

Skyline College

Official Course Outline

Date: April 2007

1. TITLE:

Literature 373: Latin American Literature in Translation
3.0 units, 3 lecture hours per week
Prerequisite: English 100 or English 105, or equivalent

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog description:

Latin America's innovative literature vividly portrays life and mores of our neighboring countries to the south. This course samples greater- and lesser-known works in translation, revealing important literary trends and themes which have been held in high esteem throughout the world. Material will be presented in a variety of genres. Transfer credit: UC; CSU (C2).

Schedule of Classes description:

Study of representative novels, short stories, plays, and poems, with an emphasis on the issues revealed in the works of Latin American writers through readings, discussions, and critical papers. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is intended for English majors seeking the A.A. degree and satisfies the transfer requirement for many colleges in the California State University and the University of California system. The study of South American translated literature offers students an opportunity to appreciate both universal themes and specific issues involving the Latin American character. This course, which offers work in critical reading, writing and thinking skills, is strongly recommended for English majors and is encouraged for those in other disciplines such as social science, psychology, and history. Transfer: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

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

- Identify, analyze, and evaluate major themes and literary techniques in the reading of Latin American literature in translation.
- Critically read, discuss, and interpret texts
- Write coherent, analytical, and original responses to course content

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

- Analyze and synthesize the works of a variety of Latin American literature in translation.

- Demonstrate understanding of the historical and literary context of a variety of works by Latinos writing in Spanish or Portuguese, but whose work has been translated into English.
- Draw sound inferences from the literature.
- Demonstrate understanding of the relevance of the issues raised in the translated works of Latin American writers.
- Identify and analyze conventions of various literary genres.
- Explain how literary conventions inform the meaning of the text.

7. COURSE CONTENT:

The course covers a representative sample of the entire range of Latin American writers' works in translation; appropriate historical and literary backgrounds and analyses; writing essays/research papers demonstrating independent analytical responses.

- I. Historical Background and Context
- II. Literary background and context
- III. Universality of themes and literary techniques in Latin American Writing. Themes can include:
 - A. African/indigenous roots in literature
 - B. Modern and traditional class conflicts
 - C. Conflict between European and New World visions, and its impact on secular and religious institutions
 - D. Gender and sexual identity issues
 - E. Urban issues, gangs
 - F. Land reform
 - G. Conflicts among different immigrant groups
 - H. U.S. and Latin American relations
- IV. Novels: at least one work in depth and others for discussion. *The Storyteller* by Mario Vargas Llosa; *Kiss of the Spiderwoman* by Manuel Puig.
 - A. Historical background
 - B. Themes, character, setting, plot structure
- V. Short Stories: at least one work in depth and others for discussion. Recommended short story collections: *Strange Pilgrims*, or *Autumn of the Patriarch* by Gabriel Garcia Marquez.
 - A. Historical background
 - B. Themes, character, setting, plot structure
- VI. Dramas: at least one work in depth and others for discussion. Recommended play: *Death and the Maiden* by Ariel Dorfman.
 - A. Historical background
 - B. Themes, character, setting, plot structure, dramatic conventions.
- VII. Poetry: at least one work in depth and others for discussion: Recommended Poetry Collections: *On the Blue Shore of Silence: Poems of the Sea* by Pablo Neruda and *Songs of Life and Hope* by Rubén Dário.

- A. Historical background
- B. Themes, symbolism, figurative language, diction, voice, tone

VIII. Critical works: at least one work in depth and others for discussion. Publications can include: *Literal*, *Luso-Brazilian Review*, *The Journal of Latin American Lore*, *Journal of Latin American Studies*, *Latin American Literary Review*, *Terra Incognita*.

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, in-class spontaneous writing, timed expository writing, oral presentations, quizzes, demonstration/modeling, library and online research, field trips to live performances as appropriate, films, and collaborative/individual projects.

9. ASSIGNMENTS:

General Assignment Guidelines:

- **Writing** – Academic writing totally 2,500 words (approximately 10 pages) will demonstrate understanding of the materials and independent analytical responses supported by references to the texts.
- **Readings** – Selected words appropriate to the course.
- **Journals** – Written responses to questions on course content (readings, videos, films, lectures, etc.)
- **Essay** – Write critical compositions of 750-1,250 words analyzing and evaluating themes and issues in their words supported by references to the text.
- **Projects/reports** – Oral/written presentations of individual or collaborative research on relevant subjects.
- **Viewing** – Students may be asked to watch/listen to relevant media or other presentations with appropriate written responses and analyses.

Typical Assignments include the following:

Student Learning Outcomes	Typical Assignment	Method of Evaluation
Identify, analyze and evaluate the major themes and literary techniques in Latin American works in translation.	In reading journals, students reflect on the associations of the word “culture,” and to what extent they are able to connect to an aspect of the culture they find challenging in a given text	Create a grading rubric for journals which establish criteria as to page length, content and number of entries.

Student Learning Outcome	Typical Assignment	Method of Evaluation
Critically read, discuss and	In groups, students analyze	Multiple grade on

interpret text.	how the work uses literary conventions such as tone, and imagery to express specific social and personal conflicts of characters. Then the group presents their findings and prepares a handout.	participation, quality of handouts and quality of presentation.
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Student Learning Outcome	Typical Assignment	Method of Evaluation
Write coherent, analytical and original responses to course content.	Write a critical composition analyzing and evaluating a theme in a given text and support with references to the text and outside sources.	Grade composition

9. EVALUATION OF STUDENT PERFORMANCE:

Letter grade or Credit/No credit will typically be based on:

- **Oral participation**—the quality of insights about the course content and active participation in small and large group discussions.
- **Journals/Exercises** – written responses to assigned readings and class discussions demonstrating understanding and analyses of course content.
- **Oral Collaboration /Individual Projects** – ability to deepen their classmates’ understanding and appreciation of the course content through their class presentation or performance.
- **Essays**—organized, coherent, and insightful essays and/or academic writing demonstrating understanding of course content and presenting independent, analytical responses substantiated by references to the texts.
- **Exams and Quizzes** – written critical responses to assigned readings demonstrating understanding and analyses of course content.
- **Final exam and/or Final Project** —written critical responses and/or another specified project demonstrating understanding and analyses of course content.

10. RECOMMENDED or REQUIRED TEXT(S):

Instructors are encouraged to select texts appropriate to the course, to consult with other faculty for text recommendations, to review lists of past texts used, and to visit the bookstore to see current text selections in comparable courses. Here is a list of some suggestions:

Textbooks:

- *The Oxford Book of Latin American Short Stories*, Ed. Roberto González Echevarría. Oxford University Press. ISBN-10: 0195095901; ISBN-13: 978-0195130850
- *Borzoi Anthology of Latin American Literature* V. 1 and 2 (Paperback) Ed. Emir Monegal. Knopf . ISBN-10: 0394733010; ISBN-13: 978-0394733012

- *Poets of Contemporary Latin America: History and the Inner Life* Ed. William Rowe. Oxford University Press. **ISBN-10: 0198158920; ISBN-13: 978-0198158929**
- *Twentieth-Century Latin American Poetry: A Bilingual Anthology*. Ed. Stephen Tapscott. University of Texas Press. **ISBN-10: 0292781385; ISBN-13: 978-0292781382**

Recommended Writers:

<p>Fiction Caio Fernando Abreu (Brazil) Isabel Allende (Chile) Jorge Amado (Brazil) Machado de Assis (Brazil) Miguel Ángel Asturias (Guatemala) Augusto Roa Bastos (Paraguay) Jorge Luis Borges (Argentina) Adolfo Bioy Casares (Argentina) Julio Cortázar (Argentina) Alejo Carpentier (Cuba) Jose Donoso (Chile) Rosario Ferré (Puerto Rico) Carlos Fuentes (Mexico) José Hernández (Argentina) Guillermo Cabrera Infante (Cuba) Mario Vargas Llosa (Peru) Gabriel Garcia Marquez (Columbia) Horacio Quiroga (Uruguay) Elena Poniatowska (Mexico) Laura Restrepo (Mexico)</p>	<p>Manuel Puig (Argentina) Juan Rulfo (Mexico) Fernando Vallejo (Columbia) Luisa Valenzuela, (Argentina)</p> <p>Poetry Carlos Drummond de Andrade Reinaldo Arenas (Cuba) Mario Benedetti (Uruguay) Ernesto Cardenal (Nicaragua) Rosario Castellanos (Mexico) Rubén Dário (Nicaragua) Claudia Lars (El Salvador) José Martí (Cuba) Gabriela Mistral (Chile) Pablo Neruda (Chile) Octavio Paz (Mexico) Alfonso Reyes (Mexico) César Vallejo (Peru)</p> <p>Drama Ariel Dorfman</p>
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