SPANISH 3315
Survey of Spanish American Literature: Social Diversity and Spanish American Identity

Credits: 3           MW 3-4:15   Location: GCB 525
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Course Description
This course is designed to help students become more knowledgeable in Spanish American literature in all its major historical and geographical divisions, including pre-columbian texts, chronicles of the “discovery” and conquest of the Americas, colonial writings, as well as writings since the time of the wars for independence, etc. The course will be loosely organized around the theme of “Social Diversity and Spanish American Identity,” which highlights readings that address this theme. There are three additional objectives for the course: students will a) further develop their ability to enjoy reading works of literature while doing so with a critical eye, b) further develop their ability to talk and write (in Spanish) about what they read, and c) increase their knowledge and understanding of Spanish American history and culture.

Prerequisite: Grade of C or higher in Span 3307
Required texts:
Huellas de las literaturas hispanoamericanas, 2nd edition
Del amor y otros demonios, G. García Márquez
Fotocopias en reserva bibliotecaria (tba)

Note: This is a Writing Intensive Course. In accordance with university guidelines, Writing Intensive courses “use writing as a tool for learning and provide ample opportunities to write in the discipline. Review and feedback on writing in progress are the heart of a writing intensive course because research indicates that students learn more and write better when they revise their work regularly using feedback.” The first three items in “Grades/Assessment” comprise the Writing Intensive (WI) component of this course. Lorraine Lynch, a graduate student in Spanish, will be the graduate assistant for this course. Her role is to help you improve your writing; she will be responsible for reading and critiquing drafts and/or revisions of some of your essays. You should not expect Ms. Lynch to be of direct assistance with non-writing aspects of the course (i.e., content-related concerns, midterm preparation, etc.). This is her email address: lynchbernardspanish@gmail.com

Grades/Assessment: (this course uses the + - scale)
-Essays (WI): The first essay will be worth 5% of the final grade; the second and third will each be worth 10% (25% total). Please double space, title, and staple (if 2 or more pages, of course) all your essays. You must submit a printed version of your essay on the due date. You may revise any and all of these essays one time and resubmit them for regrading. You must resubmit your revision no later than the end of the class period two weeks after you first receive your graded essay. I encourage you to meet with Ms. Lynch to review all stages of your writing process, and require you to do so (MEET with her) if you’d like to revise and resubmit an essay that received a grade of B- or lower. Please have Ms. Lynch sign and date the first essay (i.e., the one that received a B- or lower) to indicate that she has met with you and helped you analyze and rethink your essay. Keep a close eye on deadlines and make plans accordingly with Ms. Lynch. You must, in order to set up a meeting, make your initial contact with her sometime during the first week of the two-week window you have for revision. She will have very clear instructions not to yield to students who are trying to do things at the last minute and thereby attempting to take advantage of her time.
-Public commentary (WI, 5%): Each student is responsible for posting/distributing – on one occasion during the course of the semester – a brief commentary based on the reading for the day. The commentary is a brief “position” or reaction paper of one or two paragraphs that may be delivered in advance to the instructor for posting/distribution, or distributed to classmates at the beginning of the assigned class session. A signup sheet will be made available to students during the first few class sessions.

-Final Research Project (WI): 5% for preliminary plan/review process; 20% end product (25% total). The final version may not be revised.

-Midterm exam: 20%

-Class participation (10%); students who receive top participation grades:
  * contribute on a regular basis to class discussion with comments and/or questions that demonstrate having carefully read and pondered the reading for the day. They seem genuinely interested in learning.
  * are punctual and not a distraction to the class (ie, they turn off cell phones, finish their lunch prior to class, etc. Further information is available in the Faculty Handbook, Section 401 Disruptive Student Behavior Policy).
  * work/interact effectively and respectfully with their peers.
  * overcome shyness and are willing to take risks during conversations; avoid English.

-Mini-quizzes (10%): At the beginning of some class sessions, the instructor will administer unannounced (pop) quizzes based on the reading for the day; there will be between 5-10 of these.

-Presentation (5%): Each student is responsible for delivering one 3-5 minute oral presentation on a historical and/or cultural subject of her/his choice (perhaps in consultation with the instructor), provided that it is of relevance to the reading for the day. In other words, this oral presentation (which may be complemented with visual aids and/or handouts) will help classmates better understand the historical and/or cultural contexts involving the reading for the day. You may need to clarify for your audience why the subject matter of your presentation is relevant to the reading. Additional information/sign-up sheet forthcoming.

