

**University of Portland**  
**Department of International Languages and Cultures**  
**Spring 2016**  
**Spanish 486A: Latin American Jewish Literature and Culture**  
Mondays and Wednesdays  
2:40-4:00 p.m., Franz 128

**Professor:** Matthew Warshawsky, Ph.D.

**Office:** Buckley Center 213B

**Office Hours:** Tuesdays and Thursdays, 1:00-2:30 p.m.; also by appointment other days and times

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**Course Purpose**

This class introduces students to cultural production by and about Jews in Latin America from the age of European exploration to the present day. Through prose, poetry, drama, film, and music, we will examine the creation, survival, and loss of Jewish identity in places that have always had an uneasy relationship with Jews. Panoramic in nature, the course actually begins with an ending: the expulsion and forced conversions of Iberian Jews at the end of the 1400s. It then follows hidden Jews--those among the "New Christians" of Spanish or Portuguese origin (Sephardim) who secretly practiced vestiges of their forbidden faith in Iberian lands of the Americas during the colonial era. Subsequently we will focus on texts written primarily by Ashkenazi Jews (those of Germanic or Eastern European descent) in Latin America, a region where they arrived in order to *hacer América* starting in the late 1800s. Throughout the course we will attempt to understand the deep-seated roots of Jewish otherness by addressing how Jews have adapted to Spanish-speaking environments in which they have nearly always been "in and out," and how they have been represented in texts written by non-Jews. Finally, through its emphasis on literary works produced by and about Jews, the course offers a nontraditional perspective with which to study important events in Latin American history, such as the arrival of Europeans as conquerors and imperiled immigrants, the shadow of the Holocaust, and more recently, the effect of dictatorships.

**Course Goals**

**Content Objectives**

1. Read a variety of texts (poetry, prose, drama) written at various times by, about, or directed towards Spanish-speaking Jews; and understand them at a level beyond a basic understanding of plot development. In so doing, students will become knowledgeable about a subject rarely treated in Hispanic Studies and Jewish Studies curricula.
2. Continue learning how literature and other forms of creative expression (such as visual arts, film, and music) serve as means of asserting identity, resisting oppression, and counterbalancing officially held "truths."
3. Reflect on course content as a means to more fully understand the nearly always precarious position of social "others," regardless of whether their differences from the majority are real or invented.

### Language objectives

The following goals for reading, writing, speaking, and listening skills take into account American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels at the advanced-low and intermediate-high levels.

1. Reading: Read, for understanding of plot and content, representative and lesser-known works of Latin American Jewish literature and culture. Increase vocabulary through reading, as well as ability to comprehend message while lessening dependence on a dictionary. An increased familiarity with texts written in a variety of circumstances and genres throughout the Iberian world will broaden our understanding of the linguistic breadth of the Spanish language.
2. Writing: Become more sophisticated writers in Spanish by writing descriptive, argumentative, and analytical essays in paragraph length (for the *diarios* and exam); and by completing homework assignments that strengthen comprehension and the ability to compare works read (for the *guías de estudio*).
3. Speaking: Produce oral expression in small-group and whole-class discussion, as well as in presentations to the class. With the goal of speaking only Spanish, students will state and defend opinions with increasing accuracy, clarity, and precision, in class discussions and presentations.
4. Listening: Understand and respond appropriately to topics generated by class discussion, peer presentations, and input from the professor, occasional guest speakers, videos, and music.

### Required Materials

Nearly all readings for this course have been posted to electronic reserve at UP library, accessible at [library.up.edu](http://library.up.edu) under my last name or the course number. A small number of readings are posted to our course page on Moodle and are indicated so on our syllabus. Please print these readings (double-sided!) and bring them to class on the respective days when we will be discussing them. We will not use tablets or laptops to access readings during class.

### Grade Distribution

Guías de estudio	225
Diario literario	370
Presentaciones:	105
Ensayo final	100
Examen final	100
Asistencia y participación	100
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** (15 x 15 points each = 225 points)

In order to focus your attention while reading and to facilitate comprehension, students will complete 15 short study guides throughout the semester. Study-guide questions will typically address important terms, events, characters, and plot development; they may be comparative as well. On the dates 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 (BC 213A), but it must arrive by 1:30. Questions will be posted to the course page at least 48 hours before they are due. 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 produce and 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 two late study guide within 24 hours of the due date; in this case please bring a printed copy to my office, and if I am not there, leave it in the mailbox marked Warshawsky to the right of the door.

