

University of Portland
Department of International Languages and Cultures
Fall 2023
Spanish 469A: Latin American Jewish Literature and Culture
Mondays and Wednesdays
2:40-4:00 p.m., Buckley Center 209

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Office: Dundon-Berchtold (DB) Hall 119

Office Hours: Mondays, Tuesdays, Wednesdays, and Thursdays, 10:00 a.m.-11:00 a.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 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 and 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), and to a lesser extent Sephardic Jews, 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 there 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

By the end of the course, students will have:

1. Read a variety of texts (poetry, prose, drama) written at various times by, about, or directed towards Jews in Latin America; and understand these texts at a level beyond a basic understanding of plot development. In so doing, students will become knowledgeable about a subject infrequently treated in Latin American Studies and Jewish Studies curricula.
2. Continued 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. Reflected on course content as a means of more fully understanding the 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 reflect 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 works of Latin American Jewish literature and culture in genres of prose, poetry, and drama. 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 and accurate writers in Spanish by writing descriptive, argumentative, and analytical essays in well-structured paragraph length (for the reflective essays and investigative essay); and by completing homework assignments that strengthen comprehension and the ability to compare works read (for the *guías de estudio* and forum posts).
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, and follow conversation even when comprehension is incomplete.

Required Materials

Most readings for this course have been posted to electronic reserve at the UP library, accessible at library.up.edu under my last name or the course number. Some readings are accessible via our course page on Moodle and are indicated as such on the syllabus. You don't need to print readings but should be able to access them in class with your electronic device (hopefully a laptop or tablet) on the respective days when we will be discussing them.

Recommended Materials

1. Regular use of an online dictionary such as WordReference, Diccionario de la lengua española of the Real Academia Española (dle.rae.es), or spanishdict.com.
2. A handbook of Spanish grammar or a textbook with grammatical explanations from a previous class.

Grade Distribution

Guías de estudio (12):	180
Forum posts (9):	135
Ensayos de reflexión (3):	300
Presentaciones (2):	100
Conversation with professor:	25
Ensayo de investigación:	110
Career Passport Activity	50
Asistencia y participación:	100
TOTAL	1000 Points

The professor will update grades regularly on the Moodle gradebook and will assign a midterm grade, which is akin to a snapshot and does not appear on your transcript.

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

Methods/Activities: Whole-class and small group discussions; presentations individually and in pairs; questions, answers, clarification, and guidance from professor; textual analysis and vocabulary study; use of technology to complement comprehension (art, music, video clips).

Guías de estudio (12 guías x 15 each = 180 points)

Content Objectives 1, 2, 3; Language Objectives 1, 2

In order to focus your attention while reading and to facilitate comprehension, you will complete twelve study guides throughout the semester. Study-guide questions will address important terms, events, characters, and plot development; they may be comparative as well. On the dates when assignments are due (usually Mondays), you must upload your homework to Moodle by 9:00 p.m. Assignments will be posted to Moodle at least 72 hours before they are due.

Policy for working with a classmate: You may work with a classmate to complete these homework assignments; however, in this case, you still must produce and write your own work independently of your colleague. If there is a reflection component, to a study guide, it should be completed individually. Also, please indicate the person with whom you have worked. If two students turn in the same work, I may ask them to rewrite it individually.

Late policy: You may submit up to three study guides within 48 hours after their due date. To use these “días de gracia,” please let me know in class or via an email that a particular study guide will be late. Study guides turned in without this communication will lose 10% of possible credit per day (up to 30% for the three grace days permitted). Likewise, study guides submitted after a third late one will not receive credit, nor will those submitted after the 48-hour grace period.

Forum posts (8 posts x 15 points = 120 points)

Content Objectives 1, 2, 3, 4; Language Objectives 1, 2

In advance of class on many Wednesdays, you will write a brief (approximately 250 words) forum post, responding to a prompt(s) that reflects on the reading(s) for the day. These posts will be graded for the depth of your engagement with the texts and for the quality of the ideas you discuss. Grammar will not affect the grade of your forum posts unless it interferes with my ability to understand your ideas. Forum posts will be submitted on our Moodle forum page and are due Wednesday by 2:30 p.m., so that I may have time to read your responses and incorporate your ideas into our conversation in class that day.

