

University of Portland
Department of International Languages and Cultures
Spring 2012
Spanish 486A: Hispano-Jewish Literature and Culture
Mondays and Wednesdays
2:40–4:00 p.m., Franz 106

Professor: Matthew Warshawsky, Ph.D.

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Office Hours: Mondays and Wednesdays, 12:30-1:30 p.m.; Fridays, 9:15-10:15 a.m.; also by appointment

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Course Purpose

This class studies the literature and culture of Jews and their descendants from both the Iberian Peninsula (Spain and Portugal) and Latin America, examining the creation, survival, and loss of Jewish identity in places that have always had an uneasy relationship with Jews. Panoramic in nature, the course first focuses on how Iberian Jews, or Sephardim, coexisted with Christians and Muslims in Medieval Spain, and follows them after that coexistence ended. It then examines literature of primarily Ashkenazi Jews (those of Germanic or Eastern European descent) in Latin America, another region where Jews have been both “in and out.” Through our study of texts such as poetry, prose, Inquisition and royal documents, film clips, and a graphic novel, we will address the question of how Jews have adapted to Spanish-speaking environments in which their welcome has nearly always been precarious. At the same time, we will also examine how Jews in the Iberian world have been represented in texts written by non-Jews, thus helping us understand the deep-seated roots of Jewish otherness.

Course objectives

Content Objectives

By the end of the course, students will have

1. Read a variety of texts (poetry, prose, historical documents, and a graphic novel) written at various times by, about, or directed towards Spanish-speaking Jews; and understood them at a level beyond a basic understanding of plot development. In so doing, students will become knowledgeable about a subject rarely treated in Spanish, Latin American, and Jewish Studies curricula.
2. Completed writing assignments that strengthen comprehension, require comparison between texts, and develop skills of reflection and interpretation.
3. Produced oral expression, both in small-group and whole-class discussions as well as presentations to the class, that refines their ability to articulate and defend opinions.
4. Understood the main ideas and most details of oral content from a variety of sources, including the professor, classmates, film clips, music, and perhaps a guest speaker.

Language objectives (defined in part using guidelines of ACTFL, the American Association of College Teachers of Foreign Languages)

1. Reading: Read, within the limits of identifiable vocabulary and structural complexity, authentic materials written in various genres.
2. Writing: write descriptive and argumentative essays in paragraph length (for the *diario literario*, final paper, and exam), as well as summaries of a factual nature (for the *guías de estudio*). Writing should display sufficient control of the most frequently used linguistic structures.
3. Speaking: State and defend opinions with sufficient accuracy, clarity and precision in order to convey an intended message without misinterpretation or confusion, in class and group discussions, as well as oral presentations.
4. Listening: Understand and respond appropriately to topics generated by class discussion, peer presentations, and video and audio sources.

Required Materials

All readings for this course have been posted to electronic reserve at UP library, accessible at library.up.edu under my last name or the course number. Please print these readings (double-sided!) and bring them to class on the respective days when we will be discussing them.

On rare occasions there may be short handouts not indicated on the syllabus (electronic or print) that I will ask you to read.

Please make sure to have a good Spanish-English dictionary, and bring it to class as often as possible.

I am especially grateful to a number of individuals for their assistance making possible our reading list. At the University of Portland's W. W. Clark Library, Cindy Blanding tracked down a number of texts through interlibrary loan; Caroline Mann sought permission from publishers to reproduce materials; and the indefatigable Laura Hutton expertly and quickly scanned all the readings onto the electronic reserve. Maribel Gilsanz of Segovia, Spain, told me about the short story "La tortura de la esperanza" and provided me a copy of the text. Ilan Stavans of Amherst College shared *Once@9:53 am*, the graphic novel written he and Marcelo Brodsky wrote that addresses the bombing of the Jewish community center (AMIA) in Buenos Aires. Anita Grant Cash of Georgia State University and Tom Lathrop of the University of Delaware (emeritus) sent me a PDF of the two *Milagros* by Berceo that treat Jewish themes. Professor Cash also kindly shared the two *cántigas* from the *Cántigas de Santa María* by Alfonso X el sabio that we will read, as well as translation she had prepared. Finally, Steven Sadow of Northeastern University provided helpful assistance so that I could locate short stories by Alberto Gerchunoff.

