Spanish 3160: Introduction to Literature
Spring Semester 2009
11:30-12:45 a.m., TTh, Elizabeth Hall 115

Instructor: Dr. Jeffery D. Stokes, EH 425, tel. 626-6185; fax: 626-7588. You will also find this syllabus on my website: http://weber.edu/jstokes e-mail address: jstokes@weber.edu

Office hours: 10:00-10:45 MTWRF; 2:00-2:45 TR; other hours by appointment, or just drop by if you’re in the neighborhood


To enter the course: Students should have completed two years of college Spanish or had an equivalent experience, such as a residence of a significant length in a Spanish-speaking environment. Students should be at least at the Intermediate Mid level on the Proficiency Scale.

Course description: As the course title implies, this class will provide the student with an introduction to literature and literary analysis. Literary genres to be studied will include narratives, poetry, drama and essay. The bulk of each class session will be dedicated to the discussion of the assigned readings. This discussion will include analyses of structure, point of view, themes, sociocultural aspects, plot, characters, relationships with our own experience, etc. The course includes the objective of expanding student language proficiency in both the oral and written modes. Spanish will thus be used as the vehicle of communication in class by both instructor and student.

Requirements:

1. Preparation and participation. It is essential that students read all assigned material and prepare all exercises carefully prior to each class session. In order to assist the instructor in determining level of daily preparation, a brief and simple quiz will be administered at the beginning of class once or twice most weeks on that day’s assigned readings (and/or possibly on those of the previous class session). (12-14 quizzes, total). Since the purpose is to determine preparation prior to class, it will not be possible to make these quizzes up afterward. It is therefore essential for students to attend each class session and arrive on time. Once I begin gathering quizzes, no further copies will be given out to late arrivals. Two quizzes (lowest or missed) will be dropped. It is also expected that students will participate actively in all class activities, and use Spanish to the maximum degree.

2. Exams. There will be three exams during the semester, including the final. All exams should be taken on time:

   • Exam 1: Narratives
   • Exam 2: Poetry
   • Exam 3: Drama and Essay + TBA Comprehensive Topics

3. Short Paper. A short paper written in Spanish, 2 pages minimum, double-spaced, is required. The topic should be an analysis of a work by one of the authors in our text, but the work/s must not appear in our own textbook. This work can belong to any of the four genres studied in the course (narrative, poetry, drama, essay). The work/s chosen should total at least 28 versos of arte mayor or 48 versos of arte menor for poetry, or a minimum of 3 full text pages for the other genres.
4. **Exceptions to 1 through 3 above.** Any valid reason for missing a class, an assignment, or an exam due to truly extenuating circumstances should be presented to the instructor for consideration in advance of the activity in question, whenever reasonably possible. Use my voice mail, e-mail, or fax. **Otherwise, makeups will not be allowed.**

**Evaluation:** Each student will receive a grade based on the following point system:

1. Preparation and Participation 150
2. Short preparation quizzes (5 points each, average) c. 50
3. Paper 50
4. Exams 1 and 2 (100 points each): 200
4. Final Exam 150

**TOTAL** c. 600

**Grading breakdown:** 94% of total (min.) A ; 90% A-; 87% B+; 83% B; 80% B-; 77% C+; 73% C; 70% C-; 67% D+ 63% D; 60% D-; Below 60% E

**Schedule of Assignments.** The following list of assignments may be modified at any time by announcement in class or by e-mail (check your mail.weber.edu account!). If a class should be cancelled for any reason, stay current on assignment schedule; we will catch up quickly.