**Diario literario** (9 assignments, 370 points total: 7 assignments x 40 points each = 280 points + 2 assignments x 45 points = 90 points, 1-1½ pages per *diario*)

On the dates (all occurring on Mondays) indicated on the syllabus, each student will hand in paragraph-length responses to questions for reflection and interpretation based on reading comprehension and class discussion. I will post these questions to the course page (Moodle) by the previous Thursday. Each assignment should be between one and one-and-a-half complete pages, typed, double-spaced, Times font, 12-point, with one-inch margins (not 1¼) 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. Do not hesitate to write up to 1½ pages when doing so will make your answers more complete. 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 Tuesday at 2:30; in this case please bring a printed copy to my office, and if I am not there, leave it in the mailbox marked Warshawsky to the right of the door.

In general, let us remember that absence from class does not excuse work due or grant you an automatic extension; late work that exceeds the conditions stated here will not receive credit.

**Presentations** (60, 25, and 20 points = 105 points)

1. Leading a discussion (60 points)

Working in groups of two, students will lead a discussion about a specific text. You should be prepared to summarize plot development, think of several topics of discussion related to the text, and make connections to themes beyond the text. Each discussion should be approximately 12-

15 minutes in length, and should conclude with an activity for the class that reinforces content and, if applicable, new vocabulary. Try to make the discussion as engaging and inclusive as possible; the more interactive it is, the better (not limited to question-and-answer). If you get stuck or the conversation slows, I will help you. You may use visual media such as PowerPoint or Prezi, but not in order to read a prepared speech. Criteria for grading include the extent of your comprehension of and engagement with the text, as well as your ability to involve the class (through questions and other activities). You may use a prepared outline, but prepare the discussion so that you can lead it using as few notes or text as possible. Please do not project large amounts of text on PowerPoint that you then read to the class.

Procedure for preparing to lead a discussion:

a.) Meet with the professor at least 24 hours before the day of your discussion-leading.

b.) Choose an element (or elements) of the reading that you wish to explore in greater detail, striving to be specific rather than general. Please keep in mind that the point of this exercise is not merely to summarize the plot, but rather to use the plot to explore and reflect on an issue or issues. As you prepare the discussion, think about some of the following issues: Who is (are) the narrative voice(s) in the text? What is the message(s) of the text, and is it presented effectively? What questions does the text provoke and what is its relevance to us today?

c.) Make discussion questions thought-provoking and not of the yes/no variety.

2. Informal presentation (25 points): When the class is working in small groups, each student will make a brief presentation to another student 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 student and I will then ask the presenter a few questions. 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 our comprehension of your ideas, but some errors in speech are expected.

\*\*Inscripción para las presentaciones: Please sign up for presentations 1 and 2 using the scheduler on Moodle. You are not required to prepare the informal presentation with another person (or persons, on the days when there are three), although you are welcome to do so. The first presentation (leading a discussion) needs to be prepared with a classmate.

3. Explanation of final essay (20 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; think of this exercise as a pitch that you have a limited amount of time to make. Please 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. If you are “sharing” a topic for the final essay, you may complete this presentation with the other student (maximum two to a group).

**Trabajo de Investigación** (100 points):

Choose a response in one of your reflections or study guides and develop it further in an original essay. Focus on your interpretation rather than the author's bio; outside research is welcome if it can complement your ideas, but is not required. Another option is to compare several texts we have read, again emphasizing your original interpretation (not merely plot summary). You are also welcome to choose a topic tangentially related to a text(s) we have studied and analyze it in depth. You may work with a partner to develop a shared topic, although in this case each student will prepare his/her own essay; the work will be complementary, but distinct. Papers should be three full pages typed (one-inch margins all sides, Times 12-point font, with an original title). Essays will be evaluated mainly for their content, but grammatical accuracy, spelling, punctuation, and presentation will be also taken into consideration. More requirements and evaluation criteria will be forthcoming. The paper will be due via Moodle by 9:00 pm Tuesday, April 19. **Late papers will not be accepted.** A brief description of the topic will be due Wednesday, 6 April (week 12).