Policy on late work, plagiarism, and other housekeeping topics:
-All tests/quizzes must be taken on the date indicated on the syllabus or announced by the professor. There will be no make-ups of tests/quizzes unless the student presents official documentation of some extraordinary circumstance and the professor accepts it as a legitimate excuse. You have three days to contact the professor and make suitable arrangements. I am under no obligation to accept late work that is not accompanied by a legitimate, official, verifiable excuse. Assignments are usually collected at the beginning of the class session.
-If you are absent or late, it is your responsibility to remain up to date on assignments and the direction of the course.
-Please keep at least one copy/file of any essays or other texts you prepare on a computer.
-Your sending an email to my email address does not constitute my agreement with and/or acceptance of its contents (for instance, emails of this sort: “Dear Prof. Alcocer, I will be traveling to my aunt’s funeral next month and will need to take the midterm on Friday instead of Wednesday. Thank you…”).
-Academic Honesty. Definitions: Plagiarism is presenting another person's work as one's own. Cheating on Examinations involves giving or receiving unauthorized help before, during, or after an examination. Multiple Submissions: It is a violation of academic honesty to submit substantial portions
of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. Be particularly careful with online sources, as these have been problematic with some students. If in doubt about whether an activity constitutes plagiarism, please ask me before you submit your work for assessment. Cases of cheating are handled within the policies of the College of Arts and Sciences and in accordance with the University Statement on Students Rights. As a minimum punishment, a grade of 0 will be assigned for any piece of work for which cheating or plagiarism is proven.

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SCHEDULE (This is a tentative schedule. The professor reserves the right to make changes and announce them to the class. Unless otherwise indicated, readings and page numbers refer to Huellas.)

7 enero Introducción al curso; conversaciones preliminares

LITERATURA PRE-HISPÁNICA
9 enero pp. 4-7, 13, 17 (Literatura Náhuatl)

14 enero pp. 26-39 (Literaturas Maya y Quechua), ejercicio sobre la formación de una tesis; comentar ensayos

CRONICAS DEL DESCUBRIMIENTO Y CONQUISTA (SIGLOS 15-16)
16 enero pp. 42-58 (Cristóbal Colón), **Ensayo 1 due**; video

21 enero MLK Holiday

23 enero pp. 72-94 (Bernal Díaz del Castillo, Bartolomé de las Casas); (video: Cabeza de Vaca)

28 enero pp. 108-116 (El Inca Garcilaso de la Vega)

LA COLONIA (SIGLOS 16-19)
30 enero pp. 118-120, 130-145 (Sigüenza y Góngora)

4 febrero pp. 151-165 (Sor Juana)

6 febrero pp. 168-181 (Carrió de la Vandera)

11 febrero pp. 197-205 (Bello), **Ensayo 2**; video

INDEPENDENCIA, FORMACION DE NACIONES, ROMANTICISMO
13 febrero pp. 208-211, pp. 219-224 (Heredia)

18 febrero Más Heredia?

20 febrero pp. 256-262 (Gómez de Avellaneda); video

25 febrero pp. 212-215, pp.245-255 (Sarmiento), repaso

27 febrero **Midterm Exam (includes sections on primary texts, as well as literary terminology and historical currents mentioned in class)**

(Descanso de primavera)
MODERNISMO Y VANGUARDIA, NUEVAS DIRECCIONES
10 marzo pp. 216-218, 286-302 (Martí)

12 marzo pp. 325-335, 344-349 (Darío)

17 marzo pp. 350-358 (Rodó); Ensayo 3, video

19 marzo pp. 378-390 (Mistral), pp. 391-398 (Storni)

24 marzo pp. 450-462 (Ortiz), pp. 473-475, 477 (“El abuelo”, Guillén)

26 marzo pp. 401-404, 411-412, 415-417 (Vallejo)

31 marzo pp. 484-487, 508-513, pp. 536-549 (Fuentes) distribute final project instructions (including checklist for April 14th peer review)

2 abril pp. 615-626 (Paz); Bring one paragraph description of final project

7 abril pp. 627-630 (Castellanos)

9 abril pp. 648-651 (Morejón); pp. 668-672, 715-727 (Ferré)

14 abril pp. 730-731, 741-748 (Fernández Retamar); Bring four copies to class of expanded/revised version (version 2) of final project; peer review

16 abril pp. 550-554, Del amor y otros demonios

21 abril Del amor...; Bring version 3 (for Ms. Lynch); attach first two versions

23 abril Del amor,...

28 abril Del amor, conclusiones

Final Project (Final + all previous versions) due at end of final exam period (Wednesday, April 30th, 5pm)