Grade Distribution

Guías de estudio	195
Diario literario	400
Presentaciones:	100
Trabajo de investigación	105
Examen final	100
Asistencia y participación	<u>100</u>

TOTAL 1,000 Points

The letter grade will be assigned according to the following scale:

930 – 1000	A	770 – 799	C+
900 – 929	A-	730 – 769	C
870 – 899	B+	700 – 729	C-
830 – 869	B	670 – 699	D+
800 – 829	B-	630 – 669	D
		600 – 629	D-
		0 – 599	F

Guías de estudio (13 x 15 points each = 195 points)

In order to focus your attention while reading and to facilitate comprehension, students will complete 13 study guides throughout the semester. Study-guide questions will typically address important terms and events, and when we are reading literature, characters and plot development; they may be comparative as well. On the Wednesdays when study guides are due, you must upload your answers to the course page (Moodle) by 1:30 p.m. Please do not send your responses to me as separate e-mail attachments, especially after the 1:30 deadline. If you prefer, you may bring a printed copy of your responses to my office, but it must arrive by 1:30. Questions will be posted to the course page by 9:00 p.m. the Monday before (please note that study guide 10 is due on a Monday; hence, the questions will be posted earlier). Please keep all study guides, because you will use them in order to prepare for the final exam.

Policy for working with a classmate: You may work with a classmate to complete study guides; however, in this case, you still must write your own answers independently of your colleague. Also, please indicate on the study guide with whom you have worked. If two students turn in the same work, I may ask them to rewrite it individually.

Late policy: Late study guides will not be accepted, with the following exception: you may hand in one late study guide by the following Friday at 1:30 p.m.; in this case please bring a printed copy to my office (BC 380), and if I am not there, leave it in the *casillero* (compartment) to the right of the door.

Diario literario (8 assignments x 50 points = 400 points, 1-1½ pages each)

On the dates (all occurring on Mondays) indicated on the syllabus, each student will hand in written responses to questions for reflection and interpretation based on reading comprehension. I will post these questions to the course page (Moodle) by the previous Thursday. Each assignment should be a minimum of one complete page, typed, double-spaced, Times font, 12-point, with one-inch margins top, bottom, left, and right. Please do not reproduce the *diario* questions on your essay. Evaluation will be based on content; however, grammatical errors should not impede my comprehension of your ideas. Please keep all diary entries, because you will use them in order to prepare for the final exam.

Late policy: Late *diarios* will not be accepted, with the following exception: you may hand in one late *diario* by the following Wednesday at 12 noon; in this case please bring a printed copy to my office, and if I am not there, leave it in the *casillero* (compartment) to the right of the door.

Presentations (25, 50, and 25 points = 100 points)

There will be three presentations throughout the semester: an informal presentation about one of the texts we are reading, given to 1-2 other classmates; a presentation with a partner about one of the poems, given to the class; and an elevator-style speech presented to the class explaining the significance and contemporary relevance of the final essay.

1. Informal presentation (25 points): When the class is working in small groups, each student will make a brief presentation to 1-2 students (and me) about the contents of the reading for that day. Starting in week 2, the date of your presentation will be assigned in class for the following class meeting. In 3-4 minutes, you should explain several aspects of the reading (key events, concepts) that call your attention and explain why. We are interested not so much in what happens as in why it is important. If time permits, the other students in the small group will then ask the presenter a few questions based on the presentation. You may use a note card with key words and prompts, but it should contain no more than 25 words. Evaluation will be based on comprehension of reading and ability to convey important points to group. Grammar, vocabulary, and pronunciation errors should not impede the group's comprehension of your ideas, but some errors in speech are expected.

2. Presentation of a reading (50 points): You and a classmate will be the experts on one of our readings (note: depending on the number of students in the class, some groups may consist of three presenters; see dates on calendar. Each student should plan to present for approximately 5 minutes. You will prepare your own one-page double-spaced outline to serve as a guide during the presentation, including a question for the class; the outline should serve a prompt, not a document you read aloud (outline portion limited to 100 words). The outline will be handed in to me (but not the class), and will be evaluated as part of the grade for the presentation. You must consult one scholarly source in English or Spanish for the presentation (not Wikipedia). You may use PowerPoint to project images, but not written content.

3. Explanation of final essay (25 points): Speaking without notes for 2-3 minutes, each student will explain his/her final essay to the class. The focus of this presentation should be to "sell" to us the importance of your work. Don't just tell us what you learned; explain why the subject of your essay is significant to you and how it is relevant to today's world.

