



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>SILC</u>	Department	<u>Spanish & Portuguese Section</u>
Subject	<u>SPA</u>	Title	<u>Spanish conversation and composition for bilinguals</u>
Number	<u>315</u>	Units:	<u>3</u>

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:
Emphasizes comparing standard Spanish with regional Southwest Spanish.

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Cynthia Tompkins Phone 480 727 7275
Mail code 0202 E-mail: Cynthia.Tompkins@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 4/7/15
Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
SPA	315	Advanced Spanish Conversation and Composition for Bilinguals	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
H1	Students will comprehend the sociopolitical situation the surrounds the use of certain languages in society. They will also explore the history, literature and culture of Hispanics in the United States.	See Syllabus p. 1, 8-11
H2	Students will learn about the differences in dialects among Hispanics, as well as how bilingualism has affected the Hispanic experience in the United States.	See Syllabus p. 1
H3	Students will study the history of bilingualism and bilingual education policy, and how it has affected the Hispanic experience in the United States	See Syllabus p. 1
H4	Students will examine the history of Hispanics from Cuban, Mexican, Puerto Rican heritage that live in the United States. The course provides topics to discuss the history of Latinos in the United States, identity issues, language barriers, and labor rights.	Syllabus p. 8-11

SPRING 2015

Arizona State University
School of International Letters and Cultures

SPA 315
Advanced Spanish Conversation and Composition for Bilinguals

Instructor: José Flores E-mail: Jose.Flores@asu.edu	Office: TA Office Hours: TA
--	--

Pre-requisite: SPA 202 or SPA 204 or instructor approval.

DESCRIPTION AND OBJETIVES

This course is the third of the Spanish as a Heritage Language Program: SPAN 203, 204, 315 and 316. This course takes as a foundation the linguistic abilities and cultural connections that you already possess, and seeks to expand them in a dynamic cultural context. You will critically reflect on the culture, history, and literature of Hispanics in the United States. Additionally, this course will offer you practice with oral and written academic Spanish, all while developing critical thinking skills. The principal objective of this class is that you develop and value your bilingualism in order to use Spanish with confidence not only at home, but also in professional and academic settings. Our specific goals are:

- (1) expand the academic and professional Spanish register
- (2) develop writing skills in different genres and the capacity of self editing and correction
- (3) perfect spelling and orthography (including the use of the accent marks)
- (4) develop the oral expression in different contexts
- (5) comprehend how the language structure functions
- (6) broaden vocabulary
- (7) comprehend and analyze literary texts
- (8) come to know and appreciate different aspects of bilingualism
- (9) comprehend the sociopolitical situation the surrounds the use and prestige of certain languages in society
- (10) explore the history, literature and culture of Hispanics in the United States and Latin America

As part of the philosophy of this course, there will be an appreciation of the diversity in Hispanic cultures and their corresponding dialect. There will be a concientization of the dialectical differences of Spanish and the political, social and economic backgrounds of the use of each variety or register. Our goal is that you develop the dialectical flexibility so that you may manage the varieties and/or registers of the language according to the context and your own election.

TEXTBOOKS (required)

-*Nuevos mundos: Lectura cultura y comunicación*: Ana Roca (libro/cuaderno de actividades) 3rd ed.

-A good bilingual dictionary and/or a Spanish dictionary (to use in class and for homework)

EVALUATION:

Will be based on the grade of the student in the following activities:

Oral component (20%)	Participation in class (10%)		10 %
	Presentations (10%)	Oral Presentación I	5 %
		Oral Presentación II	5 %
Writing component (80%)	Homework and Mini-Projects (20%)	Homework	11%
		Community Projects (3)	9%
	Quizzes (5%)		5%
	Portfolio (35%)	Blogs	5%
		Composition I	10%
		Final Composition	15 %
		Reflections (3)	3%
		Presentation of the portfolio	2%
	Exams (20%)	Midterm Exam	8 %
		Final Examen	12%

Grades: The +/- system will be used, according to the following scale:

A+ 97-100

A 93-96

A- 90-92

B+ 87-89 B 83-86 B- 80-82
 C+ 77-79 C 70-76 D 60-69 E 0-59

There are no grades such as C-, D+ o D-.

