

The University of Iowa
College of Liberal Arts and Sciences
Department of Spanish

Introduction to Literary Analysis: 35:112:006

Spring 2009

114 MacLean Hall 12:30-1:20 MWF

Course Website: <http://icon.uiowa.edu>

The administrative home of this course is the College of Liberal Arts and Sciences.

Instructor: Crystal Chemris, PhD. Dr. Chemris is Visiting Assistant Professor of Spanish. She received her PhD from Brandeis University and has taught courses in Hispanic literature, culture and language at various institutions. She has published on Spanish Renaissance and Baroque literature as well as on modern Latin American poetry.

Instructor's webpage: From Department of Spanish and Portuguese homepage, click on Faculty (on map), then on Associated Faculty, then on name to read about the professor's research projects and teaching experience.

Office location and hours: MWF 4:30-5:30pm and by appointment; 412 Phillips Hall

How to communicate with instructor: Please contact me by email whenever possible to let me know if you have any concerns about the course, if you have to miss a class, if you would like to arrange an appointment, or for any other reason. I respond within 24 hours, but there may be a longer delay on weekends or holidays. During most of the semester, you can give essays or messages for me to Merry Bullock, the receptionist in the Office of Spanish and Portuguese, 111 Phillips Hall (be sure my name is on the message or essay). At the end of the semester, however, any material for me must be left under my door.

Phone: 335-2795 (during office hours)

Email address: crystal-chemris@uiowa.edu

DEO: Tom Lewis, PhD, 111 Phillips Hall (tom-lewis@uiowa.edu).

Description of Course: In this course we will read a variety of literary texts, including short stories, poems, a play, and a short novel; we will also watch a Spanish-language film, since film often has important structural similarities to literature. **This course is conducted entirely in Spanish.**

Objectives and Goals of the Course: The purpose of this course is four-fold: 1) to improve your Spanish language skills in general; 2) to improve your literary reading skills in particular; 3) to teach basic literary analytical techniques and terminology; and 4) to introduce you to a wide range of Hispanic literary texts with an eye toward developing a general understanding of genre and period.

Course Prerequisites: Two years of college-level Spanish or equivalent (i.e placement at fifth semester level). Eligible students who earn a B or higher in this course qualify for FLIP credit. This class is not appropriate for students who have already taken advanced Hispanic literature courses in Spanish.

Texts

Required texts and materials: Friedman, Edward, Teresa Valdivieso, y Carmelo Virgillo. *Aproximaciones al estudio de la literatura hispánica*. Boston: McGraw Hill, 2003. 6th edition. Available at Iowa Book and Supply.

There will be an occasional reading posted on our ICON site, as indicated on syllabus.

Recommended text: A good Spanish-English dictionary. I particularly recommend either the Oxford (300,000 words and 500,000 translations) or the Collins (750,000 words). The Oxford can be bought discounted through Amazon.com., and a copy is on reserve at the library.

Grading System and the Use of +/- The plus-minus system will be used according to the following departmental scale:

97.0 – 100.0	A+	77.0 – 79.9	C+
93.0 – 96.9	A	73.0 – 76.9	C
90.0 – 92.9	A-	70.0 – 72.9	C-
87.0 – 89.9	B+	67.0 – 69.9	D+
83.0 – 86.9	B	63.0 – 66.9	D
80.0 – 82.9	B-	60.0 – 62.9	D-
		below 60.0	F

GRADE BREAKDOWN:

2-3 page “explicación de texto”	10%
Midterm Exam:	20%
Attendance and Participation, including <i>Cuaderno de cuestionarios y apuntes</i>	20%
5-6 page paper	30%
Final Exam:	20%

Compositions: These will be analytical essays which focus on close readings of texts studied; you should aim to identify literary devices used and to relate them to overall meaning or to a theme specified in the assignment. You will have an opportunity to workshop a first draft with a peer and to also ask questions of me at that time. Your task will be easier if you are able to summarize the original class discussion of the text in an organized essay; thus your daily preparation of the *cuestionarios* and class notes will be key to success in these compositions.

