# GENERAL STUDIES COURSE PROPOSAL COVER FORM

**College/School:** College of Letters and Sciences  
**Department:** School of International Letters and Cultures  
**Prefix:** SPA  
**Number:** 431  
**Title:** Latin American Jewish Culture  
**Units:** 3  

**Is this a cross-listed course?** Yes  
**Is this a shared course?** No  

**Note:** For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

**Is this a permanent numbered course with topics?** Yes  

**If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.** (Required)

**Course description:** This course will focus on forms of cultural production in Latin America marked by or under the aegis of Jewish diasporic identity from the late nineteenth century to the present.  
**Requested designation:** Literacy and Critical Inquiry-L  
**Mandatory Review:** Yes  

**Note:** a separate proposal is required for each designation.

**Eligibility:**  
Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

**Submission deadlines dates are as follow:**  
For Fall 2016 Effective Date: October 1, 2015  
For Spring 2017 Effective Date: March 10, 2016

**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, Arts and Design core courses (HU)  
- Social–Behavioral Sciences core courses (SB)  
- Natural Sciences core courses (NS)  
- Cultural Diversity in the United States courses (C)  
- Global Awareness courses (G)  
- Historical Awareness courses (H)

**A complete proposal should include:**  
- Signed course proposal cover form  
- Criteria checklist for General Studies designation(s) being requested  
- Course catalog description  
- Sample syllabus for the course  
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**  
**Name:** David William Foster  
**E-mail:** david.foster@asu.edu  
**Phone:** 5–3752

**Department Chair/Director approval:** (Required)  
**Chair/Director name (Typed):** Nina Berman  
**Chair/Director Signature:**  
**Date:** 11 July 2016

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**Rev. 4/2015**
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse—**as evidenced by the following criteria:**

<table>
<thead>
<tr>
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**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*

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1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

**C-1**

**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

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1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

**C-2**

**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".

**C-3**
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**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   *Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".*
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<td>SPA</td>
<td>475</td>
<td>Latin American Jewish Culture</td>
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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.

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<th>Criteria (from checksheet)</th>
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<td>The entire course is reading and writing-intensive, with written assignments and final essay on relevant themes,</td>
<td>Student responsibilities (point #3) detail the extent and nature of written assignments; point #5 provides list of extensive reading assignments</td>
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Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

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1. Course Description: This course will focus on forms of cultural production in Latin America marked by or under the aegis of Jewish diasporic identity from the late nineteenth century to the present. While Jewish immigrants and Latin Americans of Jewish descent may be found in all Latin American societies, cultural production is found concentrated in countries like Argentina, Brazil, Mexico, and Chile. We will be investigating essentially cultural versions of a sociohistorical consciousness, and we will range across a broad spectrum of Latin American Jewish texts in an investigation of what forms of production have emerged to represent this important immigrant component of Latin American national societies. We will examine novels and other literary works, along with photography and films, and we will look at theme, motifs, characters that can be identified with what might be called a Jewish consciousness or Jewish sensitivity. Of interest will be the study of how this writing interacts with other immigrant cultural production and how it interacts with the hegemonic modes of the Hispanic or Portuguese traditions that underlie contemporary Latin American societies. In addition to investigating the historical definitions of what can be called Jewish including identity politics and the resistance to identity politics, we will examine the several and different cultural traditions in Latin America pertinent to minority and/or immigrant writing. The course will be conducted in Spanish, and will read the texts in Spanish and write their final research paper in Spanish. Brazilian texts may be read in either Portuguese, Spanish, or English.

2. Student Learning Outcomes: Students will be able to explain the features of Latin American immigrant societies and the important role Jewish culture and its institutions play in Latin America. They will learn the basic sociohistorical frameworks of Jewish immigration to Latin America, and they will acquire a critical and analytical vocabulary for an adequately informed conversation about the social and cultural roles Jews have played in Latin America. They will be able to explain the conflicts between Latin American Christian heritage and the forms anti-Semitism has taken in Latin America. They will learn
to articulate concepts relating to major issues such as cultural survival vs. assimilation and the Latin American understandings of cultural diversity. They will become conversant with the interaction between Spanish and Portuguese and the Jewish languages, specifically the important identify power of Yiddish and Sefardi. Finally, they will come to discuss in detail the importance of considering immigrant cultures in as a challenge to the dominant belief of a Luso-Hispanic, Spanish/Portuguese-speaking Catholic continent. Outcomes will be measured on the basis of concepts articulated and level of expository development in essays throughout the course and in the final research paper.

3. Assignments: Students will be required to write brief (500-word) critical response papers on five texts examined in the course, the three films and two other texts. Each of these five essays will represent 4% of the final grade, with class participation equally 20% of the final grade. Class time will be spent in examining select response papers toward establishing a clear model for such essays. Each student with prepared a 12-15 page essay on one important text chosen in consultation with the instructor. This essay will represent 60% of the final grade. Honors credit may be earned for the course by completing an additional 10-page research paper. All essays must represent the exercise of academic analysis and interpretation, grounded in relevant sociohistorical background reading and consultation of prior critical commentary. Essays will be written in two versions, with the final grade based on the second version incorporating comments made by the instructor on the first version. All essays will receive two grades, one for quality of linguistic expression and one for substantive content; both grades are equal weight.