A. PARTICIPATION (10%):

It is expected of the student active participation in the process of their learning. Their participation grade will be based on, among other factors, in 1) preparation for class, 2) the use of Spanish, 3) the cooperation of group work in class, 4) punctuality and 5) assistance to class.

Class assistance is required because it influences the academic progress of the student. Only two absences without excuse are permitted. Two tardies will be considered an absence. After the two permitted absences, any other unexcused absence will affect adversely the progress of the student in the class and their participation grade. One percentage point (1%) will be taken away for each additional unexcused absence after the two permitted absences.

The student’s participation in the oral and writing activities in class is of fundamental importance. This grade will be calculatd based on the willingness to particiapte, as well as the frequency and quality of the participation of the student.

The addressing of sexual, religious, political, and violent topics in the compositions and presentations should always be of academic nature, and never propaganda, autobiographic or sarcastic. During this course, there will be many opportunities to express opinions about controversial topics, and it is requested that there be an respectful and tolerant attitude toward the opinions of your fellow students.

If you have any questions regarding the participation in class (or any other grade), it should be directed to your instructor during his/her office hours. Do not hesitate to ask for help from your instructor when you need it.

If you are absent from class, it is your responsibility to find out what was covered that day and what is the homework for the next class. It is important to exchange telephone and email information with two or three fellow students to be able to inquire about these things. Those days you will receive a 0 for your participation grade, but you may speak with your instructor about the possible ways to receive credit.

Name	Telephone	E-mail
1		
2		
3		

OBLIGATIONS OF THE STUDENT

- Read the assigned material, and do all the homework before class.
- Actively participate in the conversation of the class.
- Actively collaborate and contribute information voluntarily

Important:

- a) Cellphone use is not permitted in class.
- b) Do not arrive late to class.
- c) Late assignments, compositions and homework will not be accepted late. No exceptions.
- d) Arrive to class prepared (with books, notebooks, pencils, pens, homework ready and prepared to participate). Read the assigned material as homework to arrive prepared for class.

B. PRESENTATIONS (10%):

One of the most common communicative situations in our society is public speaking. Because of this, there are two presentations. Presentation I will be about your Hispanic roots: your family origins, native cities, and the history of your family customs and traditions. It will be approximately 3 minutes and you should include a visual component. For the Final Presentation, there are two options: 1) an individual oral presentation or 2) a theatrical group presentation. The individual presentation should be 7 minutes, and following a 3 minute discussion. It will take place the end of the course and will be about one of the written assignments (compositions), or another cultural topic related to the course. Such presentation will implicate a deeper investigation of the topic, with the use of reliable authentic sources: television, radio, Internet, and newspapers in Spanish. It is recommended that the student utilize audio-visual aids during his/her presentation, as well as share an outline with classmates about the presentation. The students that choose to do a theatrical presentation as a group cannot have more than 3 persons in the group, and the play should be approximately 15-20 minutes long. There should also be equal amount of participation by all students in the group. Students should write a script, utilize props: these should all be approved by the instructor beforehand. Preparation, organization, cooperation, and the use of Spanish will be evaluated.

Please see the Evaluation of Oral Presentation sheets for more details.

C. HOMEWORK AND COMMUNITY PROJECTS (20%)

The homework will be collected when the instructor deems convenient. Every homework is worth 10 points. The instructor will give 5 points for the completion of the homework, and 5 points for the content and structural and grammatical elements. An average of these grades will be given. There will be 3 types of homework:

- 1) Exercises to practice the topics seen in class
- 2) Homework to prepare for the activities of class (searches on the internet, reading, etc.)
- 3) Homework to apply and examine the topics seen in class or in your community

There will be three community projects, whose objectives are to connect students to the Hispanic community, applying what they have learned in class. The topics will be: 1) the linguistic varieties; 2) the transmission of Spanish in Hispanic families in southern Arizona; y 3) service learning.

D. QUIZZES (5%)

There will be quizzes or pop quizzes during the course that will measure the preparedness to class and your academic progress in the concepts seen in class.

