) is the grade earned for work which, while not notably superior, is clearly above average in all the different components of the course.

C= (average) is the grade earned for satisfactory work in all or almost all component of the course. It is the work done by the average student.

D= (inferior/below average) is the grade for work which, while not altogether satisfactory, is good enough to receive credit for the course.

F= (failure) is the grade earned for failure and indicates that no credit can be received for the course except by repetition. The student failed the majority of the course components.

Campus Resources

Academic Integrity. HPU has strict policies against cheating and plagiarism, which will be enforced in this class. The Honor Code asserts the following:

- every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University;
- every student is honor-bound to refrain from collusion;
- every student is honor-bound to refrain from plagiarism;
- every student is honor-bound to confront a violation of the University Honor Code;
- every student is encouraged to report a violation of the University Honor Code.

The use of translation websites (i.e. Google Translate) in your assignments is not acceptable and is considered a violation of the University Honor Code. In addition, you may not obtain help from other individuals such as friends, classmates, native speakers, tutors, and former instructors, unless your instructor allows peer editing on certain assignments.

Diversity & Inclusivity. High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. **HPU Multicultural Affairs (Slane 319)** is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email diversity@highpoint.edu.

Title IX. As a faculty member, I support a safe, violence-free campus. If you or someone you know experiences stalking, intimate partner violence, sexual assault, or sex/gender-based discrimination, please know that you are not alone. There are resources that can help:

- **Title IX Coordinator** <http://www.highpoint.edu/title-ix/> or 336-841- 9138
- **You can also report using the online complaint form.** https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=20
- **Confidential:** The Office of Counseling Services <http://www.highpoint.edu/counseling/>
- **Business Hours:** 336-888-6352
- **After Hours:** 336-841-9111 (Referred by Security)

Accommodations. High Point University is committed to ensuring all students have equal access to all services and benefits at High Point University. If you are a student with a disability and require academic accommodations due to a diagnosed disability, you must register with the **Office of Accessibility Resources and Services (OARS)** and submit the appropriate documentation. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at oars@highpoint.edu or by telephone at 336-841-9026, for additional information. The Office of Accessibility Resource and Services is located on the 4th Floor of Smith Library.

Counseling Services. Students may sometimes experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, substance use concerns, feeling down, or loss of motivation. Counseling Services is here to help year-round with these or other concerns you may experience. These services are covered in your student fees and are confidential. You may reach Counseling Services by calling 336-888-6352 or check out their website at www.highpoint.edu/counseling. Office hours are Monday-Friday from 8:30-5:00. Follow them on Instagram (@pantherprevention).

Writing Center. Writing Center consultants are kind, careful, and responsive readers for all High Point University writers (student, faculty, or staff) at any stage of the writing process. We help with everything from assignment comprehension to drafting to revising. However, we do not write or edit papers for clients. Instead, we work alongside them to develop strategies for improving their writing regarding their respective assignments, expectations, and writing needs/ styles. We see writing as both an individual process of learning and a life skill in need of cultivating and refining. We are trained student mentors who lead campus workshops and participate in professional conversations about writing all the while promoting critical thinking, self-sufficiency, and problem-solving in writing.

We are available in a variety of locations and times across campus Monday through Friday. Go to www.highpoint.mywconline.com to make an appointment. Appointments can only be made through this online portal.

To learn more about us, visit www.highpoint.edu/english/writing-center/ or contact writingcenter@highpoint.edu and follow us on Instagram @hpuwritingcenter. The Writing Center is directed by Dr. Justin Cook (jcook3@highpoint.edu.)

Library Services. HPU Librarians provide research and citation assistance to all students in any subject area. During regular semesters, experienced librarians are available at Smith Library (open 24/7) and the WC Learning Commons (open 24/5). You can also call (336-841-9101), email (reference@highpoint.edu), text (336-289-9974) or chat with a

librarian online at any time, day or night. For more information about library resources, services or facilities, visit HPU Libraries' website at <http://www.highpoint.edu/library>.

Information Technology. For any questions regarding hardware and software compatibility, computer viruses, lost or corrupted files, or any other tech-related trouble, please contact the IT office directly. Office of Information Technology: 336-841-9147; <http://it.highpoint.edu>; helpdesk@highpoint.edu.

Tutoring. Spanish tutors are available through Tutoring Services. A tutor can be very helpful if you are having difficulties keeping up with the coursework and/or would like additional assistance and explanations. Contact Dr. Curty, Director, 336.841.9014, 400 Smith Library, ccurty@highpoint.edu.

Academic Calendars.

a. 2023-24 Undergraduate Academic Calendar <http://www.highpoint.edu/registrar/academic-calendars/>

b. Fall 2023 Final Exam Schedule <http://www.highpoint.edu/registrar/final-exam-schedule/>

Course Calendar

The accompanying course schedule provides a basic outline for the course activities. The instructor may vary the schedule occasionally if circumstances call for it.

AGOSTO			
1	martes	22 de agosto	Primer día del semestre Introducción al curso
	jueves	24 de agosto	Unit I. Sport and Collective Identity Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> (selecciones); Renan, Ernest. "Qué es una nación?"
2	martes	29 de agosto	King, Anthony. "Football and National Identities." <i>Routledge Handbook of Football Studies</i> .
	jueves	31 de agosto	Kadlac, Adam. "Cosmopolitan Fandom." <i>The Ethics of Sports Fandom</i> .
SEPTIEMBRE			
3	martes	5 de septiembre	Galeano, Eduardo. <i>El fútbol a sol y sombra</i> .(selecciones)
	jueves	7 de septiembre	<i>Pelada</i> . Directed by Luke Boughen, Rebekha Fergusson, Gwendolyn Oxenham, and Ryan White.
4	martes	12 de septiembre	National Sports Group Presentation
	jueves	14 de septiembre	Unit II. Fútbol: España y CONMEBOL Los orígenes del fútbol y su crecimiento global. McDougall, Alan, "Introduction." <i>Contested Fields: A Global History of Modern Football</i> ; Galeano, Eduardo, "Los orígenes." <i>El fútbol a sol y sombra</i> .
5	martes	19 de septiembre	HCR 1/HSFR 1 España. Regiones y rivalidades Quinta Garrobo, Angel de. "Encrucijada de caminos." <i>Lecciones de cultura y civilización española</i> , (10-15).
	jueves	21 de septiembre	España. El Clásico Lowe, Sid. <i>Miedo y asco en la Liga</i> . Léeme, 2014.
	martes	26 de septiembre	HCR 2/HSFR 2 Uruguay. Los primeros hinchas Galeano, Eduardo. <i>El fútbol a sol y sombra</i> .(selecciones)

6	jueves	28 de septiembre	HCR 3/HSFR 3 Chile. Estadios de tortura <i>The Opposition</i> . Directed by Ezra Edelman and Jeffrey Plunkett
OCTUBRE			
7	martes	3 de octubre	HCR 4/HSFR 4 Argentina. Guerra y propaganda <i>White, Blue and White</i> . Directed by Camilo Antolini
	jueves	5 de octubre	HCR 5/HSFR 5 Argentina. D10S Saidon, Gabriela. <i>SuperDios : La construcción de Maradona como santo laico</i> (selecciones); <i>Maradona '86</i> . Directed by Sam Blair
9-13 de octubre: Vacaciones de otoño		ACADEMIC HOLIDAY (No hay clase)	
8	martes	17 de octubre	Futboleras. El fútbol femenino en el mundo hispano <i>Futbolera</i> , Brenda Elsey and Joshua Nadel (selecciones)
	jueves	19 de octubre	HCR 6/HSFR 6 Futboleras. El fútbol femenino en el mundo hispano <i>Mujeres con pelotas</i> . Directed by Gabriel Balanovsky and Ginger Gentile
9	martes	24 de octubre	HCR 7/HSFR 7 Colombia. Vida y muerte <i>The Two Escobars</i> . Directed by Jeff Zimbalist and Michael Zimbalist
	jueves	26 de octubre	Mid-term Exam
10	martes	31 de octubre	Unit III. Béisbol: Los Estados Unidos y el Caribe Los orígenes del béisbol y su crecimiento global
	NOVIEMBRE		
	jueves	2 de noviembre	HCR 8/HSFR 8 Venezuela Nadel, Joshua. "Baseball in Venezuela." <i>Fútbol!;</i> Jamail, Milton, "La pasión de Caracas." <i>Lejos de Casa : Jugadores de béisbol latinos en los Estados Unidos</i> .

11	martes	7 de noviembre	HCR 9/HSFR 9 Cuba González Cruz, Carlos M. “El béisbol estadounidense como instrumento de asimilación en Puerto Rico y en Cuba, 1895-1920.”; Price, S.L. “El grito de Cuba.” <i>Lejos de Casa : Jugadores de béisbol latinos en los Estados Unidos</i> .
	jueves	9 de noviembre	HCR 10/HSFR 10 Cuba. El exilio <i>Brothers in Exile</i> . Directed by Mario Diaz.
12	martes	14 de noviembre	HCR 11/HSFR 11 La República Dominicana <i>Ballplayer: Pelotero</i> . Directed by Ross Finkel, Trevor Martin, and Jonathan Paley
	jueves	16 de noviembre	HCR 12/HSFR 12 La República Dominicana <i>Sugar</i> . Directed by Anna Boden.
13	martes	21 de noviembre	México y Los Estados Unidos <i>Fernando Nation</i> . Directed by Cruz Angeles.
	jueves	23 de noviembre	Vacaciones del Día de Acción de Gracias. No hay clase.
14	martes	28 de noviembre	Los Estados Unidos: En los barrios y las grandes ligas Ruck, Rob. <i>Raceball : How the Major Leagues Colonized the Black and Latin Game</i> and Wendel, Tim, and Villegas José Luis. <i>Lejos de Casa : Jugadores de béisbol latinos en los Estados Unidos</i> .
	jueves	30 de noviembre	Los Estados Unidos: En los barrios y las grandes ligas Salazar-Porzio, Margaret, and Adrian Burgos, Jr. <i>¡Pleibol!: In the Barrios and the Big Leagues / En los barrios y las grandes ligas</i> .
DICIEMBRE			
15	martes	5 de diciembre	Último día de clase Entrega del Ensayo Final Repaso para el Examen Final: Las culturas hispánicas a través del deporte.
EXAMEN FINAL			
	martes	12 de diciembre	Examen Final - 8:00-11:00