

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department/School SILC
 Prefix: SPA Number: 394 Title: Angels or Devils: Women Rebels Units: 3

Course description: **This comparative course focuses on the representation of women taking into account the intersectionality of gender, race/ethnicity, social class, and disability in literary texts by Inter-American women writers. Covering a variety of genres (short story, graphic novel, letters, essays) the course highlights translations into English from work from some of the most renown women writes from Argentina, Chile, Cuba, Brazil, Mexico and Puerto Rico.**

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: _____

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. _____ (Required)

Requested designation: Humanities, Arts and Design-HU **Mandatory Review: (Choose one)**

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 2018 Effective Date: October 1, 2017 For Spring 2019 Effective Date: March 10, 2018

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 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 Cynthia Tompkins E-mail cynthia.tompkins@asu.edu Phone 480 727 7275

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9.30.2017

Chair/Director (Signature):



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.

ASU - [HU] CRITERIA			
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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus. The course emphasizes the development of an ethics of equality as well as an aesthetic experience
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. 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. Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus. The course offers a range of aesthetic systems embodied in genres which include short stories, novellas, excerpts from novels, drama, essays, and concludes with a graphic novel, which in turn establishes an intertextual relationship with the photographic legacy of Graciela Iturbide
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	The works illustrate a range of literary traditions

ASU - [HU] CRITERIA			
			beginning with the literature of the Mexican Revolution. It showcases the inception of magical realism, includes postcolonialism and closes with postmodernism.
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
SPA	394	Angels or Devils? Women Rebels	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 checklist)	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, ethics, or belief systems; and /or aesthetic experience	1. Syllabus. By taking into account the intersectionality of gender, race/ethnicity, social class, and disability in the representation of women in literary texts by Inter-American women writers, the course emphasizes the development of an ethics of equality as well as an aesthetic experience	Whole syllabus. Please note that this comparative course includes texts written by women authors from Argentina, Chile, Cuba, Brazil, México, Puerto Rico
2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and /or the historical development of textual traditions.	2. Syllabus. The course offers a range of written texts, which include short stories, novellas, excerpts from novels, drama, essays, and concludes with a graphic novel, which in turn establishes an intertextual relationship with the photographic legacy of Graciela Iturbide	Poetry: week 1 Excerpts from essays: week 1 Drama: week 1 Short stories: weeks 5-8; 10-12 & 14 Novellas: weeks 1 & 2 Excerpts from novels: 6, 1, 13-15 Graphic novel: weeks 15 (16 in calendar)
b. Concerns aesthetic systems and values, especially in literature, arts, and design.	b. The courses focuses on the values that result from the applicaiton of intersectionality studies (gender, race/ethnicity, social class, and disability) to an examination of the content and representation of women in inter-american texts, as well as the aesthetic value of each text)	b. Please notice that the course includes a wide range of protagonists, beginning by the point of view children (Cuartucho), to that of political prisoners (Steps under water), and disabled women (Seeing red & Natural histories). In addition to the Mexican Revolution (Cuartucho), it integrates state terrorism (Massacre in Mexico, Other Weapons), colonialism and postcolonialism (The youngest doll & True and False Romances).
d . Concerns the analysis of literature and the development of literary traditions	d. The works illustrate a range of literary traditions beginning with the literature of the Mexican Revolution. It showcases the inception of magical realism, includes postcolonialism and closes with postmodernism.	d. Literature of the Mexican Revolution (Campbello, Week 3; Rivera Garza Week 14); Magical realism (Garro, Week 4); Postcolonialism (Ferré Week 8; Vega Week 10); postmodernism (Eltit Week 10)

Course Title: Angels or Devils: Women Rebels

Course Number: SPA 394

Spring 2018

Credits: 3 Credit Hours

Instructor: Cynthia Tompkins

Office: LL 424

Contact Info: cynthia.tompkins@asu.edu

Office Hours: M-W: 2:30-4:30 & by appt.

