Catalog Course Description:
Hispanic literature by women throughout history; develops an appreciation for the cultural differences found in female literature in the Hispanic world. Prerequisite: CH201, 202 or 203, Eng. 102; student should have Junior or Senior standing. Taught in English.

Core Objectives.
The main objective of this course is to introduce students to the literature written by Hispanic women (Spain, Spanish America, and the U.S.) by means of lectures, readings, multimedia presentations, and student participation activities. The course is intended to serve not only as a gateway to the literature written by Hispanic women, but also as an opportunity for students to articulate the cultural and economic connections among the various nations represented and the rest of the world—including the United States—and to practice literary analysis and interpretation of Hispanic texts. It is also a gateway to literary analysis and interpretation in general, including a variety of issues such as gender, sexuality, and family history across the Hispanic world. We will examine issues such as gender expectations, marriage, and sexuality, and how these issues intersect with race and class. The course includes poetry, fictional prose, a chronicle, journalistic articles, film, and drama.

This course develops core objectives 1 (Effective Composition & Communication), 3 (Critical Analysis & Use of Information), and 5 (History & Culture), and satisfies core objective 10 and core objective 13.

Core Objective 10: Diversity and Equity. Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals. The course examines the historical and contemporary experiences of Hispanic women and their representations as a marginalized group within Hispanic society, as portrayed in the literary examples chosen. It will provide students with a panoramic view of Hispanic feminine literary culture and its impact in the world; examine how the multiplicity of women’s experiences—including differences in class, country of origin, ethnicity, and sexual orientation—affect the form, theme, and topics of their writing; explore such related topics as the relation to patriarchy and the male tradition; female identity; sex and gender; the relationships between gender, race, and class; difference and oppression; performance and performance practices, and audiences. Through discussions, written journal responses, quizzes, and a final project, the course will develop an appreciation of the aesthetics and cultural differences of female literary expression within the Hispanic world.

Student Learning Outcomes for CO10:
Upon successful completion of this course, students will be able to:
• identify the complex elements, relevant to Hispanic women, in relation to their history, values, politics, economy, beliefs, and practices (CO10).
• describe the perceptions, viewpoints, and life experiences of Hispanic women, a marginalized group outside the United States (CO10).
• become aware of some of the central historical and present diversity issues addressed in the course, including race, ethnicity, gender, social class, religion, sexual identity, and national origins (CO10).
• analyze and interpret various literary and historical texts that will compare and contrast cultural differences and biases toward Hispanic women, within and outside the Hispanic world (C010)

Core Objective 13: Integration & Synthesis - Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues. The course takes advantage of all the writing, literature, and/or history classes taken by the students, including Core Humanities 202. They will write six critical responses to the different topics presented by the works (feminism, social class/race/identity, indigenous issues, magic realism/difference/alternate realities, dictatorships/totalitarianism/violence, and new voices). They will have ample opportunity to choose from the texts presented. This integrates CO1 because they will practice composing, revising, responding, editing, and writing with audience and purpose in mind. Each response will require a clear thesis statement, thus forcing the student to become aware of their own beliefs, concepts, or biases. It also integrates CO3 because they will have to critically evaluate the information from the texts and contribute to the scholarly class discussions. The topics will force them to explain and apply ethical, legal, and social issues related to the information provided.

Student Learning Outcomes for CO13:
Upon successful completion of this course, students will be able to:
• identify and analyze texts written by Hispanic women and evaluate major developments among them throughout time (C013).
• demonstrate inclusion and understanding of the interplay between the topics presented by the course, including feminism, social class/race/identity, indigenous issues, magic realism/difference/alternate realities, dictatorships/totalitarianism/violence, and new voices (C013).
• make connections between courses taken in the major and in the Core, such as literature, culture, Core Humanities, and more (C013).
• identify and evaluate major Hispanic literary works, with a focus on their relevance and application in the fields of gender and female identity (C013).
• become familiar with outstanding Hispanic women writers, their cultural and historical contexts, thereby confronting old misinterpretations and possible biases (C010, C013).

Course Requirements and Expectations:
The class is organized by topics: We begin with a theoretical feminist foundation, moving into feminism in the XVII century, social class/race/identity in Spain and in Latin America, indigenous issues in Latin America, magic realism/difference/alternate realities in LA and in Spain, dictatorships/totalitarianism/violence in Spain and LA, and new literary voices. There is a variety of texts included per topic. This course requires a significant amount of writing, and your ability to express yourself clearly in writing will significantly affect your grade. There will be six written critical responses that require a good understanding of the lectures and the assigned readings. I will not accept summaries of the stories. Therefore, you should have a clear understanding of how to develop a critical response. The midterm and final exam will be comprehensive and will test your familiarity with the texts and the terminology studied as well as your ability to formulate coherent and insightful literary interpretations. At the end of the course you will write a research paper that summarizes scholarly conversations and make connections between the texts discussed in this course. The essay must follow MLA guideless and embody at least three references of credible sources. It will be between 5 and 8 pages long, double spaced. You may choose to work on a specific text or author, a comparison and contrasting of two or more, or the application of a theoretical framework. You will have an opportunity to discuss the selected topic with your instructor. A handout will provide further guidelines to assist you in writing the essay. A one-paragraph summary of the essay is due [date]. The essay is due in class [date]. Essays will
not be accepted after that time. You will read and be ready to discuss the texts during the following class session. Additional materials will be presented in class by the instructor to reinforce the discussed materials and topic.

**REQUIRED TEXTS:**
Some of the texts required will be available for purchase at the ASUN bookstore. Others will be placed on reserve, and others will be added as PDF documents to the course website.

