Course Number and Name: ENG 242 Modern Latin American Literature

Credit hours: 3.0 Contact Hours: 3.0 Lecture: 3.0 Lab: N/A Other: N/A
Prerequisites: Grade of “C” or better in ENG 102 or ENG 105
Co-requisites: None Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This is an introductory course to the modern (20th to 21st century) narrative and non-fiction works of both well established and less familiar authors from Latin America. These works will be studied within a literary, historical, social and cultural framework so that students will start to develop an understanding of the voices of this region and their significant literary expression.

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.
2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
4. Technological Competency/Information Literacy: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. Humanistic Perspective: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.
7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
8. Global and Cultural Awareness of Diversity: Students will understand the importance of global perspective and culturally diverse peoples.
9. Ethics: Students will understand ethical issues and situations.
Course Goals: Upon successful completion of this course, students should be able to do the following:

1. explain the contribution of Modern Latin American Literature as a distinctive and dynamic body of writing;
2. discuss and analyze the cultural, social, political, historical and economic contexts of a variety of contemporary Latin American literary works;
3. write and present critical analyses of works of literature; and
4. write reaction papers using literary concepts and categories of gender, race, and class to analyze specific works.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Explain the contribution of Modern Latin American Literature as a distinctive and dynamic body of writing:
   1.1 explain various author’s biographical aspects and literary, cultural, historical and philosophical influences; and
   1.2 analyze specific authors’ works in terms of literary elements, narrative style, and cultural/historical/social contexts

2. Discuss and analyze the cultural, social, political, historical and economic contexts of a variety of contemporary Latin American literary works:
   2.1 identify and describe literary characteristics relevant to different genres such as novels, short stories, essays, and poetry; and
   2.2 explain how specific works reflect the cultural, social, political, historical, and/or economic perspectives of a particular period or time

3. Write and present critical analyses of works of literature:
   3.1 write an analysis of an author and one of his/her works by using analytical methods such as compare/contrast, argument, and connections between texts; and
   3.2 apply knowledge of literary terms and patterns in the writing and presentation

4. Write reaction papers using literary concepts and categories of gender, race, and class to analyze specific works:
   4.1 discuss literary concepts and categories of gender, race, and class in relation to particular works of literature; and
   4.2 use outside sources from literary journals, books, and library data bases to present evidence to support one’s thesis

Methods of Instruction: Instruction will consist of combination of lectures, class discussions, group discussions and projects, and computer-aided instruction.
Outcomes Assessment: Quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate reaction papers, oral presentations (group projects), and literary reading journals for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:

1. Possess the required texts and bring them to class as needed.
2. Maintain regular attendance.
3. Complete all required readings and prepare for and participate in class discussions.
4. Complete on time all the following assignments: daily reading assignments, two reaction papers (each 3 to 5 pages long), one oral presentation (group project), and the literary reading journal (1 to 3 journal entries for each reading assignment).
5. Take quizzes on assigned readings as scheduled.
6. Take the final exam as scheduled.

Note: Assignments must be typed, double spaced with # 12 size Times New Roman font. Tests or any in-class work must be written with blue or black pen on standard size lined loose-leaf paper.

Methods of Evaluation: Final course grades will be computed as follows:

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<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td><strong>Attendance &amp; Class Participation</strong></td>
<td>10%</td>
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<td>Students need to attend at least 90% of class sessions and participate during class activities to ensure that they will meet the course objectives.</td>
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<td><strong>2 Reaction Papers (Writing Assignments)</strong></td>
<td>20%</td>
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<td>Students need to write reaction papers that demonstrate knowledge of literary terms and concepts and cultural, social, and historical relevance. They also demonstrate college writing skills such as coherence and development of a thesis and will provide evidence of student mastery of course objectives.</td>
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<td><strong>1 Oral Presentation (Group Project)</strong></td>
<td>20%</td>
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<td>Students need to deliver oral presentations that demonstrate knowledge of the author’s background, understanding of the basic elements of a literary piece and critical consideration of social/historical/cultural aspects as they relate to the literary work. These projects will provide evidence of student achievement of course objectives.</td>
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Methods of Evaluation (continued):