Policy for working with a classmate: Please work individually to complete the forum posts.

Late policy: You may submit one forum post within 48 hours of its due date. Please let me know in class or via email by the start of class on a particular Wednesday if you will need to use this grace day; otherwise, an extension will not be granted. The nature of questions for the posts will allow you to respond to them even if you have not understood completely a particular reading in advance of class.

Analytical and interpretive essays: (3 x 100 = 300 points)

Content Objectives 1, 2, 3; Language Objectives 1, 2

On the dates indicated on the syllabus, each student will hand in written responses to questions for analysis and interpretation based on reading comprehension and class discussion. I will post these questions to the course page (Moodle) a week before the due date. Each assignment should be three complete pages, typed, double-spaced, Times font, 12-point, with one-inch margins top, bottom, left, and right. Please do not rewrite the questions in your essay. Evaluation will be based principally on content and its organization; however, grammatical errors should not impede my comprehension of your ideas. Essays will be submitted as Word documents through Moodle and evaluated according to an assessment rubric posted to Moodle.

Policy for working with a classmate: Please work individually to complete the essays. For help with brainstorming and organization, I suggest you contact me and/or the Co-Pilots (peer language tutors) through the Learning Commons website (www.up.edu/learningcommons; see page 12 below).

Late policy: You may submit one essay by 4:00 p.m. on the Monday following the Friday deadline. In this case, please let me know in class or via an email that the essay will be late. An essay turned in without this communication will lose 10% of possible credit. More than one essay submitted late will not receive credit, nor will an essay submitted after the grace period (Monday, 4:00 p.m.).

Presentations (50 + 50 points = 100 points)

Content Objectives 1, 2, 3; Language Objective 3

1. Leading a discussion about a reading (50 points)

Working in groups of two, students will lead a discussion about a specific reading in order to address issues that it raises, connect it to larger themes of the class, and show its relevance today. You should be prepared to help classmates better understand the content and its significance, as well as think of several topics of discussion related to the text. Please prepare the presentation accounting for the following information and requirements:

- Each discussion should be approximately 15-20 minutes in length and include an activity for the class that reinforces content and new vocabulary; this activity can occur throughout the presentation or at its end. If you get stuck or the conversation slows, I will help you.
- Please use visual media such as PowerPoint, Prezi, or Canvas, **but not to read a prepared speech nor to project large amounts of text** (doing so will adversely affect your grade, because it does not build presentation skills). **Remember, as a presenter you should be focusing on the audience rather than the screen.**

- You should include key words and phrases in your slides rather than blocks of text, as well as select imported quotations. Do not simply read a visual presentation or an outline to the class; remember that the presentation is an organic entity, not a lecture read word for word.
- Please send me a copy of the presentation by 2:00 p.m. on the assigned day so that I may reference it when assigning a grade.

Criteria for assessment include textual comprehension, familiarity with content (demonstrated by avoiding reading prepared speech and relying on excessive text projected visually); ability to relate topic to the framework of Jewish Latin America; grammar and fluidity; and interaction with classmates (for example, through eye contact, tone, gestures, and involvement of classmates as listeners and respondents).

Procedure for preparing this activity:

a.) Meet with me at least 24 hours before your presentation (in person or via Zoom) so that I may help guide your preparation and ask and answer questions.

b.) Briefly explain the meaning of the reading, keeping in mind that the point of this exercise is not merely to summarize the plot, but rather to use this explanation to explore and reflect on an issue(s). As you prepare the discussion, think about 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 does the work say about the Jewish experience broadly and specifically, and what is its relevance for us today?

c. In your analysis, try to mention linguistic features that you noticed while reading the text and how this language contributes to your understanding of and questions about the reading. How is this language similar to or different from other types of Spanish that you have read?

d.) Make the activity as interactive and engaging as possible: a comprehension activity, a game, a puzzle, using the chalkboards, questions (thought-provoking, not of the yes/no variety), a brief debate, among other possibilities.