**Examen final** (100 points)

The final exam for this class will consist of paragraph-length responses to questions that you will receive in advance and that will cover the most important themes of the course. The exam will take place during the time scheduled for our exam in finals week (Wednesday, April 27, 8:00-10:00 a.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. A maximum of two absences is permitted. For every absence beyond the second, your participation grade will be lowered and for six or more absences it is possible that you will receive no credit for participation. Excused absences granted with 24-hour notice only (examples of excused absences include illnesses with documentation from the Health Center or another medical provider, or participation in University-related events). Periodically during the semester you will evaluate your participation according to the following criteria.

<b>A:</b> Always prepared; rarely if ever uses English; readily participates in individual and group activities; improvement in speaking and listening abilities very evident; always punctual.
<b>B:</b> Sometimes unprepared; sometimes uses English; some reluctance to participate in individual and group activities; improvement in speaking and listening abilities evident, but some challenges present; sometimes late.
<b>C:</b> Frequently unprepared; frequently uses English; reluctance to participate in individual and group activities; little evidence of improvement in speaking and listening abilities; frequently late.
<b>D:</b> Chronically unprepared; chronically uses English; non-participant in class activities; no improvement in speaking and listening abilities; habitually late.

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

1. Arrive on time and please use the restroom before or after class.
2. Silence all cell phones before entering class and do not text during class.
3. Drinks in closed containers are okay, but please eat before or after class.
4. Speak only Spanish during class, particularly in small-group activities.
5. Avoid interrupting another student who is working on a response.
6. You are encouraged and welcome to take notes in class, but please do so writing by hand, not using a laptop or tablet.

### **Learning Outcomes for ILC Majors**

#### **STAMP 4S Language Testing:**

Students graduating from the University of Portland with a B.A. in French Studies, German Studies, German, or Spanish are required to take the computerized STAMP 4S language proficiency assessment before graduation. Majors will be contacted to take the exam during the spring semester and will be required to attend two testing sessions, one for the assessment of reading, writing and the other for the assessment of listening and speaking. As our use of the STAMP 4S is relatively new, the department is still in the process of developing benchmarks.

### **University Policies and Resources**

#### **University of Portland's Code of Academic Integrity**

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Violations of academic integrity include cheating, forgery, and plagiarism. More information can be found at:

<http://up.smartcatalogiq.com/en/2015-2016/bulletin/University-Academic-Regulations/I-Code-of-Academic-Integrity/Guidelines-for-Implementation-of-the-Universitys-Code-of-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. 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.

Asking native speakers or peers to write or correct your homework is a violation of the Code of Academic Integrity. 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.

### **Accessibility Statement**

The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services [AES], located in the Shepherd Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment to meet with me to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, you should meet with me to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

### **Community against Violence Statement**

University of Portland Faculty, Staff, and Students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our community against violence website: <http://www.up.edu/cav/>

### **The Learning Commons (formerly Learning Resource Center)**

The Learning Commons, located in BC 163, houses the Writing Center, Math Resource Center, International Language Assistance (French, Spanish, German, Chinese), Speech Assistance Center, Group Process Assistance, Biology Assistance, and Chemistry Assistance. For hours, appointments, and further information please visit the Learning Commons website: <http://www.up.edu/sfrc/default.aspx?cid=10493&pid=5398>

The Department of International Languages and Cultures offers tutoring support and practice opportunities by appointment in French, German, Chinese, and Spanish in the Learning Commons (Buckley Center 163). Free mentoring in Spanish, German, French, and Chinese is available to you by contacting the email hotline: [spanishtutor@up.edu](mailto:spanishtutor@up.edu)

### **Learning Assistance Counseling**

Br. Thomas Giumenta, the Learning Assistance Counselor is available to assist students in developing learning strategies and skills. For more information or to make an appointment, please visit the Learning Assistance Counselor website: <http://www.up.edu/sfrc/default.aspx?cid=4665&pid=1781>

### Calendario de lecturas y tareas

This is a flexible syllabus, but any modifications will be minor. Please make sure to pay attention to changes announced in class and inserted in the syllabus and in the notes posted to Moodle.