Cuaderno de cuestionarios y apuntes: Questionnaires at the end of readings in *Aproximaciones* should be completed in a notebook which you regularly bring to class. Questions should be answered in complete sentences in Spanish, with attention being paid to correct spelling and grammar. Skip a couple of lines between answers so that there is room to insert corrections or additions in response to the review of answers in class. On the following page, write your notes on the class lecture and discussion of the reading. Sometimes the *cuestionarios* will be supplied as photocopies where additional material is used. In those cases, you should staple or insert the photocopy into your notebook. Notebooks will be inspected at random in every class as a way of maintaining the level of class preparation. Organizing your answers to the *cuestionarios* and your notes in this manner will give you the ingredients for your essays and make the writing process easier. You should make flashcards for new literary terms as they are introduced and bring them to class to be checked with your notebook.

Exams: The exams will include definitions of literary terminology, identifying authors and works we have studied, and brief essays. In-class reviews will be held before the exams, and possible essay questions will be distributed in advance. A dictionary may be used in the exam.

Participation: In addition to preparing the *cuadernos*, students are expected to actively participate in Spanish, answering the *cuestionarios* and always preparing a brief comment on the readings. English may not be used for discussion. You will be expected to participate actively and respectfully in peer review sessions. I do not expect perfection, but I do expect thoughtful effort.

Class participation and attendance: The class participation grade will be based on such factors such as preparedness for class activities, participation in class activities (particularly small group activities), and use of Spanish vs. English. CLAS recommends that you spend 2 hours in class preparation for every hour of class time; thus you should spend 6 hours per week on preparation for this class. Please let me know if you are spending more than nine hours/week. **CELLPHONES MUST BE TURNED OFF AND STOWED IN CLASS.**

Attendance is required. Missing more than ten classes will result in a failing grade. After three absences, your final grade will be reduced by one point for each subsequent absence. You should consider these three allowable absences as potential sick leave and use them accordingly. Unusual circumstances such as serious (medically documented) illness or family emergencies will be taken into account.

The only exception to this policy is for absences due to representing the University in an intercollegiate activity such as athletics, marching band, debate team, and so forth (please check with me if you are not sure if your activity falls into this category). For such absences the appropriate documentation will be required.

FORMAT OF COMPOSITIONS: 12pt, 1” margins, black ink on white paper, Times New Roman font, double-spaced word document with page numbers in upper right corner. For advice on printing foreign characters (accent marks, tildes, etc.) on a PC or a MAC, see the “Apéndice” at end of syllabus.

POLICY ON LATE WORK: Assignments are due by class time. Late work will be docked 5 points if handed in later in the day of the due date and 10 points if handed in the next day before 5pm. After that, the work will be graded as a zero. Exceptions will be made in cases of documented (with a medical note) illness or documented religious observance or family emergency, or when representing the university in a UI-sponsored function. I recommend emailing a copy to yourself as backup, posting a copy to your myfiles account and/or saving to a disc or flash drive. Work must be submitted to me as an email attachment by class time and also submitted in class as a stapled hard copy.

REMEDIAL WORK: Students needing remedial work in grammar should refer to one of the review web pages listed below, or obtain tutorial assistance by contacting the Department of Spanish and Portuguese for a list of tutors. Further tutorial assistance is offered by *New Dimensions in Learning* (<http://www.uiowa.edu/~ossp/ndil/tutoring.html>).

The *Spanish Writing Center* (http://www.uiowa.edu/~spanport/gen_ed/writeCtr.htm) is highly recommended. Tutors and students may not use English during consultation sessions. This center, located in room 480 Phillips Hall, is staffed by teaching assistants in Spanish who are familiar with materials and assignments for this course. Tutors in the Writing Center will work with you to improve your writing, focusing on issues of content, organization, and structure. Tutors will not “fix” your writing; rather, they will work with you to find better ways of expressing your ideas. There is a sign-up sheet on the door of 480 Phillips Hall where you can schedule a 30 minute appointment. You should take your notes, any drafts you have written (with your instructor’s comments if you have any), and a copy of the assignment. There is no charge for using the Center.

FLIP Credit: Students who are taking the course with the hope/expectation of receiving FLIP credit must inform the College that they want to earn FLIP credit for the course in which they are enrolled. The necessary form is very short, and can be downloaded from the College’s web site (<http://www.clas.uiowa.edu/students>). Students who are advised through Academic Advising can also get the form there. In the past we have also had forms available in the department office.