Trabajo de Investigación (100 + 5 = 105 points):

During the course of the semester, students will think of a topic related to the course that they would like to investigate in greater detail. The paper can serve in part as a response to a theme in the course that interests you; it should also go beyond the readings we have done, and therefore incorporate information from at least two sources beyond those used in class. Sources could be a selection from another part of a reading that was not assigned, or an article in a scholarly journal (online or print). I will provide a list of some possible topics; you may also think of one yourself (pending my approval). Papers should be between 3-4 full pages (one-inch margins all sides, Times 12-point font). Essays will be evaluated mainly for their content, but grammatical accuracy, spelling, punctuation, and presentation will be also taken into consideration. The paper will be due any time between class on Wednesday, 18 April, and 1:30 pm, Friday 20 April. **Late papers will not be accepted.**

Please note:

A brief abstract of the topic (75 words, 5 points) with a list of two or more academic sources will be due Wednesday, 6 April (week 11).

Examen final (100 points)

The final exam for this class will consist of paragraph-length responses to questions covering the most important themes of the class. We will work together to develop topics for study in advance of the exam. Plan to use your study guides and literary diary responses as study tools. The exam will take place during the time scheduled for our exam in finals week (Wednesday, May 2, 1:30-3:30 p.m.).

Attendance and Participation (100 points)

This grade will be based on quantity and quality of preparation for and participation in class discussions and activities, including completion of reading and writing assignments. Regular attendance is a critical requirement of SPN 486, and attendance will be taken every day. Excused absences include illnesses with documentation from the Health Center or another medical provider, or participation in University-related events. Twice during the semester (weeks 7 and 14) you will evaluate your own participation according to the following categories listed in the grid at the end of this syllabus. I reserve the right to make adjustments to the grades that you assign yourselves in the self-evaluations.

The following activities will reduce your participation points:

1. Coming to class late or leaving early or during class without a justifiable reason.
2. Doing homework of any kind in class or arriving without homework (including reading) completed.
3. Habitually speaking English during class.
4. Not participating in group or pair work.
5. Interrupting another student who is working on a response.

Classroom Protocol: Please help maintain an atmosphere conducive to learning by adhering to the following requests.

1. Arrive on time, with all assigned work for the day completed. Please use the restroom before or after class.
2. Silence all cell phones and other electronic devices before entering class (even phones left on vibrating mode can be heard), and refrain from reading and writing text messages during class.
3. Drinks in closed containers are okay, but please eat before or after class.

The Learning Resource Center

Academic assistance for all your classes is available in the Learning Resource Center, located in Franz 120. Free tutoring in Spanish, German, French, and Chinese is available to you by contacting the email hotlines:

spanishtutor@up.edu

germantutor@up.edu

frenchtutor@up.edu

chinesetutor@up.edu

Additionally, the Writing Center, which is part of the Learning Resource Center, supports professors and students across the disciplines. Our Spanish-language writing assistant, Miriam Hakim, has been trained to guide students through the writing process, particularly higher-order tasks such as brainstorming, organizing ideas, and incorporating transitions. In order to schedule an appointment, please see www.up.edu/lrc/writing and click on “Appointments.”

Academic Integrity

Using an online or electronic translator to compose written text of any line or length which you then turn in as your own writing is a violation of the Code of Academic Integrity (citing 2011-12 Bulletin, p. 17-20, Guidelines and Implementation of the University’s Code of Academic Integrity, on plagiarism). If you are confused about the difference between an online dictionary and an online translator, please speak with me. You may use an online dictionary to look up single words and phrases to include in your original sentences:

<http://www.rae.es/rae.html>

<http://www.elmundo.es/diccionarios/>

Asking native speakers or peers to write or correct your homework is a violation of the Code of Academic Integrity (citing 2011-12 Bulletin, p. 17-20, Guidelines and Implementation of the University’s Code of Academic Integrity, on cheating and plagiarism). You may ask me about the degree to which you may work with others on your assignments.

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

Disabilities Statement

If you have a disability and require an accommodation to fully participate in this class, contact the Office for Students with Disabilities (OSWD), located in the University Health Center (503-943-7134), as soon as possible. If you have an OSWD Accommodation Plan, you should make an appointment to meet with me to discuss your accommodations. Also, you should meet with me if you wish to discuss emergency medical information or special arrangements in case the building must be evacuated.

Progresión de la nota

Puedes quedar informado/a de tu progreso en el curso registrando tus notas para las varias tareas:

Guías: 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___	= ___/195
11. ___ 12. ___ 13. ___	
Diarios: 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___	= ___/400
Presentaciones: 1. ___/25 2. ___/50 3. ___/25	= ___/100
Ensayo final (incluso tema y fuentes): ___/5 ___/100	= ___/105
Examen final: ___/100	= ___/100
Asistencia y participación: 1. ___/50 2. ___/50	= ___/100
TOTAL	= ___/1,000

Calendario de lecturas y tareas

This is a flexible syllabus, but any changes will be minor.

