

**ELS201.0380 Latin American Literature 2:
Nuestra tierra**

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<http://cunyhumanitiesalliance.org/latam/>

SEMESTER: Fall 2017

Instructor's Information

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Office Hours: By appointment only.
Preferred communication: E-mail is preferred.
Class Schedule: 1:00-2:00pm (Mo E-146/ We E-129/Th C-103)

Course goals and objectives

Catalog Course Description: This course is a continuation of Latin American Literature 1. The second term deals with urbanization, social consciousness, alienation, black awareness and the new revolution. This class is entirely taught in Spanish.

Section Description: This course explores the development of Latin American literature during the Twentieth century. Students will examine representative literary works within the aesthetic frameworks of movements including postmodernism, Avant-grade, Latin American Boom, Magic Realism, etc. Special emphasis will be placed on fundamental issues such as class, and gender in order to develop a critical view of works within the political, social and economic realities of the time.

By the end of the semester, you will be able to

- **Identify and discuss key authors, issues, and concepts related to Latin American literatures and cultures;**
- **Recognize the characteristics of relevant aesthetic movements;**
- **Identify and describe the most representative works of Latin American literature;**
- **Develop critical analysis of texts in different literacy genres.**

Prerequisites: ELS200

Flexible Core Objectives: Individual and Society

The course bears 3 credits that count as Flexible Core (Individual and Society) of the CUNY's new general education curriculum (Pathways).

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
Students will reflect and write essays to respond to primary texts including literary and critical secondary sources in interpreting major trends in twentieth century Latin American writing.
- **Evaluate evidence and arguments critically or analytically.**
Students are guided through a process of reading and critiquing materials on primary sources and evaluating them, as well as evaluating the evidence and arguments made within the primary literature.

- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**

Students are required to cite evidence to support conclusions drawn in critical analyses offered in response papers, examinations, and oral interpretations of colonial and nineteenth century Latin American literature.

- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.**
Students use historical, cultural, and literal methodologies and theories to understand the issues that had bearing on colonial and nineteenth century Latin American literature.
- **Examine how an individual's place in society affects experiences, values, or choices.**
Students will analyze the life and behavior of the characters in the literary works they read, with an emphasis on how their actions are affected by their places in the society and the impact of the literary works on individuals and society.
- **Articulate ethical uses of data and other information resources to respond to problems and questions.**
Students will read representative literary works, compare and contrast issues such as class and gender in order to develop a critical view of works within the political, social and economic realities of the time.

Textbook, grading, and other class logistics

Textbooks: All the works to be read on class would be provided by the professor.

Grades: Your final grade will be determined based on the following evaluation points.

- Final class project: 40% each
- ePortfolio Reflection essay: 30%
- Class participation: 15%
- Exam: 10%
- Final response: 5%

Students in this class will be building eportfolios to document their integration of course content into their record of lifelong learning.

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59 %, WU: Unofficial withdraw (≈F), W: Withdraw

Syllabus ELS 201 Latin American Literature 2

Week	Content	Readings/homework
Week 1	Introducción <ul style="list-style-type: none"> • ¿Qué entendemos por Literatura? • Transformaciones históricas del Siglo XX. • Territorio • Ecología • Madre tierra 	
Week 2	Territorio e identidad. <ul style="list-style-type: none"> • Pablo Neruda • Calle 13 Medio ambiente. <ul style="list-style-type: none"> • <i>La hija de la laguna</i> 	- Selected poems and songs. - Documentary <i>La hija de la laguna</i> .

Week 3	La madre y la herencia. • Gabriela Mistral. • Ana Tijoux	- Selected poems.
Week 4	Territorio e identidad. • Vicente Huidobro • Jorge Luis Borges.	- Selected poems. - Borges, “El sur”.
Week 5	Territorio e identidad. • Jorge Luis Borges. • Pedro Pietri. • Urayoán Noel	- Borges, “El sur”. - Selected poems.
Week 6	Territorio e identidad. • Ana Lydia Vega • Roberto Bolaño.	- Vega, “Pollito Chicken”. - Bolaño, “El Ojo Silva”
Week 7	Territorio e identidad. • Roberto Bolaño. Taller de escritura.	- Bolaño, “El Ojo Silva” ePortfolio essay #1 : Short Story.
Week 8	Medio ambiente. • José Eustasio Rivera. • Rómulo Gallegos. • Juan Rulfo. • Raúl Zurita.	- Rivera, <i>La vorágine</i> . [Fragments] - Gallegos, <i>Doña Bárbara</i> . [Fragments] - Rulfo, “Nos han dado la tierra”
Week 9	Medio ambiente. • Juan Rulfo. • Raúl Zurita. • “El abrazo de la serpiente”	- Rulfo, “Nos han dado la tierra” - Selected texts. - “El abrazo de la serpiente”
Week 10	La madre y la herencia. • Delmira Agustini • Alfonsina Storni. • César Vallejo.	- Selected poems.
Week 11	La madre y la herencia. • César Vallejo. • Nicolás Guillén • Géneros Urbanos.	- Selected poems and songs.
Week 12	Preparación para el examen.	
Week 13	Examen. Novela.	
Week 14	Novela.	

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117). I'm always available to discuss options if you have problems meeting some of these requirements.

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages

If you have problems completing the required assignments, let me know so I can offer support and alternatives.

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Accessibility: It is very important that our class is as accessible as possible for everyone in it. This means that if I'm ever using language that is not easily understandable, you to let me know in any way that you can (saying something during class, notes, emails, in-person, etc.).

Additionally, if any factors you cannot control -public transportation availability/safety, family safety, etc.- are interfering with your ability to benefit from this class experience, know that there are many resources available to you through LaGuardia.

Some of these resources are housed at the Wellness Center (discussed below and linked here:

<http://www.laguardia.edu/WellnessCenter/>) and others -- including legal counseling, financial assistance, health care enrollment, etc. -- can be accessed through Single Stop (linked here: <http://www.laguardia.edu/singlestop/>).

Free and confidential immigration assistance is available through CUNY Citizenship Now, linked here:

<http://www1.cuny.edu/sites/citizenship-now/> and CUNY CLEAR, linked here: <http://www.cunyclear.org>

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