HONORS OPTION: Honors students can arrange to take this course with **Honors Designation**. In order to graduate with Honors in Spanish, you must be a Spanish major and have an overall g.p.a. of at least 3.33, as well as a 3.33 g.p.a. in Spanish; you must have taken at least one honors Spanish course or a Spanish course with honors designation; and, you must write and defend an honors thesis. If you are interested in taking this course with honors designation, please discuss this option with me no later than **Monday of the second week of class**. You and I must agree on an additional project, such as a paper or outside reading that would help enrich the course. You must also file the “Agreement to Receive Honors Designation for Coursework” form with the

Honors Program by the appropriate date. This form is available from the Honors Program secretary (420 BHC) or on-line (<http://www.uiowa.edu/~honors/program/forms/index.html>). The departmental honors advisor is Prof. Amber Brian; see her for more information about Honors in Spanish (amber-brian@uiowa.edu; 457PH; 335-2231).

ONLINE RESOURCES:

Diccionario básico: <http://www.wordreference.com>
 Diccionario de sinónimos y antónimos: <http://tradu.scig.uniovi.es/sinon.cgi>
 Diccionario de la Real Academia Española: <http://www.rae.es/>
 Dictionaries Online: <http://www.yourdictionary.com/>
 Merriam-Webster Dictionary Online: <http://yourdictionary.com/>
 Wikipedia en español: <http://es.wikipedia.org/wiki/Portada>
 Gramática y ortografía: <http://www.indiana.edu/~call/>
 Página de verbos: <http://mld.ursinus.edu/~jarana/Ejercicios/self-check/verbs.html>
 Conjugador de verbos: <http://www.prologo.net/spanconj.aspx>
 Conjugador de verbos: <http://www.lingolex.com/conjugatorform.htm>
 Tutorial de gramática: <http://www.studyspanish.com/tutorial.htm>
 Lingolex tutorial de gramática: <http://www.lingolex.com/spanish.htm>
 Guía de estilo correcto: <http://www.bowdoin.edu/eyepes/newgr/estilo.htm>
 Guides for Research Papers: <http://www.uiowa.edu/~commstud/resources/citation.html>
 Cómo citar documentos electrónicos:
<http://www.anmal.uma.es/anmal/numero8/docelectr.htm>
 Acentos y diacríticas: <http://www.vanderbilt.edu/AnS/spanport/keyboard.html>
 ITS Internacional characters: <http://cs.its.uiowa.edu/sda/international-characters.shtml>
 UNI Spanish Website: <http://www.uni.edu/becker/Spanish3.html>

COURSE-SPECIFIC POLICY ON ACADEMIC HONESTY

YOU MAY:

- Consult with me during my office hours.
- Get help from a friend or tutor with the **planning** of your composition or with your outline (*plan de redacción*).
- Consult dictionaries and grammar reference sources.
- Consult with tutors in the Spanish Writing Center.
- Use a Spanish spell-check (e.g. with a program such as Microsoft Word or *Sin falta*).

YOU MAY NOT:

- Ask a friend or your tutor to read your composition and correct the errors.
- Turn in a composition that someone else has written or helped you write, in whole or in part.
- Use any software that translates your writing from English to Spanish.

PLEASE CONSULT WITH ME IF YOU HAVE QUESTIONS REGARDING ADHERING TO THESE POLICIES ON ACADEMIC HONESTY.

Calendar of Course Assignments: Please note that the syllabus may be modified at the discretion of the instructor, with advance notice to students.

STANDING ASSIGNMENT: Attend a live reading of poetry or narrative (e.g. at Prairie Lights Bookstore or as a Poetry Slam at the Mill). Write a half page reaction to the experience in Spanish and submit by the last day of class. This exercise will count towards your participation grade. PAGE NUMBERS REFER TO *APROXIMACIONES*, UNLESS OTHERWISE INDICATED. Material is due on date it appears on syllabus.

enero

- 21 Explicación del programa y reglamento del curso.
- 23 LA POESÍA: Prepara un comentario sobre la cita de Ariel Dorfman y tu reacción a las placas de poesía en la acera por la calle Iowa (en el camino a Phillips Hall). Menciona tu poema favorito. ¿Por qué, en tu opinión, es importante la poesía? ¿Qué función tiene? ENTREGA LA HOJA DE PRIMER DÍA “Cancionero tradicional” selecciones y música.
- 26 ¿Qué es la poesía? Introducción a la poesía 134-35. FOTOCOPIA: “Cancionero tradicional” (selecciones).
- FOR ALL AUTHORS, READ INTRODUCTION TO AUTHOR FIRST, AND ALWAYS DO *CUESTIONARIO* THAT CORRESPONDS TO READING ASSIGNED.
- 28 Las figuras de pensamiento 148-51, #3 “El enamorado y la muerte” 160-61. Usen fichas (“flashcards”) para memorizar los términos literarios. Trae las fichas a clase regularmente con el cuaderno.
- 30 Las figuras de dicción 151-52. Busca el significado de la frase latina “*Carpe diem.*” Garcilaso de la Vega, *Soneto XXIII* y cuestionario 172-74.