E. THE PORTFOLIO (35%)

1. The blogs:

(minimum 150 words-maximum 300): You will prepare 8 entries to the blog in “discussions” throughout the semester. The diary is a means to improve your writing and orthography, while reflecting about different topics. You will also leave comments about the entries of your classmates as homework.

2. The composition:

There will be two compositions, one short (10%) and one long (15%). The compositions will have three versions and each one will receive feedback from your instructor and your classmates.

All the compositions should be written **in a word processor (MW), with 12 font, double space, 1” margins and stapled. Hand-written compositions will not be accepted.** The compositions should contain the following information on the first page:

Student Name:	Turn in date:
SPA 315 – (time of class)	Composition (no. 1, 2)
Version (no. 1, 2, final)	
Título:	

See rubric for the composition in Bb for more information.

The format utilized for the compositions will be given to you in class.

2. The reflections:

At the beginning, middle and end of the semester, you will write a 300 to 500 word reflection in which you will examine your challenges, achievements, and goals in Spanish class, your spoken Spanish, and written Spanish in general. For the last reflection you should have in mind the changes that you notice between the first and second diagnostic test.

3. Portfolio presentation:

This is a compilation of all the versions of your compositions, the projects and the reflections that were written throughout the semester. You will turn this in the last week of class.

F. EXAMS (MIDTERM 8% y FINAL 12%)

Throughout the semester there will be two written exams, one in the middle of the semester and another at the end. These exams will evaluate your ability to express yourself in written form, as well as assess the concepts you have learned in the course.

There will not be any make-up exams for either of the two exams. If any student cannot attend class for the exam, he/she should bring to the instructor a legitimate written excuse (such as a note from a physician).

The final exam will take place...

IMPORTANT: IT WILL NOT BE PERMITTED TO TAKE THE EXAM BEFORE THE CORRESPONDING DATE.

Students should know the date of the final exam and the midterm exam before making plans for their trips. The date of the final exam can be found in the following page:

<http://students.asu.edu/final-exam-schedule#spring>. **The date of the final exam will not be changed under any circumstances.**

SPECIAL NEEDS

If you have a physical or psychiatric impediment, or a specific problem in learning that requires special aid, please communicate this information to your instructor at the beginning of the semester to ensure your needs are met. To guarantee the accommodation you need, you will need to turn in the necessary documentation that is offered by *Disability Resources* located in *Mathews Center*.

EXPECTED STUDENT BEHAVIOR

Students are **REQUIRED to read and act in accordance** with ASU and Arizona Board of Regents' policies, including:

A. Academic Integrity Policy:

In accordance with this policy, it is expected that **all work** (exams, compositions, Workbook activities **or any other evaluation assigned** or offered for a grade or credit) **will be the student's own work.**

A tutor or other qualified person may help with **explanations of grammatical points and/or answer specific questions.** However, compositions and all other graded assignments are to be **done and corrected by the student without assistance.**

ALSO, the use of electronic or any other written information (including online translation programs and web pages) is prohibited. You may consult sources, but may not incorporate their writing into your own. For more detailed information about unauthorized use of materials (plagiarism), please refer to the Computer, Internet and Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html>.

Sanctions:

Students violating the Academic Integrity Policy will receive the following sanctions:

1. The first time a student violates the Academic Integrity Policy he/she will receive a **0** for the assignment/exam/homework **with no option to rewrite or retake.**
2. If there is a second violation, the student will receive a **0** for the rubric (exam / composition / workbook assignment, etc.).
3. A third violation will result in the assignment of the grade of "XE" (the XE grade may not be appealed through the grade appeal process) for the course.

To see the entire ASU Student Academic Integrity Policy, please go to:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

B. Student Code of Conduct.

Students are expected to act in accordance with the Student Code of Conduct. This includes, **but is not limited to:** NOT “endangering, threatening or causing harm to any member of the university community or to oneself or causing reasonable apprehension of such harm.” For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to: <http://www.asu.edu/aad/manuals/sta/sta104-01.html>.

