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

**Note:** For courses that are cross-listed 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.

<table>
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<tr>
<th>Is this a permanent numbered course with topics?</th>
<th>No</th>
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</table>

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.

**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-Columbian to the post-modern by exploring different formats and genres around major central themes.

**Requested designation:** Literacy and Critical Inquiry—L

**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.

**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 (SO/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 Mendoza
Date: 9/30/2016
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
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>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>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. <em>In-class essay exams may not be used for [L] designation</em>.</td>
</tr>
</tbody>
</table>

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".

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

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".

|     |    | 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. |

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".
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✖</td>
<td>□</td>
<td>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. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
</tr>
</tbody>
</table>

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".
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>This course provides a broad exposure to different types of reading and writing. 55% of the course grade is based on a variety of written assignments: the Country Journal 20%, LAS In Phoenix 5%, Final Written paper is 20%, additional written homework is 10%.</td>
<td>See Country Journal Assignment Description: Students will 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. In addition to other written assignments, 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. The final paper is a 10-12 page critical essay based on the country that students 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.</td>
</tr>
<tr>
<td>C2</td>
<td>The Country Journal and the Final Paper require students to gather, interpret, and critically assess information on a Latin American country and reflect critically, daily in their journal and this process culminates in their final paper.</td>
<td>See Country Journal Assignment Description: The Country Journal is used to analyze a variety of important genres in Latin American intellectual cultural history and production requiring students to assess from a broad perspective to a specialized line of inquiry.</td>
</tr>
<tr>
<td>C3</td>
<td>The oral component of the course represents a total of 30% of the final grade. This is comprised of In-Class discussion at 20% and Individual Oral Presentations at 10%. This is in addition to 55% of the total grade based on written assignments.</td>
<td>See Weekly Course Schedule: Examples of the oral component include class discussions weekly, author presentations, group presentations, in-class discussions, journal reports, article and essay commentary, as well the presentation of the final projects.</td>
</tr>
<tr>
<td>C4</td>
<td>There is a bi-weekly informal account of journal findings with instructor feedback in class. Additionally, the instructor requires three meetings throughout the semester to discuss final paper thesis, bibliography, proposal feedback, and midterm evaluation and feedback.</td>
<td>In Weekly Course Schedule, see Week 3B, Week 8B, and Week 15A. These are the junctures in the semester where detailed instructor feedback is provided and where each student's thesis proposal is discussed and evaluated, the critical bibliography is developed, and final papers are edited.</td>
</tr>
</tbody>
</table>
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:

- 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.

Commented [TE1]: C1 Throughout the semester, there is a lot of emphasis placed on improvement of writing and Spanish language skills through writing assignments, class discussions, and oral presentations.
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.

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%

Commented [TE2]: C3 Class discussions are worth 20% of the oral grade component.

Commented [TE3]: C1, C2 This written assignment requires the gathering, interpretation, and evaluation of evidence and is 20% of the final grade.

Commented [TE4]: C1, C2 The final written assignment is 20% of the final grade. It is a 10-12 page critical essay based on the weekly journal research and writing performed throughout semester, includes five sources, and requires interpretation of findings.

Commented [TE5]: C1 This project is 5% of the total grade and is a writing assignment requiring interpretation and reflection based on a week of field work and cultural inquiry.
• Written Homework Assignments 10%
• Oral Presentations 10%
• Museum or Event Visit Short Essay 5%

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<th>Grade</th>
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<td>A</td>
<td>97.49</td>
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<td>A-</td>
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<td>B</td>
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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:

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/epoupdate/

Weekly Course Schedule

**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: Larraín, La conquista.

**Week 2 La conquista**

A: In Class: Discussion. Watch: La conquista de Mexico.
Homework: El Inca Garcilaso 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:

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.

Commented [TE8]: C4 Detailed instructor feedback provided, students’ work is discussed and evaluated, and papers are edited.
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.
   Blackboard. Larrain, Chapter 2

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 chiffon 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

Commented [TE9]: C4 Required one-on-one instructor and student conferences where final paper, projects, and mid-term exam are discussed.
Week 9
A:  In class: Introduction to Poetry and Social/Political Role.

              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.

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 espiritus (film)
   Homework: Work on paper and final project
B: In class: Isabel Allende. La casa de los espiritus (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

Commented [TE10]: C4 Detailed instructor feedback is provided on final paper and project.
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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