

SPAN R232H: HONORS: LATIN AMERICAN LITERATURE

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

R232H

Course Title (CB02)

Honors: Latin American Literature

Banner/Short Title

Honors: Latin American Lit.

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides a survey of Latin American Literature from pre-Columbian times to the present. It includes representative writers from each of the major literary periods, as well as a discussion of literary genres such as poetry, short story, essay and novel. Readings, written assignments, and class discussions will be conducted in Spanish. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". This course is conducted entirely in Spanish.

Taxonomy of Programs (TOP) Code (CB03)

1105.00 - Spanish

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

SPAN R210 or SPAN R230

Entrance Skills**Entrance Skills**

Students must be able to write an essay in Spanish.

Prerequisite Course Objectives

SPAN R210-Narrate past events using the preterit and imperfect tenses in oral and written communication.

SPAN R210-Expand their vocabulary past the familiar domain and use it in meaningful, contextualized situations.

SPAN R210-Write short essays in Spanish applying rules of accentuation, punctuation, spelling and grammar.

SPAN R210-Demonstrate critical thinking in written and oral communication in Spanish

by reflecting on and making cross-cultural comparisons.

Entrance Skills

Students must be able to read a college-level text in Spanish.

Prerequisite Course Objectives

SPAN R210-Read a variety of texts in Spanish and relate the topics to their knowledge of the Spanish-speaking cultures.

SPAN R210-Demonstrate critical thinking in written and oral communication in Spanish

by reflecting on and making cross-cultural comparisons.

Entrance Skills

Students must be able to give an oral presentation in Spanish.

Prerequisite Course Objectives

SPAN R210-Narrate past events using the preterit and imperfect tenses in oral and written communication.

SPAN R210-Expand their vocabulary past the familiar domain and use it in meaningful, contextualized situations.

SPAN R210-Distinguish between the formal and informal registers of the language and use them in appropriate situations.

SPAN R210-Demonstrate critical thinking in written and oral communication in Spanish

by reflecting on and making cross-cultural comparisons.

Entrance Skills

Write an essay in Spanish using MLA style conventions.

Prerequisite Course Objectives

SPAN R230-Distinguish and use formal and informal registers in oral and written communication in Spanish.
SPAN R230-Write persuasive, descriptive, and argumentative essays using MLA style.
SPAN R230-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Read and analyze a literary text of at least 100-pages in Spanish.

Prerequisite Course Objectives

SPAN R230-Read text selections and a novel in Spanish and relate the content to knowledge of Hispanic cultures.
SPAN R230-Demonstrate critical thinking in written and oral communication in Spanish.

Requisite Justification

Requisite Type

Advisory

Requisite

SPAN R210

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Advisory

Requisite

SPAN R230

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- 1 Identify and discuss the literary devices used by a writer to convey meaning.
- 2 Distinguish between the plot and the theme of a short-story or novel.
- 3 Name principal characteristics of a literary period studied in class and identify them in a text.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1 Identify characteristics of different literary forms such as poetry, novel, essay, short story, and drama.
- 2 Place representative Latin American writers within a given social and historical context.
- 3 Identify literary devices such as setting, point of view, structure, imagery, and characterization and illustrate how they are being used in a text.
- 4 Discuss topics such as gender, ethnicity and ethnocentrism within the context of literary readings.
- 5 Distinguish individual writers' voices and styles.

- 6 Identify recurrent ideas presented by the texts studied during the semester, and relate them to current social, political, economic, and environmental issues in Latin American.

