I. **OVERVIEW**
   The following information will appear in the 2011 - 2012 catalog

   **SPAN 173  Survey of Latin American Literature**  
   **3 Units**
   **Prerequisite:** Satisfactory completion of SPAN 104 or SPAN 110.

   Introduction to Latin American literature from the Pre-Colombian Period to the present; a literary survey of major works from different literary movements and from various genres such as poetry, short story, essay, drama, and the novel. Taught in Spanish.

   Field trips might be required.  (A-F or P/NP - Student choice) Lecture
   **Transfer:** (CSU, UC)  **General Education:** (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B, 6A)

II. **LEARNING CONTEXT**
   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

   1. **Required Content:**

   a. Close reading and analysis of assigned texts from the following literary movements (m.c)
      i. Pre-Colombian
      ii. Romanticism
      iii. Realism
      iv. Indiginist literature
      v. Modernism
      vi. Avan-Garde (Vanguardia)
      vii. Magic Relism

   b. Selection from the following genres:
      i. Shot stories
      ii. Novels
      iii. Essays
      iv. Epic, religious and lyric poetry
      v. Chronicles and testimonials

   c. Elements of literature as reflected in works of Latin American writers studied
      i. Character development
ii. Plot structure
   a. chronological
   b. fragmented

iii. narrative structure
   a. point of view
   b. dialogue
   c. monologue
   d. stream of consciousness

iv. setting
   a. spatial and temporal dimensions

v. themes

vi. metaphors

vii. symbolism

viii. dramatic irony

d. Information about literary movements, as well as the social, historical, cultural, biographical, and/or philosophical background as needed to analyze specific texts (m.c)

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of SPAN 104 or SPAN 110.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Speak in Spanish with an understandable pronunciation approximating the vowel/consonant sounds and intonation of a native speaker of Spanish

   b. Write in standard Spanish avoiding excessive errors in spelling or grammatical form and distinguish between correct and incorrect grammatical forms in Spanish sentences and phrases

   c. Formulate ideas, opinions, and/or other generalizations and defend them or explain them orally in class discussions or in written responses in Spanish by referencing texts when necessary

   d. Write short essays in Spanish, using varied grammatical patterns and literary terminology

   e. Read selections from Spanish and Latin American literature, and respond analytically to questions about the texts in Spanish

C. **HOURS AND UNITS**
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. PowerPoint presentations
3. Student or Group presentations
4. Roundtable discussions
5. Small group discussions
6. Multimedia:
7. Video clips
8. Audio recordings.
9. Online components will require that the student:
10. participate in online discussions through a listserv
11. engage in dialogue with other students via chatrooms
12. submit essay answers to reading questions via email
13. participate in peer review sessions online using software
14. the face-to-face components will require that students attend 2 hours every two weeks and participate in:
15. roundtable discussions
16. small group discussions
17. oral presentations
18. in-class writing assignments
19. midterm and final exam

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   
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<tr>
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<tr>
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   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Daily reading and writing assignments
   b. Group in-class writing assignments
   c. Oral presentation
   d. Take-home essay exams
2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   a. In the novel *Los de abajo*, by Mariano Azuela, how would you describe Demetrio Macias’s mentality as a revolutionary? That is, how does he perceive his own participation in the Mexican revolution? Does his perspective change as the novel progresses? In developing your response, please make a specific reference to at least two sections of the novel.

   b. In the novel *Los de abajo*, by Mariano Azuela, what role does the character of “La Pintada” play? That is, does she have the same characteristics as the other female characters? What are the similarities and differences? Why does the author include this character? In developing your response, think about how the author portrays the other female characters and compare “La Pintada” to at least two of them.

   c. Write an essay that compares and contrasts the theme in the two short stories “Del fin de Como lloro Juan Pablo” by Mariano Azuela and “Nos han dado la tierra” by Juan Rulfo. When you organize your argument, consider the following:
      
      i. How does the author manage the narrative point of view, the use of description, and dialogue? That is, what effect do these narrative techniques produce?

      ii. What vision do these stories present about the relationship between the peasantry and the revolutionary government?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

   
   
   
   
   
   6. **Other**: Other reading material: Texts by: Miguel León Portilla, Laura Esquivel, Rosario Castellanos, Juan Rulfo, Gabriel García Márquez, Mario Benedetti, Estela Leñero, José Luis Borges, Pablo Neruda.

III. **DESired LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   analyze literary works by Latin American authors from various literary movements and genres, and identify the relationship between historical events and a writer’s interpretation of these events as expressed in the text.

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

   1. **Required Learning Goals**
      *Upon satisfactory completion of this course, the student will be able to:*

      a. analyze literary texts and formulate arguments based on their interpretations of the texts

      b. explain their interpretations of the texts using literary terminology and citing examples from the texts and/or material presented in lectures
c. comment on the relationship of form and purpose in writing of various genres and literary movements

d. integrate the relevance of thoughts and perceptions conveyed through the work of Latin American writers to the students' own experiences, thoughts, and perceptions or to private and public events and situations of the modern world (m.c.)

e. point out the recurrence of themes throughout Latin American literature of various genres and historical periods (m.c.)

2. **Recommended Learning Goals**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. distinguish between the diverse cultural practices of the Spanish-speaking population in Latin America by attending cultural festivals (m.c.) (field trip)

   b. detect regional idiomatic expressions and variants in the Spanish language (m.c.) (field trip)

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**

   1. quizzes covering lectures about literary movements, historical, social and/or cultural background information relevant to the literary texts and authors

   2. written responses to comprehension/analytical questions relevant to the assigned texts

   3. written assignments where the student will formulate and express judgments based on the examination of literary texts, other information from reading or class discussion, and life-experience and/or observation

   4. essays where the student explains and supports an argument with relevant information and references to the assigned texts and Hispanic culture, as well as historical, social and/or political background information (m.c.)

   5. written responses to comprehension/analytical questions relevant to the assigned texts

   6. essays where the student explains and supports an argument with relevant information and references to the assigned texts and Hispanic culture, as well as historical, social and/or political background information

   7. individual conferences with the instructor

   B. **SUMMATIVE ASSESSMENT**

   1. essay examinations where the student will identify and examine key passages of a literary text to infer and defend arguments

   2. argumentative essays

   3. the rewriting of essays: the student will evaluate and re-evaluate the soundness of his/her argument based on the feedback and/or evidence presented by other class participants, and the introduction of new information or of another point of view

   4. final written project