2. Summative presentation (50 points)

In place of a written final exam, you and the classmate with whom you are working for the final essay will prepare a presentation of 13-15 minutes based on your collaborative work. Evaluation of the summative presentation will be based on your ability to describe the content of your reflective or investigative essay, explain why you chose this topic and its relevance and significance, and engage classmates in thoughtful discussion related to themes of the course. During this activity, all students will be expected to ask questions and make comments related to the presentations of their classmates.

As part of your preparation for this activity, you should plan the following tasks, allotting approximately half the presentation time to each one:

1. Describe what you learned, why it is personally significant and relevant to a wider audience, and how you addressed the challenges involved in completing the project. You will complete this part of the presentation without notes (after all, you will have already written the essay!).

2. Prepare a comprehension activity for the class. You may use visual elements, the chalkboard, and most importantly, your creativity.

Conversación con el profesor (25 points):

Content Objectives 1, 2, 3; Language Objectives 1, 3, 4

When the class is working in small groups, each student will make a brief presentation to me about the contents of the reading for that day. Most of these conversations will take place individually, although in some cases it is possible that two students will complete this activity on the same day. Starting in week 2, the date of your conversation will be assigned in class for the following class meeting. In 3-4 minutes, you should do the following:

- 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.
- State an analytical question that the reading has prompted for you, and then discuss a possible answer. You may incorporate a textual citation into your question if doing so is helpful. You will then share this question with the class during our subsequent discussion that day.

If time permits, I will then ask you 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 aspects about it. Grammar, vocabulary, and pronunciation errors should not impede our comprehension of your ideas, but some errors in speech are expected.

Ensayo de investigación (110 points):

You will work with a partner to prepare an essay of six pages (three per student) with a small research component based on one of the following options:

- Choose a response in one of your reflective essays or study guides and develop it further in an original essay, focusing on your interpretation rather than the author's bio.
- Compare themes in several texts we have read, again emphasizing your original interpretation (not merely plot summary).
- Choose a topic in the realm of Jewish Latin America connected to course content that has piqued your curiosity. This might be an opportunity for you to link your research to other coursework at UP by looking for connections with a subject(s) you have already studied. The topic does not need to be rooted in a work of literature, per se, but must relate clearly to one or more themes of the course. Thus, in addition to literary arts, you may consider the following possibilities (this is not an exhaustive list; please feel free to suggest another idea):
 - An Inquisition trial record.
 - The presence of Holocaust survivors and Nazis in Latin America after World War II.
 - Testimony from or about people forcibly disappeared during the era of military dictatorships of the 1970s-80s.
 - The unresolved bombings of the Israeli embassy in Buenos Aires in 1992 and/or of the Jewish Cultural Center (AMIA: Asociación Mutual Israelita Argentina) there in 1994.
 - A Jewish community and/or individual at a specific time and place in Latin America.

Examples might include:

- Participation of conversos in Spanish conquest of the Americas: first voyage of Cristóbal Colón; Pedro Arias de Avila (Panama); Luis de Carvajal the Elder (Mexico); Francisco Maldonado de Silva or Manuel Bautista Pérez (Perú).

- Settlement by Spanish-Portuguese Jews throughout the Caribbean during the 1600s-1700s (Curaçao, Surinam, Jamaica, Barbados).
- Agricultural communities of Jewish Colonization Association in Argentina and Brazil (late 1800s/early 1900s).
- Rubber boom of Amazonia (late 1800s/early 1900s).
- Creative writing: Write a literary work having one or more of the readings studied in class as a model. Save room to include an explanation/analysis of your literary creation rooted in a research component.
- Translation: Translate into English a text, explain the criteria that guided your work, providing context and analysis. The professor can provide suggestions for possible texts, based on your interests. If working with Inquisition trial records, you might want to try your hand at transcription of 1500s-1600s Spanish handwriting as well.
- Interview: A conversation with one or more persons of a Latin American Jewish background, with appropriate historical context. If you are interested in this option, I can provide names of possible people to contact. Please remember that it can take time to set up such conversations.

