

## **MODULE TEMPLATE**

Since all modules in Academic Commons should have a standardized format, please make sure to organize your module to the following format in .DOC file when you upload to the Google Form.:

### **CUNY Class Information:**

Arianne M Fernandez  
LaGuardia CC  
Latin American Art  
Hua196-Tuesdays, 9:15-11:30 (Hybrid)  
Duration of project: 6-weeks

### **International Class Information:**

Cristián Salineros - Fillat  
Pontificia Universidad Católica de Chile in Santiago, Chile  
Taller Central  
ART0501-6-Fridays, 2-6pm (In person)  
Duration if project: 6 weeks

### **Mode of instruction of your course:**

[e.g., synchronous, asynchronous and etc.]

### **Project Description:**

In *History and contemporaneity of pre-Hispanic and contemporary art practices*, students will create an art project (can be a single large format work or a series) based on one of five pre-Columbian pieces selected by the instructors. By re-interpreting the piece, students will highlight the cultural, historical, and spiritual importance of these artifacts and how institutions have appropriated them, and how their meaning changes depending on the context. The objective of this task is to use the pre-Columbian work as a starting point where the student will explore how such objects are appropriated and recreate the piece while addressing a contemporary global problem in Latin America (climate change, inequality, violence, post-colonialism, human rights, etc.) indirectly. The piece can be in any material of choice or technique: painting, photography, sculpture, printmaking, video, collage, etc.

### **Student Learning Outcomes:**

- 1- Students will develop their skills to empathize and work with international students.
- 2- Students will appreciate cultural differences, show respect and sensitivity to diversity. They will be able to appreciate international interactions as well as appreciate their importance in the world.

- 3- Students will further develop their analytical and critical thinking, careful problem solving, and effective communication skills, while interacting with local and international student groups.
- 4- Students will identify the main trends in the artistic traditions of the pre-Columbian era (prior to the conquest).
- 5- Students will explain the interconnection of the visual arts with historical, political, religious, and economic influences in Latin America.
- 6- Students will learn about and experiment with different materials and techniques.
- 7- The students will develop critical thinking linked to the practices of the visual arts, which contributes to the development of their own creative and imaginary processes.

### **Participation Policy:**

Failure to submit any part of the final assignment or to participate in any of the activities will greatly impact the overall attendance grade as the submission of these components (via Slack and Zoom) counts as attendance.

### **Assessment and Grading:**

**Participation in the COIL project and activities are worth 35% of the student's final grade.**

Students are evaluated per the following criteria-

- 1- Students must indicate what is the "subject" or field of interest with which they are working.
- 2- Students must discuss why they decided to opt for the media they have chosen to bring that "issue" to the visual field, that is, justify the medium they use, painting, sculpture, performance, video, photography, installation, audiovisual media, etc.
- 3- Explain the reasons for the assembly of the work, and how it contributes to the two previous points.

The COIL module is an intermediate evaluation that has a percentage value (25%) prior to the presentation of the end-of-semester exam.

### **Online Platforms:**

Throughout the duration of the project, students will be communicating via Zoom, SLACK and Padlet. There will be a session hosted by Prof. Fernandez on how to use these tools.

### **Resources**

In preparation for the project- students will watch excerpts from the following two films- Trakovsky's *The sacrifice* (1986).

*El Botón de Nacar* (The Pearl Button) (2015)

Students will read various articles or excerpts from artists and anthropological material connected to the works of art they will choose from, as they research materials and topics

### Pre-exchange activities

Before our first Zoom meeting, we distributed the following Pre-Exchange Survey: [://forms.gle/sqf8MzQfzyq1XGSk8](https://forms.gle/sqf8MzQfzyq1XGSk8) to gauge how prepared students were to work in a COIL project.