#### **Semana 1:** Introducción al curso y el contexto histórico de los primeros judíos de las Américas

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 11 enero	Lee a Stavans, "The Twisted Roots of Hispanic Anti-Semitism," 2-7	Introducción al curso; el antisemitismo en las culturas hispánicas
miércoles, 13 enero	Lee a Lewin, "Orígenes del criptojudasmo americano," 11-23; Quevedo, "A un hombre de gran nariz," 145-46 Completa <b>Guia de estudio 1</b>	Las raíces del criptojudasmo ibero-americano

#### **Semana 2:** Expulsiones y conversiones en la historia ibérica y en la literatura

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 18 enero	Lee a Fernández Suárez, "Provisión de los Reyes Católicos," 391-95; "Bando de expulsión de los moriscos del reino de Valencia (22 noviembre 1609)," 1-2 Escribe <b>Diario 1</b>	Las expulsiones de los judíos y los moriscos de España Presentación de lectura 1
miércoles, 20 enero	Lee a Aridjis, "Sefarad, 1492," 419-425; Villiers de L'Isle Adam, "La tortura de la esperanza," 158-64 Completa <b>Guia de estudio 2</b>	La expulsión y la Inquisición en la literatura Presentaciones informales 1

#### **Semana 3:** La Inquisición en México y el caso de los Carvajal

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 25 enero	Lee a Lewin, "La prosa de Luis de Carvajal, o Josef el Lumbroso (1587-96), 105-20 Escribe <b>Diario 2</b>	Luis de Carvajal en la historia Presentación de lectura 2
miércoles, 27 enero	Lee a Berman, <i>En el nombre de Dios</i> , 329-47 Completa <b>Guia de estudio 3</b>	Los Carvajal en el teatro Presentaciones informales 2

#### **Semana 4:** La Inquisición en el teatro mexicano (continuada)

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 1 febrero	Lee a Berman, <i>En el nombre de Dios</i> , 347-61 Escribe <b>Diario 3</b>	Los Carvajal en el teatro Presentación de lectura 3
miércoles, 3 febrero	Lee a Berman, <i>En el nombre de Dios</i> , 362-82 Completa <b>Guia de estudio 4</b>	Los Carvajal en el teatro Presentaciones informales 3 (tres estudiantes)



**Semana 5: La Inquisición en Chile y Perú**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 8 febrero	Lee a Saban, “El auto de fe de Lima de 1639,” 149-63; Maldonado de Silva, “Segunda carta a la Sinagoga de Roma,” <i>Historia de los judíos en Chile</i> , 323-25 Escribe <b>Diario 4</b>	Maldonado de Silva y otros conversos castigados por la Inquisición de Lima Presentación de lectura 4
miércoles, 10 febrero	Lee a Lewin, “Doña María de Castro,” <i>Mártires y conquistadores judíos en la América hispana</i> , 265-274 Completa <b>Guía de estudio 5</b>	Una mujer perseguida como judaizante en el Perú Presentaciones informales 4

**Semana 6: El principio de la literatura judía moderna de Latinoamérica: Alberto Gerchunoff, Argentina**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 15 febrero	Lee a Gerchunoff, “Lecha fresca,” 28-30; “La huerta perdida,” 38-41; y “Las bodas de Camacho,” 61-70 Escribe <b>Diario 5</b>	Los gauchos judíos de las pampas Presentación de lectura 5
miércoles, 17 febrero	Lee a Gerchunoff, “El cantar de los cantares,” 41-43; y “La triste del lugar,” 99-106 Ve <i>The Yidische Gauchos</i> (película corta) Completa <b>Guía de estudio 6</b>	Los gauchos judíos de las pampas Presentaciones informales 5

**Semana 7: El tráfico de la esclavitud blanca**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 22 febrero	Lee a Glickman, <i>Una tal Raquel</i> , 19-39 (escenas 1-6) Escribe <b>Diario 6</b>	Raquel Liberman y la resistencia al tráfico de seres humanos Presentación de lectura 6
miércoles, 24 febrero	Lee a Glickman, <i>Una tal Raquel</i> , 39-60 (escenas 7-14) Completa <b>Guía de estudio 7</b>	Raquel Liberman y la resistencia al tráfico de seres humanos Presentaciones informales 6

