

Professor: Dr. Maribel Morales

Office: LH 420

Telephone: (262) 551-5866 mmorales@carthage.edu**Student Hours**

Mondays: 10:00-12:00, Thursdays 11:30-2:30, in LH 420.

I am available at other times by appointment. Send me an email and we will arrange a time to meet in-person or via Zoom.

Course Description (Carthage Catalog): Students will learn to read and discuss in Spanish a range of Spanish texts. They will be exposed to the Spanish literary tradition and learn to interpret textual intentions and assumptions.**Student Learning Objectives**

1. Students will be able to interpret and analyze texts from different literary genres.
2. Students will be able to summarize the events of a novel, short story, drama or poem.
3. Students will be able to identify and explain aspects of a narrative: plot, time, place, and characters.
4. Students will be able to identify and explain cultural elements reflected in the texts including historical and social contexts.
5. Students will be able to define literary concepts and terms.

Required Texts

- Libro de texto: *Curso de literatura, español lengua extranjera*. Edelsa.
- Julia Álvarez. *De cómo las muchachas García perdieron el acento*. Random House Español, 2007.

Classroom Expectation: Mask Policy

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. As a result, EATING IN THE CLASSROOM is not allowed. Masks may be removed while actively drinking but should be promptly put back on when finished.

Check Carthage's mask policy and acceptable/unacceptable masks here: <https://www.carthage.edu/life-at-carthage/health-wellness-safety/covid-19/health-safety-protocols/masks-face-coverings/>

#StaySafeCarthage Expectations

Please follow the guidelines to keep our community healthy: <https://www.carthage.edu/life-at-carthage/health-wellness-safety/covid-19/health-safety-protocols/>

Grading Criteria:

30% Participation, preparation (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. Not having the right readings with you, not taking them out for class, using electronics during class, and not actively engaging in class discussion will result in lower participation grades. The more you participate in an appropriate way, the higher your grade will be. This class will be much more useful and interesting for all of us if there is a high quantity and quality of student participation.

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.

- Make up work will be graded if the instructions above are followed. The student can get up to 4 points depending on the quality of the makeup work. Some components of the class experience cannot be made up, such as class discussions.
- Because of the nature of the language classroom, if you miss more than 7 classes your grade will be greatly affected and can result in an F.

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 electronic devices)
- 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.

30% Homework 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 **tutor**. Response papers are due at the beginning of the class.

- o Tutor Options: <https://www.carthage.edu/academics/advising-support/tutoring/tutoring-options/>

15% Quizzes and 10% Final Exam

15% Discussion leader and Teaching presentation: Each student will be responsible for a section of the novel. Instructions will be given during the semester. The teaching presentation will include a section of our textbook and additional research of several authors.

Learning Accessibility Services

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).

Tentative Schedule –. Our schedule is likely to change as we move through the term. The best way to know when a homework assignment is due is to check Schoology.

1	Jueves 3 de febrero	Introducción a la clase <u>Literatura Actual</u> Erika L. Sánchez, <i>Yo no soy tu perfecta hija mexicana</i> (2018)
2	Martes 8 de febrero	<u>TEMA 10: Literatura Actual</u> Almudena Grandes, <i>Atlas de geografía humana</i> (1998) p. 164. (España)
	Jueves 10 de febrero	<u>TEMA 10: Literatura Actual</u> Contexto Socio-Histórico, p. 116-117, Características de la literatura, p 118 Autores representativos, p. 119 (Ernesto Cardenal, Roberto Cossa, Laura Esquivel, Mario Vargas Llosa, Isabel Allende) ANÁLISIS: Isabel Allende, <i>La casa de los espíritus</i> (1982) p. 166-167 (Chile)
3	Martes 15 de febrero	<u>TEMA 10: Literatura Actual</u> Contexto: Revolución Mexicana ANÁLISIS: Laura Esquivel <i>Como agua para chocolate</i> (1989) p. 120-121 (México)
	Jueves 17 de febrero	<u>Literatura Actual</u> Contexto: Inmigración en Estados Unidos ANÁLISIS: <u>Prueba 1: Tema 10</u>
4	Martes 22 de febrero	<u>TEMA 1: La Edad Media</u> Contexto socio-histórico, p. 8-9, Características de la literatura, p. 10 Autores representativos, p. 11 (Gonzalo de Berceo, Don Juan Manuel, Juan Ruiz, Arcipreste de Hita, Jorge Manrique, Fernando de Rojas) ANÁLISIS: Jorge Manrique, “Coplas a la muerte de su padre” (1472) p. 14-15