Semana 1: Introducción al curso y a los judíos en la España musulmana

Fecha	Tarea para la clase	En clase
lunes, 16 enero		Introducción al curso
miércoles, 18 enero	Lee Graizbord, “Los judíos en la España musulmana,” in Lieberman, <i>Los estudios sefardíes para estudiantes de español</i> , 9-16 y 20-27 Completa Guía de estudio 1	

Semana 2: Los judíos en la España musulmana y cristiana

Fecha	Tarea para la clase	En clase
lunes, 23 enero	Lee Maimonides, “Letter to the Jews of Yemen,” 183-191; y Stillman, ed., “A Political Attack on the Jews of Granada,” 214-216 Escribe Diario 1	Presentación oral 1 (introducción a una lectura para la clase entera)
miércoles, 25 enero	Lee Alfonso X el sabio, Cántigas 4 y 12 de <i>Cántigas de Santa María</i> Completa Guía de estudio 2	Presentaciones informales 1

Semana 3: Los judíos como una minoría desdeñada y protegida

Fecha	Tarea para la clase	En clase
lunes, 30 enero	Lee Berceo, Milagro 16, “El judezno,” 69-72; y Milagro 18, “Cristo y los judíos de Toledo,” 79-82 Escribe Diario 2	Presentación de una lectura 2
miércoles, 1 febrero	Lee Rab Shem Tob ibn Arduziel ben Isaac, <i>Proverbios morales</i> , 38-44 Completa Guía de estudio 3	Presentaciones informales 2

Semana 4: La expulsión de los judíos (1492) en la historia y la literatura

Fecha	Tarea para la clase	En clase
lunes, 6 febrero	Lee “Provisión de los reyes católicos...,” Suárez Fernández, <i>Documentos acerca de la expulsión de los judíos</i> , 392-395; y Giner, <i>Romance del judío segoviano</i> Escribe Diario 3	Presentación de una lectura 3
miércoles, 8 febrero	Lee Aridjis, “Sefarad, 1492,” 419-424; y Montoro, “A la Reina Isabel,” 202-204 Completa Guía de estudio 4	Presentaciones informales 3

Semana 5: La persistencia de sentimientos anti-judíos y la persistencia del judaísmo secreto

Fecha	Tarea para la clase	En clase
lunes, 13 febrero	Lee Bécquer, “La rosa de la pasión,” <i>Leyendas</i> , 289-298 Escribe Diario 4	Presentación de una lectura 3
miércoles, 15 febrero	Lee Villiers de L'Isle Adam, “La tortura de la esperanza,” 158-165; y Wiesel, “Testament of a Jew from Saragossa,” <i>Legends of Our Time</i> , 63-72 Completa Guía de estudio 5	Presentaciones informales 4 (3 estudiantes)

Semana 6: Los judíos en el cine y en la literatura moderna de Latinoamérica (principio)

Fecha	Tarea para la clase	En clase
lunes, 20 febrero		Película: <i>Cinco días sin Nora</i>
miércoles, 22 febrero	Lee Gerchunoff, “Lecha fresca,” 28-30; “La huerta perdida,” 38-41; y “El cantar de los cantares,” 41-43 Completa Guía de estudio 6	Película (fin) Presentación de una lectura 4

Semana 7: Los judíos en la Pampa (Argentina) y en el trópico (Centroamérica)

Fecha	Tarea para la clase	En clase
lunes, 27 febrero	Lee Gerchunoff, “Las bodas de Camacho,” 61-70 Escribe Diario 5	Presentación de una lectura 5
miércoles, 29 febrero	Lee Rovinski, “Tito y la Mezuzah,” 55-62; y Perera, “Kindergarten,” 22-30 Completa Guía de estudio 7	Presentaciones informales 5

Semana 8: El Holocausto

Fecha	Tarea para la clase	En clase
lunes, 5 marzo	Lee Agosín, “Dear Anne Frank” (poemas) y Muñiz-Huberman, “La sinagoga portuguesa,” 145-150 Escribe Diario 6	Presentación de una lectura 6
miércoles, 7 marzo	Lee Guralnik, “Bajando el Rhin,” 17-23; y la poesía sobre el Holocausto: Violette Mayo Fintz, “La vida de los Djudios en 1944,” 83-87; Itzhak Ben Ruby, “Escutcha mi hermano,” 63-71; y Chelomo Reuven, “Yom Hachoa,” 173-177 Completa Guía de estudio 8	Presentaciones informales 6 (3 estudiantes)

