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SPNS 432.01: Consciousness Raising via Global Issues in Contemporary Spanish-American Literature

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**SPNS/WGS 432.01: Consciousness Raising via Global Issues in
Contemporary Spanish-American Literature
Fall 2010**

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Class Meeting Times: MWF 1:10-2:00
Class Location: LA 234
**Office Hours: MWF 10:40-11:10,
2:10-3:00, 4:15-4:30 and by
appointment**

Prerequisites: SPNS 301 and either SPNS 331 or SPNS 326 (or the equivalent from another university)

Course Description: Using Richard E. Palmer's "How Hans-Georg Gadamer offers openings to a postmodern perspective" (<http://www.mac.edu/faculty/richardpalmer/postmodern/application.html>), we will examine several world problems (through various examples of contemporary Spanish American literature) including "unequal distributions of financial resources; natural resources running out or being depleted; ethnic groups clinging to land, to resources, and to sacred space; rising expectations in developing countries; genocide; racism, sexism, and homophobia; narrowness, exclusivism, and terrorism; and. military and political means and thinking as a way of resolving political problems.

Announcements:

- 1) This course is demanding and will require a great deal of reading. Plan to budget at least two hours of reading and preparation for every hour of class.
- 2) All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>
- 3) If you are a student with a disability and wish to discuss reasonable accommodations for this course, please contact me immediately via an office visit to discuss the specific course accommodations you wish to request. Please be advised that I request you to provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/dss/.

- 4) You are cordially invited to attend the Spanish Table on Tuesday evenings from 7:00-9:00 at the James Bar. Please contact kelly.noe@mso.umt.edu; 243-2976 for more information.

Required Readings: (Most are available at the UM Bookstore or on-line at sites like amazon.com)

Balún Canán de Rosario Castellanos

Me llamo Rigoberta Menchú y así me nació la consciencia de Elizabeth Burgos

El Señor Presidente de Miguel Ángel Asturias

Amora de Rosamaría Roffiel

If you would like to purchase a copy of *Amora*, please let me know. I have several copies for sale at \$10/copy. Rosamaría Roffiel has signed each of these copies. You may also access *Amora* via electronic reserve.

I have placed one copy of each of the books on traditional reserve at the UM Mansfield Library Circulation Desk. I have also placed the translation of most of the novels on reserve. (Note: There is still no translation of *Amora*). The translation of *Balún Canán* is *The Nine Guardians*; however, our library does not own this. The translation of *Me llamo Rigoberta Menchú...* is *I, Rigoberta Menchú...*

Other Required Readings: (hard and electronic copies are on reserve)

To access on-line material, go to the library's web page, click on the tab marked "Students," and search for this class in the lower right hand corner. Your password is SPNS432 (all caps, no space)

Chapter 11: Trabajo de investigación

Amora como acto literario, político y social by María Elena Olivera Córdova

El Señor Presidente—Overview

Miguel Angel Asturias by Richard J. Callan

Time of the Hero—Overview

The Time of the Hero: Lost Innocence by Dick Gerdes

(I may add readings and will let you know in class).

Required Movie Viewing Outside of Class: (This DVD is on reserve at the library at the Circulation Desk. You may NOT take it home. Be sure you have seen this film by November 29).

La ciudad y los perros DVD 01485

Suggestion: I would like to invite you to use youtube.com to see videos of several of the authors we will study this semester.

Outcomes:

1. Students will develop tools of literary analysis: an awareness of structure, style and the use of figurative language (irony, tone, symbolism, imagery, etc.)...
2. Students will read, write about and discuss works of literary merit.
3. Students will increase their appreciation and understanding of literary and artistic movements and their relationship to the broader history of civilization.
4. Students will improve in all areas of writing.
5. The most important goal: students will shape values and priorities in life, while coming to respect and understand those of others and will consider the study of literature as a means to living a more fully realized and self actualized life.

Assessment: The course is structured for students to regularly receive feedback so that they can achieve the stated outcomes. Progress toward the stated outcomes is assessed using the following criteria:

Attendance:	5%
Active participation/preparation:	10%
Reading quizzes:	15%
Two exams (Each is worth 10%):	20%
Group Presentation: Relate any social, historical, economic or religious issue that the literature addresses to something currently happening in the world:	15%
Research Paper (5-7 pages for undergraduates; 10-12 pages for graduate students):	20%
Creative Innovative Final Project:	15%

Attendance: Consistent attendance is essential to acquire the skills needed to analyze literature. The material in this course is cumulative and requires constant practice. If you miss an important step along the way, your understanding of future concepts may be significantly impaired. Students are responsible for class work and assignments they miss. Please get the phone number from at least two of your classmates during the first week of classes. That way, if you have to miss class, you can find out exactly what happened that day. After talking to your friend and reviewing his/her notes, please come and see me if there is something that you still do not understand. Please do not call or e-mail me and ask what happened in class and/or what the homework is.