**January**

6 Introduction to the course; warm-up activities in Spanish; assigning of introductory presentations; assigning of obtaining copy of the syllabus
8 Study introductory material on narratives and prepare presentation (prior to class): study pp. 10-19; skim 24-40

13 Don Juan Manuel, 42-46. **Note: This and all the rest of the indicated assignments are to be completed by the class session for the corresponding date; each assignment includes (1) reading biographical material, (2) textual material and (3) preparing the exercises following the textual material.**
15 Ricardo Palma, 46-50; Emilia Pardo Bazán, 50-53

20 Jorge Luis Borges, 59-61; Juan Rulfo, 68-72
22 Julio Cortázar, 61-68

27 Ana María Matute, 73-77; Marco Denevi, 77-79
29 Isabel Allende, 98-105

**February**

3 Cristina Peri Rossi, 92-97; review
5 Gabriel García Márquez, 79-89

10 **Exam 1: Narrative**
12 “Introducción a la poesía”, study 134-154

17 **Remember to read all corresponding biographical introductions and prepare Cuestionarios:** Anónimo: “El enamorado y la muerte” (171); Quevedo: “Salmo XVII” and “Amante agradecido a las lisonjas mentirosas de un sueño” (185) and “Represéntase la brevedad de lo que se vive y cuál nada parece lo que se vivió” (185); Lope de Vega: “Rimas humanas, CXCI” (183)
19 Sor Juana: “A su retrato” and “A una rosa” (187); Espronceda: “Canción del pirata” (189-191); Gómez de Avellaneda: “Al partir” (192)

24 Bécquer: “Rima XI” and “Rima LIII” (195); Martí: “Si ves un monte de espumas” (197) and “Dos patrias” (197)
Silva: “Los maderos de San Juan” (199-200); Dario: “Canción de otoño en primavera” (204-205); Nervo: “La pregunta” (206)

March

Machado: “Proverbios y cantares, XXIX” (208); Jiménez: “Vino, primero, pura” (210); Mistral: “Meciendo” (211-212)
Ibarbourou: “La higuera” (218); Lorca: “Prendimiento de Antoñito el Camborio en el camino de Sevilla” (221); Guillén: Sensemayá (226)

9-13 Spring Break

17 Review/Catch-up; Neruda: “Me gustas cuando callas” (handout)
19 Neruda: “La Infinita” (228) and “Oda al tomate” (229-230); Paz: “El sediento” (232)

24 Película: Il postino
26 Película: Il postino; preview of Lorca’s La casa de Bernarda Alba. Turn in title of work/s, name of author and aspect/s to be analyzed in your paper.

31 Examen 2: Poetry and Film

April

2 Study “Introducción al drama”, 248-249; 257; 279 (on García Lorca); Federico García Lorca: La casa de Bernarda Alba, 338-350 (Acto primero)

7 La casa de Bernarda Alba, 351-363 (Acto segundo)
9 La casa de Bernarda Alba, 363-374 (Acto tercero, etc.)

14 TBA Essays (handouts or in text)
16 TBA Essays (handouts or in text)

21 Turn in paper. Video: La casa de Bernarda Alba
23 Video: La casa de Bernarda Alba; review for Exam 3

(Tue.) 12:00-2:00 p.m.: Examen 3 (Final), y luego, ¡que pasen unas vacaciones magníficas!

Important Policies

Extra credit: No individual extra credit assignments will be given. Instead, please put extra time and effort into preparation for class activities, assignments and exams. Thank you.

Academic honesty: It is expected that students will submit their own work. A complete description of cheating and plagiarism can be found in the WSU Student Code, section 14, part D, paragraph 2. Plagiarism will result in failure on an assignment or in the course, depending on the severity. On the other hand, students are encouraged to collaborate on assignments and to have other students in the course read their work and give comments and suggestions before turning them in. But please don’t simply turn your assignment over to somebody to “rewrite” it for you.

Department Assessment Policy: The Department of Foreign Languages and Literatures requires a final portfolio from all graduating majors during the last semester of their senior year. If you are a major or a minor, or are even considering becoming a foreign language major, please save (on computer disk if possible) at least one example of your best work from this class and all other language classes you take towards fulfillment of your major.

Students with Disabilities. Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.