

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: Global Awareness-G **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):

A handwritten signature in black ink, appearing to read "M. J. ...", is written across two horizontal lines.

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	By focusing on the intersectionality of gender, race/ethnicity, social class, and disability in literary texts by Inter-American women writers the course contributes to an understanding of women's struggles for equality in South, Central and North America .
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Specific countries in the Americas include Argentina, Chile, Cuba, Brazil, Mexico and Puerto Rico
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	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. All of the material is devoted to non U.S. areas

<input type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	
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Course Prefix	Number	Title	Designation
			Global Awareness (G)

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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2.a In depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	This course focuses on the representation of women in literary texts by Inter-American women writers. Covering a variety of genres (short story, graphic novel, letters, essays) the course highlights contemporary struggles which thereby contribute to an understanding of the non-U.S. contemporary world.	The course examines the plight of women in the Mexican Revolution (Cuartucho); during state terrorism (Massacre in Mexico, Other Weapons, Steps under water), colonialism and postcolonialism (The youngest doll & True and False Romances). It also incorporates the struggle of women with disabilities (Natural Histories and Seeing Red) It contributes to an understanding of the struggle for equality of women in non-U.S. territory.
2.c The course is a comparative cultural study in which most, i.e. more than half, of the material is devoted to non U.S. areas	This comparative course focuses on the representation of women taking into account the intersectionality of gender, race/ethnicity, social class, and disability in literary works from Argentina, Chile, Cuba, Brazil, Mexico and Puerto Rico	With the exception of Puerto Rico, the rest of the course is devoted to non U.S. areas.

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.
- 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). 2.cG Rosario Castellanos, <i>The eternal feminine</i> . (drama, Mexico) 2.cG
W2: January 15	Martin Luther King – classes excused.

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

	Isabel Quintero & Zeke Peña. <i>Photographic: The Life of Graciela Iturbide</i> . (Mexico, Graphic novel). 2.cG 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.