Participation and Preparation: A satisfactory participation and preparation grade assumes that you come to class each day prepared to actively engage in all class activities. You will have the responsibility of reading the material on your own before we discuss them in class so that class time can be used to answer questions and to develop critical approaches.

Reading Quizzes: These are to insure that you keep up with the reading. They are generally short and objective in nature. I reserve the right, however, to vary the types of questions and the level of difficulty.

Exams: There will be two essay tests during the semester. We will discuss possibilities regarding “in class” and “open book” formats.

Group Project: You and a maximum of three other students will analyze one of the books we studied in this class but in a new context. I invite you to think completely outside the box. How can you relate major themes and styles of the works you read in this class to what is happening in the world this semester? You **MUST** check with me before you begin. Each group must analyze a different literary work that we have studied. Once you are organized, please contact me and I will confirm your topic and presentation date. You are required to turn in a prospectus for your group project before the Thanksgiving Day holidays. This will include the name of the members of your group, the name of the literary work to be analyzed, how you will carry out the analysis, and a bibliography. Each member of the group will speak for at least ten minutes but not more than eleven minutes; you will be penalized if you go beyond eleven minutes. You may use an outline, but you may not read. Reading will lower your grade significantly. All students are encouraged to take notes during your colleagues’ presentations because everyone will be responsible for the content, grammar, and vocabulary of what is said. The presentations will begin on December 3. We will determine the order of the presentations at least two weeks in advance. If there are no volunteers for certain dates, I will have to assign students to a particular date.

You are required to use some sort of visual aid(s) in your presentation. This could include posters, photos, artwork, or other props during your presentation. I will also ask you to write unfamiliar vocabulary on the board so that your classmates can better understand your presentation. On the day of your presentation, you **MUST** turn in a detailed outline to me and to each of your classmates before you begin. Should you forget part of your talk, I will be able to help you. You may not read anything nor may you use notes. Everything you say will be well rehearsed. You will be graded on 1) Pronunciation and fluency (10%), 2) Grammar (10%), 3) Vocabulary (10%), 4) Organization (intro, body, conclusion) (10%), 5) Interest developed/audience response (10%), 6) Audiovisual materials/handouts, etc. (10%), 7) Bibliography (10%), and 8) Content (30%). If you are absent the day of your presentation, you **MUST** provide a **documented, verifiable excuse** to be allowed to do a makeup presentation. **No exceptions.** Please try to enjoy yourself with this assignment.

Research Paper: You must turn in your term paper by class time on December 1. If you do not turn in your paper on time, your grade for the term paper will be zero. I will only accept a late paper if you can provide a verifiable, documented excuse. I will NOT accept any type of technical problem as an excuse. If you are sick, be sure to get a note from your doctor; otherwise, I cannot accept your paper.

Please read Chapter 11 “Trabajo de investigación” on reserve before beginning your paper. In consultation with me, you will choose a research topic related to a work (or works) you have read in this class. Your topic **MUST** be different from the “Group Project.” Ideally, you will analyze at least one work **NOT** covered in your “Group Project.” You will be required to make two (anonymous) copies of your term paper. Be sure you double-side. You will bring your copies to class on November 22 so that we can have a “Writing Workshop.” During the workshop, you will exchange papers with your colleagues. Once this is done, you will read your colleague’s paper critically and offer advice on content, organization, grammar, vocabulary, etc. In short, you will do whatever you can to help your colleague produce an excellent final version. At the end of the workshop, the papers will be returned to their owners, and each student will have the chance to incorporate any ideas his/her colleagues have suggested. You will then turn in the final version on the date specified in the syllabus. The final version is the one I will grade.

Undergraduates will turn in a five to seven page paper not counting the “Obras Citadas” or the endnotes page (if you have endnotes). Graduate students will turn in a ten to twelve page paper not counting the “Obras Citadas” and/or the endnotes page. Undergraduates must utilize at least five academic sources (and notes if appropriate) in which you will apply what you have learned during class discussions and individual research. You must find your sources on your own. All sources must be from at least 1995. You may not count the work itself as a source, but you must list it in the “Obras Citadas.” Make sure all of your sources are appropriate academic sources. You may only use one Internet address (www...) as a source. (Wikipedia is **NOT** an academic source). If you use web sites, please check with me in advance. Furthermore, you should familiarize yourself with the handouts “Guide to Literary Criticism” and “Current Periodical Subscriptions in Foreign Languages,” both of which are available free at the library. Your papers will adhere to the MLA documentation style (Consult *MLA Handbook for Writers of Research Papers*; see *Sample pages of a research paper in MLA style* towards the end of the *MLA Handbook*. There is also information concerning MLA Style at the end of Chapter 11 “Trabajo de investigación.” **If you do not adhere to MLA style, the highest grade that you can make on your paper will be an 85.** (You may not use any part of a paper that you have written (or are writing) for another class for this class. If I find out that you have submitted a paper for another class or parts of a paper from another class for this class (or vice versa), you will receive a zero on your term paper for this class. I am interested in seeing how well you have synthesized the material presented in class during the semester as well as your ability to work independently. I, of course, will try to help you the best I can, but please do not expect me to pick a topic for you, tell you how to organize your paper, tell you what to say, or how to