	Jueves 24 de febrero	<p>Visita de Rosario Marín https://www.carthage.edu/live/news/39699-41st-us-treasurer-rosario-marin-to-speak-at Rosario Marín — an immigrant, first-generation college graduate, and 41st U.S. treasurer — has served as secretary of the state and consumer services agency for the State of California, where she oversaw the equivalent of the GDP of the eighth largest global economy, and programs managing a state workforce of more than 250,000 people, the state’s civil rights enforcement, consumer protection, and the licensing of 2.4 million Californians in more than 255 different professions. As treasurer of the United States under President George W. Bush, Treasurer Marín oversaw the U.S. Mint and the Bureau of Engraving and Printing, and was a key member of the US-Mexico Partnership for Prosperity, which achieved significant reduction in the cost of remittances between the US and Mexico. Treasurer Marín has advocated for financial literacy among the unbanked and for people with mental disabilities and their families.</p>
5	Martes 1 de marzo	<p>TEMA 2: El Renacimiento Contexto socio-histórico, p. 18-19, Características de la literatura, p. 20 Autores representativos, p. 21 (Garcilaso de la Vega, Santa Teresa de Jesús, Fray Luis de León, San Juan de la Cruz, Miguel de Cervantes)</p> <p>ANÁLISIS: Anónimo, <i>El Lazarillo de Tormes</i> (1554) p. 22-23 (ENSAYO 1) ANÁLISIS: Miguel de Cervantes Saavedra, <i>Don Quijote de la Mancha</i> (1605), p. 24-25</p>
	Jueves 3 de marzo	<p>TEMA 3: El Barroco Contexto socio-histórico, p. 28-29, Características de la literatura, p. 30 Autores representativos, p. 31 (Mateo Alemán, Luis de Góngora y Argote, Lope de Vega, Francisco de Quevedo, Calderón de la Barca)</p> <p>ANÁLISIS: Lope de Vega, <i>Fuenteovejuna</i> (1612-14) p. 32-33</p>
6	Martes 8 de marzo	<p>Prueba 2: Temas 1, 2 y 3 TEMA 4: La Ilustración Contexto socio-histórico p. 38-39, Características de la literatura p. 40 Autores representativos, p. 41 (Benito Jerónimo Feijoo, José Caldaso y Vázquez, Gaspar Melchor de Jovellanos, Leandro Fernández de Moratín, Andrés Bello)</p> <p>ANÁLISIS: Leandro Fernández de Moratín, <i>El sí de las niñas</i> (1806) p. 42-43</p>
	Jueves 10 de marzo	<p>TEMA 5: El Romanticismo Contexto socio-histórico, p. 46-47, Características de la literatura, p. 48 Autores representativos, p. 49 (Duque de Rivas, José de Espronceda, Mariano José de Larra, José Zorrilla y Moral, Gustavo Adolfo Bécquer, Rosalía de Castro)</p> <p>ANÁLISIS: Gustavo Adolfo Bécquer, “Rima LIII” (1871) p. 52-53 ANÁLISIS: Leyenda de Gustavo Adolfo Bécquer: “El monte de las ánimas” (pdf)</p> <p>Tema 5: Romanticismo en América Latina Características de la literatura p. 54, Autores representativos p. 55 (Esteban Echeverría, Domingo Faustino Sarmiento, Gertrudis Gómez de Avellaneda, José Hernández, Clorinda Matto Turner)</p>
7		SPRING RECESS
8	Martes 22 de marzo	<p>TEMA 6: Realismo y Naturalismo. Contexto socio-histórico, p. 60-61, Características de la literatura p. 62 Autores representativos p. 63 (Juan Valera, Manuel Tamayo y Baus, José Echegaray, Benito Pérez Galdós, Leopoldo Alas “Clarín”, Emilia Pardo Bazán)</p> <p>ANÁLISIS: Emilia Pardo Bazán: <i>Las medias rojas</i> p. 146-147.</p> <p>As part of Carthage's Celebration of Women in March, The Women's and Gender Studies Program, along with support from the Office of Institutional Advancement, will bring the documentary <i>Mama Gloria</i> for a campus viewing and discussion on Wednesday, March 23rd from 11:45-1:25 in the Campbell Student Union Auditorium. The movie highlights the life and work of Gloria Allen, Chicago's Black transgender icon, who transitioned in the 1960s, and later opened up a center for trans youth in Chicago. Facilitators for the after-movie discussion will be Prof. Nora Carroll from Carthage's Theater Department and Barbara Farrar, the Executive Director for the LGBT Center of SE Wisconsin.</p>
	Jueves 24 de marzo	<p>Prueba 3: Temas 4, 5 y 6 TEMA 7: Modernismo Contexto socio-histórico, p. 74-75, Características de la literatura, p. 76 Autores representativos, p. 77 (José Martí, Manuel Gutiérrez Nájera, Rubén Darío, Leopoldo Lugones, Amado Nervo, Juan Ramón Jiménez)</p> <p>ANÁLISIS: Rubén Darío, <i>Sonatina</i>, p. 78-79</p>

