

Fall 2021

Professor: Maribel Morales

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Classroom: Lentz Hall 221

Office: Lentz Hall 420

Class Hours: MWF 10:30-11:35

Phone: 551-5866

Student Hours: Mondays 12:00-2:30 meet me in my office LH 420, or via Zoom <https://carthage-edu.zoom.us/j/97066331481>

I am also available by appointment: Send me an email and we will set up a time that works for you, to meet in person or via Zoom.

Prerequisites: SPN 3080, SPN 3090 and SPN 3110 or instructor approval.

Reading materials:

There is not textbook in this class, however, materials will be uploaded to Schoology. The majority of class time will be spent analyzing texts; therefore, students are expected to bring texts to class. A Spanish language dictionary is recommended for homework assignments. A good online resource is www.rae.es Real Academia de la Lengua Española website.

Course Description:

This course will explore the literary and historical context of nineteenth-century Spain through the literary analysis of the works of Emilia Pardo Bazán, one of the most prominent Spanish women writers of the time. The course will focus the exploration of gender issues during this time in Spain. Students will read historical texts, as well as short stories written by Emilia Pardo Bazán. Pardo Bazán was a defender of the rights of women and she used her novels and short stories to incite a feminist conscience in the Spanish public. The criticism of the situation of women, the lack of education and the limited opportunities beyond domesticity will be examined with a variety of texts. In addition, students will learn feminist literary theory, they will analyze literary works with a feminist lens, and they will improve their writing skills.

Student Learning Outcomes:

As a result of this course, students will be able to:

1. Explain social values and traditions that shaped the division of gender roles in 19th century Spain in writing.
2. Describe the social expectations of women and men from different social classes in writing.
3. Critically analyze the works of Emilia Pardo Bazán taking into account the historical and literary context.
4. Apply feminist literary theory to the works of nineteenth-century Spanish author Emilia Pardo Bazán.

Because this is a Writing Intensive course, students will work to improve their writing skills. The following are the student learning outcomes related specifically to writing:

Students will be able to:

1. Write a literary essay with a clear thesis
2. Provide adequate support for that thesis
3. Use proper citations
4. Produce argument-driven writing with a clear introduction and conclusion.

Land Acknowledgement Statement: We acknowledge and are mindful that Carthage College stands on lands that were originally occupied by the first people of this area, the **Potawatomi**, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the **Potawatomi** people for centuries.

Statement of Inclusive Excellence: Education is transformative, and open intellectual inquiry is the foundation of a college education and a democratic society. In the spirit of shared humanity and concern for our community and world, we celebrate diversity as central to our mission and affirm our solidarity with those individuals and groups most at risk. We disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

We affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours. We value critical reasoning, evidence-based arguments, self-reflection, and the imagination. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

Learning Accessibility Service Information Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Tutoring and/or Academic Coaching is available to assist you with any aspect of the class, including understanding readings, preparing for quizzes, and studying for exams. These resources are not engineered especially for struggling students; they are for everyone to maximize their academic growth potential. Please take advantage of them. For information and to book a one-on-one appointment visit carthage.edu/tutoring

General Policies and Expectations: Dialogue-based Learning

Our classes rely heavily on participation and discussion; therefore, students are expected to attend class regularly, have the readings with you, and be prepared to share thoughts, opinions, and ideas. Homework will be posted on Schoology on a regular basis. It is your responsibility to pay attention to announcements in class and to find out what information you missed if you are late for class or miss class. If you join the class after attendance has been taken, it is your responsibility to see me after class to make sure you have been marked present.

