COURSE TITLE: Latino Literature and Cultures
COURSE NUMBER: ENGL0221
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS
KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: The literatures and cultures from six representative regions in Latin America are explored. These regions include the Southern Cone (Argentina), the Andean Region (Peru), Central America (Guatemala and Nicaragua), the Caribbean (Colombia and Puerto Rico), Mexico, and Chicana literature in the United States. By reading short stories, 2 novels, and a testimonial, students will reflect on such issues as self-identity, recognition of otherness, race, class, gender, marginalization, and encroachment.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:
I. Contributions of Latin American writers to the canon
   A. Elements of fiction
   B. Magical realism
   C. Testimonial writing and novels
   D. Multiple narrators
   E. Post-modern techniques
      1. Themes
      2. Biographical Information
      3. Stream-of-consciousness
   F. Latin American Authors: Jorge Luis Borges, Gioconda Belli, Julio Cortazar, Gabriel Garcia Marquez, Luisa Valenzuela, Miguel Angel Asturias, Jose Maria Arguedas, Rosario Ferre, Mario Vargas Llosa, Rosario Castellanos, Rigoberta Menchu, Juan Rulfo, Elena Poniatowska, Elena Garro
   G. Myths and Archetypes
      1. The Hero
      2. The Virgin of Guadalupe
      3. La Malinche
      4. La Llorona
      5. La Curandera
II. Geography, Culture, History of: Argentina, Peru, Guatemala, Nicaragua, Colombia, Puerto Rico, Mexico
   A. Literacy rates
   B. Ethnicities
   C. Locations and Capitals
   D. Machiguengas
   E. Incas
   F. Mayas
   G. Crops and/or Natural Resources
   H. Major mountains and ruins
   I. Treaty of Guadalupe Hidalgo
III. Latin American Issues
   A. The role of politics in Latin American literature
   B. The concept of the oppressed and the oppressor
   C. The role of the church
   D. Gender issues
   E. Race – class issues
   F. The concepts of barbarism vs. civilization
      1. Encroachment
      2. Marginalization
   G. Self-identity
   H. Recognition of “otherness”
IV. Essay Writing
   A. Journals
   B. Thesis statement
   C. Areas of proof
D. Topic sentences for paragraphs
E. Evidence
F. Transitions
G. Conclusions
H. MLA style

V. Oral Participation
A. Preparation
B. Presentation
  1. Capital
  2. Geography
  3. Economy
  4. Ethnic make-up
  5. Population diversity
  6. Life expectancy
  7. Political parties
  8. Languages spoken
  9. Literacy rates
 10. Religions
 11. Unusual characteristics
 12. Point of emphasis
 13. Bibliography
C. Daily contribution to class discussion

EXPECTED LEARNER OUTCOMES:
The learner will be able to recognize the contributions of Latin American writers to the canon. The learner will be able to describe orally and in writing some of the similarities and differences in the geography and culture of some Latin American countries. The learner will be able to think critically and form opinions about Latin American issues. The learner will be able to write a cohesive essay. The learner will be able to speak clearly to create and maintain audience interest.

COURSE COMPETENCIES:
The learner will be able to recognize the contributions of Latin American writers to the canon.
1. The learner will be able to identify and apply the elements of fiction to short stories and novels.
2. The learner will be able to recognize and define magical realism.
3. The learner will be able to list the differences between testimonial writing and novels and the advantages of each.
4. The learner will recognize the use and advantages of multiple narrators in Latin American literature.
5. The learner will recognize and identify such postmodern techniques as time shifts, voices from the past, and stream-of-consciousness in short stories and novels.
6. The learner will be able to match the Latin American authors studied with the themes that interested them.
7. The learner will be able to match authors with their biographical information.
8. The learner will be able to identify some myths and archetypes of literature.
The learner will be able to describe orally and in writing some of the similarities and differences in the geography and culture of some Latin American countries.

9. The learner will be able to compare the literacy rates of Argentina, Peru, Guatemala, Nicaragua, Colombia, Puerto Rico, Mexico, and the United States.
10. The learner will be able to compare the ethnicities of Argentina, Peru, Guatemala, Nicaragua, Colombia, Puerto Rico, and Mexico.
11. The learner will be able to identify Argentina, Peru, Guatemala, Nicaragua, Colombia, Puerto Rico, and Mexico with their capitals on a map.
12. The learner will be able to list ten (10) characteristics/contributions of the Incas.
13. The learner will be able to list ten (10) characteristics/contributions of the Mayas.
14. The learner will be able to list ten (10) characteristics/contributions of the Machiguengas.
15. The learner will be able to list five (5) crops and/or natural resources of Argentina, Peru, Guatemala, Nicaragua, Colombia, Puerto Rico, and Mexico.
16. The learner will be able to identify or list ten (10) significant events in Latin American history.
17. The learner will be able to identify major mountains and rivers in Central and South America and the effect that terrain has on the lives of people.
18. The learner will be able to describe orally and in writing the relationship between the United States and Mexico as a result of the Treaty of Guadalupe Hidalgo and its effect in what is now Southwest United States.

The learner will be able to think critically and form opinions about Latin American issues.

19. The learner will take quizzes, write, and/or speak about
   a. The role of politics in Latin American literature
   b. The role of the oppressed and the oppressor
   c. The effect of the Conquest on indigenous peoples
   d. The role of the church
   e. Gender issues
   f. Race-class issues
   g. The concepts of barbarism vs. civilization
   h. Self identity
   i. Recognition of “otherness”

The learner will be able to write a cohesive essay.

20. The learner will use daily journals to answer the questions: “What happened?” and “How does this contribute to the themes of the text and the course?”
21. The learner will be able to form a thesis statement.
22. The learner will be able to provide areas of proof from the texts used in class.
23. The learner will be able to write topic sentences for each area of proof.
24. The learner will be able to provide evidence for each area of proof.
25. The learner will use appropriate transition.
26. The learner will be able to write a conclusion for his/her essay.
27. The learner will word process final copies and use MLA style.

The learner will be able to speak clearly to create and maintain audience interest.

28. The learner will use the culture capsule template and gather information about the country he/she chose at the beginning of the semester.
29. The learner will present information about the chosen country in the form of an oral report to include capital, geography, economy, ethnic make-up, population density, life
expectancy, political parties, languages spoken, literacy rate, religious, unusual characteristics, emphasis, and bibliography.

30. The learner will contribute daily to class discussion as evidence of having read the assignment and having thought critically about the issues.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

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Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.