Catalog Description:

SPA 394: Special Topics: This comparative course focuses on the representation of women taking into account the intersectionality of gender, race/ethnicity, social class, and disability in literary texts by Inter-American women writers. Covering a variety of genres (short story, graphic novel, letters, essays) the course highlights translations into English from work from some of the most renowned women writers from Argentina, Chile, Cuba, Brazil, Mexico and Puerto Rico.

Learning Outcomes:

Knowledge Expectations

- Demonstrate awareness of fundamental outlines of history of Spanish American literature in the period covered.
- Demonstrate awareness of the social and historical context in which Spanish American literary traditions developed.
- Demonstrate familiarity with major Spanish American creative writers and works.

Skills Expectations

- Develop a degree of critical thinking:
 - identify and formulate a problem
 - divide the problem into parts
 - analyze the parts
 - synthesize the parts into a conclusion.
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- Demonstrate knowledge of the basic critical methodologies and appropriate critical idiom and research protocols in the study of distinct literary genres.
- Demonstrate an understanding of the aesthetic experience offered by literary works.

Listing of Assignments:

Short essays:

Students are to write 5 essays (3 pages each, font Times New Roman 12, MLA format) on specific topics (different from the ones discussed in class) about the texts read in class. In addition to the three pages, each essay must include at the very least, a bibliography with three references to academic sources (books, book chapters, refereed articles). Additional citations to reference materials such as encyclopedias, internet sources, may be included but will not be computed. At least two essays need to be turned in by mid-semester. Students will receive feedback and rewrite these essays if needed.

Research paper:

In addition to the written final exam students will write a research paper (8 pages long and with at least 5 bibliographical references to academic sources). The topic of the final paper & the bibliography must be pre-approved by the instructor. The draft of the final paper is due on week. The final paper is due on week.

Presentation:

Exams: Mid-term and final.

Time commitment:

This 3 credit course requires approximately 135 hours of work.

Assessment/Evaluation:

Assessment metric depends on the following skills:

- Objective and essay-type examinations. At least 50 percent of the grade of this course depends upon writing, including prepared essays.
- Research term paper, following research protocols and appropriate critical idiom.
- Written critical tasks related to key concepts of the intersectionality of gender, race/ethnicity, social class, and disability.

Points

5 Short Essays:	10 points or 10 % each	50 %	500
Final exam	20 points or	20 %	200
Draft of Research Paper		5 %	50
Presentation of the research paper	5 points	5 %	50
Research paper	20 points	20 %	200
			1000

Grading Scale: 97%-100%	A+	83%-86%	B	60%-69%	D
93%-96%	A	80%-82%	B-	59%-0%	E
90%-92%	A-	75%-79%	C+		
87%-89%	B+	70%-74%	C		

W 1: Jan 8	Introduction: to the course. Foremothers: <i>Sor Juana Inés de la Cruz</i> (Mexico, poetry, essays excerpts). HU 2 Rosario Castellanos, <i>The eternal feminine</i> . (drama , Mexico) HU 2
W2: January 15	Martin Luther King – classes excused.

W 3: January 22	Nellie Campobello, Cartucho & My mother's hands HUb (Mexico, novellas) HU 2; HUd
W 4: January 29	Elena Garro, <i>First Love and Look for my obituary</i> (Mexico, novellas). HU 2; HUd
W 5: February 5	Clarice Lispector, <i>Family Ties</i> . (Brazil, short stories). HU 2
W 6: February 12	Elena Poniatowska, Massacre in Mexico HUb (excerpts) & <i>The heart of the artichoke</i> . (Mexico, short stories) HU 2.
W 7: February 19	Julietta Campos, <i>Celina or the cats</i> . (Cuba/Mexico, short stories) HU 2.
W 8: February 26	Rosario Ferré, The youngest doll.HUb (Puerto Rico, short stories) HU 2; HUd
W 9: March 5	Spring Break
W 10: March 12	Diamela Eltit, E. <i>Luminata</i> (Chile, novel, excerpts) HU 2; Hud. Pía Barros, <i>Miedos transistorios, de a uno, de a dos, de a todos</i> . (Chile, short stories) HU 2.
W 11: March 19	Luisa Valenzuela, Open Door & Other Weapons HUb (Argentina, short stories) HU 2.
W 12: March 26	Ana Lydia Vega, True and false romances HUb . (Puerto Rico, short stories) HU 2; HUd.
W 13: April 2	Alicia Kozameh. Steps under water. HUb (Argentina, novel, excerpts) HU 2. Available online at Hayden.
W 14: April 9	Cristina Rivera Garza <i>No one will see me cry</i> (Mexico, novel, excerpts)HU 2; HUd Guadalupe Nettel, Natural histories.HUb (Mexico, short stories).HU 2
W 15: April 16	Lina Meruane, Seeing red HUb (Chile, novel, excerpts).HU 2
W 16: April 23	