Grading criteria

Class Participation/Attendance	25%
Literary essays/Schoology Assignments	25%
Quizzes	20%
Final Project	20%
Final Exam: Reflection Essay	10%

Grading Criteria:

- **25% Participation (and attendance):** Attend class regularly. It is your responsibility to pay attention to announcements in class and to find out what information you missed if you are late for class or miss class. Students are expected to come to class with the appropriate texts, prepared to engage in discussion on the assigned course materials.
 - Each day you will be able to earn participation points based on your active contributions to class discussions and your overall participation. If you miss a class, and you want to make up the work you missed you need to send the professor an email before the class starts. The professor will respond to the email with specific instructions on what work you need to complete before you come to the next class. This is highly recommended because it will help you come to class prepared. Make up work is always due at the beginning of the next class. If you do not send the professor an email, you will not be able to make up any work, quiz, etc. and you will receive a zero.
 - Class participation will be based on:
 - your active contributions to group work and class discussion, always in Spanish
 - your focus and attentiveness in class (no cellphones)
 - your conscious, active, and respectful engagement with the work and ideas of others (this includes listening as much as responding)
 - your punctuality and attendance
 - your preparation for class: Completing assignments.
- **25% Writing assignments** (Literary essays/Schoology Assignments): Written response papers will be graded based on the content and the grammar. To make sure you continue to work on your grammar/vocabulary, you are encouraged to review your written assignments with a Spanish tutor. Other written assignments will be in the format of online homework on Schoology. These will be graded mostly based on the content of your responses.

Tutors are here to help students. Make as many appointments as you need, practice oral skills, review homework assignments, practice oral presentations, etc. If you see a tutor, have them sign the assignment they helped you with so that the professor can see who helped you.
- **20% Quizzes:** This kind of assessment of student learning will be used with different formats. Samples will be provided prior to quizzes to help you prepare.
- **20% Final Project:** The final research project consists of a 10-page paper analyzing a specific aspect of nineteenth-century Spanish society related to gender. Research will be conducted in Spanish using different data bases and academic journals in Spanish. Each student will select a topic of interest. The essay should have a clear thesis and provide adequate support for that thesis. You will follow steps to complete the essay that will include research tips, annotated bibliography, several drafts, and peer-review activities.
- **5% Final Exam:** The final exam will be a reflection essay uploaded to Schoology by the final exam date. In this essay you will reflect on everything you learned.

#StaySafeCarthage

We will follow the guidelines of the college: <https://www.carthage.edu/carthage-covid-19/>

Masks:

In order to enact proactive safety measures, effective Wednesday, Aug. 11, all students, employees, and visitors, regardless of vaccination status, will be required to wear masks when inside campus buildings.

This new measure will include the following:

- Classrooms: Students and faculty members will be required to wear masks in classrooms, labs, studios, and all indoor teaching spaces.

This is a tentative schedule subject to change:

Week		Lecturas y Actividades
1	Wed. Sept. 8	Introducción al curso ¿Qué es el feminismo?
	Fri. Sept. 10	Precursoras del feminismo, un repaso a quienes abrieron paso a las feministas del siglo XIX – la primera ola
2	Mon. Sept. 13	Precursoras del feminismo, un repaso a quienes abrieron paso a las feministas del siglo XIX – la segunda ola, sufragistas de EE.UU.
	Wed. Sept. 15	Precursoras del feminismo, un repaso a quienes abrieron paso a las feministas del siglo XIX – sufragistas de Inglaterra.
	Fri. Sept. 17	Precursoras del feminismo, un repaso a quienes abrieron paso a las feministas del siglo XIX – sufragistas de Inglaterra. Reflexión sobre lo que significa el sufragio femenino. ENSAYO 1.
3	Mon. Sept. 20	Terminología – Patriarcado, Machismo, Sexismo, Género.
	Wed. Sept. 22	Literatura y Feminismo en España, antes del siglo XIX Geografía y mapas de España.
	Fri. Sept. 24	Introducción a la historia de España del siglo XIX. La historia del siglo XIX. La economía – Obstáculos a la modernización. El crecimiento demográfico y los movimientos migratorios.
4	Mon. Sept. 27	Literatura y Feminismo en el siglo XIX

	Wed. Sept. 29	La sociedad española del siglo XIX. El papel del hombre y de la mujer – sistema legal de dominación. Feministas en la literatura.
	Fri. Oct. 1	Escritoras españolas del siglo XIX o el miedo a la marginación. Prueba 1: Contexto histórico, social y literario. Conceptos del feminismo.
5	Mon. Oct. 4	La vida de Emilia Pardo Bazán
	Wed. Oct. 6	La vida de Emilia Pardo Bazán
	Fri. Oct. 8	Contexto socioeconómico – Pobreza y género. Lectura de la historia corta “El pañuelo” de Emilia Pardo Bazán como ejemplo de la clase social baja y su pobreza.
6	Mon. Oct. 11	Revisar el tema de la clase social baja y la pobreza. Ideas tradicionales de la mujer. Traje y moda. “La manga” de Emilia Pardo Bazán. ENSAYO 2: Análisis literario “El pañuelo” y “La manga”.
	Wed. Oct. 13	Temas principales: el matrimonio, el divorcio y el maltrato Personajes de la serie de televisión española titulada “Acacias 38”. Episodio 1 de Acacias 38 (15 min.) Tema: el matrimonio y los malos tratos. (Tarea: ver min. 15 al min. 46: Narración en pasado).
	Fri. Oct. 15	Episodio 1_ min. 46 El servicio. Min._52 Celia y Felipe hablan sobre el matrimonio y la maternidad. (Tarea: ver capítulo 1 desde min. 55 a 1 hora 16 min.)
7	Mon. Oct. 18	Análisis: Historia corta de Emilia Pardo Bazán “El revólver” . Matrimonios obligados por problemas económicos y malos tratos. El tema de los celos.
	Wed. Oct. 20	Introducción a la educación. La educación y la mujer en el siglo XIX. Sistemas educativos. Escuelas. Las institutrices. Episodio 2, Leonor quiere ser escritora.
	Fri. Oct. 22	Midterm grades due “El indulto” Episodio 3 completo
8	Mon. Oct. 25	Fall break – no class
	Wed. Oct. 27	“El guardapelo” . Episodio 4 completo Paso 1: Elegir un tema para el proyecto final.
	Fri. Oct. 29	Episodio 5 completo. Prueba/ENSAYO 3: El revólver, El indulto y El guardapelo.
9	Mon. Nov. 1	Feminismo de Emilia Pardo Bazán. Lectura de “Feminista”
	Wed. Nov. 3	Episodio 6 de Acacias. Leonor no se quiere casar. Prostitución, las criadas y la mujer en el convento.

	Fri. Nov. 5	Paso 2: Investigación, sesión de biblioteca, buscar materiales.
10	Mon. Nov. 8	Leer la historia corta “Champagne” . Episodio 6 completo.
	Wed. Nov. 10	Revisar los temas de la prostitución, las criadas y la mujer en el convento. Análisis de “Sor Aparición”
	Fri. Nov. 12	Prueba/ENSAYO 4: “Feminista”, “Champagne” y “Sor Aparición” La doble moral sexual y el adulterio. Lectura de “El árbol rosa” .
11	Mon. Nov. 15	Paso 3: Biografía Anotada. Acacias 38, episodio 7.
	Wed. Nov. 17	“La perla rosa” . Acacias 38, episodio 7.
	Fri. Nov. 19	Mujeres rebeldes. Lectura de “La novia fiel”
12	Mon. Nov. 24	Paso 4: Primer borrador. Revisión en clase. Acacias 38, episodio 8.
	Wed-Fri Nov 24-26	Thanksgiving Recess
13	Mon. Nov. 29	Mujeres rebeldes. Lectura de “El encaje roto” .
	Wed. Dec. 1	Mujeres rebeldes. Lectura de “La aventura” Acacias 38, episodio 9.
	Fri. Dec. 3	Paso 5: Revisiones del segundo borrador y recomendaciones. Episodio 10 de Acacias, y reflexiones sobre las cuestiones de género.
14	Mon. Dec. 6	Presentaciones del proyecto final
	Wed. Dec. 8	Presentaciones del proyecto final
	Fri. Dec. 10	Presentaciones del proyecto final
15	Mon. Dec. 13	Último día de clase: Repaso. Reflexiones sobre el feminismo. Paso 6: Ensayo final.

Examen final: **Examen 5** – Mujeres rebeldes y reflexiones sobre el feminismo.