Horario del curso

Week	Content	Class Activities	Announcements and important assignment due dates*
<p>Week 1 (1-12/1-15)</p> <p><i>The Hispanic presence in the United States</i></p>	<p>-Introduction to the course and explanation of the program -How to have success in the class: Suggestions and expectations</p>	<p>-Activities to get to know each other -Diagnostic Test written in class</p>	<p>-Linguistic and Cultural Questionnaire Cuestionario (survey on Blackboard) -Visit instructor in his/her office hours -Blog I</p>
<p>Week 2 (1-19/1-22)</p> <p><i>The Hispanic presence in the United States</i></p>	<p><u>Chapter 1:</u> <u>Readings:</u> -<i>Hispanics in the United States</i> (p.3). - <i>La hispanidad norteamericana</i>, p. 14 -<i>La latinización de los Estados Unidos</i> (p. 42)</p>	<p><u>Orthography:</u> Differences between English and Spanish (compare systems) Workbook activities (WB): pp. 1-6 <u>Focus on language:</u> Maintaining your Spanish: Problems in the United States (PP)</p>	<p>-<i>Reflection I</i></p>
<p>Week 3 (1-26/1-29)</p> <p><i>The Hispanic presence in the United States</i></p>	<p><u>Chapter 1:</u> The Hispanic presence in the United States <u>Reading:</u> -<i>El futuro del español en los Estados Unidos</i> (p. 35) -<i>En un barrio...</i> (p. 10) -<i>Mi nombre</i> (p. 22)</p>	<p><u>Orthography:</u> Capitalizationñ the differences between English and Spanish WB: pp. 11-13 <u>Debate 1:</u> Being Bilingual; benefits and prejudices in the United States (search and read material about this topic)</p>	<p>Blog II</p>
<p>Week 4 (2-2/2-5)</p> <p><i>Mexican-Americans</i></p>	<p><u>Chapter 2:</u> Mexican-Americans <u>Readings:</u> -<i>Las raíces de los mexicanoamericanos</i> (p. 55)</p>	<p><u>Focus on language:</u> Linguistic Variations</p>	<p>-Oral Presentation I: The Origin of my Family</p>

<p>Week 5 (2-9/2-12)</p> <p><i>Mexican-Americans</i></p>	<p><u>Chapter 2</u> Mexican-Americans</p> <p><u>Reading:</u> -<i>Se arremangó las mangas</i> (p. 59)</p>	<p><u>Orthography:</u> Syllabic division WB: pp. 6-8 <u>Focus on language:</u> Oral and written language</p>	<p>-<i>Community Project I: Linguistic Varieties</i></p>
<p>Week 6 (2-16/2-19)</p> <p><i>Mexican-Americans</i></p>	<p><u>Chapter 2</u> Mexican-Americans</p> <p><u>Reading:</u> -<i>My accent</i> (p.65)</p>	<p><u>Focus on language:</u> Academic Spanish and Informal Spanish <u>Orthography:</u> The Tonic Syllable WB: pp. 21-22 -Preparation for Composition I: Structure of the paragraph, parts of the composition.</p>	<p>Blog III</p>
<p>Week 7 (2-23/2-26)</p> <p><i>Puerto Ricans</i></p>	<p><u>Chapter 3:</u> Puerto Ricans</p> <p><u>Reading:</u> -<i>Los puertorriqueños de aquí y de allá</i> (p. 97)</p>	<p><u>Orthography:</u> The classification according to the tonic syllable WB: pp. 23-26 <u>Focus on language:</u> Language and power -Peer editing (at home and in class)</p>	<p>-Turn in Composition I: Version I</p>
<p>Week 8 (3-2/3-5)</p> <p><i>Puerto Ricans</i></p>	<p><u>Chapter 3:</u> Puerto Ricans</p> <p><u>Reading:</u> -<i>Como se come una guayaba</i> -<i>Ni te lo imagines</i> (p. 111)</p>	<p>- Puerto Rican variety WB: p. 58 <u>Focus on language:</u> Spanglish: Code switching and borrowing pp. 166-169 <u>Grammatical awareness:</u> False cognates WB: pp. 33-38 WB: pp. 53-57 <u>Debate 2:</u> Should English be the official language of the United States? pp. 124-125 (Search and read material about this topic)</p>	<p>- Turn in Composition I: Version II -Study Guide for Midterm Exam (review)</p>
<p>Week 9 (3-9/3-13)</p>	<p>Spring break</p>		
<p>Week 10 (3-16/3-19)</p>	<p><u>Chapter 4:</u> Cubans</p>	<p>Cuban variety WB: pp. 74-75</p>	<p>- Survey about your opinion of the class</p>