febrero

- 2 Los tropos. 152-54. Garcilaso de la Vega, *Soneto XXIII* y cuestionario 172-74.
- 4 La lírica barroca. Góngora: *Soneto CLXVI* y cuestionario 180-81
- 6 Quevedo: ¡*Ah de la vida!* y cuestionario 184-86. PRIMERA COMPOSICIÓN ASIGNADA: Interpretación/explicación de 2 de los 3 poemas que hemos estudiado de Garcilaso, Góngora y Quevedo. ¿Cómo se contrastan con respecto al tratamiento del tema de tiempo? (2-3 páginas).

- 9 PEER REVIEW DAY: Primera versión de la composición 1: trabajo de revisión en parejas
- 11 FECHA DE ENTREGA: VERSIÓN FINAL DE LA PRIMERA COMPOSICIÓN La sensibilidad romántica. Espronceda, “Canción del pirata” y cuestionario 188-90.
- 13 Las vanguardias. Huidobro: “La capilla aldeana” y cuestionario 215-17. Trabajo en grupos; comentarios.
- 16 Morejón: “Mujer negra.” y cuestionario 242-45 Temas para el ensayo del examen de medio semestre anunciados.
- 18 EL CINE: Almodóvar, “Hable con ella” (película en clase); completar la parte del cuestionario que le corresponde (fotocopia).
- 20 Almodóvar, “Hable con ella” (película en clase); completar la parte del cuestionario que le corresponde (fotocopia).
- 23 Almodóvar, “Hable con ella” (película en clase); completar, en clase, la parte del cuestionario que le corresponde (fotocopia). Discusión del cuestionario.
- 25 Repaso para el examen.
- 27 Examen de medio semestre
- 2 LA NARRATIVA: “ Introducción,” 10-14 (hasta “el discurso”). Cuestionario especial (fotocopia). Crea fichas (“flashcards”) para la nueva terminología y tráelas a clase con el cuaderno; Poniatowska, “El recado” y cuestionario 89-92
- 4 Poniatowska, “El recado” y cuestionario 89-92.
- 6 Emilia Pardo Bazán, “Las medias rojas” y cuestionario
- 9 EL DRAMA: “Introducción”; García Lorca, *La casa de Bernarda Alba* Acto 1 (Special Cuestionario will be distributed in class for the play)
- 11 *La casa de Bernarda Alba* Acto 1.
- 13 *La casa de Bernarda Alba* Acto 2.

SPRING BREAK

- 23 *La casa de Bernarda Alba* Acto 2
- 25 *La casa de Bernarda Alba* Acto 3
- 27 *La casa de Bernarda Alba* Acto 3
- 30 Discusión de *La casa de Bernarda Alba*; TEMAS PARA EL ENSAYO FINAL ANUNCIADOS

abril

- 1 Práctica de Actuación: La escena final de *La casa de Bernarda Alba*
- 3 Práctica de Actuación: La escena final de *La casa de Bernarda Alba*
Arenas, “El cometa Halley” (ICON) (Special cuestionario will be distributed in class for the story)
- 6 Arenas, “El cometa Halley”
- 8 Arenas, “El cometa Halley”
- 10 PEER REVIEW: Revisión en parejas del ensayo final sobre *La casa de Bernarda Alba*
- 13 Corrección de los errores típicos de las composiciones
- 15 FECHA DE ENTREGA DEL ENSAYO FINAL; LA NOVELA: Unamuno, *San Manuel Bueno, mártir* 106-108
- 17 Unamuno, *San Manuel Bueno, mártir* 108-110; Cuestionario p. 130: 1-6
- 20 *San Manuel Bueno, mártir* 110-113 hasta “la cruz del nacimiento.” Cuestionario p. 130: 7-8. Comenta el simbolismo del nogal, de la boda y del episodio del payaso. ¿Es bueno o no Don Manuel? Haz una lista de sus buenas obras.
- 22 *San Manuel Bueno, mártir* 113 “He querido” – 118. Cuestionario p. 130: 9-12. Comenta los diferentes aspectos del símbolo del lago y de la montaña.
- 24 *San Manuel Bueno, mártir* 119-122 “la luna llena” Cuestionario p. 131: 13, 15, 16, 17, 18. Comenta los cambios en los personajes.