Vacaciones de primavera: 12-16 marzo

Semana 9: Jorge Luis Borges y el filosemitismo

Fecha	Tarea para la clase	En clase
lunes, 19 marzo	Lee Borges, "El milagro secreto," 173-183 Completa Guía de estudio 9	Presentación de una lectura 7
miércoles, 21 marzo	Lee Borges, "Emma Zunz," 33-42 Completa Guía de estudio 10	Presentaciones informales 7

Semana 10: Los judíos desaparecidos en la dictadura argentina

Fecha	Tarea para la clase	En clase
lunes, 26 marzo	Lee Timerman, <i>Preso sin nombre, celda sin número</i> , Prefacio, vii-viii; y capítulo 1, 3-11 Escribe Diario 7	Presentación de una lectura 8 (3 estudiantes)
miércoles, 28 marzo	Lee Timerman, <i>Preso sin nombre...</i> , Excerpts, 30-31, 40-41, 50-52, Epílogo, 155-161; y Gelman Completa Guía de estudio 11	Presentaciones informales 8 (3 estudiantes)

Semana 11: Los judíos desaparecidos y la fantasía de los judíos aparecidos

Fecha	Tarea para la clase	En clase
lunes, 2 abril	Lee Cortázar, "Recortes de prensa," 65-82 Escribe Diario 8	Presentación de una lectura 9 (3 estudiantes)
miércoles, 4 abril	Lee Scliar, <i>La extraña nación de Rafael Mendes</i> , 130-156 Completa Guía de estudio 12	Presentaciones informales 9 Entrega el abstract del ensayo final con dos (o más) fuentes

Semana 12: Los judíos en la selva

Fecha	Tarea para la clase	En clase
lunes, 9 abril		No hay clase: vacaciones de Pascua
miércoles, 11 abril	Lee Vargas Llosa, <i>El hablador</i> , 11-37 Completa Guía de estudio 13	Presentaciones informales 10 (3 estudiantes)

Semana 13: El terrorismo contra los judíos: el atentado de Buenos Aires de 1994

Fecha	Tarea para la clase	En clase
lunes, 16 abril	Lee Stavans y Brodsky <i>Once@9:53am</i> , 1-30	Presentación de una lectura 10 (3 estudiantes)
miércoles, 18 abril	Lee <i>Once@9:53am</i> , 31-59	Entrega el ensayo final el viernes, 20 abril

Semana 14: Últimas reflexiones sobre el legado judío complejo de Latinoamérica hoy

Fecha	Tarea para la clase	En clase
lunes, 23 abril	Lee Fernández Moreno, "Carne de exportación" y la entrevista con la autora	
miércoles, 25 abril	Prepara presentación oral sobre el ensayo final	Presentaciones orales persuasivas

Semana 15:

Fecha	Tarea para la clase	En clase
miércoles 2 mayo	Estudia para el examen final	Examen final (1:30-3:30 p.m.)

CLASS PARTICIPATION SELF-EVALUATION

Read each category in the grid below, and mark with an X the choice that most closely describes your participation. Then, add up your points from each category, using the evaluation form that will be provided during weeks 7 and 14. I will collect this form and agree or disagree with your self-evaluation. You may assign yourself points between the numbers indicated here (i.e., 14, 16, 17).

Preparation:	I did not miss any class, or just one class. I read, studied, and completed everything before class on the day for which it was assigned. (20 points)	I missed two or three classes. I read, studied, and completed everything before class on the day for which it was assigned most of the time. (15 points)	I missed more than three classes. I did not read, study, or complete everything before class on the day for which it was assigned. (10 points)
Use of Spanish:	I spoke only Spanish in class (20 points)	I spoke Spanish most of the time, but also used English on occasion. (15 points)	I used more English than Spanish in class. (10 points)
Incentive:	I volunteered to participate and answer questions all the time. (20 points)	I volunteered to participate and answer questions sometimes. (15 points)	I never volunteered to participate and answer questions in class. (10 points)
Activities:	I participated in all activities with enthusiasm and a positive attitude. (20 points)	Overall, I showed a positive attitude, even though occasionally I was not on task. (15 points)	My presence in class did not make much difference in getting tasks done. (10 points)
Listening:	I worked on comprehension skills by listening carefully when others spoke, always. (20 points)	Occasionally, I did not listen when other students spoke in class. (15 points)	In general, I did not listen while others talked. (10 points)