<p><i>Cubans and Cuban Americans</i></p>	<p><u>Readings:</u> -<i>Cubanos y cubanoamericanos</i> (p. 133) -<i>Mi raza</i> (p. 140)</p>	<p><u>Orthography:</u> Review of the accent mark; ‘b’ and ‘v’ WB: pp. 47-51</p> <p><u>Focus on language:</u> Maintaining Spanish in the family pp. 164-165 (“La Torre de Babel”)</p>	<p>- Turn in Composition I: Version III -Reflection II</p> <p>Midterm Exam</p>
<p>Week 11 (3/23-3/26)</p> <p><i>Cubans and Cuban Americans</i></p>	<p><u>Capítulo 4:</u> Cubans</p> <p><u>Reading:</u> -<i>Balada de los dos abuelos</i> (p. 142)</p>	<p><u>Grammatical awareness:</u> Gerund and infinitive WB: pp. 52-53</p> <p><u>Orthography:</u> ‘c’, ‘s’ and ‘z’, review of the accent mark WB: pp. 59-63 <i>Movie: Al otro lado</i></p>	<p>Blog IV</p>
<p>Week 12 (3-30/4-2)</p> <p><i>Human Rights</i></p>	<p><u>Chapter 6:</u> Human Rights</p> <p><u>Readings:</u> -<i>Violaciones de los derechos humanos en Latinoamérica</i> (p. 221) -<i>Cuba y los derechos humanos</i> (p.232)</p>	<p><u>Orthography:</u> ‘g’ and ‘j’ WB: pp. 77-80</p>	<p>- <i>Community Project III: The Intergenerational Transmission of Language in Southern Arizona</i></p>
<p>Week 13 (4-6/4-9)</p> <p><i>Human Rights</i></p>	<p><u>Chapter 6:</u> Human Rights</p> <p><u>Readings:</u> -<i>La ruta de la muerte: El peligroso viaje de los emigrantes de América Central para alcanzar “el sueño americano”</i> (p. 258) -<i>Caña amarga: Explotación infantil en México</i> (p. 263)</p>	<p><u>Orthography:</u> Review of the accent mark <u>Debate 3:</u> Immigration, violation of human rights (search and read about this topic)</p>	<p><i>Movie: Real Women have curves (at home)</i> Blog V</p>
<p>Week 14 (4-13/4-16)</p>	<p><u>Chapter 6:</u> Human Rights</p>	<p><u>Orthography:</u> Accent mark- application of rules</p>	<p><i>Community Project III: My Opportunity</i></p>

<i>Human Rights</i>	<u>Readings:</u> - <i>La pobreza y las más de 4.000 maquiladoras en la frontera: Abusos, violencia y contaminación ambiental</i> (p. 268)	-Preparation of Final Composition (use academic sources in the composition) - The use of academic sources; search of sources from reliable information	<i>for Service Learning</i> - Turn in the topic and outline of the Final Composition
Week 15 (4-20/4-23) <i>Women and Culture</i>	<u>Chapter 7: Women and Culture</u> <u>Readings:</u> - <i>¿Iguales o diferentes? El feminismo que viene</i> (p. 283)	- Peer editing (at home and in class) <u>Orthography: ‘h’</u> WB: pp. 111-115	- Turn in Final Composition: Version I - Survey about the course and Spanish Heritage program on Blackboard
Week 16 (4-27/4-30) <i>Women and Culture</i>	<u>Chapter 7: Women and Culture</u> <u>Readings:</u> - <i>La mujer y la sociedad en el mundo hispano</i> (p. 281) - <i>Tú me quieres blanca</i> (p. 297)	-Final Oral Presentations (videos)	- Turn in Final Composition: Version II -Written progress exam in class -Study Guide for Final Exam
Week 17 (5-4/5-7)	Final Exam https://students.asu.edu/final-exam-schedule (Time and Date cannot be changed)		- Turn in Final Composition: Version III and electronic portfolio - Reflection III

*** Topics, readings, and due dates of the course are subject to change with prior notice to students, at the discretion of the instructor and according to the needs of the students. ***

*This does not represent a complete list of homework because the instructor may omit or add homework depending on the needs of the students and the development of the course.



NUEVOS MUNDOS

Lectura, cultura y comunicación

CURSO DE ESPAÑOL PARA BILINGÜES
TERCERA EDICIÓN

ANA ROCA

Florida International University



WILEY

JOHN WILEY & SONS, INC.



Índice

Capítulo Uno

La presencia hispana en los Estados Unidos, 1

Para entrar en onda, 2

I. Conversación y cultura, 3

Hispanos en los Estados Unidos, 3

II. Lectura, 9

En un barrio de Los Ángeles, Francisco X. Alarcón, 10

La hispanidad norteamericana, de *El espejo enterrado:*

Reflexiones sobre España y el Nuevo Mundo,

Carlos Fuentes, 14

Mi nombre, Sandra Cisneros, 22

Un sándwich de arroz, Sandra Cisneros, 23

Ritmo al éxito: Cómo un inmigrante hizo su propio sueño americano, Emilio Estefan, 27

El futuro del español en Estados Unidos, Jorge Ramos, 35

III. Mundos hispanos, 37

Celia Cruz: ¡Azúcar!, 37

Latinos en Estados Unidos, Titti Sotto, 39

La latinización de Estados Unidos, Jorge Ramos, 42

IV. El arte de ser bilingüe, 45

Composición autobiográfica dirigida, 45

El arte de hacer una entrevista, 45

V. Unos pasos más: fuentes y recursos, 47

Capítulo Dos

Los mexicanoamericanos, 53

Para entrar en onda, 54

I. Conversación y cultura, 55

Las raíces de los mexicanoamericanos, 55

II. Lectura, 58

- Se arremangó las mangas*, Rosaura Sánchez, 59
Mi acento (Living with an Accent), Jorge Ramos, 65
Homenaje a los padres chicanos, Abelardo Delgado, 75
Mareo escolar, José Antonio Burciaga, 77
México Cinema: Chiles rojos picantes, Rueda Duque, 81

III. Mundos hispanos, 85

- César Chávez, 85
Edward James Olmos, 85
Gael García Bernal, 86

IV. El arte de ser bilingüe, 87

- Leer en inglés e interpretar en español, 87
Interpretar en inglés y en español, 88

V. Unos pasos más: fuentes y recursos, 89

Capítulo Tres

Los puertorriqueños, 95

Para entrar en onda, 96

I. Conversación y cultura, 97

- Los puertorriqueños de aquí y de allá, 97

II. Lectura, 104

- La carta*, José Luis González, 105
A José Martí, Julia de Burgos, 107
Prólogo: cómo se come una guayaba, de *Cuando era puertorriqueña*,
Esmeralda Santiago, 109
Ni te lo imagines, de *Cuando era puertorriqueña*, Esmeralda Santiago, 111
Un, dos, tres: Ricky Martin, Francisco M. Rodríguez, 115

III. Mundos hispanos, 118

- Recordando a Raúl Juliá, actor de teatro y cine, 118
La plena: Linda música puertorriqueña, 120
La primera mujer puertorriqueña elegida al congreso,
Nydia M. Velázquez, 121
Sonia Sotomayor: el sueño americano, Santos Jiménez, 121

IV. El arte de ser bilingüe, 124

- ¿Debe ser el inglés el idioma oficial de los Estados Unidos?, 124

V. Unos pasos más: fuentes y recursos, 126

Capítulo Cuatro

Los cubanos y los cubanoamericanos, 131

Para entrar en onda, 132

I. Conversación y cultura, 133

- Los cubanos y cubanoamericanos, 133

Violaciones de los derechos humanos en Latinoamérica:
Violencia e injusticia, 221

II. Lectura, 225

Esperanza, Ariel Dorfman, 226
Pastel de choclo, Ariel Dorfman, 228
Dos más dos, Ariel Dorfman, 229
Esa tristeza que nos inunda, Ángel Cuadra Landrove, 230
Canción del presidio político, Ángel Cuadra Landrove, 231
Cuba y los derechos humanos, 231
La escuelita de Bahía Blanca, Alicia Partnoy, 239
Busco a mi hermano, Astrid Riehn, 248
Los mejor calzados, Luisa Valenzuela, 252
Espuma y nada más, Hernando Téllez, 254
La ruta de la muerte, Aroa Moreno, 258

III. Mundos hispanos, 263

Caña amarga: Explotación infantil en México, Samuel Mayo, 263
Javier de Nicoló: Padre que ayuda a los gamines de Bogotá, 267
La pobreza y las más de 4,000 maquiladoras en la frontera, 268

IV. El arte de ser bilingüe, 270

La Argentina y el matrimonio homosexual: Una sociedad
más igualitaria, Luciana Ferrando, 270
Proclama sobre los derechos humanos, 272

V. Unos pasos más: fuentes y recursos, 274

Capítulo Siete

La mujer y la cultura, 279

Para entrar en onda, 280

I. Conversación y cultura, 281

La mujer y la sociedad en el mundo hispano, 281

II. Lectura, 283

¿Iguales o diferentes? El feminismo que viene,
Amanda Paltrinieri, 283
La revolución inacabada, Susana Santolaria, 288
Nosotras, Rosa Olivares, 291
Redondillas, Sor Juana Inés de la Cruz, 295
Selecciones de *El dulce daño*, Alfonsina Storni
Tú me quieres blanca, 297
Peso ancestral, 298
Hombre pequeñito, 299
Kinsey Report No. 6, Rosario Castellanos, 300
Mujer y literatura en América Latina (fragmento), Elena
Poniatowska, 302
La mujer y los libros, Mercedes Ballesteros, 308
Entrevista: Rosa Montero, Carmen Aguirre y José Ángel Gonzalo, 310

- III. Mundos hispanos, 313
 - Michelle Bachelet*, 313
 - Mercedes Sosa*, 316
- IV. El arte de ser bilingüe, 318
 - Breves representaciones teatrales, 318
- V. Unos pasos más: fuentes y recursos, 320

Capítulo Ocho

*Cruzando puentes: El poder de la palabra,
la imagen y la música, 327*

- Para entrar en onda, 328
- I. Conversación y cultura, 329
 - ¡Extra! ¡Palabras, imágenes y música por el Internet!, 329
 - II. Lectura, 331
 - Biografía: Chayanne, 332
 - El futuro del periodismo*, John Virtue, 335
 - Vive tu vida al rojo vivo (fragmento)*, María Celeste Arrarás, 340
 - Dos palabras*, Isabelle Allende, 347
 - Botella al mar para el dios de las palabras*, Gabriel García Márquez, 355
 - La lengua común*, Mario Vargas Llosa, 357
 - III. Mundos hispanos, 363
 - Música sin fronteras, 363
 - ¡Cristina! *Confidencias de una rubia*, Cristina Saralegui, 366
 - IV. El arte de ser bilingüe, 368
 - Cómo preparar una hoja de vida en español, 368
 - Las librerías y las bibliotecas de su comunidad, 370
 - V. Unos pasos más: fuentes y recursos, 371

Apéndices

- Apéndice A: Recursos del español para profesores y estudiantes, 375
- Apéndice B: La red en español y otras direcciones útiles, 379
- Apéndice C: Otros recursos: películas, videos y audiovisuales, 381
- Apéndice D: *Teaching Spanish as a Heritage Language: Recommended Readings*, 383
- Mapas, 387
- Créditos de fotos, 391
- Créditos, 393
- Índice, 397