Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing and to develop research skills by increasing the length and complexity of analytical writing assignments. A 5-7 page critical essay will be added requiring students to consult at least one outside source as a research for the essay. Response papers will be increased from 2 to 4.

This course continues to meet all Baccalaureate Core criteria for Literature and the Arts and Western Culture.

The 4 credit version will:
- Add research instruction (digital and print sources)
- Add 5-7 page critical essay incorporating research.

This is the generic 4 credit version

Course Description:
In this course we'll read and discuss the fiction of writers from Mexico, Central and South America, and the Caribbean, considering narrative technique, social and political context, and religious and cultural traditions. Many of the stories we'll read are from the so-called Boom and post-Boom periods in Latin American Literature (after 1960). We'll read, analyze, and appreciate these fictions as social, political, and humanistic documents, keeping in mind that they are first of all works of art. Given the geographical expanse and cultural diversity of these works, think of the course as a first look rather than a comprehensive examination of our topic.

Required texts:
- A Hammock Beneath the Mangoes: Stories from Latin America. Thomas Colchie, ed.
- The Vintage Book of Latin American Stories. Carlos Fuentes and Julio Ortego, eds.
- Chronicle of a Death Foretold, Gabriel Garcia Marquez

Course Requirements:
1. 5-7 page critical paper that must use at least one outside source, digital or print (25%)
2. Take-home essay exam (25%)
3. In-class exams (40%)
4. All required reading, response papers, class and small-group participation (10%)

Course Goals:
• To be able to demonstrate some familiarity with the peoples, histories, and arts of Meso and South America and the Caribbean
• To be able to communicate some of the similarities and differences which define Meso- and South American and Caribbean cultures in comparison to US cultures
• To be able to define the main themes of the literary works covered in the course
• To be able to identify literary tropes that are central to the works read in the course
• To be able to place Meso- and South American and Caribbean works of art in the context of the lives of their creators
• To be able to describe some of the key ways Western cultures have interacted with African cultures

Cheating and plagiarism by students are subject to the disciplinary processes outlined in the Student Conduct Regulations. (See http://www.orst.edu/admin/stucon/achon.htm)

Learner Expectations:
1. Come to class on time, with your homework, and stay the entire class period;
2. Complete reading and homework assignments by the date indicated on the syllabus;
3. Participate in class discussions and activities.

Week 1
Introduction

Quiroga, "The Dead Man," and Borges, "The Circular Ruins" (Colchie)
Due at the beginning of class: A two-page, single-spaced response paper on both stories (about one page for each story)

Week 2
Machado de Assis, "The Psychiatrist" (Colchie)
Cortázar, "Blow-up" (Vintage)
Due at the beginning of class: A two-page, single-spaced response paper on both stories (about one page for each story)

Week 3
Onetti, "Hell Most Feared" (Vintage)
Arenas, "Bestial Among the Flowers" (Colchie)
Week 4
Perré, “The Gift” (Colchie)
Carpentier, “Journey Back to the Source” (Colchie)

Week 5
IN-CLASS EXAM, in class
Fuentes, “The Doll Queen” (Colchie)

Week 6
Allende, “Toad's Mouth” (Colchie)
TAKE-HOME ESSAY EXAM due at the beginning of class

Week 7
García Márquez, Chronicle of a Death Foretold

Week 8
Rulfo, “Luvina” (Colchie)
Lispector, “Love” (Colchie)

Week 9
Telles, “The Curset” (Colchie)
Valenzuela, “Panther Eyes” (Vintage)

Week 10
Rulfo, Pedro Paramo
Due at the beginning of class: a 5-7 page critical paper that must use at least one outside source

Exam Week
Final Exam
ENG 210, 211, 212, 213: LITERATURES OF THE WORLD: ASIA, AFRICA, MESO/SOUTH AMERICA AND CARIBBEAN, and MIDDLE EASTERN
Outcomes for Perspectives: Cultural Diversity
1. emphasizes critical thinking about literature in Asia OR Africa, OR Meso/South America and Caribbean, OR Middle East;
2. studies a broad range of literatures and contexts;
3. includes historical perspective on non-western cultures and their origins;
4. promotes awareness of cross-cultural communication;
5. includes connections with other subject areas.
Outcomes for Literature and the Arts
1. promotes critical thinking about literature and literary traditions in nonwestern contexts;
2. places non-western literary traditions in cultural and historical contexts;
3. demonstrates connections with subject areas such as history, sociology, arts and humanities in non-western contexts;
4. actively engages students in significant works of literature;
5. explores culturally distinctive conventions and traditions of literature
6. addresses the role of literature in society;
7. encourages appreciation and understanding of diverse literary traditions, oral and written.

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.