conclude. Furthermore, I will not answer specific questions concerning grammar or vocabulary. I will ask you to please write the following statement on your term paper and sign it before you turn it in: "On my word of honor I have neither given nor received help on this paper. This work is entirely my own." I will not grade your term paper until you write and sign this pledge. By deciding to take this course, you agree to be responsible for all the rules and regulations of the "Student Conduct Code" (and will adhere to them). Please familiarize yourself with "Plagiarism" as explained in the *MLA Handbook for Writers of Research Papers*, available in the Reference Section of the library.

Creative Final Project: During the time normally scheduled for the final exam, we will meet so that you may orally present your creative, interdisciplinary term project. You will have between five and seven minutes to do so. The content of your project must take into account the major themes of this course—consciousness raising via global issues in contemporary Spanish American literature. You must work individually, and you must use an interdisciplinary approach to your presentation. You may NOT repeat anything you have already covered in your "Group Project" or "Term Paper." This may entail forays into the world of art, music, sociology, economics, environmental studies, literary theory, history, political science, theater, women's and gender issues, etc. I encourage you to be as creative as possible. Suggestions include a prequel, a sequel, a poem, a drawing, an essay, original photographs, a painting, a musical composition, etc. Please use one of your specific interests or talents and integrate it with what you have learned about the literature we studied in this course. You MUST include a two page written explanation in Spanish along with your creative work. You are required to submit a written proposal before starting. We will talk about this assignment during the first part of the semester.

Grading Criteria for papers, exams, and projects:

"A" papers, exams, and projects advance a striking and original hypothesis about the text or texts under consideration and support that hypothesis by ample and well-organized arguments. Documentation consists of well chosen quotations from the text; these in their turn are interpreted carefully and persuasively, so that the reader not only understands why they have been introduced but is persuaded that they have been rightly used; secondary (i.e., critical and/or biographical) materials should also be quoted at appropriate moments--and footnoted--and their relevance to the argument made clear. BUT: even should all these criteria be met, no paper or exam which contains numerous grammatical, vocabulary, and/or mechanical errors will receive an A. My general response to a paper that deserves an A is that it has been extremely well written. An A paper or exam has shown me something I had previously overlooked and convinced me that I can no longer afford to ignore it.

"B" papers, exams, and projects while somewhat less striking in their novelty and brilliance than those which receive an A, are nevertheless *significantly* above average, both in the manner in which they are written and in what they have to say. They advance an interesting and highly

plausible though often somewhat less sophisticated hypothesis and support it convincingly with carefully interpreted quotations from appropriate sources.

“C” papers, exams, and projects are *average* in quality. They offer plausible but simplistic hypothesis and are less skillful in presenting the necessary supporting evidence. Often the logic of the paper or exam as a whole is imperfect or somewhat unclear: paragraphs do not flow smoothly into one another, thus leaving the reader startled by a point for which there has not been sufficient preparation. Individual sentences contain grammatical and mechanical flaws as well as inappropriate or misused word and are generally undistinguished.

“D” papers, exams, and projects treat the text or texts only superficially. They create the impression that the writer has not grasped his or her subject fully: statements are so general as to be merely vague, and there is little or no supporting evidence; quotations are frequently taken out of context, misinterpreted, and poorly integrated. “D” papers or exams are also very poorly organized: paragraphs are out of sequence, as are many of the sentences within them. Grammatical and mechanical errors are numerous.

“F” A grade of “F” means that the paper, exam, or project is considered to be unacceptable as the work of a student who has presumably taken the prerequisite for this course. It indicates an almost total failure on the writer’s part to comprehend his or her subject and an almost total lack of attention to the paper, exam, or project. Sentences seem to have been set down at random, grammatically incorrect sentences outnumber those that are correct, and paragraph breaks and transitions seem entirely arbitrary.

There are no make-ups whatsoever. If you miss a reading quiz, whatever grade you make on the final project will substitute for the missing grade(s).