9	Martes 29 de marzo	<p><u>TEMA 8: Vanguardias</u> Contexto socio-histórico, p. 88-89, Características de la literatura, p. 90 Autores representativos, p. 91 (César Vallejo, Jorge Luis Borges, Juan Rulfo, Nicolás Guillén, Pablo Neruda)</p> <p>ANÁLISIS: Nicolás Guillén, <i>La muralla</i> (1958) p. 154-155 ANÁLISIS: Jorge Luis Borges: “Los dos reyes y los dos laberintos” (1949) p. 94</p>
	Jueves 31 de marzo	<p><u>TEMA 8: Generación del 27,</u> Características de la literatura p. 96-97, Autores representativos, p. 97 (Pedro Salinas, Federico García Lorca, Vicente Aleixandre, Luis Cernuda, Rafael Alberti)</p> <p>ANÁLISIS: Federico García Lorca, <i>La casa de Bernarda Alba</i> (1936) p. 98-99</p>
10	Martes 5 de abril	<p><u>TEMA 9: Boom Latinoamericano y Posguerra,</u> Contexto socio-histórico, p. 102-103, Características de la literatura, p. 104 Autores representativos, p. 105 (Julio Cortázar, Jorge Díaz, Alejo Carpentier, Octavio Paz, Gabriel García Márquez)</p> <p>ANÁLISIS: Julio Cortázar, Carta a una señorita en París (pdf) ANÁLISIS: Gabriel García Márquez <i>Cien años de soledad</i> (1967) p. 108-109 y “Ladrón de sábado” (pdf)</p>
	Jueves 7 de abril	Assessment Day – No hay clase
11	Martes 12 de abril	<p>Prueba 4: Temas 7, 8 y 9 Julia Álvarez (EEUU/República Dominicana) Contexto para <i>Cómo las muchachas García perdieron el acento</i>: Cultura, historia autora Julia Álvarez Empezar a leer el capítulo 1 <i>Cómo las muchachas García perdieron el acento</i></p>
	Jueves 14 de abril	PRIMERA PARTE: 1989-1972 Antojos: Yolanda Páginas 3-23
12	Martes 19 de abril	El beso: Sofia Páginas 24-40
	Jueves 21 de abril	Las cuatro niñas: Carla, Yolanda, Sandra, Sofia Páginas 41-68
13	Martes 26 de abril	Joe: Yolanda Páginas 69-87 La historia de Rudy Elmenhurst: Yolanda Páginas 88-107
	Jueves 28 de abril	SEGUNDA PARTE: 1970-1960 Una revolución común y corriente: Carla, Sandi, Yoyo, Fifi Páginas 111-137
14	Martes 3 de mayo	Hija de la invención: Mami, Papi, Yoyo Páginas 138-155 Intrusión: Carla Páginas 156-172 Nieve: Yolanda Páginas 173-175
	Jueves 5 de mayo	Espectáculo: Sandi Páginas 176-199 TERCERA PARTE: 1960-1956 La sangre de los conquistadores: Páginas 203-232
15	Martes 10 de mayo	El cuerpo humano: Yoyo Páginas 233-246 Naturalezas muertas: Sandi Páginas 247-264
	Jueves 12 de mayo	Una sorpresa americana: Carla Páginas 265-284 El tambor: Yoyo Páginas 285-300 Conclusiones

Final Exam due: **Tuesday, May 17** - 10:30 a.m.-12:30 p.m.