

Haverford College
Department of Spanish
Spanish 203: Writing Jewish Trajectories in Latin America
Spring 2026



Instructor: Ariana Huberman
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Class meets: M 1:30-3:55 pm
Office Hours: W 1-3 pm and by appt.

This course will be taught in English, but students wishing to obtain Spanish credit are expected to read texts in the original and write all assignments in Spanish.

Course Requirement for Spanish credit: SPAN 102 or Placement test SPAN 200/300 level

Course Description:

This course focuses on the trajectories of time, space, and subjectivity in the Latin American Jewish experience. We will concentrate mainly on representations of Jewishness but will also explore the historical and contemporary relationships between Jews and non-Jews in Latin America. Our materials will include literary texts, films, and essays, approaching the topic through history, literary criticism, and cultural studies. We will discuss identity, immigration, memory, assimilation, diaspora, and nationalism. We will also analyze transnational experiences, language use, and gender issues.

Each class will emphasize a key aspect of the Jewish experience in Latin America—for example: the challenges faced by immigrants, experiences specific to Ashkenazi/Sephardic communities, life in urban centers (Buenos Aires, Rio de Janeiro, Lima, Mexico City) versus rural colonies, generational gaps, and representations of the Holocaust and Israel in cultural imagination. These discussions will allow us to explore what is "Judeo-Latin American" and identify cultural issues characteristic of this group within broader national contexts. The course is organized as a **reading workshop**, making prior preparation and student participation essential.

This course will require setting group agreements to promote safe conversations.

Modes of engagement and assessment:

Class participation: This is primarily a discussion class. The course will be most engaging if we all come to class prepared to participate actively in an informed discussion.

Study groups: you will work in a small group outside of class for an hour a week to discuss readings and prepare discussion themes and questions.

Reading: You are responsible for reading all texts by the day they are assigned. You should read actively and critically, please bring notes to participate in class discussions.

Essays: You will write two short essays (3-4 pages) during the semester. You will research and elaborate on a topic related to our readings and discussions in these papers. The papers should reflect an understanding of the topics covered in the course and demonstrate original thought.

Midterm and Final exams: they will be open-book take-home exams consisting of essay questions.

Oral Presentation: At the end of the semester, you will need to conduct an oral presentation on a topic related to the class.

Assessment:

Reading, attendance, and participation	20%
Short essays	20%
Midterm Take-home Exam	20 %
Final Take-home Exam	30%
Oral presentation	10%

Statement on Academic Honesty

Haverford College is, at the core, an intellectual community of students and faculty engaged in the free and open exchange of ideas. Critical to the lively exchange and deep engagement with ideas is the academic integrity of our work, both inside and outside the classroom. At Haverford, we expect all students, at all times, to submit work that represents these standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words you have drawn upon. Ignorance and carelessness are not excuses for academic dishonesty. In the language classroom, **using Google Translate or any other online translation tool on an assignment is tantamount to plagiarism.** You can use online dictionaries for assignments, but avoid cut-and-paste translation tools. **Please follow ethical guidelines for AI tools on assignments for this class.** If you are uncertain about the expectations for academic honesty in this class, please ask for clarification.

Use of AI Tools in This Course

Artificial intelligence tools (e.g., ChatGPT, Gemini, DeepSeek) can be powerful resources, but they also pose challenges to **academic integrity, critical thinking, and ethical scholarship.**

You may use AI **for limited and appropriate purposes**, such as:

- Outlining essay structures
- Clarifying concepts or locating sources (make sure to double-check sources)
- Grammar and citation support (e.g., Grammarly, citation generators)

You **may NOT use AI** to:

- Write, paraphrase, or analyze course content
- Generate exam responses or essays
- Create citations or sources that do not exist
- Summarize assigned readings or answer plot/content questions
- Replace your engagement with readings, lectures, or discussions

If you choose to use AI for approved tasks:

- **Disclose** your use at the end of your assignment (tool, date, prompt used, and how you integrated the output).
- **Critically evaluate and verify** any information provided by AI—you are fully responsible for the accuracy of your work.

Why this matters:

Generative AI often fabricates sources (“hallucinates”), cannot truly analyze or critique texts, and repurposes copyrighted material. It also has significant ethical and environmental implications, including intellectual property theft, harmful bias reproduction, and a heavy carbon footprint. As **Asali Solomon** notes, AI-generated writing in literature and analysis is typically qualitatively poor. It undermines the core purpose of this course: **learning to think, analyze, and generate original ideas**.

Statement on Accessibility and Privacy

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your personal well-being can impact your ability to thrive academically and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Statement on Title IX

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>

Texts:

Judith Elkin Laikin, *The Jews of Latin America*, (Boulder, CO: Lynne Rienner Publishers, 2014) ISBN 978-1-58826-872-3

Isaac Goldemberg, *The Fragmented Life of Don Jacobo Lerner*, (U of NM Press, 1999)
La vida a Plazos de Don Jacobo Lerner (Madrid: Sefarad 2005).

ISBN 978-84-87765-03-2

***The rest of the texts available as pdf en **Moodle**.

CRONOGRAMA

Week	Date	Topic	Readings	Assignments
1	Monday	Introduction to the course	Historical Overview Adriana Brodsky, “Kosher McDonald’s sign”	
2	Monday January 26	The Jews of Latin America	Judith Laikin Elkin, Chapter 3 Reyes Coll-Tellechea “Remembering Sepharad” Laura Leibman, “Limpieza de sangre and Casta Paintings”	
3	Monday February 2	From Utopia to Disillusion	Alberto Gerchunoff, <i>The Jewish Gauchos</i> Jewish gauchos’ glossary Adriana Brodsky, “Alliance Israelite Universelle School Curricula”	
4	Monday February 9	Otherness and Difference	Angelina Muniz-Huberman, “The Girl in the Balcony” Jeffrey Lesser, “How Jews became Japanese and other Stories of Nation and Ethnicity	Film: Mariana Chenillo, <i>Cinco días sin Nora/Norah’s Will</i>
5	Monday February 16		Isaac Goldemberg, <i>The Fragmented Life of Don Jacobo Lerner</i> 1-7	Essay 1 in class

6	Monday February 23		Isaac Goldemberg, <i>The Fragmented Life of Don Jacobo Lerner</i> 8-15	
7	Monday March 2		Isaac Goldemberg, <i>The Fragmented Life of Don Jacobo Lerner</i> 16-21	
Spring Break				
8	Monday March 16	Brecha generacional	Paloma Cung Sulkin, “Gravestones”	Film: Guita Schyfter, <i>Novia que te vea/Like a Bride</i>
9	Monday March 23		Diana Raznovich, <i>Rear Entry/De atrás para adelante.</i>	Midterm Exam due
10	Monday March 30	Jewish Memory and Identity	Margo Glantz, <i>Genealogies</i>	
11	Monday April 6	Holocaust and Latin America	Leo Spitzer <i>Hotel Bolivia</i> (Fragments)	
12	Monday April 13		Edna Aizenberg, “Nation and Holocaust Narration” Zaretsky, “Jewish Argentine Memory and Justice in the Aftermath of the 1993 AMIA Bombing”	Essay 2 in class
13	Monday April 20	Latin American Jews, Israel, and the World	Judith Laikin Elkin, Chap. 13 Ilan Stavans, “Making Aliyah” Ruth Behar, “They Left” Paulette Schuster, “How to Eat a Taco”	

14	April 27		Huberman, "Looking through Layers of Jewishness.." Final Presentations evaluations	
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***Final exam:** May 12 at 12 noon in my mailbox in Hall 101.