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<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tr>
<td>• Literary Reading Journal (with an entry for every reading assignment)</td>
<td>10%</td>
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<td>Students will keep reading journals in order to write short reactions (2 to 3 entries) to areas of interest as they engage with a particular text. These reactions demonstrate analysis of characters, themes and structure of a piece. They prepare students for class and group discussions and provide evidence of student mastery of course objectives.</td>
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<tr>
<td>• Quizzes on Reading Assignments</td>
<td>20%</td>
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<td>Students will take quizzes to demonstrate that they have read the assigned readings and that they have knowledge of the basic plot and elements of the text. Quizzes consist of short paragraph form answers.</td>
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<td>• Final Exam</td>
<td>20%</td>
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<td>Students will take an in-class final exam to demonstrate comprehensive knowledge of literary terms and concepts as they apply to specific works, synthesis of course content, and achievement of course objectives. The exam will consist of 2 or 3 short essay questions in which students demonstrate critical analysis of several works.</td>
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**NOTE:** Grades of INCOMPLETE are not encouraged. Students can only get an “I” grade in the case of an emergency and with the instructor’s consent. Students also must have a passing average and have completed 70% of the course at the time they receive the “I” grade.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.
**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.
**Course Content Outline:** There is no prescribed text(s) for this course. Below is a sample tentative list of authors and their literary works (many of which appear in the collection of short stories *A Hammock Beneath the Mangoes: Stories from Latin America* edited by Thomas Colchie) in the order that they will be assigned to students for reading. However, it is important to note that this list and the weekly schedule are tentative and may be subject to additions and revisions according to the specific needs of an instructor and/or particular class.

- Horacio Quiroga, *The Dead Man*
- Jorge Luis Borges, *The Circular Ruins*
- Juan Carlos Onetti, *The Image of Misfortune*
- Isabel Allende, *Toad’s Mouth & Two Words*
- Carlos Fuentes, *Aura*
- Joaquim Maria Machado de Assis, *The Psychiatrist*
- Jorge Amado, *The Miracle of the Birds*
- Gabriel García Marquez, *Chronicle of a Death Foretold*
- Clarice Lispector, *Love*
- Rosario Castellanos, *Cooking Lesson*
- Nélida Piñón, *Adamastor*
- Rubem Fonseca, *Lonely Hearts*
- Juan Rulfo, *Luvina*
- Alejo Carpentier, *Journey Back to the Source*
- Rosario Ferré, *The Gift*
- Selected poems and essays to be announced


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<th>Week</th>
<th>Content/Chapters/Assignments</th>
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| 1    | Reading of class syllabus and introduction to the course  
|      | Overview of Latin American history and its relation to its literature |
| 2    | Significance of reading Latin American literature  
|      | Overview of Latin American literature prior to the 20th century  
<p>|      | Introduction to 20th-century Latin American literature and literary movements |</p>
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| 3    | Introduction to literary terms and elements of fiction  
Quiroga – time line  
**Quiz** on *The Dead Man*  
Quiroga’s narrative |
| 4    | Borges – time line  
**Quiz** on *The Circular Ruins*  
Borges’ narrative, Borges’ view of reality |
| 5    | Onetti – time line  
**Quiz** on *The Image of Misfortune*  
Onetti’s narrative |
| 6    | Allende – time line  
**Quiz** on *Two Words* and *Toad’s Mouth*  
Allende’s narrative |
| 7    | **First Reaction Paper** due  
Introduction to the Latin American 20th-century novel  
Fuentes – time line  
First **Quiz** on *Aura* |
| 8    | Second **Quiz** on *Aura*  
Fuentes’ narrative as representative of the “Boom”  
What magic realism is and elements of magic realism in *Aura* |
| 9    | Machado de Assis – time line  
**Quiz** on *The Psychiatrist*  
Relevance of Machado on 20th-century Brazilian literature  
Machado’s narrative  
Oral Presentation (Group Project) assignments made |
| 10   | Amado – time line  
**Quiz** on *The Miracle of Birds*  
Amado’s narrative |
| 11   | Garcia Marquez – time line  
First **Quiz** on *Chronicle of a Death Foretold*  
Discussion of elements of the 20th-century novel in GM’s Narrative |
| 12   | Second **Quiz** on *Chronicle of a Death Foretold*  
Garcia Marquez’s narrative |
<p>| 13   | <strong>Oral Presentations (Group Projects)</strong> for Lispector, Castellanos, Piñon and Fonseca |</p>
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<tr>
<td>14</td>
<td>Mario Vargas Llosa – time line</td>
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<td>Discussion of chapters 1 and 2 from <em>The Feast of the Goat: A Novel</em></td>
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<td>Structure of the novel – multiple narrative and historical fiction</td>
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<td><strong>Oral Presentations (Group Projects)</strong> for Rulfo</td>
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<tr>
<td>15</td>
<td><strong>Oral Presentations (Group Projects)</strong> for Carpentier and Ferré</td>
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<td><strong>Final Exam</strong></td>
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