Grading Scale:

A: 95-100; A-: 90-94; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-77;
C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; F: 0-59

Cell Phone Notice: You do not have to turn off your cell phone completely. You are, however, **REQUIRED** to put in on mute or vibrate. If your phone “rings” in any manner, (i.e. a song, etc.), I will ask you to leave class immediately. You will receive a five-point deduction from your course grade (which is only known after you complete the final exam) for each incident. In other words, should you bring your cell phone to class and it goes off and your course grade at the end of the semester is 92, I will deduct five points leaving you with an 87. Should the incident happen again, I will deduct another five points, and so on. It’s a shame that I have to do this, but there have been so many cases of cell phones going off in my class, I have decided to try to put an end to it.

Helpful Videos and DVD's: (on reserve at the Circulation Desk). You are NOT required to watch these outside of class.

Balún Canán DVD 03975

Maya Heritage in Guatemala DVD 01209 (No subtitles; general commentary)

Sixth Sun: Mayan Uprising in Chiapas VT 06980

“Rigoberta” VT 06569

“El Norte” DVD 03351

El Señor Presidente DVD 03944 (Colección Cine Cubano)

Mario Vargas Llosa VT 09719 (No subtitles; talks about his writing in general)

Mario Vargas Llosa VT 11394 (Subtitles; talks about his literary background)

Prontuario (tentative):

Aug. 30: Introducción al curso.

Sept. 1: Comentario del prontuario

Sept. 3: *Balún Canán* (Primera Parte: I-XIII)

Sept. 6: **Día Feriado: No hay clase**

Sept. 8: *Balún Canán* (XIV-XXIV)

Sept. 10: *Balún Canán* (Segunda Parte: I-V)

Sept. 13: *Balún Canán* (VI-X)

Sept. 15: *Balún Canán* (XI-XIV)

Sept. 17: *Balún Canán* (XV-XVIII)

Sept. 20: *Balún Canán* (Tercera Parte: I-X)

Sept. 22: *Balún Canán* (XI-XXIV)

Sept. 24: Article(s) on *Balún Canán*

Sept. 27: *Me llamo Rigoberta Menchú* (Intro.-V)

Sept. 29: *Me llamo Rigoberta Menchú* (VI-XI)

Oct. 1: *Me llamo Rigoberta Menchú* (XII-XV)

Oct. 4: *Me llamo Rigoberta Menchú* (XVI-XIX)

Oct. 6: *Me llamo Rigoberta Menchú* (XX-XXVI)

Oct. 8: *Me llamo Rigoberta Menchú* (XXVII-XXXIII)

Oct. 11: Artículo(s) sobre *Me llamo Rigoberta Menchú*

Oct. 13: **Examen 1**

Oct. 15: *Amora* (Principio-Somos mujeres...)

Oct. 18: *Amora* (Profundizando...-De la democracia...)

Oct. 20: *Amora* (Seguramente...-Noche de ronda...)

Oct. 22: *Amora* (Qué rico...-Suave...)

Oct. 25: Finish *Amora* (Nada como...-Vida, nada me debes;...)

Oct. 27: Artículo sobre *Amora*

Oct. 29: Visita de Rosamaria Roffiel

Nov. 1: *El Señor Presidente* (I-VII)

Nov. 3: *El Señor Presidente* (VIII-XII)

Nov. 5: *El Señor Presidente* (XIII-XVIII)

Nov. 8: *El Señor Presidente* (XIX-XXIV)

Nov. 10: *El Señor Presidente* (XXV-XXIX)

Nov. 12: *El Señor Presidente* (XXX-XXXV)

Nov. 15: *El Señor Presidente* (XXXVI-Epílogo)

Nov. 17 Artículo(s) sobre *El Señor Presidente*

Nov. 19: **Examen 2**

Nov. 22: **Taller de Escritura.** Traiga dos copias de su trabajo escrito a clase.

Nov. 24: **Día Feriado: No hay clase**

Nov. 26: **Día Feriado: No hay clase**

Nov. 29: Comentario sobre la película“ *La ciudad y los perros*”

Dic. 1: Artículo(s) sobre *Time of the Hero*; **Entregar su trabajo escrito**

Dic. 3: Presentaciones grupales

Dic. 6: Presentaciones grupales

Dic. 8: Presentaciones grupales

Dic. 10: Presentaciones grupales

Dic. 13: Conclusión; Repaso; Evaluación del curso.

Proyecto Final Creativo: Tuesday, December 14 from 1:10-3:10 in this classroom.

Grade Sheet: SPNS 432 (Fall 2010)

Student: _____

Attendance: _____

x .05 = _____

Participation/Preparation: _____

x .10 = _____

Quizzes: _____

x .15 = _____

Exams:

First Exam _____

x .10 = _____

Second Exam _____

x .10 = _____

Group Project: _____

x .15 = _____

Term Paper: _____

x .20 = _____

Final Creative Project _____

x .15 = _____

Total:

Cell Phone Penalty:

Course Grade:
