



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	New College of Interdisciplinary Arts and Sciences		Department	School of Humanities, Arts & Cultural Studies	
Prefix	<u>LAS</u>	Number	<u>330</u>	Title	From the Inside: The Latin American Journey
Is this a cross-listed course?	No	If yes, please identify course(s)		N/A	
Is this a shared course?	No	If so, list all academic units offering this course		N/A	
Units:					<u>3</u>

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? No

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. Chair/Director Initials N/A (Required)

Course description: **Journeys through a wide variety of genres and critical scholarship in Spanish. Provides a broad exposure to different types of reading and writing. Because the Latin American Studies program is flexible, students must be able to engage with many different types of texts across disciplines. Covers Latin American cultural history from pre-Colombian to the post-modern by exploring different formats and genres around major central themes.**

Requested designation: Humanities, Arts and Design-HU Mandatory Review: No

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](mailto: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 \(SQ/SG\)](#)
- [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 Claudia Villegas-Silva E-mail villegas-silva@asu.edu Phone (602) 543-6008

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/15/2016



ARIZONA STATE UNIVERSITY

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Chair/Director (Signature):

*Lundy*

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**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus and Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus and Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Syllabus and Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus and Table of Content
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus and Table of Contents
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	Syllabus and Table of Contents
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to developing skill in the use of a language.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to teaching skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
LAS	330	From the Inside: The Latin American Journey	HU

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)
1 Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience	In addition to the critical scholarship in Spanish, the course provides a broad exposure to different types of reading and writing through the use of primary text which includes theatre, performances, literature, visual arts, including virtual museums, cinema, and Skype contact with various authors. The course covers Latin American cultural history from Pre-Columbian to the Post-Modern by exploring different formats and texts across disciplines.	Syllabus: Course Objectives, Learning Outcomes, Weekly Readings, Assignments and Activities, Class Discussions, Country Journal, and Latin American Studies in Phoenix assignment; all weekly modules require watching a performance, reading, a literary text, watching a film, in addition to critical essays.
2 Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Students actively engage in the analysis and interpretation of Latin American theatre, performances, literature, visual arts, virtual museums, cinema, and cultural history from Pre-Columbian to the Post-Modern.	Syllabus: Course Objectives, Learning Outcomes, Weekly Readings, Assignments and Activities, Lectures, Class Discussions, Country Journal, and Latin American Studies in Phoenix assignment; all weekly modules require watching a performance, reading, a literary text, watching a film, in addition to critical essays.
3 Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	The course covers historical, literary and aesthetic backgrounds as they relate to Europe, Latin America, and the U.S. and their connectedness to one another's literary, cultural, and aesthetic tendencies and trends.	Syllabus: Course Objectives, Learning Outcomes, Weekly Readings, Assignments and Activities, Lectures, Class Discussions, Country Journal, and Latin American Studies in Phoenix assignment; all weekly modules require watching a performance, reading, a literary text, watching a film, in addition to critical essays.

**Humanities and Fine Arts [HU]**

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<p>4b Concerns aesthetic systems and values, especially in literature, arts, and design.</p>	<p>Through the active engagement in the analysis and interpretation of Latin American theatre, performances, literature, visual arts, virtual museums, cinema, and cultural history, students learn about the aesthetic systems and values of Latin America's cultural production.</p>	<p>Syllabus: Course Objectives, Learning Outcomes, Weekly Readings, Assignments and Activities, Class Discussions, Country Journal, and Latin American Studies in Phoenix assignment; all weekly modules require watching a performance, reading, a literary text, watching a film, in addition to critical essays.</p>
<p>4d Concerns the analysis of literature and the development of literary traditions.</p>	<p>The course covers historical, literary and aesthetic backgrounds as they relate to Europe, Latin America, and the U.S. and their connectedness to one another's literary traditions.</p>	

**Professor C. Villegas-Silva**  
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(602) 543-6008  
Skype: dr.cvs  
Office: FAB N224

**LAS 330: Class # 88139**  
**Days: T & Th 10:30-11:45 AM**  
**West Campus – SANDS 223**  
**Office Hours: 9:25-10:25 & by apt.**

***Note to reviewers: We are requesting new enrollment requirements: SPA 313, 314, 315, 316, 325 with C or better; or approval of instructor through ChangeMaker.***

### ***LAS 330 From the Inside: The Latin American Journey***

#### ***Course description***

Journeys through a wide variety of genres and critical scholarship in Spanish. Provides a broad exposure to different types of reading and writing. Because the Latin American Studies program is flexible, students must be able to engage with many different types of texts across disciplines. Covers Latin American cultural history from pre-Colombian to the post-modern by exploring different formats and genres around major central themes.