The papers of each student should refer meaningfully to at least two outside sources from an academic database (not Wikipedia, although Wikipedia is a useful point of orientation) and/or scholarly books or journals. These sources can be in English or Spanish. Each student should plan to write three full pages (double-spaced, one-inch margins all sides, Times 12-point font, with an original title). Content and its organization will be the main criteria for evaluation, but the professor will also consider grammatical accuracy, spelling, punctuation, and presentation. Each student must contribute the same amount of work and will receive an individual grade.

Please note the following deadlines associated with this assignment:

- Abstract of topic including an explanation of why you and your colleague have chosen it (10 puntos): Monday, November 20 (week 12).
- One-page double-spaced outline of paper including a list of at least four relevant sources (10 puntos): Friday, December 1 (week 13).
- Submission of paper in Moodle (90 puntos): Monday, December 11, by 9 a.m. (final exams week). **Late papers will not be accepted.**

ILC Career Passport (50 points)

The ILC Career Passport is an activity in ILC language classes with the goal of helping students connect what they are doing in class to life and careers after graduation. We will have one assignment this semester that aims to facilitate these connections, due the Monday after Thanksgiving (November 27, week 13). This assignment will be graded as complete (full credit) or incomplete/missing (no credit) and will also include a one-page written reflection (double-spaced, in Spanish; criteria will be forthcoming). Since other ILC courses also include this career readiness component, you may have already completed some of those activities; in that case, please choose one activity from the following list you have not completed yet (you are also welcome to suggest, in advance, a different option):

- Visit your professor's office hours to talk about language study for career readiness.
- Explore Degree Works and review your academic plan.

- Explore UP student clubs and events through Engage; attend an event connected to language or culture.
- Visit Career Education Center; bring your resume if you like.
- Identify experiential learning opportunities with Study Abroad, Moreau Center for Service and Justice, Scholarly Engagement, and the Career Education Center.
- Apply for a (summer) research, internship or service opportunity.
- Explore post-graduate scholarship and live abroad opportunities with your professor or the Office of Scholarly Engagement.

Attendance and Participation (100 points)

Attendance and participation are mandatory. Absences for illness, participation in official University extracurricular activities, and serious familial obligations will be excused, but please notify me in advance and keep me in the loop. Likewise, I request that you schedule University appointments for times that do not conflict with class. For every unexcused 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. Twice during the semester, I will request your assistance evaluating your participation according to the following criteria.

A: 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: 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.
C: Frequently unprepared; frequently uses English; reluctance to participate in individual and group activities; little evidence of improvement in speaking and listening abilities; frequently late.
D: 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.

Extraordinary circumstances: If you find yourself, or a loved one, in extraordinary, dire circumstances, please reach out to me for accommodations. I prefer some contact with you, rather than no contact at all. It is not necessary to tell me the actual, concrete circumstances, just that you will be or have been away for urgent reasons.

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.

Required University-wide Syllabus Statements

Absences

Generally, students are expected to attend all class sessions according to the instructor's direction. Students who feel unwell should NOT attend class in person. These students should inform their instructor as soon as possible.

Should the instructor need to miss class, the course may be temporarily conducted remotely. Should the instructor be unable to teach for an extended period of time, the respective department or unit will find a substitute to continue the course.

University of Portland's Code of Academic Integrity

The University of Portland is a diverse academic community of learners and scholars who are dedicated to freely sharing ideas and engaging in respectful discussion of those ideas to discover truth. Such pursuits require each person, whether student or faculty, to present truthfully our own ideas and give credit to others for the ideas that they generate. Thus, cheating on exams, copying another student's assignment, including homework, or using the work of others without proper citation are some examples of violating academic integrity.

Especially for written and oral assignments, students have an ethical responsibility to properly cite the authors of any books, articles, or other sources that they use. Students should expect to submit assignments to Turnitin, a database that ensures assignments are original work of the student submitting. Each discipline has guidelines for how to give appropriate credit, and instructors will communicate the specific guidelines for their discipline. The Clark Library also maintains a webpage that provides citation guidelines at <https://libguides.up.edu/cite>.

The use of artificial intelligence (AI) tools such as ChatGPT without attribution also constitutes plagiarism. Students must cite any AI-generated text and ideas and disclose any activities (e.g. brainstorming, editing, translating, etc.) for which AI was employed. Students are expected to demonstrate sound judgment in discerning when and how to utilize AI ethically across their academic work, upholding standards of citation, originality, and integrity. The misuse of AI to shortcut academic requirements will be considered a breach of academic integrity. Students who have questions about when and how to use AI should talk with their instructor.

Professor Warshawsky's further statement on academic integrity and the use of technology-assisted reading comprehension and generative writing applications: **My expectation is that students will not use these or any other artificial intelligence technologies for their work in this class. Any changes to this expectation will be clearly communicated.**

Examples of generative machine-assisted writing or research tools besides ChatGPT may include the following:

- Machine-assisted reading and writing technologies/applications.
- Bot-assisted reading and writing technologies/applications.
- Electronic translators and/or bot-assisted reading and writing technologies/applications.

Examples of actions that do and do not violate the Code of Academic Integrity:

Asking a higher-level student to proofread the assignment	Violates the Code of Academic Integrity
Using Google Translate (or similar websites)	Violates the Code of Academic Integrity
Asking a native speaker or another instructor to read the assignment	Violates the Code of Academic Integrity
Using an electronic grammar checker	Violates the Code of Academic Integrity
Using artificial intelligence without attribution or when the professor has specifically requested that it not be used	Violates the Code of Academic Integrity
Using a dictionary to check spelling	OK
Going to the Learning Commons for help	OK
Asking your instructor for some help (How can I say...?)	OK
Using a grammar book	OK

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes. For reasons of confidentiality, such examples will not include student names.

Accessibility Statement

The University of Portland strives 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 Shepard Academic Resource Center (503-943-8985). **If you have an AES Accommodation Plan**, you should meet with your instructor 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, if applicable, you should meet with your instructor to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency. All information that students provide regarding disability or accommodation is confidential. All students are responsible for completing the required coursework and are held to the same evaluation standards specified in the course syllabus.

Mental Health Statement

Anyone may sometimes experience problems with their mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the [University of Portland Wellness Center](#) in the

lower level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or wellness@up.edu. Their services are free and confidential. In addition, confidential phone counseling is available at the Pilot Helpline by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Non-Violence Statement

The University of Portland is committed to fostering a safe and respectful community free from all forms of violence. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, all UP community members must take a stand against violence. Learn more about what interpersonal violence looks like, campus and community resources, UP's prevention strategy, and what we as individuals can do to assist on the [Green Dot website](http://www.up.edu/greendot), www.up.edu/greendot. Further information and reporting options may be found on the [Title IX website](http://www.up.edu/titleix), www.up.edu/titleix.

Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information, including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the [Ethical Use of Information](http://libguides.up.edu/ethicaluse) at libguides.up.edu/ethicaluse.

The Learning Commons

Students can get academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the [Learning Commons website](http://www.up.edu/learningcommons) (www.up.edu/learningcommons). Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or drop by the Learning Commons in BC 163 to learn more about their services. Find a tutor at the Learning Commons to get support on your academic journey.

Calendario de lecturas y tareas

This is a flexible syllabus, meaning that additions or removal of assignments may be made, but any modifications will be minor. Please pay attention to such changes, which I will announce in class, update in the syllabus on Moodle, and insert in the notes on Moodle after each class. All readings are available on Library course reserve unless indicated as accessible via Moodle.

Semana 1: Introducción al curso y el fin de Sefarad (la España judía)

Fecha	Tarea para la clase	En clase
lunes, 28 agosto	Lee Stavans, "The Twisted Roots of Hispanic Anti-Semitism," <i>Chronicle of Higher Education</i> 54.22 (Feb. 8, 2008), 2-7 (Moodle)	Introducción al curso; el antisemitismo en las culturas hispánicas
miércoles, 30 enero	Lee Fernández Suárez, "Provisión de los Reyes Católicos", 391-95; Bernáldez, <i>Memorias del reinado de los Reyes Católicos</i> , 256-59 Escribe foro 1	La expulsión de los judíos de España Las raíces del criptojudasmo iberoamericano

Semana 2: El fin de Sefarad: la expulsión y las conversiones en la literatura; la Inquisición en México

Fecha	Tarea para la clase	En clase
lunes, 4 septiembre	Lee Aridjis, "Sefarad, 1492", 239-46 Completa guía de estudio 1	La expulsión y la Inquisición en la literatura Liderar una discusión 1
miércoles, 6 septiembre	Lee Toro, <i>La familia Carvajal</i> , vol. 2: las cartas de Luis de Carvajal, 207-11; su profesión de fe, 239-40; Warshawsky, "Women of the Carvajal Family" (https://jwa.org/encyclopedia/article/women-of-the-carvajal-family) Escribe foro 2	La familia Carvajal: Luis de Carvajal y las mujeres de su familia Conversación informal 1

Semana 3: La Inquisición en la América Hispánica: los casos de María de Zárate y los Carvajal

Fecha	Tarea para la clase	En clase
lunes, 11 septiembre	Lee <i>Causa criminal de fe contra doña María de Zárate</i> , 159-62 (Moodle); ___ Completa guía de estudio 2	María de Zárate: desde cristiana vieja y judía secreta Liderar una discusión 2
miércoles, 13 septiembre	Lee Berman, <i>En el nombre de Dios</i> , 329-46 Escribe Ensayo 1 (se puede entregar para el viernes, 15 septiembre, a las 4:00 p.m.)	Los Carvajal en el teatro Conversación informal 2

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

Fecha	Tarea para la clase	En clase
lunes, 18 septiembre	Lee Berman, <i>En el nombre de Dios</i> , 346-66 Completa guía de estudio 3	Los Carvajal en el teatro Liderar una discusión 3
miércoles, 20 septiembre	Lee Berman, <i>En el nombre de Dios</i> , 367-82 Escribe foro 3	Los Carvajal en el teatro Conversación informal 3

Semana 5: La inmigración judía a Argentina en la ficción y la memoria

Fecha	Tarea para la clase	En clase
lunes, 25 septiembre	Lee Gerchunoff, “Lecha fresca”, 28-30; “Las bodas de Camacho”, 61-70; “La triste del lugar”, 99-106 Completa guía de estudio 4	Los gauchos judíos de las pampas Liderar una discusión 4
miércoles, 27 septiembre	Lee Shua, <i>El libro de los recuerdos</i> , 9-27 Escribe foro 4	El testimonio familiar Conversación informal 4

Semana 6: Los judíos en el caribe

Fecha	Tarea para la clase	En clase
lunes, 2 octubre	Completa guía de estudio 5 Lee la literatura temprana del Caribe (Barrios, López Laguna) y la crónica de la familia López Penha (Moodle)	Los judeoconversos y “nuevos judíos” tempranos en el Caribe
miércoles, 4 octubre	Lee Rovinski, “Tito y la Mezuzah”, 55-62; y __ Escribe foro 5	La identidad y la otredad judías en el caribe Conversación informal 5

Semana 7: El tráfico de la esclavitud blanca

Fecha	Tarea para la clase	En clase
lunes, 9 octubre	Lee Lee Glickman, <i>Una tal Ráquel</i> , 19-39 (escenas 1-6) Completa guía de estudio 6	Raquel Liberman y la resistencia al tráfico de seres humanos Liderar una discusión 5
miércoles, 11 octubre	Lee Glickman, <i>Una tal Ráquel</i> , 39-60 (escenas 7-14) Escribe Ensayo 2 (se puede entregar para el viernes, 13 de octubre, a las 4:00 p.m.)	Raquel Liberman y la resistencia al tráfico de seres humanos Conversación informal 6

Vacaciones de otoño: 16-20 octubre**Semana 8:** Borges y el filosemitismo

Fecha	Tarea para la clase	En clase
lunes, 23 octubre	Lee Borges, “El milagro secreto”, 173-83 Completa guía de estudio 7	Un judío encarcelado por los nazis Conversación informal 7
miércoles, 25 octubre	Lee Borges, “Deutchses Requiem”, 93-103; escribe foro 6	Un mandatario nazi en Nuremberg Liderar una discusión 6

Semana 9: Los judíos en Brasil

Fecha	Tarea para la clase	En clase
lunes, 30 octubre	Lee Scliar, <i>La extraña nación de Rafael Mendes</i> , 130-56 Completa guía de estudio 8	Judíos secretos desde Lisboa hasta Brasil Liderar una discusión 7
miércoles, 1 noviembre	Lee Lispector __ Escribe foro 7	Conversación informal 8

Semana 10: Los judíos en México

Fecha	Tarea para la clase	En clase
lunes, 6 noviembre	Lee Glantz, <i>Las genealogías</i> (fragmentos) Completa guía de estudio 9	La memoria y la identidad judía de una familia mexicana Liderar una discusión 8
miércoles, 8 noviembre	Lee a Cohen, “Carta a Antonio Saura”, 162-85 (en <i>Por mi boka: Textos de la diáspora sefardí en ladino</i> , eds. Moscona y Sefamí) Escribe foro 8	La literatura sefardí escrita en ladino Conversación informal 9

Semana 11: El Holocausto y sus consecuencias

Fecha	Tarea para la clase	En clase
lunes, 13 noviembre	Lee Muñoz Huberman, “El barco sin puerto”, 43-47 (Moodle) Completa guía de estudio 10	El barco condenado “St. Louis” Liderar una discusión 9
miércoles, 15 noviembre	Lee Agosín, <i>Dear Ann Frank: Poems</i> (textos elegidos); Guralnik, “Bajando el Rin”, 17-23; Horn, “Everyone’s (Second) Favorite Dead Jew” (este último texto en Moodle) Escribe Ensayo 3 (se entrega para las 9:00 p.m.)	Poesía y prosa en las voces imaginadas de las víctimas Conversación informal 10

Semana 12: El Holocausto y sus consecuencias

Fecha	Tarea para la clase	En clase
lunes, 20 noviembre	Lee Ormachea, <i>Los infames</i> (fragmento, Moodle) <u>Entrega sinopsis del ensayo final</u> Completa guía de estudio 11	Visita a clase por la Dra. Echenique para hablar de Mauricio Hochschild y la novela de Verónica Ormachea
miércoles, 22 noviembre	Ver película Entrega sinopsis del ensayo final	No hay clase; el profesor está de viaje a Ohio para el Día de Acción de Gracias

Semana 13: Los judíos de Latinoamérica: el desplazamiento y la Guerra Sucia

Fecha	Tarea para la clase	En clase
lunes, 27 noviembre	Discusión de la película Lee Suez, <i>Letargo</i> (fragmento, Moodle) Entrega la actividad del pasaporte de ILC	
miércoles, 29 noviembre	Lee Mellibovsky y Mellibovsky, “La interrupción”, 326-30; Gelman, “Carta abierta a mi nieto o nieta” Escribe foro 9 Para el viernes, 1 diciembre, a las 4:00 p.m.: entrega bosquejo del ensayo investigativo	Desde el olvido hasta la memoria: la voz de un desaparecido rescatado Conversación informal 11

Semana 14: La sombra oscura del terrorismo contra judíos; la ambivalencia respecto lo judío en la actualidad

Fecha	Tarea para la clase	En clase
lunes, 4 diciembre	Laura Ginsberg, “Abro los ojos” (Moodle) y “Masacre de la AMIA: 20 años de impunidad en las reflexiones de Laura Ginsberg y su hija Luciana” (Moodle); Sylvia Colombo, “La dura columna de opinión sobre la muerte de Alberto Nisman” (Moodle) Completa guía de estudio 12	Desde el olvido hasta la memoria: las voces de testigos al atentado del 18 julio 1994 y la búsqueda de justicia hasta el presente Conversación informal 12
miércoles, 6 diciembre	Lee Stavans, “Saint Hershele” (Moodle) Trabaja en el ensayo y la presentación final	El caso inaudito de Henry Eisenberg Glantz, “el Santo Judío”

Semana 15

Fecha	Tarea para la clase	En clase
lunes, 11 diciembre	Entrega ensayo final en Moodle para las 9:00 a.m.	
jueves, 14 diciembre	Prepárate para las presentaciones de los ensayos finales y las actividades de comprensión	Presentaciones de los ensayos finales y las actividades de comprensión, 8:00–10:00 a.m.