	Isabel Quintero & Zeke Peña. <i>Photographic: The Life of Graciela Iturbide</i> . (Mexico, Graphic novel) HU 2. Final paper due
W 17: April 30	Final Exam

Bibliography:

Barros, Pía. *Miedos transistorios, de a uno, de a dos, de a todos*. Santiago, Chile: Ergo Sum, 1986.

Campobello, Nellie, *Cartucho & My mother's hands*. Austin: U of Texas P, 1988.

Campos, Julieta, *Celina or the cats*. Leland Chambers & Kathleen Ross, trans., Pittsburgh, PA: Latin American Literary Review P, 1995.

Castellanos, Rosario. *The eternal feminine*. Maureen Ahern, trans. *A Rosario Castellanos Reader*. Austin, Texas: U of Texas P, 1988.

Eltit, Diamela. E. *Luminata*. Ronald J. Christ, trans. Santa Fe, NM: Lumen, 1997.

Ferré, Rosario. *The youngest doll*. Lincoln & London: U of Nebraska P, 1991.

Garro, Elena. *First Love and Look for my obituary*. David Unger, trans. Willimantic, CT: Curbstone P, 1997.

Kozameh, Alicia. *Steps under water*. David E. Davies, trans. Berkeley: U of California P, 1996.

Lispector, Clarice, *Family Ties*. Austin: U of Texas P, 1972.

Lina Meruane, *Seeing red*. Megan McDowell, trans. Dallas, Texas: Deep Vellum Publishing, 2016.

Nettel, Guadalupe. *Natural histories*. J.T. Lichtenstein, trans. New York: Seven Stories P, 2014.

Elena Poniatowska, Elena. *The heart of the artichoke*. Miami, Florida: Alligator P, 2012.

---. *Massacre in Mexico*. Helen R. Lane, trans. Columbia & London: U of Missouri P, 1984.

Quintero, Isabel & Zeke Peña. *Photographic: The Life of Graciela Iturbide*. Hong Kong: Getty Publications, 2017.

Rivera Garza, Cristina. *No one will see me cry*. Andrew Hurley, trans. Willimantic, CT: Curbstone P, 2003.

Sor Juana Inés de la Cruz, selected writings. Pamela Kirk Rappaport, trans. New York: Paulist P, 2005.

Valenzuela, Luisa. *Open Door*. San Francisco: North Point P, 1988.

---. *Other Weapons*: Hannover, NH: Ediciones del norte, 1985.

Vega, Ana Lydia Vega, *True and false romances*. Talía Cuervo & Andrew Hurley, trans. London, New York: Serpent's Tail, 1994.

Please become familiar with this section:

Absences:

A maximum of two absences is allowable. Excused absences related to religious observances/practices that are in accord with ACD 304–04, "Accommodation for Religious Practices" and to university sanctioned events/activities that are in accord with ACD 304–02, "Missed Classes Due to University-Sanctioned Activities"

Academic integrity:

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Accommodating students with disabilities:

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. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected classroom behavior:

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

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. (See Student Services Manual SSM 104–02 "Handling Disruptive, Threatening or Violent Individuals on Campus"):

Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.