### Introduction

Cristian and I, both discussed the COIL collaboration the first day we meet with our classes. We decided to have a brief Zoom meeting where students could get to meet each other, we divided them in groups and had them talk to each other with the prompt, "Tell . "me three things about yourself

### Week by week schedule

Week/Date	Topic/Activities	Technology Platform(s)	Instructions
Pre-Exchange Meeting	Getting to know each other.	Zoom (Synchronous)	Both classes will meet to get to know each other.
First week - May 6	Introduction to the project / COIL Module	Zoom (synchronous)	Both classes will meet to discuss the COIL project/module Students must complete the COIL survey.
Second week - May 14	Activity #1-Ice-Breaker "Time capsule."  Zoom (synchronous)	SLACK (asynchronous)	Students will upload a short video of no more than 3 minutes, discussing 3-4 objects (connected to their identity) that they would leave behind in a time capsule. Each student must make a minimum of two comments on the posts of their international peers.
	Student Check-in #1	SLACK (asynchronous) or in-person	Students will meet with their instructor to discuss the topic, material, and

<p>Third week - May 20</p>	<p>Activity # - 2 Intercultural "Tourist in my Country."</p>	<p>SLACK (asynchronous)</p>	<p>technique for their individual project.</p> <p>Students will discuss the following (images must be taken by the student not found online):</p> <ol style="list-style-type: none"> <li>1- a place that one must visit if one is in their Country (that is not well-known).</li> <li>2- Discuss a societal issue in your city/country and a solution.</li> </ol> <p><b>BONUS POINT</b>-Include an excerpt from a song, literature, or movie that represents your city /country.</p> <p>Students will write 2-3 short paragraphs, explaining their options or discuss these via a 2–3-minute video.</p> <p>Each student must make a minimum of two comments on the posts of their international peers.</p>
<p>Fourth Week- May 27</p>	<p>Student Check-in #2</p>	<p>SLACK (asynchronous) or in-person</p>	<p>Students will meet with their instructor to update them on the progress of their individual projects.</p>
<p><b>Fifth Week-</b> <b>**** June 3****</b></p>	<p>Presentations.</p>	<p>Zoom (synchronous)</p>	<p>Both classes will meet to present the projects of the COIL module.</p> <p>Students of both courses will write a</p>

<p><b>Sixth Week</b>  <b>***2-3 students from both classes will present their project in a video for the COIL Showcase 6/8 – 9-11 (asynchronous).</b>  .....</p> <p><b>All attendants will receive a certificate of participation.</b></p>	<p>Reflection on the project / COIL module</p>	<p>SLACK (asynchronous)  Google Drive Folder</p>	<p>short essay reflecting on their experience in the COIL project/module.</p>
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**Exchange activities:**

[Provide the prompt or instructions for all three activities in detail:

Icebreaker

**Activity #1-Icebreaker- SLACK (asynchronous). May 14th by 11:59 pm**

**"Time capsule." Introductions.**

**Assignment-** If you were to leave 3-4 items – for posterity- that made up your identity, what would you leave behind? You are to create a “self-portrait” of sorts without it being tied to a literal representation.

Students will upload a short video of no more than 3 minutes, discussing 3-4 objects (connected to their identity) that they would leave behind in a time capsule.

**Each student must make a minimum of one comment on the posts of their international peers.**

Comparative analysis

**Intercultural Activity # 2 - “Tourist in my city/ country.”**

**SLACK (asynchronous). May 21<sup>st</sup> by 11:59pm**

**Students will discuss the following (images must be taken by the student, not online):**

- 1- a place that one must visit if you are in your city/ country (that is not well known).
- 2- Talk about a social problem in your city/country and a possible solution.

**BONUS POINT:** Include an excerpt from a song, literature or movie that represents your city/country.

Students will write 2-3 short paragraphs explaining their options or discuss them through a 1- 2-minute video.

**Each student must make a minimum of two comments on the posts of their international peers.**

### **Collaborative work final project**

#### **COIL PROJECT- June 3rd - Presentations 3-5pm**

#### **Description of the COIL project**

Students will create an art project (which can be a single large-format work or a series) based on one of five pre-Columbian pieces selected by the instructors (detailed below). By re-interpreting the piece, students will highlight the cultural, historical, and spiritual importance of these artifacts and how institutions have appropriated them, and how their meaning changes depending on the context. The objective of this task is to use the pre-Columbian work as a starting point where the student will explore how such objects are appropriated and recreate the piece while addressing a contemporary global problem in Latin America (climate change, inequality, violence, post-colonialism, human rights, etc.) indirectly. The piece can be in any material of choice or technique: painting, photography, sculpture, printmaking, video, collage, etc. Dimensions, duration of video, Assessment and Grading

Participation in the COIL project and activities are worth 35% of the student's final grade.

Students are evaluated per the following criteria-

1. Students must indicate what is the "subject" or field of interest with which they are working.
2. Why do they decide to opt for the media they have chosen to bring that "issue" to the visual field, that is, justify the medium they use, painting, sculpture, performance, video, photography, installation, audiovisual media, etc.
3. Explain the reasons for the assembly and how it contributes to the two previous points.

The methodology of this evaluation is based on a conversation that allows identifying how much the student agrees with the contents described.

The COIL module is an intermediate evaluation that has a percentage value (25%) prior to the presentation of the end-of-semester exam.

## Artworks and readings

**1-Peru- Nasca, Mantle (“The Paracas Textile”), 100-300 CE, cotton, camelid fiber, 58-1/4 x 24-1/2 inches / 148 x 62.2 cm, found south coast, Paracas, Peru (Brooklyn Museum).** <https://www.brooklynmuseum.org/opencollection/objects/48296>  
[\[brooklynmuseum.org\]](https://www.brooklynmuseum.org)

- Lois Martin, “The Paracas Textile” <https://smarthistory.org/the-paracas-textile/>  
[\[smarthistory.org\]](https://smarthistory.org)
- Smarthistory, “South America before c. 1500”  
[https://human.libretexts.org/Bookshelves/Art/SmartHistory\\_of\\_Art/12%3A\\_The\\_Americas\\_to\\_1900/12.05%3A\\_South\\_America\\_before\\_c.\\_1500](https://human.libretexts.org/Bookshelves/Art/SmartHistory_of_Art/12%3A_The_Americas_to_1900/12.05%3A_South_America_before_c._1500)

**2- Colombia- Masked Figure Pendant 10th–16th century, Tairona (The Met).**  
<https://www.metmuseum.org/art/collection/search/316691> [\[metmuseum.org\]](https://www.metmuseum.org)

- Jeffery Quilter and John W. Hoopes, editors. “Gold and Power in Ancient Costa Rica, Panama and Columbia” Dumbarton Oakes Research Library and Collection, 2003.  
<https://web.archive.org/web/20060112195922/http://www.doaks.org/GoldandPower/GoldandPower06.pdf> [\[web.archive.org\]](https://web.archive.org)
- There is a section that discusses Tairona culture. Section que trata sobre la cultura Tairona.

**3- Chile- Female figurine, 400-700 CE, Nasca, Peru.**  
<https://museo.precolombino.cl/2020/10/17/figurilla-femenina-desnuda/>  
[\[museo.precolombino.cl\]](https://museo.precolombino.cl)

- “Female Figurine” <https://www.artic.edu/artworks/91702/female-figurine>  
[\[artic.edu\]](https://www.artic.edu)

**4- Ceremonial textile from Loa River, 500 BCE – 100 CE, Río Loa, Norte Grande de Chile.** <https://museo.precolombino.cl/2020/10/21/textil-ceremonial-del-rio-loa/>  
[\[museo.precolombino.cl\]](https://museo.precolombino.cl)

- Chile antes de Chile <https://www.chileantesdechile.cl/>

**5- Mexico- Codex-Style Vase with Mythological Scene, ca. 7th or 8th century, Mayan (The Met).** <https://www.metmuseum.org/art/collection/search/662967>  
[\[metmuseum.org\]](https://www.metmuseum.org)

- James A Doyle. "Creation Narratives on Ancient Maya Codex-Style Ceramics in the Metropolitan Museum." *Metropolitan Museum Journal*, vol. 51, 2016, pp. 42–63. *JSTOR*, <https://www.jstor.org/stable/26455364>

### **Contemporary global problems in Latin America to choose from:**

Climate change  
Inequality  
Violence  
Post-colonialism  
Human rights  
Government corruption  
Job creation  
Crime  
Drug Trafficking  
Women's Rights  
Poverty  
Better access to education

### **Other Resources-**

#### **Films**

Trakovsky's *The sacrifice* (1986)  
*The Pearl Button* (2015)

#### **Kanopy via LaGCC Library**

<https://library.laguardia.edu/2018/04/03/kanopy-streaming-videos/>

#### **Articles**



Laura Alvarez Trigo (2020, August 24). Nadín Ospina: Encounters with the Other. *PopMeC research blog*. Retrieved July 1, 2024, from <https://doi.org/10.58079/szd6>

### **Change the language of your Chrome browser**

You can set Chrome to show all settings and menus in the language you want. This option is only available on Windows computers.

Important: To add or remove web content languages on your Chromebook, [learn how to manage languages](#).

On Mac or Linux? Chrome will automatically display in the default system language for your computer.

1. On your computer, open Chrome.
2. At the top right, click More  > Settings.
3. At the bottom, click Advanced.
4. Click Languages  Language.



5. Next to the language, you'd like to use, click More  $\vdots$ .
  - o If the language isn't listed, add it by clicking Add languages.
6. Click Display Google Chrome in this language.
  - o This option is only available on Windows computers.
7. Restart Chrome to apply the changes.

### **Post-exchange activities (optional):**

After the completion of all components, students had to fill-out a post-exchange survey that asked them to gauge how comfortable they now were with exploring different cultures, overcoming language barriers when engaging with students from different cultures.

### **Reflection (optional):**

Students were tasked with completing a 500 word reflection essay, were students were asked specific questions relating to the topics they explored in their project, what they learned about themselves, their international partners and to expand on the challenges they faced in thus project. The objective of this reflective essay was (1) to help students identify and process the global knowledge and skills they had acquired; (2) to allow students to articulate how this material prepares students for your career success.

Post-Exchange Survey: <https://forms.gle/4AreZRUVXorYpejh6>

Post-COIL Reflection: <https://forms.gle/c6NvkkiC9c2h7wLj9>

### **Success and Challenges**

[Describe benefits students/professor obtained and challenges experienced]

### **Crafting the Project with Professor Partner:**

Working with Cristian was an enriching experience. We met via Zoom in December 2021 and continued to craft our project through January 2022, contributing equally to the project, drafting the content, and creating activities. Although we had one-on-one sessions with our respective classes once the students began their project, in our first meeting we met with both of our courses in groups according to the artwork they would research and base their artwork on. Cristian, a renowned Contemporary artist, versed in multiple media, discussed the technical aspects of the materials the students were to use. As an art historian versed in Latin American Art, I gave students parameters to structure their lectures/presentations. Thus, overall, we were in synch, creating a serious, respectful, relaxed, and supportive environment for our students.

**Student Engagement During the Partnership:** Students were excited to begin the project and connect with their international partners. Having small classes (both consisting of 16 students) allowed Christian and me to keep our students focused,

providing one-on-one support which enabled the students to be more confident in their project. Students knew they could contact any of us for assistance, which helped to keep the lines of communication open.

**Student Communication** During the Project: Students from both classes were supportive of each other. Students had access to Zoom, SLACK, and WhatsApp to communicate with each other. SLACK was our primary platform to post instructions and deposit assignments. Students were able to view each other's work and comment on it.

**Biggest Obstacles Faced:** The biggest obstacle was the time difference. Chile was one hour ahead, and my partner's class met on Fridays in the late afternoon thus, our students had to take the initiative and carve a space to meet with their international Peers. Another obstacle was that not every student had access to reliable technology.

**Evaluating Success:** Overall, students learned a lot from each other, all completed their activities and presented their work. Students had the chance to learn about Chile, from a cultural and historical perspective. Students became more mature, empathetic, and assertive when engaging with their peers. In addition, collaborating on such a project, enabled students to grow academically and professionally.