4. Grading Scale:
The grading scale for the final essay is as follows:
A+ (100-99) – superior scholar showing depth of thought and documentation
A – (93-98) – excellent scholarship showing depth of thought and documentation
A- (90-92) – potentially excellent scholarship with revisions
B+(87-89) – solid scholarship with potential for original critical thought
B – (83-86) – solid scholarship, but some gaps in thought and documentation
B- (80-82) – serious deficiencies in critical thinking and documentation
C+ (77-79) – mediocre scholarship, but evidence of adequate research
C (70-76) – mediocre scholarship with deficient scholarship
D (60-69) - does not meet minimal scholarly standards
E (below 60) – failure to complete coursework

5. Required Readings:
David William Foster, ed., *Latin American Jewish Cultural Production*
Stephen A. Sadow, *King David's Harp: Autobiographical Essays by Jewish Latin American Writers*
Alberto Gerchunoff, *The Jewish Gauchos of the Pampas*
Marjorie Agosín, *Always from Somewhere Else*
Moacyr Scliar, *The War in Bom Fim*
Jaboco Timerman, *Prisoner without a Name, Cell without a Number*
Ana María Shua, *The Book of Memories*
Michel Laub, *Diary of the Fall*

**6. Films to Be Viewed**
Daniel Burman, *El abrazo partido (Lost Embrace)*
Mariana Chinello, *Cinco días sin Nora (Nora's Will)*
Caio Hamburger, *O ano em que meus pais sairam de férias (The Year My Parents Went on Vacation)*

**6. Course Itinerary:**
Weeks 1-2 – The Jewish Diaspora and Latin America (read Sadow)
Weeks 3-4 - Argentina as the anchor Latin American Jewish community (continue reading Sadow; read Gerchunoff) (first written essay)
Week 5 – View Burman film (write critique of film)
Week 6 – Assimilation vs. Cultural Survival (continue reading Gerchunoff; read Agosín)
Week 7 – Jewish culture and hegemonic Hispanic Catholic institutions (continue reading Agosín)
Week 8 – Jewish daily life in Latin American; versions of history (read Scliar)
Week 9 – View Hamburger film (write critique of film)
Weeks 10-11 – Anti-Semitism in Latin American (read Timerman); Marcelo Brodsky’s photography (second written essay)
Weeks 12-13 – Jewish humor and cultural conflict (read Shua) (first draft of final paper due)
Week 14 – View *Cinco días sin Nora* (write film critique)
Week 15 – Summary: Not Jewish or Latin American, but Jewish and Latin American: the return to the image of the Jewish Gaucho (final manuscript of final paper due)

**7. Academic dishonesty will not be tolerated. Please see the official university policy on academic dishonesty:**
[http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity)
8. Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

9. Policy against Threatening Behavior: All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

10. Other Policies: Students will be allowed two unauthorized absences from class. Religious holidays, in accord with official published university list count automatically as authorized absences, as well as do official university-sanctioned activities. Pagers, cell phones, and recording devices are not permitted to be used in class. Classroom conduct must be in accord with university policy regarding threatening behavior (see Student Services Manual SSM 104-02).
KING
DAVID'S
HARP

Autobiographical Essays
by Jewish Latin American Writers

Edited with an Introduction by
STEPHEN A. SADOW

University of New Mexico Press
Albuquerque
For Jim Kaiser
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I wish to thank especially Cicero, Kosciusko-Cooperman, John
supporive friend
and immediately applicable. He is both an experienced critic and a
experience from which I could draw. His suggestions were
instructive to this anthropologist provided welcome insights into the wealth of
Ilan Steiner's series entitled, "Wealth of Latin America". and a con-
Dorothy from Durham, and Ruth DeLaur from Annapolis.
Warrior Agash from Wellesley. Ilan Steiner from Annapolis, Anil
from Israel, Isaac Cohen from New York, Maria Joachim from New York,
Dorothy Alpern,uz. Joseph Kover from Spain. Alice Liblich, Dorothy
Agash and Hilda Peretz from Buenos Aires, Agnella Monti.
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This project brings together essays from people who are not casual
In the special "Warrior Agash" promised.
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enthusiastic about collecting Jewish Latin American autobiography.
active participation in the task. From the process's inception they were
King David's Help was remarkably easy to edit. The contributors were

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SPA431 - LATIN AMERICAN JEWISH CULTURE – Reading List and Weekly Schedule

David William Foster (david.foster@asu.edu)
LL422C – 965-3752 – Office hours: M 1-4; TTh 12-1.30 or by appointment (contact me by e-mail)

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Daniel Burman, El abrazo partido (Lost Embrace)
Mariana Chinello, Cinco días sin Nora (Nora’s Will)
Caio Hamburger, O ano em que meus pais sairam de férias (The Year My Parents Went on Vacation)

Course Itinerary:
Weeks 1-2 – The Jewish Diaspora and Latin America (read Sadow)
Weeks 3-4 - Argentina as the anchor Latin American Jewish community (continue reading Sadow; read Gerchunoff) (first written essay)
Week 5 – View Burman film (write critique of film)
Week 6 – Assimilation vs. Cultural Survival (continue reading Gerchunoff; read Agosín)
Week 7 – Jewish culture and hegemonic Hispanic Catholic institutions (continue reading Agosín)
Week 8 – Jewish daily life in Latin American; versions of history (read Sciarr)
Week 9 – View Hamburger film (write critique of film)
Weeks 10-11 – Anti-Semitism in Latin American (read Timerman); Marcelo Brodsky’s photography (second written essay)
Weeks 12-13 – Jewish humor and cultural conflict (read Shua) (first draft of final paper due)
Week 14 – View Cinco días sin Nora (write film critique)
Week 15 – Summary: Not Jewish or Latin American, but Jewish and Latin American: the return to the image of the Jewish Gaucho (final manuscript of final paper due)