**SPAN 4405/6405**

**LATIN AMERICAN DOCUMENTARIES**

**PROF. JUAN CARLOS RODRÍGUEZ**

**OFFICE:** SWANN 313

**OFFICE HOURS:** MONDAY/WEDNESDAYS 1:00-2:30PM (with previous appointment)

**CONTACT:**

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404-385-7251, 404-454-4998

***COURSE DESCRIPTION***

Documentaries are audiovisual arguments, modes of expressing ideas and feelings using images and sound. In this course we will study the documentary traditions of Chile, Argentina and Cuba to learn about the history of Latin American societies. Students will analyze Latin American documentaries based on various concepts of documentary studies: authenticity, evidence, authority, persuasion, and ethics. Students will also learn how to classify documentaries according to their formal properties. We will use an interdisciplinary focus to investigate the role of geography, history, politics, technologies and social identities in the creation and reception of documentaries. At the end of the course, students will have the opportunity to create their own documentary projects.

***LEARNING OUTCOMES***

* Identify different types of documentaries from different regions of Latin America
* Analyze through readings and writing the impact of history, geography, politics and economics in Latin American documentary
* Investigate and analyze the representation of ethnic, racial, class, regional and gender identities in Latin American documentary
* Work in a global context grounded upon a theoretically informed and comparative understanding of languages, media, cultures, and technologies
* Develop basic skills to create a documentary in Spanish

***BOOKS***

Nichols, Bill. *Introduction to Documentary*. Second Edition. Indianapolis: Indiana UP, 2010.

Spence, Louise and Navarro, Vinicius. *Crafting Truth: Documentary Form and Meaning*. New Brunswick: Rutgers UP, 2011.

***EVALUATION (Undergraduate students)***

Class participation 10%

6 Homeworks 6%

3 Essays 48% (3 essays of 1000 words, each 16%)

1 Presentation 16%

Final Documentary Project 20%

***EVALUATION (Graduate students)***

Presentation 16%

4 Homeworks 4%

Research paper 48% (1 research paper of 4000-5000 words)

Final Documentary Project 32%

***EVALUATION CRITERIA FOR CLASS PARTICIPATON***

Participation will be graded and posted weekly to the Canvas system. Grades are based on a 10-point scale, with 10 as the highest, and are determined by a) active participation in weekly discussions with the instructor and with other students, b) coming to class prepared to participate in the discussions, and c) consistent use of the Spanish language. Weekly grades will be averaged at the end of the semester for the final course participation grade.

***EVALUATION CRITERIA FOR ASSIGMENTS AND ESSAYS***

**ARGUMENT:** Clear statement of the thesis or argument that will be developed in the essay. Avoid generalizations, as well as simple, superficial or trivial arguments.

**COHERENCE OF THE COMPOSITION:** Organized, well structured, and coherent discussion of ideas. Avoid unnecessary digressions.

**EXPLANATION OF CONCEPTS, CATEGORIES, ISSUES AND PROBLEMS DISCUSSED IN CLASS:** Adequate selection and explanation of relevant concepts, categories, issues or problems. Provide definitions and explanations based on bibliographical sources.Establish connections between concepts or categories and issues or problems discussed in class.

**APPLICATION OF CONCEPTS AND CATEGORIES TO THE ANALYSIS OF ISSUES AND PROBLEMS:** Adequate application of concepts and categories to the analysis of issues and problems. Discuss the connection between concepts or categories and the examples and quotes you include in your analysis of issues and problems.

**ANALYSIS OF ISSUES AND PROBLEMS BASED ON SPECIFIC CASES AND CONCRETE EXAMPLES:** Explain and analyze the specific issues and problems related to Latin American documentary by elaborating a discussion of specific cases. Provide examples and quotes to support your analysis. Take into consideration the historical context of the cases and examples you discuss.

**IN-DEPTH DISCUSSION OF EXAMPLES AND QUOTES TO SUPPORT ANALYSIS AND ARGUMENT:** Include in your analysis an in-depth discussion of examples and quotes. The role of examples and quotes is to support your argument: select carefully these examples and quotes; avoid choosing examples or quotes that would not contribute much to your discussion. Avoid also superficial observations about and generalizations based on the material you discuss.

**IMPACT, CONSEQUENCES AND/OR IMPLICATIONS:** In your concluding remarks, explore the impact, consequences and/or implications of the cases, examples, problems or issues you discuss and connect them with your argument.

**CORRECT USE OF SPANISH:** Adequate selection of vocabulary, verb conjugation; correct use of articles and prepositions.

