

(1) Teaching: A brief narrative (300 words) that explains how the course will guide students toward achieving the Learning Goal. The CCC believes it would be simplest both for the proposer and for the Working Groups if the narrative addressed the Learning Outcomes one by one.

**Spanish 141** is an advanced literature survey course that is designed to give students a wide scope of readings from the beginning of the 20<sup>th</sup> century to more recent texts that have shaped Latin America's social, cultural and literary history. While diverse regions in Latin America experienced and reacted to colonialization differently, the region shares a linguistic and colonial past. This intellectually rigorous course is concerned with Latin America's redefinition of itself, its societies and diverse national identities, with particular attention given to the relationship between literature, social change, cultural colonization and globalization. We begin by problematizing terms like "América", "Americano" and "Latin America" from the perspective of individual Spanish speaking countries who continue to redefine, challenge and question these terms in light of both internal and global changes. As Edmundo O'Gorman, stressed in his seminal work about Latin America's struggle to define itself against its colonial legacy, America was *invented*, not discovered, suggesting multiple and diverse definitions, both real and fictional, of Latin America(s) as expressed through the literary and cultural expression of individual writers from different countries.

For example, as students explore the theme "the search for new literary and cultural expressions", students read a text that provides a Marxist analysis of Perú's social, economic, cultural problems and the exploitation of indigenous populations as a result of colonial legacy and also analyze a series of poems that highlights Cuba's African heritage in which the author challenges Spanish cultural and racial narratives (perspectives). Students will be able to compare and contrast how representative authors from individual countries employ different literary genres; analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America's colonial legacy, nation-building; identify tensions between consumers and producers of knowledge and culture from the perspective of individual writers in different parts of the Spanish-speaking world; and engage with questions of regional and individual national identities. We will also learn about Latin American history, politics, human rights, social activism, and gender roles through the lens of fictional and non-fictional characters, including the voices of women writers who represent diverse class and ethnic backgrounds. In this way, we will understand literature more clearly, as well as connect the relationship between language, the creation of texts, and the socio-political reality represented in them.

(2) Learning: A brief explanation of how coursework (e.g., papers, exams, videotaped presentations) will be used to measure student achievement of each of the Learning Outcomes. Please address the outcomes directly and one by one.

As students develop further their linguistic skills and gain a more sophisticated view of the development of Latin American literature, culture and national identities, they engage in debates on a broad range of issues relevant to globalization and its effects on the development of literature and cultures. For example, we read Rosario Castellanos' poem "Poesía, eres tú" and discuss the relationship between the act of writing and constructing a personal and literary identity. In small groups, students

analyze the poem, using questions like: who is this unnamed and elusive other? Why is s/he necessary in order to inspire the beginning of a creative/literary act? What encounter led to this poetic musing? When does 'dialogue', and by extension, 'history' begin? Students can then prepare a 3-minute oral presentation in which they share with the class how Castellanos struggles with finding a literary voice through which she can express her ideas, questions, and sense of identity. Warm-up activities such as these allow students to look critically at how various Latin America writers use literature as acts of creativity, and also as an important means of social, political, and cultural expression that often contest official discourse. Written projects (in the form of essays and free-writing activities) and oral presentations are just some of the tools that can be used to assess how well students attained the cultural and literary knowledge expected in the course and in keeping with the global perspectives learning goal.