**Semana 8: Borges y el filosemitismo**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 29 febrero	Lee a Borges, “El milagro secreto,” 173-83 Escribe <b>Diario 7</b>	Un judío encarcelado por los nazis Presentación de lectura 7
miércoles, 2 marzo	Lee a Borges, “Deutchses Requiem,” 93-103 Completa <b>Guía de estudio 8</b>	Un mandatario nazi en Nuremberg Presentaciones informales 7 (tres estudiantes)

**Vacaciones de primavera: 7-11 marzo**

**Semana 9:** Los judíos en México y América Central

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 14 marzo	Lee a Cohen, “Carta a Antonio Saura,” 162-85 Completa <b>Guía de estudio 9</b>	La literatura sefardí escrita en ladino Presentación de lectura 8
miércoles, 16 marzo	Lee a Rovinski, “Tito y la Mezuzah,” 55-62; y Perera, “Kindergarten,” 22-30 Completa <b>Guía de estudio 10</b>	La otredad judía en América Central Presentaciones informales 8

**Semana 10:** Los judíos en el trópico

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 21 marzo	El caribe: se añadirá una lectura Completa <b>Diario 8</b>	Presentación invitada por Dra. Laura Leibman, profesora de inglés de Reed College
miércoles, 23 marzo	Lee a Scliar, <i>La extraña nación de Rafael Mendes</i> , 130-59 Completa <b>Guía de estudio 11</b>	Judíos secretos desde Lisboa hasta Brasil Presentación de lectura 9

**Semana 11:** El Holocausto y sus consecuencias

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 28 marzo		<u>No hay clase</u> : vacaciones de Pascua
miércoles, 30 marzo	Ve <i>Wakolda</i> Completa <b>Guía de estudio 12</b>	Discusión de la película <i>Wakolda</i> Presentación de lectura 10

**Semana 12:** El Holocausto y sus consecuencias

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 4 abril	Lee los fragmentos de Langer (accesibles en Moodle) Completa <b>Diario 9</b>	Una caricaturista y sus dibujos de judíos y sus verdugos nazis Presentación de lectura 11
miércoles, 6 abril	Lee a Agosín, <i>Dear Ann Frank: Poems</i> (textos elegidos), Muñiz-Huberman, “La sinagoga portuguesa,” 144-49; Guralnik, “Bajando el Rin,” 17-23 Completa <b>Guía de estudio 13</b> <u>Entrega descripción del ensayo final</u>	Poesía y prosa en las voces imaginadas de las víctimas Presentaciones informales 9 (tres estudiantes)

**Semana 13:** La persecución de los judíos durante la época de dictaduras y sus repercusiones hoy

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 11 abril	Lee a Timerman, “Preso sin nombre, celda sin número,” Prefacio (vii-viii), 32-41, Epílogo (155-61) Completa <b>Guía de estudio 14</b>	Desde el olvido hasta la memoria: la voz de un desaparecido rescatado Presentación de lectura 12
miércoles, 13 abril	Lee a Gelman, “Carta abierta a mi nieto o nieta,” 104-05; Mellibovsky y Mellibovsky, “La interrupción,” 326-30 Completa <b>Guía de estudio 15</b>	Los padres cuyos hijos desaparecieron durante “el Proceso” Presentaciones informales 10 (tres estudiantes)

**Semana 14:** La sombra oscura del terrorismo contra judíos en la actualidad

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 18 abril	Ve la película <i>18-J</i> , tratando del atentado contra el AMIA en Buenos Aires Trabaja en el ensayo final	El antisemitismo como motivo de terrorismo Discusión de <i>18-J</i>
martes, 19 abril	<u>Entrega ensayo final</u> en Moodle para las 9:00 pm	
miércoles, 20 abril	Prepara la presentación oral sobre el ensayo final	Presentaciones orales persuasivas

**Semana 15**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
miércoles, 27 abril	Estudia para el examen final	Examen final en clase, 8:00-10:00 a.m.