**Evaluation criteria:**

- Participation (classroom and attendance) 10%
- Six written critical responses 25%
- Mid-term exam 15%
- Final exam 15%
- Quizzes 20%
- Final Project 15%**

Total: 100%


**Academic Dishonesty**
Cheating, plagiarism, or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, and giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno, *General Catalog.*

**Statement for Academic Success Services**
Your student fees cover usage of the Tutoring Center (784-6801 or [www.unr.edu/tutoring-center](http://www.unr.edu/tutoring-center)), and University Writing Center (784-6030 or [http://www.unr.edu/writing-center](http://www.unr.edu/writing-center)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.”

**Statement on Disability Services and Audio and Video Recording**
If you need to request accommodations for a specific disability, you are encouraged to meet with the instructor at your earliest convenience to ensure timely and appropriate accommodations. The Disability Resource Center is in the Thompson Building, Suite 100. Surreptitious or covert video-taping or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. Since to accommodate students with disabilities some students may be given permission to record class lectures and discussions, students should understand that their comments during class may be recorded.
Course calendar:

Week one:
Introduction to the course: Course expectations, an overview of the topics that will be covered, an overview of Spain and Spanish America with its geographical characteristics, ethnic composition, languages, and specific aspects that identify and distinguish it as a cultural unit (CO10, CO13).
Reading: Gerda Lerner, "Symbols" - on Webcampus.
        Anny Brooksbank Jones, "Latin American Feminine Criticism Revisited," on Webcampus.
Writing 1: 500-1,000 word response identifying and assessing Lerner's and Brookbank's concepts.
        Class discussion.

Week two:
Introduction to the Renaissance and Baroque literature in Spain and New Spain, literary genres, women's writings in the convent. First breaths. Feminism in the Convent. (CO10, CO13).
Reading: Santa Teresa de Avila (Spain) - on Webcampus.
        Sor Juana Inés de la Cruz: La Respuesta (The Answer) (Mexico) on Webcampus.
Writing 2: 500-1000 word response comparing and contrasting the main ideas of these two texts.
        Class discussion.

Week three:
Social class/race/identity (Spain) (CO10, CO13):
Reading: Emilia Pardo Bazán, "The Oldest Story" (pp.);
        "Castaways" (pp.);
        "Feminist" (pp.);
        From Torn Lace and Other Stories. handout
        Quiz 1. Class discussion.

Week four:
Ana María Matute, "Math Notebook" (pp.), on Webcampus.
        Esther Tusquets, "Summer Orchestra" - on Webcampus.
        Class discussion.

Week five:
Social class/race/identity (Latin America) (CO10, CO13):
Reading: Rosario Ferré (Puerto Rico), "Mercedes 220SL" on Webcampus.
        Luisa Valenzuela (Argentina), "Tango" - same.
        Liliana Heker (Argentina), "The Stolen Party" - same.
        Sylvia Lago (Uruguay), "Home Life" - same.
        Class discussion.

Week five:
Race/identity/indigenous issues (Latin America) (CO10, CO13).
Reading: Rosario Castellanos (Mexico), City of Kings
Writing 3: 1,000-word response to the texts on Social class, race, and identity (Spain and LA)
        Quiz 2. Class discussion.

Week six:
Margo Glantz (Mexico), excerpts from The Family Tree, TBA.
        Elena Poniatowska (Mexico), "The Night Visitor" or "Coatlicue" = webcampus
Elena Poniatowska (Mexico), "Here’s to You, Jesusa" - excerpts - TBA
Class Discussion

Week seven:
Rigoberta Menchú (Guatemala) - Excerpts
Elsa Dorado de Revilla Valenzuela (Bolivia), "The Parrot" - webcampus

Week eight:
Mid-term exam
Magic Realism/Difference/Alternate Realities- (Latin America) (CO10, CO13):
Laura Esquivel, Like Water for Chocolate
In class - movie (Finish for homework)
Writing 4: 1,000-word response to the texts on identity and indigenous issues in LA.
In Class discussion

Week nine: Isabel Allende (Chile), Stories of Eva Luna = TBA
In Class discussion

Week ten: Elena Garro (Mexico), First love - TBA
Look for My Obituary
In class discussion

Week eleven:
Magic Realism/Difference/Alternate Realities - (Spain)
Paloma Díaz Más - "The Little Girl Who Had No Wings"
Isabel del Río - "No One"
Emilia Pardo Bazán "The Woman who Came to Life"
Quiz 3. In class discussion.

Week twelve:
Dictatorship/Totalitarianism/Violence (Spain) (CO10, CO13):
Ana María Moix, Julia
Class discussion

Week thirteen: Ana María Moix, Finish Julia
Ana María Matute, "The Math Notebook"
Writing 5: 1,000-word response to the texts on Magic Realism (LA and Spain)
Class discussion.

Week fourteen:
Dictatorship/Totalitarianism/Violence (Latin America)
Alicia Partnoy (Argentina), The Little School
Movie: Watch "The Official Story"
Writing 6: 1,000 word response to the texts on Totalitarianism and violence in Spain.
Quiz 4. Class discussion.

Week fifteen:
Elena Poniatowska (Mexico) "The Message" - webcampus
Luisa Valenzuela (Argentina), "I’m Your Horse in the Night" and "Other Weapons" - webcampus
Aída Cartagena (Dominican Republic), "A Passion for Donna Summer" - webcampus
Sylvia Lago (Uruguay), "Homelife" - webcampus
Class discussion.

Week sixteen:
NEW VOICES, (CO10, CO13):
Rosa Beltrán (Mexico), Shere-Sade - webcampus
Elena Poniatowska (Mexico) - Massacre in Tlaltetolco - Excerpts
Cristina Rivera Garza (Mexico) - TBA
Quiz 5. Class discussion

TBA: Final exam.