Course Content

Lecture/Course Content

1. Genres and literary terms
 - a. Literary genres: poetry, essay, novel, short story, and drama
 - b. Other forms of narration in the Latin American canon: *crónicas* and *testimonios*
 - c. Literary devices: metaphors, similes, hyperbole, imagery, symbolism and apostrophe
2. Pre-Columbian literature
 - a. Orality in the Mayan, Aztec and Inca literatures
 - b. Structural and stylistic devices associated with oral literature
 - c. Analysis of pre-Columbian literature
 - i. Nahuatl poems
 - ii. Mayan literature: The Legends of Popol Vuh
 - iii. Incan poetry
3. The Encounter of Spain and America
 - a. The notion of “encounter” as opposed to “discovery”
 - b. Columbus’ diaries
 - i. First images of America
 - ii. The legal system of the *Encomienda*
 - c. Bartolomé de las Casas
 - i. His writings in defense of the native populations
 - ii. His hyperbolic style and influence on XX century writers
 - iii. The Black Legend
 - d. *Testimonios* and the Spanish Inquisition
 - i. The Case and Trial Against Catalina de Miranda
4. The Golden Age and the Baroque Period
 - a. General characteristics of the Baroque in art and literature
 - b. Sor Juana Inés de la Cruz
 - i. Redondillas
 - ii. Sonnets
 - iii. *La respuesta/Reply*
5. The IXX Century
 - a. The search of identity after the American Civil Wars
 - b. The dichotomy of “*Civilización o barbarie*” and its continuous presence in contemporary Latin American discourse
 - i. Domingo F. Sarmiento
 - ii. José Martí
 - iii. Simón Bolívar
6. The XX Century
 - a. The “Boom” of the Latin American novel
 - i. Gabriel García Márquez
 - ii. Elena Poniatowska
 - iii. Carlos Fuentes
 - b. Short story masters
 - i. Jorge L. Borges
 - ii. Julio Cortázar
 - iii. Rosario Castellanos
 - iv. Juan Rulfo
 - v. Luisa Valenzuela
 - c. Poetry
 - i. Pablo Neruda
 - ii. Gabriela Mistral
 - iii. Octavio Paz
7. Contemporary Voices
 - a. Pondering race, gender, individualism, and cultural identity
 - i. Esmeralda Santiago
 - ii. Junot Díaz

- iii. Laura Restrepo
- iv. César Aira
- v. Samanta Schweblin

Laboratory or Activity Content

N/A.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Film/video productions
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will present a PowerPoint of the main characteristics of literary periods and representative writers in Latin American literature and students will work in groups to complete a variety of literary analyses.
2. Instructor will go over guidelines to conduct online research and direct students to write a report on a writer or a text.
3. Instructor will show examples of typical literary devices used in poetry and short stories and guide students to complete a literary analysis.
4. Instructor will create a threaded discussion pointing students to a current event and asking them to make a connection with one of the texts read in class.

Representative Course Assignments

Writing Assignments

1. Students will write answers to comprehension and interpretation questions about the texts studied in class.
2. Students will conduct a literary analysis of individual texts including poems, short stories, novels, etc.
3. Students will write narrative and expository essays about a short story, novel or play.
4. Students will write online discussions on the topics covered in class and current events related to those topics.
5. Students will write journal entries on assigned novels, noting passages of interest, reflections, and questions for class discussion.

6. (Honors) Students will write 4 to 6-page essay analyzing the stylistic influence of the XVII century Chronicles of the Indies on 20th century writers such as Gabriel García Márquez, Laura Restrepo or Carlos Fuentes.
7. (Honors) Students will research additional authors to illustrate two or more of the recurrent topics that characterize Latin American literature (i.e. national identity, illiteracy, social structure, fatalism, gender stereotypes, etc.) and write a report, in consultation with the instructor.

Critical Thinking Assignments

1. Students will read a fragment of Columbus's *Diaries* and of *The Brief and Wondrous Life of Oscar Wao* by Junot Díaz, and discussed the narrator's statement that the current economical, social and political situation of the Dominican Republic can be traced to arrival of Columbus to the island.
2. After reviewing a PowerPoint with the characteristics of the genre of fantastic literature, students will identify J. L. Borges' use of the fantastic in the short story "The South".
3. Students will read Sor Juana Inés de la Cruz' "Letter to Sor Filotea" and identify the statements that have made this letter stand out as one of the first feminist writings in Latin America.
4. Students will read the short story "Los major calzados" by María Luisa Valenzuela and unveil the social and political topics hidden behind the satire of the story.
5. Students will interpret the meaning of the poem "Madre patria" by Richard Blanco by analyzing its stylistic devices such as metaphors, similes, alliteration, contrast and satire.
6. After studying the use of hyperbole in the texts of Bartolomé de las Casas, students will find examples of this literary device in contemporary speech and comment on its effectiveness or lack thereof.
7. Students will write study questions to prepare for the midterm and share them with their classmates.
8. Students will compare the styles of writers Juan Rulfo and Gabriel García Márquez using at least three of the following criteria: use of adjectives, length of sentences, type of vocabulary, use of hyperbole, and imagery.
9. Students will formulate two models of masculinity based on the characters of Oscar and Yúnior from the novel *The Brief and Wondrous Life of Oscar Wao* by Junot Díaz.
10. For the final exam, students will trace the life of Belicia Cabral, a character in the novel *The Brief and Wondrous Life of Oscar Wao* by Junot Díaz, and explain how her life has been marked by racism, classism and sexism, providing relevant examples from the text.
11. (Honors) Students will choose text selections from two authors from different periods and analyze the manner in which they treat the same topic, i.e. the topic of appearance and reality in Sor Juana Inés de la Cruz and J. L. Borges.
12. (Honors) Students will write a script based on a scene or fragment from a novel or short story read in class and produce a 5-10-minute video.