#### ***Learning Objectives:***

- Students will be able to critically assess cultural information in Spanish.
- Students will improve their written and oral communication skills in Spanish.
- Students will be able to recognize and analyze a variety of important genres in Latin American intellectual cultural history and production.

#### ***Required Texts:***

- Voces de hispanoamerica: Antología literaria. Raquel Chang-Rodríguez, Malva E. Filer. Heinle & Heinle: Boston, MA, 1998.
- Readings on Blackboard.
- El lugar sin limites. José Donoso.

#### ***Assignments and Activities***

1) Readings: Our readings, which are all available as PDFs on the course Blackboard site, include texts from a variety of fields: literature, economics, history, sociology, and urban studies, among others. You should give close attention to the each selection, actively engaging with the text by writing questions in the margins, circling key words, looking up terms you do not know, underlining themes and issues you find intriguing, all strategies that will assist you in writing well about your readings. As responsive Blackboard-readers, you should think of yourselves as having a dialogue with the material and reading to formulate your own ideas and positions. It is essential to your success in this course that you complete all readings by the date assigned and come to class prepared to re-engage with them.

2) Lectures: In addition to careful reading, this class demands good attendance and active participation from everyone. The lectures will be punctuated with questions, prompts for brainstorming, and other means to involve you actively with the material. Together, we will foster a student-centered learning environment in which you have an important stake in producing the meaning of the course.

3) Class Discussion: Class discussion allows you to demonstrate understanding of the course materials through an informal presentation of ideas based on your reading and thinking outside of class. This practice has a number of benefits for you, the student: practice in thinking through problems and organizing your thoughts, formulating arguments and counterarguments, asking probing questions about the material, testing ideas and evaluating evidence, and responding thoughtfully to diverse points of view. Thus everyone is expected to participate to some degree. Consider the classroom a safe place to test ideas and react to other perspectives, and remember that the discussion will be more valuable if everyone comes to class prepared.

4) Country Journal: Students will be expected to keep a detailed journal throughout the course including class notes, questions, reflections, and discoveries made, as well as research items, bibliographies, webographies, etc., accumulating cultural items and information to be used as the basis for the final assignment. The major assignment for this course will be a final paper to be completed and submitted at the final class session. Details of the journal, its anticipated contents, method of construction, and delivery mode will be discussed throughout the semester. It should include journal entries (reflections), photographs, and a montage of your designated countries collected and researched information. You will present informal accounts of your findings to the class every two weeks.

5) Final Paper: The final paper is to be a critical paper 10-12 pages in length using MLA format. The subject will be given to you in the first two weeks of class and will be based on the country that you are assigned to research. The paper may be based on cultural, literary or historical data and is to be analyzed critically using a minimum of 5 outside theoretical sources. The paper should reflect your research done in your journal throughout the semester.

6) LAS in Phoenix: This assignment requires that you visit the Latin American Art Exhibit, a film, a play or other cultural event where Latin America or a country of Latin America is featured. This will count as 5% of your total grade. You will be given a week of “field work” time in order to complete the assignment.

### ***Course Grading/Grades and Grading Scale***

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

- In-Class Discussion (homework & journal based) 20%
- Country Journal 20%
- Mid-term 15%
- Final Paper 20%



- Written Homework Assignments 10%
- Oral Presentations 10%
- Museum or Event Visit Short Essay 5%

<b>A+ = 100 - 97.5</b>	<b>A = 97.49 - 94.5</b>	<b>A- = 94.49 - 90.0</b>
<b>B+ = 89.99 - 87.5</b>	<b>B = 87.49 - 83.5</b>	<b>B- = 83.49 - 80.0</b>
<b>C+ = 79.99 - 77.5</b>	<b>C = 77.49 - 73.5</b>	<b>C- = 73.49 - 70</b>
<b>D+ = 69.99 - 67.5</b>	<b>D = 67.49 - 63.5</b>	<b>D- = 63.49- 60</b>
<b>E = 59.99 - 0</b>		

### **Attendance/Participation**

Students are required to attend and participate in class. I will pass a sign-up sheet every day and it is the responsibility of the student to write their name clearly. Please notify me if you need to miss class for illness, religious observance, or a university sanction activity.

### **Withdrawal Policy**

The instructor will not withdraw students for any reason and students should be aware that non-attendance will not automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. It is the student's responsibility to be aware of their registration status. For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact the university Registrar's Office or your academic advisor.

### **Grade of Incomplete**

A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed.

### **Academic Integrity**

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating of such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units. The web address for the full text of the Student Academic Integrity Policy is here: <http://provost.asu.edu/academicintegrity>

### **Accommodations for Students with Disabilities**

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course

instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Resource Center to determine appropriate accommodations for a particular student in a particular course. For more information, please reference the Disability Resource Center:

<http://ds.umn.edu/students/Enrolled/responsibilities.html>. <https://eoss.asu.edu/drc>

### **Classroom Etiquette**

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>.

As the instructor I define what constitutes appropriate classroom behavior. Given the content of this course, it stands to reason that students will disagree with each other. However, we need to learn how to make arguments to support our position and maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor will deal with inappropriate discussion immediately, and students will be notified privately that their behavior and interaction in the class was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course. While the instructor or ASU cannot control what you post on social media, such as Facebook, Twitter, or Tumblr (except those sanctioned by ASU) please think before you post something about a classmate or colleague that can violate privacy or can be hurtful.

### **Guidelines for Dealing with Disruptive Students**

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.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

### **Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

## **Weekly Course Schedule**

### **Topic I**

#### **Week 1-3: Indigenous voices, Colonialism and Independence**

##### Week 1 Indigenous voices

- A: In class: Introduction to course  
Indigenous voices  
Watch video of construction of Aymara world

Homework: Read Popol Vuh, Poesia Nahuatl, Poesia Quechua. Voces, 1-19

Blackboard: Read: Creation legends- Aymara and Quechua.

Cuento Aymara

- B. In class: Discussion-readings.  
Watch Play: Mi nombre es José Mamani.

Homework: Read: Carta de Cristóbal Colón, Bartolomé de las casas, and  
Bernal Díaz de Castillo. VOCES, 23-40

Blackboard: Read: Larrain, La conquista.

##### Week 2 La conquista

- A: In Class: Discussion. Watch: La conquista de Mexico.

Homework: El Inca Garcillaso de la Vega, Alonso de Ercilla y Zuniga.  
VOCES, 50-76.

Blackboard: Read: Essay: Fernando Ortiz, Contrapunteo Cubano del  
Tabaco y el azucar.

- B. In class: Discussion: Constructing the indigenous world through  
Artifacts: An anthropological perspective: Virtual tours of  
Anthropological Museums in Mexico City and Lima, Peru.

Homework: The church in colonial times

Read: Sor Juan ones de la Cruz. VOCES, p. 83-91

Blackboard. Critical Article. Debra Poole:

"Accommodation and Resistance in Andean Ritual Dance," TDR  
34(2):98-126 (Summer 1990)

### Week 3: Independence

- A. In class: Discussion: Sor Juan Inez de la Cruz. Watch and discuss Festival de la Tirana.  
(Cosmovision)

Homework:

Blackboard: Watch: El Husar de la muerte (theatrical production) (Manuel Rodriguez)

Read: Andres Bello VOCES, 106-114.

- B In class: Independence and Heroes

Homework: Research Paper Ideas

## **Topic II: Cultural emancipation**

### **Week 4-6**

#### Week 4

- A: In class: Discussion.