- 27 *San Manuel Bueno, mártir* 122 “E iba” – 127 “de la ilusión” Cuestionario p. 131: 14, 19, 20, 21, 22; Comenta las implicaciones políticas de la postura de Don Manuel.
- 29 *San Manuel Bueno, mártir* “El pobre cura” – 130 fin. Cuestionario p. 131: 24-27. Comenta la estructura narrativa de SMB. ¿Quién es el autor? Considera la primera oración y la última sección; PREGUNTAS POSIBLES DEL EXAMEN FINAL ANUNCIADAS

mayo

- 1 Repaso de los términos literarios
- 4 REPASO PARA EL EXAMEN FINAL
- 6 Repaso. Fecha de entrega: Reacción a un recital de poesía o narrativa en vivo (“standing assignment”).
- 8 Repaso.

FINAL EXAM: Date, Location and Time of Final Exam for this class is: Monday May 11, 7:30am in 114 MacLean Hall.

The College of Liberal Arts and Sciences: Policies and Procedures

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS *Student Academic Handbook* [www.clas.uiowa.edu/students/academic_handbook/index.shtml].

Academic Fraud

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS *Student Academic Handbook*.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS *Student Academic Handbook*.

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI **Comprehensive Guide on Sexual Harassment** at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. (*Operations Manual, Part IV, 16.* See items e, h, and i.)

*The CLAS policy statements have been summarized from the web pages of the College of Liberal Arts and Sciences.

Recommended Information

CLAS recommends that instructors include relevant resources for students on the syllabus. The following are examples of such resources that might be included:

- **Writing Center** 110 English-Philosophy Building, 335-0188, www.uiowa.edu/~writingc
- **Speaking Center** 12 English-Philosophy Building, 335-0205, www.uiowa.edu/~rhetoric/centers/speaking
- **Mathematics Tutorial Laboratory** 314 MacLean Hall, 335-0810, www.uiowa.edu/mathlabTutor
- **Tutor Referral Service** Campus Information Center, Iowa Memorial Union, 335-3055, www.imu.uiowa.edu/cic/tutor_referral_service

Instructors might also wish to include a policy statement on classroom behavior and the University policies concerning exams:

Student Classroom Behavior

The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others; such behaviors are a violation of the **Code of Student Life**. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and to request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for **Student Services** and Dean of Students).

University Examination Policies

Missed exam policy. University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Excused absence forms are required and are available at the Registrar web site: www.registrar.uiowa.edu/forms/absence.pdf

Final Examinations. An undergraduate student who has two final examinations scheduled for the same period or more than three examinations scheduled for the same day may file a request for a change of schedule before the **published deadline** at the Registrar's Service Center, **17 Calvin Hall**, 8-4:30 M-F, (384-4300).

APÉNDICE

WRITING SPANISH DIACRITICAL MARKS IN WORD PROCESSORS

Macintosh (all applications): SPANISH

á é í ó ú	option-e + letter that goes under it (a e i o u)
ä ë ï ö ü	option-u + letter that goes under it (a e i o u)
~	option-n + letter that goes under it (n a o)
inverted exclamation point ¡	option-1 (not shift-option-1)
inverted question mark ¿	shift-option-?

Windows: In Windows WordPerfect, choose "Symbol" from the "Insert" menu or type control-w. A window pops up in which you can choose a character set (Multinational) and then select the character you want to insert. Double-click on the character you want, to insert it in the text and leave the "symbol" window showing. Click in the text to keep typing.

Short-cut keys for diacritical marks in Word 97 or Office 2000 for Windows NT:

á é í ó ú	ctrl ' (apostrophe) then the letter that goes under it
ü	ctrl + (colon), <i>the letter</i>
~	shift ~ (tilde), then the letter that goes under it (n)
inverted exclamation point ¡	alt/ctrl/shift !
inverted question mark ¿	alt/ctrl/shift ? or alt/?

You can also select characters from the "Insert...Symbol" menu, or make your own shortcut keys.

For more detailed information you may also visit:

<http://cs.its.uiowa.edu/sda/international-characters.shtml>

<http://www.vanderbilt.edu/AnS/spanport/keyboard.html>

<http://faculty.weber.edu/tmathews/grammar/compmark.html>