

Course Dept/Number: Span 336

Instructor: Corinne Pubill

Total Credits: 4

Course Name: Survey of Latin American Literature

Gen Ed Cr: Yes

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
X Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
X Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
X Technology	Supervised instruction and documented learning through appropriate technology mediums.
X Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
* Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
* International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
* Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
* Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

There will be significantly more *cultural information*, based on movies, and documentaries that will allow them to have a better understanding of the cultural background of what it is studied in the class. They will have to watch some films and documentaries outside of class and answer previewing, viewing and post-viewing questions that will show they understood and completed the assignment seriously. They will also always find a part of the assignment that will concentrate on critical thinking.

The writing process will be an important part of the enhancement course since students will be able to use time outside class to work on the process of writing. They will also review the different stages of writing by working in their introduction, thesis, conclusion, etc. The Peer Review part will allow them to exchange their work with their classmates (in pairs or groups), via MyClasses, in order to help each other to progress. Using Technology, during Blog or

Chat Time, they will have to go to the blog page and discuss with their classmates about different topics of the class.

More Undergraduate Research and critical thinking will occur with two additional critical commentaries in Spanish based on a critical article. These assignments require that students offer a brief summary of the salient issues presented by the critic (1 paragraph) and a mini analysis of the relevance of the piece to the topics/readings discussed in class (2 paragraphs). These papers will help student to combine textual analysis and a more abstract discussion of a specific topic.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

I will read and grade all of the students' assignments. Students have to read carefully the assigned material in order to be able to complete the assignments.

I will also give students extensive feedback that will help them to improve their work.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

More Cultural information with 2 extra films and specific questions. 3 hours each = 6 hours.

More Cultural information with 2 documentaries: one will take 1h30 and the other one 3h00 including questions = 4 hours 30 mn.

More Cultural information with work on Youtube sites on key writers, including questions = 2 hours.

More writing with 3 Writing assignments. 3 hours each = 9 hours.

3 Peer Review Activity based on the writing assignments. 1hours 30 for each = 4h30.

More critical thinking with two additional critical commentary in Spanish based on a critical article= 3 hours for the article in Spanish, 2 hours for the one in English = 5 hours.

More critical thinking with an additional critical commentary that was before in English and it is now in Spanish = 1 hour.

More Reading with additional material on primary text = 1 hour.

More writing with blogs on MyClasses where students will have to discuss on different topics related to the class. 2 sessions of 2 hours each = 4 hours.

More writing and reading in Spanish with a second presentation = 3 hours.

More writing and reading in Spanish with a longer final paper (10 pages instead of 5)= 5 hours.

4. Discuss how the enhancement will be assessed.

The enhancement will be assessed depending on the way students will be answering the questions related to the films, the documentaries and youTube they saw outside of class. This work will correspond to 10% of the grade

I will assess the writing assignments and the Peer Review activities depending on students critical analysis of texts and the evolution on their work and also the commentaries given by their peer. It will correspond to 10% of the grade.

To conclude, the enhancement will be assessed throughout the semester, through daily group/pair discussion, as well as exercises, quizzes, exams, presentation, commentaries, and papers.



SPANISH 336: Fall 2007

Survey of Latin American Literature

🏠 Office: 385

🕒 Office hours: Tuesday/Thursday 9:30-11:30 am
Wed 3:30-4:30

Dr. Corinne Pubill

☎️ : 410-677-0152 ✉️: cxpubill@salisbury.edu

Course Description.

The course is designed to explore the development of Spanish American literatures from the early years to the twentieth century. Students will examine representative literary works within the aesthetic framework of movements including Indigenous, Colonialism, Neoclassicism, Romanticism, Realism, Naturalism, Modernism, Avant-garde, etc. Special emphasis will be placed on fundamental issues such as nation building, the role of the intellectual, class, and gender in order to develop a critical view of works within the political, social, and economic realities of the time. Critical readings will facilitate students' understanding of the primary texts and related theoretical discussions.

Learning Objectives.

In order to complete this course satisfactorily, the student is expected to:

- Identify and discuss key authors, issues, and concepts related to Latin American literatures and cultures from Pre-Encounter times to the twentieth century.
- Recognize the characteristics of relevant aesthetic movements.
- Develop critical and original readings of primary texts.
- Learn about specialized literature terminology.
- Improve your reading, writing and oral skills
- Participate in an active, informed, and regular manner in each class session.

Texts.

Required

- Chang-Rodríguez, Raquel and Malva E. Filer. *Voces de Hispanoamérica*. 3rd Edition. Boston: Heinle & Heinle, 2004.
- Novela: La última niebla de María Louisa Bombal

Recommended

- *Oxford Spanish Dictionary* (or any other good English/Spanish dictionary)
- *Diccionario de la Real Academia Española* [2 volume set] (Spanish Language Dictionary)

- A great online resource is: *Diccionario de la Real Academia* online “búsqueda” (*search*): <http://buscon.rae.es/diccionario/drae.htm>

Grading.

The final grade will be calculated as follows:		Grading scale:
Preparation, participation, quizzes	20%	100-90 = A
Critical commentary	15%	89-80 = B
Oral Presentation	15%	79-70 = C
Exams (2)	30%	69-64.5 = D
		64.4 and below, = F
<u>Final paper</u>	20%	
	100%	

Course policies.

Preparation and Participation: You must come to class well prepared. All the materials detailed in the syllabus for each class should be read/prepared in advance. Your active participation in pairs and group work is an important part of the class (20% of your grade), so it is essential that you come to class prepared and ready to participate.

Critical commentary (comentario): You will turn in a total of five one-page, single-spaced analytical commentaries on a critical article selected by the instructor and its potential application to better understand any of the readings covered in the previous weeks. These assignments require that students offer a brief summary of the salient issues presented by the critic (1 paragraph) and a mini analysis of the relevance of the piece to the topics/readings discussed in class (2 paragraphs). These papers will help you to combine textual analysis and a more abstract discussion of a specific topic. Guidelines will be provided.

Oral presentation: Each student will give an oral presentation of 7-10 minutes to introduce and offer a preliminary analysis of a primary text. Students are expected to incorporate information from at least one outside critical source listed in the MLA bibliography (i.e. a journal article or book article by a critic in the field) in order to defend their reading of the text. The student will give a brief handout to the class (written in Spanish) that includes the information covered as well as three original questions for the group to discuss. This activity will allow you polish your presentation skills in Spanish, permit you share a mini analysis of the critical features of a primary text, and facilitate a critical discussion of the work with your classmates. Guidelines will be provided.

Exams: As part of the course you will have two in-class exams that will examine your knowledge of readings, concepts, and materials discussed in class. Exam format will include multiple choice or T/F, short answer questions, and at least one essay question. Exams will take the whole class period.

Make-ups: Make-ups for exams, response papers, or essays will only be given for official conflicts or verified medical reasons. Arrangements must be made with the instructor prior to the date listed on the syllabus.

Final paper: Your final project will be a critical analysis of one relevant topic related to the novel María Bombal *La última niebla*. The paper will be 5 pages long, double-spaced, and must follow the MLA format. Accents and other diacritical marks MUST be included in order to receive a grade. You are required to consult and cite at least two critical articles on the novel, which will be available on MyClasses. No late work will be accepted. Guidelines will be provided.

IMPORTANT INFORMATION

Writing assignments are assigned with Writing Across the Curriculum in mind. The transfer of writing skills from one language to another enhances the ability to write well in both English and Spanish. Evaluation of written assignments will be based on both form and content.

Attendance: Your attendance, punctuality, and active participation are crucial for the successful completion of this course. You are required to attend all classes and to be prepared to begin work each day at the appointed time. A maximum of TWO absences will be allowed. If for any reason a student exceeds this amount, it is recommended that they drop the course, given that with each additional absence will affect the students' grade. Half a letter grade will be deducted for each subsequent absence. Arriving late or leaving early (unless excused) more than two times will be considered absences. Students are responsible for finding out about the assignments if they miss a class.

Academic integrity violations: Students are expected to complete all assignments and activities for this course in accordance with the Principles of Academic Integrity. At Salisbury University, plagiarism and cheating are wrong and are considered acts of "academic dishonesty" i.e. a deliberate and deceptive misrepresentation of one's own work. See the *SU Student Handbook* regarding cheating, plagiarism, and illicit collaboration, and the penalties for these offenses.


NOTE: TO REMAIN ENROLLED IN THIS COURSE, YOU MUST SIGN THE FULTON ACADEMIC INTEGRITY PLEDGE AND TURN IT IN TO ME BY THE NEXT CLASS!


























WAC STATEMENT: Homework, writing assignments, and papers are assigned with Writing Across the Curriculum in mind. The transfer of writing skills from one language to another enhances the ability to write well in both English and Spanish. Evaluation of your writing will be based on both form and content.

PROGRAMA TENTATIVO

📖 Leer *Voces* ✍️ Completar en *Voces* 📄 Leer material de MyClasses o fotocopias



📖 Leer la novela *La última niebla* 🗒️ Comentario crítico 📄 Examen 🗣️ Presentación

DIA	EN CLASE	TAREA PARA ESTE DIA
Semana 1: Las raíces y la época colonial.		
28 de agosto	Introducción Estudio de la geografía Preguntas y discusión en grupos	
30 de agosto	Popol Vuh «Las antiguas historias del Quiché» Cristóbal Colón «Carta a Luis de Santángel »	📖 p.2-3 (1.1-1.4), p.13-17. ✍️ Preguntas generales (1-2), preguntas de análisis (1) en p.21. 📖 p.23-26 ✍️ Preguntas generales en p.27, preguntas de análisis (1-5)
Semana 2: La colonia.		
4 de septiembre	Bartolomé de las Casas “Historias de las Indias”	📖 p5 (1.4.2) 📖 p.28-35. ✍️ Preguntas generales (1-3), preguntas de análisis (1-3) en p. 35.
6 de septiembre	 « Yo. la peor de todas » de María Luisa Bemberg, 1990	📄 Leer y contestar a las preguntas sobre la película
Semana 3: Texto como crítica.		
11 de septiembre	El Inca Garcilaso de la vega « Comentarios reales de los Incas »	📖 p.6 (1.5, 1.6) 📖 p.61-68. ✍️ Preguntas generales (1-3), preguntas de análisis (1-3, 5-6) en p. 68.
13 de septiembre	Sor Juana Inés de la Cruz « Respuesta a Sor Filotea » « Redondillas » 🗒️ Comentario #1: Las tretas del débil	📖 p.75-83. ✍️ Preguntas generales (1-4), preguntas de análisis (1-3) en p.85. 📄 “Las tretas del débil”, Josefina Ludmer
Semana 4: Neoclasicismo y romanticismo.		
18 de septiembre	Andrés Bello “La agricultura de la zona tórrida” “Autonomía cultural de América”	📖 p. 93-98. ✍️ Preguntas generales y preguntas de análisis en p.99.
20 de septiembre	José María Heredia “Niágara” “A mi esposa” 🗒️ Comentario #2: What is a Nation? Actividad en grupo: El concepto de la nación.	📖 p. 102-109. Introducción a “Búsqueda de la emancipación cultural (1825-1882)”. 📖 p. 111-112; 114-117. ✍️ Preguntas generales y preguntas de análisis (2-7) en p. 118. 📄 “What is a Nation?”, Ernest Renan 📖 p. 1-30.
Semaine 5: Proyectos nacionales.		
25 de septiembre	Domingo Faustino Sarmiento	📖 p. 137-139; 140-152.



	<i>Facundo</i> (selección)  Presentaciones	 Preguntas generales y preguntas de análisis en p. 152.
27 de septiembre	Juan Bautista Alberdí “Bases y puntos de partida para la organización de la República Argentina” (selección) <input type="checkbox"/> Comentario #3: The ordered City	 “Bases y puntos de partida para la organización de la República Argentina”. (Selección)  “The ordered city”, de Ángel Rama.  p.31-55.
Semana 6: Mujeres contra sistema político e indigenismo.		
2 de octubre	 “Camila” de María Luisa Bemberg, 1985	Contestar a las preguntas
4 de octubre	 “Camila” de María Luisa Bemberg, 1985  Presentaciones	Contestar a las preguntas  p. 56-71.
Semana 7: Literatura abolicionista.		
9 de octubre	 Examen 1	
11 de octubre	Gertrudis Gómez de Avellaneda <i>Sab</i> (selección)	 p. 154-155.  <i>Sab</i> (selección) Completar las preguntas de análisis y reflexión  p 71-110.
Semana 8: Modernismo.		
16 de octubre	José Martí Versos sencillos “V” “Nuestra América” <input type="checkbox"/> Comentario #4: “Irresistible Romance: The Foundational Fictions of Latin America.”	 p. 207-209; 211; 216-220.  Preguntas generales y preguntas de análisis (#8) en p. 221.  “Irresistible Romance: The Foundational Fictions of Latin America,” Doris Sommer.
18 de octubre	Rubén Darío  “El cisne” “Sonatina”	 p. 198-206 Introducción a “La realidad americana y la renovación literaria (1882-1910)”.  p. 240-241; 245-247.  Preguntas generales y preguntas de análisis (2 y 4) en p. 256-257.  p 111-135.
Semana 9: Las mujeres y el modernismo.		
23 de octubre	Delmira Agustini “El intruso” “Las alas”	 p. 308-309; 310-311.  Preguntas generales y preguntas de análisis (1,2,6) en p. 313.
25 de octubre	Alfonsina Storni “Tú me quieres blanca” “Cuadrados y ángulos”	 p. 327-328 y 341-342.  Preguntas generales y preguntas de análisis (1,2,4) en p. 331.

	<p>“Hombre pequeñito”</p> <p>● Presentaciones</p> <p>Quiz</p>	<p>📖 p 135-162.</p>
Semana 10: El vanguardismo poético.		
30 de octubre	<p>Vicente Huidobro</p> <p>“Nipona”</p> <p>“Arte poética”</p> <p>● Presentaciones</p>	<p>📖 p. 339-340; 341-342</p> <p>✍ Preguntas generales y preguntas de análisis (1 y 2) en p. 345.</p>
1 de noviembre	<p>Pablo Neruda</p> <p>“Walking around”</p> <p>“Alturas de Macchu Picchu”</p>	<p>📖 p.424-426; 428-431.</p> <p>✍ Preguntas generales y preguntas de análisis en p. 433-434.</p> <p>📖 p. 162-180.</p>
Semana 11: Novela corta.		
6 de noviembre	<p>Jorge Luis Borges</p> <p>“Borges y yo”</p> <p>Entrevistas</p> <p>● Presentaciones</p>	<p>📖 p.383-385; 387.</p> <p>✍ Preguntas generales y preguntas de análisis (2) en p.392.</p>
8 de noviembre	<p>📌 Examen 2.</p>	<p>📖 p. 181-192.</p>
Semana 12: Lo real maravilloso y el realismo mágico.		
13 de noviembre	<p>Alejo Carpentier</p> <p>“Guerra del tiempo”</p> <p>📖 Comentario #5: “De lo real maravilloso”</p> <p>● Presentaciones</p>	<p>📖 p.380-390.</p> <p>✍ Preguntas generales</p> <p>📖 “De lo real maravilloso americano,” Alejo Carpentier</p>
15 de noviembre	<p>Gabriel García Márquez</p> <p>“La prodigiosa tarde de Baltazar”</p>	<p>📖 p.516-518; 518-524.</p> <p>✍ Preguntas generales y preguntas de análisis (1 y 2) en p. 524-525.</p>
Semana 13: La novela.		
20 de noviembre	<p>María Luisa Bombal</p> <p><i>La última niebla</i></p> <p>● Presentaciones</p>	<p>📖</p> <p>Preparar presentaciones</p>
22 de noviembre	<p><i>No hay clase</i></p>	
Semana 14:		
27 de noviembre	<p>María Luisa Bombal</p> <p><i>La última niebla</i></p> <p>● Presentaciones</p>	<p>📖</p> <p>Preparar presentaciones</p>
29 de noviembre	<p>María Luisa Bombal</p> <p><i>La última niebla</i></p> <p>● Presentaciones</p>	<p>📖</p> <p>Preparar presentaciones</p>
Semana 15:		
4 de diciembre	<p>María Luisa Bombal</p> <p><i>La última niebla</i></p> <p>● Presentaciones</p>	<p>📖</p> <p>Preparar presentaciones</p>
6 de diciembre	<p>Repaso</p>	
ENTREGAR EL TRABAJO FINAL EL 12 DE DICIEMBRE antes de las 8 pm		

SPANISH 336 – Fall 2008
Survey of Latin American Literature

 Office: 385
 Office hours: Tuesday/Thursday 9:30-11:30 am
Wed 3:30-4:30

Dr. Corinne Pubill

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Course Description.

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SPAN 366 is an "enhanced" course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed Spanish program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced," 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/curref-students.html>.

Learning Objectives.

In order to complete this course satisfactorily, the student is expected to:

- Identify and discuss key authors, issues, and concepts related to Latin American literatures and cultures from Pre-Encounter times to the twentieth century.
- Recognize the characteristics of relevant aesthetic movements.
- Develop critical and original readings of primary texts.
- Learn about specialized literature terminology.
- Improve your reading, writing and oral skills.
- Participate in an active, informed, and regular manner in each class session.

Texts.

Required

- Chang-Rodríguez, Raquel and Malva E. Filer. *Voces de Hispanoamérica*. 3rd Edition. Boston: Heinle & Heinle, 2004.
- Novela: [La última niebla](#) de María Louisa Bombal

Recommended

- *Oxford Spanish Dictionary* (or any other good English/Spanish dictionary)

- *Diccionario de la Real Academia Española* [2 volume set] (Spanish Language Dictionary)
- A great online resource is: *Diccionario de la Real Academia* online “búsqueda” (*search*): <http://buscon.rae.es/diccionario/drae.htm>

Grading.

The final grade will be calculated as follows:		Grading scale:
Preparation, participation, quizzes	15	100-90 = A
Response papers (Comentarios)	15%	89-80 = B
Oral Presentations	15%	79-70 = C
Assignments on Films, YouTube	10%	69-64.5 = D
Writing Assignments, Peer Review	10%	64.4 and below, = F
Exams (2)	20%	
Final paper	15%	
	100%	

Course policies.

Preparation and Participation: You must come to class well prepared. All the materials detailed in the syllabus for each class should be read/prepared in advance. Your active participation in pairs and group work is an important part of the class (15% of your grade), so it is essential that you come to class prepared and ready to participate.

Response papers (comentarios): You will turn in a total of **seven one-page**, single-spaced analytical commentaries on a critical article selected by the professor and its potential application to better understand any of the readings covered in the previous weeks. These assignments require that students offer a brief summary of the salient issues presented by the critic (1 paragraph) and a mini analysis of the relevance of the piece to the topics/readings discussed in class (2 paragraphs). These papers will help you to combine textual analysis and a more abstract discussion of a specific topic. Guidelines will be provided.

Oral presentation: Each student will give **two oral presentations** of **10-12** minutes to introduce and offer a preliminary analysis of a primary text. Students are expected to incorporate information from at least one outside critical source listed in the MLA bibliography (i.e. a journal article or book article by a critic in the field) in order to defend their reading of the text. The student will give a brief handout to the class (written in Spanish) that includes the information covered as well as three original questions for the group to discuss. This activity will allow you polish your presentation skills in Spanish, permit you share a mini analysis of the critical features of a primary text, and facilitate a critical discussion of the work with your classmates. Guidelines will be provided.

Films, YouTube, Documentaries: *You will have to watch some films and documentaries outside of class and answer previewing, viewing and post-viewing questions that will show you understood and completed the assignment seriously. You will also always find a part that will concentrate on critical thinking. Guidelines will be provided.*

Writing Assignments, Peer Review, Blogs: *Outside of class, you will be required to write on different topics discussed in class. You will also review the process of writing by working*

in your introduction, thesis, etc. The Peer Review part will allow you to exchange your work with your classmates and to work in pairs or groups, via MyClasses, in order to help each other to progress. During Blog time, you will have to go to the blog page and discuss with your classmates about different topics of the class. Specific guidelines will be provided.

Exams: As part of the course you will have two in-class exams that will examine your knowledge of readings, concepts, and materials discussed in class. Exam format will include multiple choice or T/F, short answer questions, and at least one essay question. Exams will take the whole class period.

Make-ups: Make-ups for exams, response papers, or essays will only be given for official conflicts or verified medical reasons. Arrangements must be made with the instructor prior to the date listed on the syllabus.

Final paper: Your final project will be a critical analysis of one relevant topic related to the novel María Bombal *La última niebla*. The paper will be **8-10 pages** long, double-spaced, and must follow the MLA format. Accents and other diacritical marks MUST be included in order to receive a grade. You are required to consult and cite at least two critical articles on the novel, which will be available on MyClasses. Guidelines will be provided.

IMPORTANT INFORMATION

Attendance: Your attendance, punctuality, and active participation are crucial for the successful completion of this course. You are required to attend all classes and to be prepared to begin work each day at the appointed time. A maximum of THREE absences will be allowed. If for any reason a student exceeds this amount, it is recommended that they drop the course, given that with each additional absence will affect the students' grade. Half a letter grade will be deducted from the final grade for each subsequent absence. Arriving late or leaving early (unless excused) will be considered absences. Students are responsible for finding out about the assignments if they miss a class.






















Academic integrity violations: Students are expected to complete all assignments and activities for this course in accordance with the Principles of Academic Integrity. At Salisbury University, plagiarism and cheating are wrong and are considered acts of "academic dishonesty" i.e. a deliberate and deceptive misrepresentation of one's own work. See the *SU Student Handbook* regarding cheating, plagiarism, and illicit collaboration, and the penalties for these offenses.

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WAC STATEMENT: Homework, writing assignments and papers are assigned with Writing Across the Curriculum in mind. The transfer of writing skills from one language to another enhances the ability to write well in both English and Spanish. Evaluation of your writing will be based on both form and content.


PROGRAMA TENTATIVO

 Leer *Voces*
  Completar en *Voces*
  Leer material de MyClasses o fotocopias
 Leer la novela *La última niebla*
 Comentario crítico
 Examen
 Presentación

DIA	EN CLASE	TAREA PARA ESTE DIA
Semana 1: Las raíces y la época colonial.		
28 de agosto	Introducción Estudio de la geografía Introducción al Popol Vuh Preguntas y discusión en grupos	
30 de agosto	Popol Vuh «Las antiguas historias del Quiché» Cristóbal Colón «Carta a Luis de Santángel »	 p.2-3 (1.1), p.13-17.  Preguntas generales (1-2), preguntas de análisis (1) en p.21.  p3 (1.2 - 1.4.1)  p.23-26  Preguntas generales en p.27, preguntas de análisis (1-5)  «The Creation Myth of the Maya» de Patricia Amlin, 1989 y contestar a las preguntas
Semana 2: La colonia.		
4 de septiembre	Bartolomé de las Casas “Historias de las Indias”	 p5 (1.4.2)  p.28-35.  Preguntas generales (1-3), preguntas de análisis (1-3) en p. 35.
6 de septiembre	El Inca Garcilaso de la vega « Comentarios reales de los Incas »  Presentaciones Debates	 p.6 (1.5, 1.6)  p.61-68.  Preguntas generales (1-3), preguntas de análisis (1-3, 5-6) en p. 68. Taller de escritura en MyClasses
Semana 3: Texto como crítica.		
11 de septiembre	 « Yo. la peor de todas » de María Luisa Bemberg, 1990  Presentaciones Análisis de la película	 Leer y contestar a las preguntas sobre la película Peer Review MyClasses
13 de septiembre	Sor Juana Inés de la Cruz « Respuesta a Sor Filotea » « Redondillas» <input type="checkbox"/> Comentario #1: Las tretas del débil	 p.75-83.  Preguntas generales (1-4), preguntas de análisis (1-3) en p.85.  “Las tretas del débil”, Josefina Ludmer
Semana 4: Neoclasicismo y romanticismo.		
18 de septiembre	Andrés Bello “La agricultura de la zona tórrida”	 p. 93-98.  Preguntas generales y preguntas de

	“Autonomía cultural de América” ☐ Comentario #2: What is a Nation?	análisis en p.99. 📖 “What is a Nation?”, Ernest Renan
20 de septiembre	José María Heredia “Niágara” “A mi esposa” ☐ Comentario #3: Introducción a comunidades imaginarias Debates: El concepto de la nación.	📖 p. 102-109. Introducción a “Búsqueda de la emancipación cultural (1825-1882)”. 📖 p. 111-112; 114-117. ✍ Preguntas generales y preguntas de análisis (2-7) en p. 118. 📖 “Introducción a comunidades imaginarias”, Benedict Anderson. 📖 p. 1-30.
Semaine 5: Proyectos nacionales.		
25 de septiembre	Domingo Faustino Sarmiento <i>Facundo</i> (selección) 🗣 Presentaciones	📖 p. 137-139; 140-152. ✍ Preguntas generales y preguntas de análisis en p. 152. Taller de escritura en MyClasses
27 de septiembre	Juan Bautista AlberdÍ “Bases y puntos de partida para la organización de la República Argentina” (selección) ☐ Comentario #4: La ciudad letrada 🗣 Presentaciones	📖 “Bases y puntos de partida para la organización de la República Argentina”. (Selección) 📖 “La ciudad letrada”, de Ángel Rama. Peer Review MyClasses 📖 p.30-55.
Semana 6: La poesía gauchesca y el indigenismo		
2 de octubre	José Hernández “El gaucho Martín Fierro” (selección) 🗣 Presentaciones	📖 p. 175-176; 177-185. ✍ Preguntas generales y preguntas de análisis en p. 185. 🎬 “Camilla” de María Luisa Bemberg, 1985 y preguntas sobre película
4 de octubre	Clorinda Matto de Turner “Malccoy” 🗣 Presentaciones	📖 p. 187-189; 191-195. ✍ Preguntas generales y preguntas de análisis (4-6) en p. 195. 📖 p. 56-71..
Semana 7: Literatura abolicionista.		
9 de octubre	🕒 Examen 1	
11 de octubre	Gertrudis Gómez de Avellaneda <i>Sab</i> (selección)	📖 p. 154-155. 📖 <i>Sab</i> (selección) p. 256-271. Completa las preguntas de análisis y reflexión de la lectura. Taller de escritura en MyClasses 📖 p 71-110.
Semana 8: Modernismo.		
16 de octubre	José Martí	📖 p. 207-209; 211; 216-220.

	<p>Versos sencillos “V” “Nuestra América” 🗨 Presentaciones 📖 Comentario #5: “Irresistible Romance: The Foundational Fictions of Latin America.”</p>	<p>✍ Preguntas generales y preguntas de análisis (#8) en p. 221. 📖 “Irresistible Romance: The Foundational Fictions of Latin America,” Doris Sommer.</p>
18 de octubre	<p>Rubén Darío “El cisne” 🗨 “Sonatina”</p>	<p>🔗 p. 198-206 Introducción a “La realidad americana y la renovación literaria (1882-1910)”. 🔗 p. 240-241; 245-247. ✍ Preguntas generales y preguntas de análisis (2 y 4) en p. 256-257. Peer Review MyClasses: 📖 p 110-135.</p>
Semana 9: Las mujeres y el modernismo.		
23 de octubre	<p>Delmira Agustini “El intruso” “Las alas” 📖 Comentario #6: “The Tradition of Modernismo”</p>	<p>🔗 p. 308-309; 310-311. ✍ Preguntas generales y preguntas de análisis (1,2,6) en p. 313. 📖 “The Tradition of Modernismo,” Kirkpatrick</p>
25 de octubre	<p>Alfonsina Storni “Tú me quieres blanca” “Cuadrados y ángulos” “Hombre pequeñito” 🗨 Presentaciones</p>	<p>🔗 p. 327-328; 341-342. 🎬 El modernismo en el Arte y preguntas. ✍ Preguntas generales y preguntas de análisis (1,2,4) en p. 331. 📖 p 135-162.</p>
Semana 10: El vanguardismo poético.		
30 de octubre	<p>Vicente Huidobro “Nipona” “Arte poética” 🗨 Presentaciones</p>	<p>🔗 p. 339-340; 341-342 ✍ Preguntas generales y preguntas de análisis (1 y 2) en p. 345.</p>
1 de noviembre	<p>Pablo Neruda “Walking around” “Alturas de Macchu Picchu”</p>	<p>🔗 p.424-426; 428-431. ✍ Preguntas generales y preguntas de análisis en p. 433-434. 🎬 Documental ✍ Contestar a las preguntas 📖 p. 162-180.</p>
Semana 11: Novela corta.		
6 de noviembre	<p>Jorge Luis Borges “Borges y yo” Entrevistas</p>	<p>🔗 p.383-385; 387. ✍ Preguntas generales y preguntas de análisis (2) en p.392.</p>
8 de noviembre	<p>🕒 Examen 2.</p>	<p>📖 p. 181-192.</p>

Semana 12: Lo real maravilloso y el realismo mágico.		
13 de noviembre	Alejo Carpentier “Guerra del tiempo” ☐ Comentario #7: “De lo real maravilloso” 🗨 Presentaciones	📄 p.380-390. ✍ Preguntas generales 📄 “De lo real maravilloso americano,” Alejo Carpentier
15 de noviembre	Gabriel García Márquez “La prodigiosa tarde de Baltazar”	📄 p.516-518; 518-524. ✍ Preguntas generales y preguntas de análisis (1 y 2) en p. 524-525.  YouTube “Gabriel García Márquez” y preguntas
Semana 13: La novela.		
20 de noviembre	María Luisa Bombal <i>La última niebla</i> 🗨 Presentaciones Trabajo en grupos	📖 Preparar presentaciones Temas de discusión en MyClasses
22 de noviembre	<i>No hay clase</i>	
Semana 14:		
27 de noviembre	María Luisa Bombal <i>La última niebla</i> 🗨 Presentaciones	📖 Preparar presentaciones
29 de noviembre	María Luisa Bombal <i>La última niebla</i> 🗨 Presentaciones	📖 Preparar presentaciones Temas de discusión en MyClasses
Semana 15:		
4 de diciembre	María Luisa Bombal <i>La última niebla</i> 🗨 Presentaciones	📖 Preparar presentaciones
6 de diciembre	Repaso	
TRABAJO FINAL		