Homework: Jose Maria Heredia, Esteban Echeverria, Domingo Faustino  
Sarmiento. VOCES, 115-159.

- B. In class: Discussion. Social Imaginaries-art, architecture and practices.

Homework: Read Gertrudis Gómez de Avellaneda (Voces, 173-178), Clorinda Matto de  
Turner. Voces, 208-216.

Week 5

A. In class: Discussion, Women's role in the construction of the nation(s) and identity.

Homework: Read: Blackboard, Essays. Doris Meyer

B. In class: Discussion.

Homework: read Jose Marti, VOCES 217-237.  
Blackboard. Larrain, Chapter 2

**Week 6-8**

**Topic III: American reality and cultural renovation**

Week 6

A: In class: Discussion.

Homework: Ruben Dario, p. 265-283  
Blackboard. Critical article on Dario and his influences.

B. In class: Discussion. Watch. Baldomero Lillo and el chifon Del Diablo.  
Film.

Homework. Black board. Larrain, chapter 3  
Read and watch on Blackboard. Florencio Sanchez, La gringa (play)

Week 7

A: In class: Discussion.

Homework. Leopoldo Lugones VOCES, 294-304. Study for Mid-term.

B: In class: Discussion Lugones and Mid-term review.

Week 8

A. Mid-term Exam

B. No class: Meet one on one in office: be prepared to discuss final paper and  
Project. Discuss mid-term exam.

**Week 9-12**

**Topic IV: Towards a Latin American Identity:  
Poetry's New Cultural and Social Revolution**

Week 9

A: In class: Introduction to Poetry and Social/Political Role.

Homework: Blackboard: Gabriela Mistral, Vicente Huidobro & Pablo Neruda. Essays.  
VOCES. Mistral, Huidobro, Neruda.

B: In class: Discussion.

Homework: Blackboard. Neruda. Canto General

Week 10:

A. Neruda, Continued.

Homework: Horacio Quiroga-Alfonso Reyes, Voces, 305-345.

B. Due in class: Proposal for final paper/project due.

Homework. Read. José Carlos Mariategui. Voces, 346-377.

Week 11

A. In class: Discussion continues, Poetry-Europe and Latin America.  
Borges and Vallejo.

Homework, Jorge Luis Borges. 383-387, César Vallejo and Nicolas Guillen. VOCES.

B. In class: Discuss Borges, Vallejo and Guillen.

Homework: Read, Alfonsina Storni, Delmira Agustini. VOCES.

Week 12

A. In class: Discuss Storni and Agustini.

Watch: Il postino (poetry in a global market)

B. In class. Film continues.

Homework: Reflection, What is the role of poetry in Latin American?

**Week 13-16**

**Topic V: Consolidation and Expansion**

Week 13

A: In-class: Introduction to 1960-present

Homework: Read, Emilio Carbellido.

Homework: Carbellido. VOCES, El censo (p. 485-96)

B: Theater's role in Latin America and discussion Carbellido.

#### Week 14

A: Discussion. Read: Diane

Homework: Read Castellanos, Poniatowska and Valenzuela. Voces.

B: Discussion. The female writer's contribution.  
Discuss readings.

Homework:

Blackboard: Female playwright: Diana Raznovich, *Casa Matriz*.

#### Week 15

A: In class: *Skype with Diana Raznovich*. Isabel Allende. *La casa de los espíritus* (film)

Homework: Work on paper and final project

B: In class: Isabel Allende. *La casa de los espíritus* (film)

Homework: Work on paper and final project

#### Week 16:

A: Discuss film.

In class: Final Project Presentations

B: Palabras Finales/Last words.

Paper Due

**VOCES**  
DE  
**HISPANOAMERICA**

ANTOLOGIA LITERARIA

Segunda edición

**RAQUEL CHANG-RODRIGUEZ**  
THE CITY COLLEGE—GRADUATE SCHOOL  
CITY UNIVERSITY OF NEW YORK

**MALVA E. FILER**  
BROOKLYN COLLEGE—GRADUATE SCHOOL  
CITY UNIVERSITY OF NEW YORK

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