***EVALUATION CRITERIA FOR UNDERGRADS***

**3 ESSAYS/1 CLASS PRESENTATION (16% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Coherence | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Concept: explanation | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Concept: application | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Analysis: problems, cases | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Examples: evidence to support argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Impact, consequences, implications | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Use of Spanish | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |

6 **HOMEWORKS (1% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: explanation | .5 | .49-.45 | .44  -.40 | .39  -.35 | .34-.30 | .29-.25 | .24-.20 | .19-  .10 | .09  -0 |
| Concept: application | .5 | .49-.45 | .44  -.40 | .39  -.35 | .34-.30 | .29-.25 | .24-.20 | .19-  .10 | .09  -0 |

**CLASS PARTICIPATION: CONSISTENT AND INFORMED PARTICIPATION (10%)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Consistency | 5 | 4.9-4.5 | 4.4  -4.0 | 3.9  -3.5 | 3.4-3.0 | 2.9-2.5 | 2.4-2.0 | 1.9-  1.0 | .9  -0 |
| Informed | 5 | 4.9-4.5 | 4.4  -4.0 | 3.9  -3.5 | 3.4-3.0 | 2.9-2.5 | 2.4-2.0 | 1.9-  1.0 | .9  -0 |

**DOCUMENTARY PROJECT 20%**

A. CONCEPT OF THE DOCUMENTARY/SELECTION OF TOPICS 3%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Coherence | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Originality | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

B. INTERVIEWS 5%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: application | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Analysis: problems, cases | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Examples: evidence to support argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Impact, consequences, implications | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Use of Spanish | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

C. SCREENPLAY NARRATIONS 5%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: application | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Analysis: problems, cases | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Examples: evidence to support argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Impact, consequences, implications | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Use of Spanish | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

D. SELECTION OF IMAGES, EVIDENCE 4%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: application | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Analysis: problems, cases | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Examples: evidence to support argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Impact, consequences, implications | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

E. FINAL PRESENTATION/DISCUSSION 2%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Coherence | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Impact, consequences, implications | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Analysis: problems, cases | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

***EVALUATION CRITERIA FOR GRADUATE STUDENTS***

**1 CLASS PRESENTATION (16% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Coherence | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Concept: explanation | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Concept: application | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Analysis: problems, cases | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Examples: evidence to support argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Impact, consequences, implications | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Use of Spanish | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |

4 **HOMEWORKS (1% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: explanation | .5 | .49-.45 | .44  -.40 | .39  -.35 | .34-.30 | .29-.25 | .24-.20 | .19-  .10 | .09  -0 |
| Concept: application | .5 | .49-.45 | .44  -.40 | .39  -.35 | .34-.30 | .29-.25 | .24-.20 | .19-  .10 | .09  -0 |

**1 RESEARCH PAPER (48% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Coherence | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Concept: explanation | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Concept: application | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Analysis: problems, cases | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Examples: evidence to support argument | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Impact, consequences, implications | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |
| Use of Spanish | 6 | 6-5.7 | 5.69-  5.4 | 5.39-  5.1 | 5.09-4.8 | 4.79-4.5 | 4.49-4.2 | 4.19-3.6 | 3.59-0 |

**DOCUMENTARY PROJECT 32%**

A. CONCEPT OF THE DOCUMENTARY/SELECTION OF TOPICS 3%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Coherence | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Originality | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

B. INTERVIEWS 10%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: application | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Analysis: problems, cases | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Examples: evidence to support argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Impact, consequences, implications | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Use of Spanish | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |

C. SCREENPLAY NARRATIONS 10%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: application | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Analysis: problems, cases | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Examples: evidence to support argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Impact, consequences, implications | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Use of Spanish | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |

D. SELECTION OF IMAGES, EVIDENCE 4%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: application | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Analysis: problems, cases | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Examples: evidence to support argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Impact, consequences, implications | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

E. FINAL PRESENTATION/DISCUSSION 6%

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Coherence | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Impact, consequences, implications | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Analysis: problems, cases | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |

**ATTENDANCE POLICIES**

* Unexcused absences are not welcome and will affect your final grade (Attendance is 10% of the final grade). See the evaluation section in the syllabus.
* To have an absence excused, you need to (1) get my approval beforehand or (2) bring in a note documenting a medical or comparable emergency ***the class directly following your absence***.
* Two tardies of more than 5 minutes equate to an absence.
* Not having the assignment ready in class equates to an absence.
* Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.  <http://www.catalog.gatech.edu/rules/4/>
* **Note:** Language courses require daily contact with the target language. In case of problems that may affect class attendance (chronic absences due to personal situations), I invite students to consider taking the course in another semester, when they will be able to come to class regularly. Absences not only affect your grades but also your possibilities of improving your language skills. Please see your academic advisor before making any decisions regarding your status in this course. We can also meet and discuss your situation.

***GRADING AND LATE POLICIES***

* Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.
* No late assignments or essays will be accepted, except for cases of official GT absences. You will receive zero points if you don’t turn in your assignment or essay in time. Make-ups of the assignments and essays will only be available if you present a medical excuse to justify that you could not complete the work on time. No other exceptions will be considered.
* Except for official GT absences, no make up for GROUP PROJECTS will be allowed unless you provide a medical excuse. If a group member is absent for the presentation, he or she should meet with me in office hours to discuss alternative assignments—if and only if the absence is excused.

**ACADEMIC HONESTY**

As a student at Georgia Tech, you are expected to fully understand and to carefully follow the policies and standards of academic honesty set forth in *The* *Student Handbook*, which is available from the office of the Dean of Students and online. Lack of familiarity with the university’s policy on academic honesty will not be accepted as an excuse or justification for violations. The policy set forth in the Handbook offers examples of plagiarism, cheating, and unauthorized collaborations. If you have any questions, or concerns about this policy, you should consult with your academic advisor, instructor, or department chair. Confirmed violations will result in appropriate disciplinary actions.

While several forms of academic dishonesty are possible, the most common form is plagiarism, the essence of which is representing the work of others as your own by not attributing sources of ideas and facts, failing to indicate and cite direct quotations, or falsifying citations. Any widely used style guide, such as the MLA’s, will offer guidelines regarding attribution, quotation, and citation, and these rules should be followed completely and consistently. These rules apply equally to books, journals, newspapers, other hard copy publications, and materials obtained over the Internet.

**DISABILITY SERVICES**

The Office of Disability Services offers self-identified students with permanent or temporary disabilities assistance with registration, accessibility, transportation, parking, housing, counseling, note taking, recorded textbooks, advocacy, test proctoring, referral services, and other needs. Disability Services promotes disability awareness programs for departmental faculty and staff, as well as the Georgia Tech community.

Students and prospective students who wish to learn more about accommodations for students with disabilities should contact:

*Office of Disability Services  
Suite 221 Smithgall  
Student Services Building  
Georgia Institute of Technology  
Atlanta, Georgia 30332-0285*

*call 404.894.2563 (voice) or 404.894.1664 (TTY)  
visit*[*http://disabilityservices.gatech.edu*](http://disabilityservices.gatech.edu/) *email*[*dsinfo@gatech.edu*](mailto:dsinfo@gatech.edu)

**COURSE SCHEDULE**

**WEEK 1: WHAT IS DOCUMENTARY?**

* Documentaries: (*Baile en la Playa*, *Recuerdos de El Teniente*, *Reportaje a Lota*, filme sobre los Mapuche).
* Reading: Chapter 1. “How Can We Define Documentary Film?” (Bill Nichols, *Introduction to Documentary*, 1-41)

**WEEK 2: CHILEAN DOCUMENTARY: AUTHENTICITY IN THE BATTLE OF CHILE**

* Documentary: *La Batalla de Chile* (Patricio Guzmán, 1974-1978)
* Reading: Chapter 1. “Authenticity” (Louise Spence and Vinicius Navarro, *Crafting Truth: Documentary Form and Meaning*, 11-35)

**WEEK 3: CHILEAN DOCUMENTARY: EVIDENCE IN THE PINOCHET CASE**

* Documentary: *El caso Pinochet* (Patricio Guzmán, 2001)
* Reading: Chapter 2. “Evidence” (Louise Spence and Vinicius Navarro, *Crafting Truth: Documentary Form and Meaning*, 36-58)

**WEEK 4: CHILEAN DOCUMENTARY: AUTHORITY IN LA CIUDAD DE LOS FOTOGRAFOS**

* Documentary: *La ciudad de los fotógrafos* (Sebastián Moreno, 2006)
* Reading: Chapter 3. “Authority” (Louise Spence and Vinicius Navarro, *Crafting Truth: Documentary Form and Meaning*, 59-82)

**WEEK 5: ARGENTINE DOCUMENTARY: PERSUATION IN LA HORA DE LOS HORNOS**

* Documentary: *La hora de los hornos* (Fernando Solanas y Octavio Getino, 1968)
* Reading: Chapter 4 “What Makes Documentaries Engaging and Persuasive?” (Bill Nichols, *Introduction to Documentary*, 94-119) and “Towards a Third Cinema” by Solanas and Getino.

**WEEK 6: ARGENTINE DOCUMENTARY: RHETORIC IN LA DIGNIDAD DE LOS NADIES**

* Documentary: *La dignidad de los nadies* (Fernando E. Solanas, 2005)
* Reading: Chapter 5. “Argument” (Louise Spence and Vinicius Navarro, *Crafting Truth: Documentary Form and Meaning*, 83-112)

**WEEK 7: ARGENTINE DOCUMENTARY: THE AUDIOVISUAL ESSAY IN EL PAÍS DEL DIABLO**

* Documentary: *El país del diablo* (Andres DiTella, 2008)
* Reading: Chapter 6. Dramatic Stories, Poetic and Essay Films (Louise Spence and Vinicius Navarro, *Crafting Truth: Documentary Form and Meaning*, 83-112)

**WEEK 8: ETHICS IN LOS RUBIOS**

* Documentary: *Los rubios* (Albertina Carri, 2003)
* Reading: “Why Are Ethical Issues Central to Documentary Filmmaking?” (Bill Nichols, *Introduction to Documentary*, 42-66) y Chapter 4. “Responsibility” (Louise Spence and Vinicius Navarro, *Crafting Truth: Documentary Form and Meaning*, 83-112)

**WEEK 9: CUBAN DOCUMENTARY: THE EXPOSITORY AND POETIC DOCUMENTARY IN CUBA**

* Reading: Chapter 6 “How Can We Differentiate Among Documentaries? Categories, Models and the Expository and Poetic Modes of Documentary Film” (Bill Nichols, *Introduction to Documentary*, 142-171)
* Documentaries: *La vivienda*, *Puerto Pesquero*, *Hanoi Martes 13*, *Despertando a Quan Tri*, *Sola, La extensa realidad*

**WEEK 10: CUBAN DOCUMENTARY: THE OBSERVATIONAL, PARTICIPATORY, REFLEXIVE AND PERFORMATIVE DOCUMENTARY IN CUBA**

* Reading: Chapter 7 “How Can We Describe the Observational, Participatory, Reflexive and Performative Modes of Documentary Film?” (Bill Nichols, *Introduction to Documentary*, 172-211)
* Documentaries: *PM*, *Gente en la Playa*, *El Fanguito*, *Volver a El Fanguito*, *Existen*

**WEEK 11: CUBAN DOCUMENTARY: PERSONAL AND SOCIAL DOCUMENTARIES**

* Lectura: Chapter 8 “How Have Documentaries Addressed Social and Political Issues?” (Bill Nichols, *Introduction to Documentary*, 212-252)
* Documentaries: *Los Albergados*, *Redonda y viene en caja cuadrada*, *Revolution*, *The Illusion*

**WEEK 12: DOCUMENTARY PROJECT: SELECTION OF TOPICS**

**WEEK 13: DOCUMENTARY PROJECT: REVIEW OF INTERVIEWS AND SCREENPLAY**

**WEEK 14: DOCUMENTARY PROJECT: PRODUCTION**

**WEEK 15: DOCUMENTARY PROJECT: POSTPRODUCTION**

**WEEK OF FINAL EXAMS: FINAL PRESENTATION AND DISCUSSION OF DOCUMENTARY PROJECT**

***RESOURCES FOR THE DOCUMENTARY PROJECT AVAILABLE AT THE GATECH LIBRARY***

**Video cameras:** The Georgia Tech Library has video equipment available (cameras, tripods, etc). The professor will make arrangements to reserve cameras for the week in which students will be producing their videos. Information about the Gatech Library video equipment is available at http://www.library.gatech.edu/gadgets/

Contact: Justin Ellis justin.ellis@library.gatech.edu

**Editing Software:** The Georgia Tech Library has a multimedia studio with editing software (Premiere Pro, Final Cut Pro, iMovie, After Effects). The studio opens the same hours as the Gatech Library. For more information about the Multimedia Studio, please visit http://librarycommons.gatech.edu/lwc/multimedia.php

Contact: Troy West [twest8@gatech.edu](mailto:twest8@gatech.edu)

**Free Classes to Learn the Basics of Final Cut Pro:** http://www.eventbrite.com/event/7690834493/eorg

**For additional training options**, search for the software or subject you would like to learn at lynda.gatech.edu