Reading Assignments

1. Students will read essays providing background to the literary periods and authors' biographies.
2. Students will read poems representing different historical periods, literary movements and traditions.
3. Students will read short stories and vignettes.
4. Students will read a short drama or a fragment of a longer play to prepare for in-class dramatization.
5. Students will read a novel of the instructor's choice during the course of the semester. Representative novels are *La Isla de la Pasión*, *Cuando era puertorriqueña*, and *La breve y maravillosa vida de Oscar Wao*.
6. Students will read online articles assigned by instructor to prepare for class discussion and oral presentations.
7. (Honors) Students will read additional texts (short stories, poems and/or a novel) from one of the authors studied in class, in consultation with the instructor, and write a 4 to 6-page report analyzing the text.
8. (Honors) Students will read an additional novel of at least 100-pages and write a literary analysis following guidelines prepared in consultation with the instructor.

Other assignments (if applicable)

1. Attendance at literary conferences and presentations related to literature, such as the ones offered through O.C.Live would be encouraged, though not required.
2. Field trips to attend a play, an exhibit or a film dealing with topics studied in class may be part of this course.

Outside Assignments

Representative Outside Assignments

1. Students will write narrative and expository essays on a topic presented by a short story, novel or play.
2. Students will write online discussions on the topics covered in class and current events related to those topics.
3. Students will write entries in their journals on assigned novels to prepare for class discussion.
4. Students will write study questions to prepare for the midterm and final exam.
5. Students will write essays providing background to the literary periods and authors' biographies.
6. Students will read short stories, vignettes, poems, plays, and a novel during the course of the semester.
7. Students will write online discussions and read their classmates posts to provide a response.

8. Students will watch a movie adaptation of a literary work studied in class.
9. Students will watch a TED talk on topics relevant to class content.
10. (Honors) Students will write a 4 to 6-page essay analyzing the stylistic influence of the XVII century Chronicles of the Indies on 20th century writers such as Gabriel García Márquez, Laura Restrepo or Carlos Fuentes.
11. (Honors) Students will research additional authors to illustrate two or more of the recurrent topics that characterize Latin American literature (i.e. national identity, illiteracy, social structure, fatalism, gender stereotypes, etc.) and write a report, in consultation with the instructor.
12. (Honors) Students will write a script based on a scene or fragment from a novel or short story read in class and produce a 5-10-minute video.
13. (Honors) Students will read an additional novel of at least 100-pages and write a literary analysis following guidelines prepared in consultation with the instructor.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Proposed

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Proposed

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

No

DescriptionChang-Rodríguez Raquel, and Malva E. Filer. *Voces de Hispanoamérica: antología literaria*. Cengage Learning, 2017.**Resource Type**

Textbook

Classic Textbook

Yes

DescriptionGarganigo, John F. *Huellas de las literaturas hispanoamericanas*. Prentice Hall, 2002.**Resource Type**

Other Resource Type

Description

Movie adaptations of the short stories, novels, or plays.

Resource Type

Other Resource Type

Description

PowerPoints, instructor's notes and guidelines.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via Skype or CCCConfer to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
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Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.

Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via Skype or CCCConfer to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

FOREIGN LANGUAGES

Review and Approval Dates

Technical Review

10/09/2019

Curriculum Committee

10/09/2019

DTRW-I

10/10/2019

Curriculum Committee

11/13/2019

Board

12/17/2019

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY