



Literature, Journalism, Writing and Languages

## **SPA3000 Civic Engagement: Conversation, Culture and Community**

3 Units

*Fall 2024*

**Meeting days/times (M 2pm-4:30pm, with travel time 1:30-1:59pm and 4:31-5pm)**

**Meeting location: Midcity Nazarene Church, City Heights: 4101 University Ave, San Diego, CA 92105**

**Final Exam: Monday December 16, 2024 1:30pm-4:00pm**

<b>INFORMATION</b>	<b>SPECIFICS FOR THE COURSE</b>
<b>Instructor title and name:</b>	Paula Cronovich, PhD. Professor of Spanish and Co-Chair of LJWL Dept.
<b>Phone:</b>	(619) 849-2389
<b>Email:</b>	paulacronovich@pointloma.edu
<b>Office location and hours:</b>	Bond Academic Center 109: W 12:30-2:45, Th 12:30-4pm, F 12:30-3pm and by appointment

### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **Course Description**

A course designed to refine the skills of advanced communication through the study of basic phonetics, continuation of grammar review, writing, and the study of semantics. Conducted in Spanish.

This class aims to take you out of the classroom and into the real world to practice your skills and hone your communication in Spanish as well as improve cultural competency. The texts engage in a variety of topics and themes so that you gain an in-depth understanding of the Latino/Latina experience both locally and internationally. As part of PLNU's Community Classroom program, students attend community dinners, read a common book, study themes as they relate to Spanish-speaking people, and engage in service projects. All these activities will be reflected upon with guided homework and writing assignments, and students also have the opportunity to converse with one another about their experiences.

Prerequisite(s): SPA 2051 or consent of instructor.

## Program and Course Learning Outcomes

*By the end of the course, you will be able to:*

1. Produce (knowledge, application) written essays with reasonable control of grammar, semantics and stylistics. **(PLO 1,5)**
2. Speak (application) Spanish in various controlled situations with reasonable control of grammar, vocabulary usage and correct pronunciation. **(PLO 3,5)**
3. Apply (application) basic phonetics to improve pronunciation. **(PLO 3,5)**
4. Comprehend (comprehension) the main idea of connected oral discourse in the target language. **(PLO 2)**
5. Discuss (comprehension, analysis) with fellow students cultural mores and patterns of living as studied in and out of the classroom setting. **(PLO 4,6)**

**CLO.** *Students will demonstrate an understanding of the complex issues faced by diverse groups in global and cross-cultural contexts.*

**Assessment:** *The readings and final essay (signature assignment) expose students to a variety of issues in the Hispanic world—inside and outside the United States—and homework assignments, writing reflections, critical essays and presentations all require student engagement with the content. Diverse groups and differing points of view are represented, within the complex topics of immigration, Latin American identities, linguistics and bilingualism, the labor and natural worlds, technology, gender and society, and individual and social well being.*

## Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. \****Conversaciones escritas: Lectura y redacción en contexto***, 3rd ed. Kim Potowski. Vista Higher Learning. Supersite code- can purchase on [www.vhlcentral.com](http://www.vhlcentral.com)

2. Access to Podcasts, including *Radio Ambulante*, Internet- for news, songs, articles, current events *en español*.
3. App: *Lupa*, para mejorar tu español, acompaña Podcasts de *Radio Ambulante*
4. Subscription to *San Diego Tribune*, and other sources, *en español*
5. Materials in Canvas and vhlcentral.com- printed copies not provided
6. Attendance of Community Classroom events and dinners. Excursions to City Heights neighborhood for service learning; other field trips.
7. Recommended online dictionary (also an App): <https://www.wordreference.com/>

## Assessment and Grading

Grades will be based on the following weighted categories:

Homework, readings: 35%

Writing: 10%

Presentations: 25%

Attendance (including service and Community classroom), discussions and in-class participation: 10%

Final paper and presentation: 20%

### Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Spanish 3000 Civic Engagement: Conversation, Culture and Community, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include immigration, identity, gender and sexual orientation, the pandemic, healthcare, incarceration and ethnic studies. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Hispanic studies, and I will support you throughout your learning in this course.

## **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Spanish 3000 Civic Engagement: Conversation, Culture and Community we will cover a variety of topics, some of which you may find triggering. These topics include immigration, identity, gender and sexual orientation, the pandemic, healthcare, incarceration and ethnic studies. These topics can be identified with the titles of readings, which elucidate the content. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Hispanic studies, and I will support you throughout your learning in this course.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

### **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text,

video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

## **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **Loma Writing Center**

*\*For our purposes, the Loma Writing Center can help with your organization, ideas and thesis statements– but the services are limited to English, so your original writing in Spanish can be worked on with the professor and your classmates, and in office hours.*

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information

about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### Course Modality Definition

In-Person: Course meetings are face-to-face with no more than 25% online delivery. This class will also count your service, community dinners and other excursions toward your credit hours.

### Assignments At-A-Glance

- **Homework, Readings:** Students must have full Supersite access for the textbook, *Conversaciones escritas* on vhlcentral.com. All assignments are on this site, with the full electronic textbook and practice activities. A looseleaf (paper copy) is optional but perhaps handy and preferable depending on student learning style. Students are to keep up with the due dates posted on the vhlcentral.com class. Late work is accepted with 5% deductions per day late. All work is due before the class meeting. This constitutes the bulk of the work, and students are accountable for this online content- even if it is not integrated into Canvas.
- **Service/Community Classroom:** This class forms part of PLNU's Community Classroom program, which adds an element of culture and depth to the curriculum. A limited number of courses are offered in this program, and most classes and activities take place in the diverse City Heights neighborhood. Our class will meet onsite at Midcity Nazarene Church; other work may be expected to be completed outside the actual classroom hours. Students attend events such as dinners, complete a neighborhood exegesis assignment, do community service, and view a common film.
- **Oral reports and writing:** Students will be given instructions and expectations for oral presentations and writing prompts, including taking turns presenting and summarizing content from the readings. Students hone their speaking and writing skills and complete different types of assignments and essays, according to the content covered in the in-class and outside-of-class activities. Correct grammar and composition structures, spelling, and accents expected.
- **Conversation, discussions and in-class participation:** Conversations will be with members of the Spanish-speaking community when possible, but mainly within the classroom context with peers and the professor, often guided by a certain theme.

The "*Canción de la semana*" is for cultural enrichment and for fun, so that students are listening to authentic music from the Spanish-speaking world and doing some basic research regarding the song's artist(s), country of origin, lyrics and new vocabulary, the theme and tone, and whatever other information about the song's message or intended audience.

- **Final project:** The final paper (2000 words) and presentation (10 minutes) will be based on content covered throughout the semester and constitutes student research, which delves

deeper (and more specifically) into one of the topics in the textbook. Students will showcase a combination of skills and critical thinking, oral presentation, accurate grammar structures and MLA guidelines. Students will gather research materials throughout the semester in preparation for a successful final research paper. Ten academic sources are required, with sufficient time to obtain and study the topic in-depth, before contributing a specific thesis to the academic conversation. Rubrics for the written work as well as the oral presentation are found on [vhlcentral.com](http://vhlcentral.com).

- The thesis work, scaffolding assignments, and the research paper will be graded as the Final. The accompanying presentation will be graded in the Presentations category.

**Course Calendar/ Plan de estudios:**

**Changes may be made to the schedule, to best meet the needs of the class. You will be notified of any changes. Enrichment field trips and off site sessions count as attendance.**

**Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for assignments can be found on [vhlcentral.com](http://vhlcentral.com) or Canvas and are often explained in class.**

Semana	Fecha	Tareas a entregar/ información de la clase
Capít.	Tópico	<i>Conversaciones escritas: lectura y redacción en contexto</i>
Semana 1	lunes 2 de sept. <b>NO HAY CLASE</b> Día del trabajo	Introducción a la clase- VIRTUAL / por email y Canvas. Community Classroom. Calendario. Comprar materiales y completar tarea: <i>Conversaciones escritas</i> . Participación, otras expectativas  Canción de la semana: “Ya no sé qué hacer conmigo” – El Cuarteto de Nos
Capít. 1	La (in)migración	Entregar Tarea en <a href="http://vhlcentral.com">vhlcentral.com</a> — ¡todas las semanas!  Lectura 1: Metas de <i>Conversaciones</i>  Lectura 2: “La inmigración: una necesidad para los que se van y una bendición para los países que los acogen”

<b>Semana 2</b>	<b>lunes 9 de sept.</b>	Canción de la semana: “Guantanamera” -Wyclef Jean feat. Celia Cruz, Lauryn Hill, Jeni Fujita
<b>Capít. 1</b>	<b>La (in)migración</b>	<p>Lectura 2: “La inmigración: una necesidad para los que se van y una bendición para los países que los acogen”</p> <p>Tareas <i>VHL</i> : Vocabulario, Comprensión y Cierto o falso</p> <p>Opcional: Podcast, <i>Radio Ambulante</i>, episodio: “Que se olviden de mí”/ “Let Them Forget about Me”</p>

<b>Semana 3</b>	<b>lunes 16 de sept.</b>	Canción de la semana: “Venas abiertas” -Mercedes Sosa
<b>Capít. 1</b>	<b>La (in)migración</b>	<p>Lectura “Cómplices de los indocumentados”</p> <p>Tareas de comprensión y vocab.</p> <p><b>Escritura:</b> Pandemia</p> <p>En línea</p> <p>Lectura (preparar para presentación): ¿Qué son el programa DACA y la ley DREAM?</p> <p>Opcional: Podcast, <i>Radio Ambulante</i>, episodio: “Hermanas”</p>

<b>Semana 4</b>	<b>lunes 23 de sept.</b>	Canción de la semana: “Latinoamérica” -Calle 13
<b>Capít. 1</b>	<b>La inmigración</b>	<p><b>Presentación:</b> Entrando a la conversación 1. PowerPoint sobre el programa DACA</p> <p>Lectura: Los indocumentados</p> <p>Tareas de comprensión, vocab., la tesis, ¿Cierto o falso?, Factores</p>

<b>Semana 5</b>	<b>lunes 30 de sept.</b>	Canción de la semana: "A desalambrar" -Víctor Jara
<b>Capít. 2</b>	<b>Las identidades latinas</b>	Lectura 1: "Que nadie se quede monolingüe" Lectura 2: "El lenguaje inclusivo" Tareas vhl, vocab., cierto o falso, etc

<b>Semana 6</b>	<b>lunes 7 de oct.</b>	Canción de la semana: "Somos Sur" -Ana Tijoux
<b>Capít. 2</b>	<b>Las identidades latinas</b>	<b>Escritura:</b> Carta a la Oficina del Censo Lectura 3: ¿"Mejorar" la raza? Los daños de las jerarquías Lectura 4: Desarmar la antinegritud juntxs Tareas de vhl, vocab. y comprensión

<b>Semana 7</b>	<b>lunes 14 de oct.</b>	Canciones de la semana: "Tu amor me hace bien" -Marc Anthony "Gente de zona" -La Gozadera, feat. Marc Anthony
<b>Capít. 2</b>	<b>Las identidades latinas</b>	<b>Presentación:</b> Sobre el racismo en la comunidad latina Rúbrica e instrucciones en vhl

<b>Semana 8</b>	<b>lunes 21 de oct.</b>	Canción de la semana: "Chan Chan" -Buena Vista Social Club
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<b>Capít. 3</b>	<b>Cuestiones de lengua</b>	Lectura 1: “Que nadie se quede monolingüe” Lectura 2: “Hambre de memoria: la educación de Richard Rodríguez” Tarea vhl
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<b>Semana 9</b>	<b>lunes 28 de oct.</b>	Canción de la semana: “Canción del poder popular” -Inti Illimani
<b>Capít. 3</b>	<b>Cuestiones de lengua</b>	Lectura 3: <i>Proud of the purple</i> : la variación lingüística Tarea vhl- cierto o falso <a href="#">Escritura</a> : Carta a Richard Rodríguez Rúbrica e instrucciones en VHL In-class: Hispanohablantes y dialectos

<b>Semana 10</b>	<b>lunes 4 de nov.</b>	Canción de la semana: “Patria y vida” – Yotuel , Gente de Zona, Decemer Bueno, Maykel Osorbo , El Funky
<b>Capít. 5</b>	<b>La tecnología</b>	<b>Excursión: El Museo de Nosotros (Museum of Us, Balboa Park)</b> Lectura 1: Divididos por la tecnología Tarea vhl
	<b>jueves 7 de nov.</b>	Evento especial con autor Jason de León ( <i>Terreno Hostil; Soldados y Reyes</i> )

<b>Semana 11</b>	<b>lunes 11 de nov.</b>	Canción de la semana: “Cuba no se fue de mí” -Orishas
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<b>Capít. 5</b>	<b>La tecnología</b>	<p>Lectura 2: Cuando desinforman y engañan deliberadamente</p> <p>Lectura 3: Las mujeres y personas de color en STEM</p> <p>En clase: En breve: ¿Qué son los algoritmos y cómo aprenden de nosotros?, Cierta o falso</p>

<b>Semana 12</b>	<b>lunes 18 de nov.</b>	<p>Canción de la semana: “Ñuqui (Te quiero para mí)” - ChocQuibTown</p> <p>“Invencible” - ChocQuibTown</p>
<b>Capít. 5-6</b>	<b>Lo biológico y lo social del género</b>	<p><b>Presentación:</b> El ciberacoso (cap. 5)</p> <p>Lectura 1: Solo la sociedad crea el género</p> <p>Tarea vhl, vocab.</p>

<b>Semana 13</b>	<b>lunes 25 de nov.</b>	<p>Servicio en la comunidad para Día de Acción de Gracias</p> <p>Canción de la semana: “A Dios le pido” -Juanes</p> <p>Letra de la canción: Identificar el subjuntivo y por qué</p> <p>¿Qué le pides tú a Dios?</p>
<b>Capít. 6</b>	<b>Lo biológico y lo social del género</b>	<p>En clase: Juguetes favoritos</p> <p>Lectura 2: Los juguetes y las películas: herramientas para la imaginación infantil y adulta</p> <p><b>Escritura:</b> Representación en el cine</p>

<b>Semana 14</b>	<b>lunes 2 de dic.</b>	<p>Canción de la semana: “Clandestino” feat. Manu Chao</p> <p style="text-align: center;"></p> <p><a href="https://www.youtube.com/watch?v=Wm0h10aJanc">https://www.youtube.com/watch?v=Wm0h10aJanc</a></p> <p><a href="#">Links to an external site.</a></p>
<b>Capít. 7</b>	<b>El bienestar individual y social</b>	<p>Lectura 2: “El acceso a servicios de salud: la barrera del idioma”</p> <p>Tarea vhl: Vocab., Cierto o falso</p>

<b>Semana 15</b>	<b>lunes 9 de dic.</b>	Canción de la semana: “Corazón espinado” -Santana feat. Maná
<b>Capít. 7</b>	<b>El bienestar individual y social</b>	<p>Lectura 4: “Nación de encarcelación”. Actividad en vhl, investigar y contestar</p> <p>Conferencias individuales para el ensayo final</p>

**Final exam:**

Otros artistas/bandas: Orishas, Residente, Natalie LaFourcade, Gondwana, Omara Portuondo, Residente, Fabulosos Cadillacs, Los Prisioneros, y muchos más

