

Rutgers University (Newark Campus)

Summer 2019

Span 208 Introduction to Latin American Literature (ONLINE)

21.940.208.BQ

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Monday, Tuesday, Wednesday & Thursday



### COURSE INFORMATION SHEET

**REQUIRED TEXTS:** The Course Package and other necessary materials, are available on the Blackboard.

**STRONGLY RECOMMENDED:** Spanish to Spanish Dictionary

Free Websites: <http://www.diccionarios.com> and <http://buscon.rae.es/diccionario/drae.htm>

\*\*\*Please do not use on-line translators to write your essay. This would be detrimental to the quality of your work.

**PREREQUISITES:** LANG 204 (Intermediate Spanish II) or departmental approval.

**COURSE DESCRIPTION:** In this course, we will examine works of literature produced by some of the most prominent writers of Latin America, at the same time that we will learn about the development of Latin American culture and history. Over the semester, we will consider the writings of Christopher Columbus and Bartolomé de las Casas, discuss the poetry of José Martí and Rubén

Darío, and engage with the fiction of Horacio Quiroga, Jorge Luis Borges, and Gabriel García Márquez, among others. We will also improve our ability to think and write critically, and to approach writing as both a process and a skill that can be learned. **This writing-intensive course is taught in Spanish and meets the new core curriculum history and literature requirement.**

#### **COURSE OBJECTIVES:**

1. To understand and trace the evolution of Latin American literature from its beginnings to the present
2. To comprehend, interpret and analyze written Latin American texts of poetry and prose.
3. To develop and use critical thinking skills by discussing issues related to language, literature, and culture.
4. To express oneself effectively in Spanish, both orally and in writing, at a superior level of proficiency.

**COURSE REQUIREMENTS:** All students must read the texts and all other assigned materials before class in order to participate in class discussions. All discussions and written works will be done in Spanish. All students must bring to class daily the textbook, writing utensils and occasionally, if necessary, a dictionary.

**Exams:** **Mid-Term** and **Final** comprehensive test on the material of this course.

<b>Date:</b>	June	19	<b>Examen Intermedio (<i>Mid-Term Exam</i>)</b>
	July	3 <sup>rd</sup>	<b>Examen Final (<i>Final Exam</i>)</b>

No make ups will be given unless under exceptional circumstances, if that is the case you have to notify the instructor at least a week in advance. Missing the final exam will result in a grade of **INCOMPLETE**.

**Active participation & classroom discussions.** Be sure to complete the readings and other assigned activities. This will give you a firm basis for the content of the course and allow you to be a fully informed participant. You must complete the works according to the schedule / assignments that appear in the calendar link in the **BLACKBOARD**.

This is a course designed to foster **CRITICAL THINKING**. Literature is something that can be enjoyed by anyone, without any special training. Literary analysis, however, is an activity for which skills, knowledge, and preparation are needed. Spanish majors are supposed not only to be able to read in Spanish, but to read critically: to be professional readers.

This course is, also, highly **PRACTICAL** in the sense that it is only by **DOING** that students can learn how to do things such as how to analyze a poem, a short story, or how to decide whether context is relevant to text, etc. Literary analysis is a craft that can only be properly learned by practicing it. *Therefore, the class participation and preparation will count for a high percentage of the grade.* Accordingly, this course will be very demanding of students.

In addition to becoming familiar with the development of Spanish culture and history, as we progress through the course you will have the opportunity:

- To read and comprehend theoretical material about Spanish literature, cultural production, identity development, politics and cultural criticism;
- To apply the theoretical material in the course to any cultural artifact about which you are reading;

- To gain knowledge and appreciation of Spanish culture in its diverse manifestations.
- To gain the tools for analyzing the social, cultural and political issues that shape Spanish communities.
- To grapple with historical and social dilemmas that require sensitive, careful critical commentary.
- To practice the skills/capabilities listed above

As a **General Requirement**, the course is also designed to help you develop the reading, writing, oral and critical analysis skills you will need for proceeding through the university. The course includes work on library research and on improving your computer skills. In addition, the course will focus on developing your teamwork skills and your competence in assessing your own learning abilities.

**Clear and effective writing:** This course will help you to improve your ability to express yourself clearly on paper. It will provide you with the opportunity to practice revising your written work in order to improve the organization and presentation of your ideas. In writing, you will work toward being able to use evidence appropriately in order to deal with and apply complex ideas accurately.

**Conscious and critical reading:** We will discuss effective reading strategies (to find “main arguments” or identify evidence, for example). We will explore a range of text types that you may encounter at the university level: narrative and autobiographical accounts, theoretical essays, historical writing, and fiction; and we will practice effective reading approaches to these various forms.

**Critical thinking:** In writing or speaking, you will learn to cite evidence appropriately, accurately represent and attribute complex ideas, and apply theoretical material to various situations. You will begin to assess the credibility of sources, including Internet sources.

**Information literacy:** You will practice locating and evaluating a variety of different kinds of sources through using the Dana Library, including on-line sources. You will become familiar with a variety of information-gathering tools (both electronic and print sources).

**Self-assessment:** You will work on becoming conscious of the strengths and learning skills you already have, and you will set goals for improving your skills. At various points during the semester, you will evaluate your progress in improving your learning skills by reviewing the work you have completed thus far during the term.

## COURSE OVERVIEW

- This is a totally **ONLINE CLASS**. I will assume that you are familiar and comfortable with Blackboard. You may also contact the Academic Technology Services. For assistance please contact the Newark Computing Services Help Desk at (973) 353-5083 or [help@newark.rutgers.edu](mailto:help@newark.rutgers.edu).
- Do not expect that because this is an online class that it will be somehow easier in terms of course content or assignments. There will be just as many lectures, readings, and assignments as in a regular class—although of course you will not have to travel to campus to attend.
- You will need to be a self-starter and be able to manage your time effectively without the structure of a classroom setting in order to succeed in this course. The overall organization of the class will consist of two parts:
  - a) The first part (Units I- III) will conclude with an at-home Midterm Exam.
  - b) The second part (Units IV-VI) will conclude with an at-home Final Exam.

I have arranged the course content in 25 lessons class. This arrangement will help you to keep abreast of the material so that you do not fall behind. You are expected to do the assigned readings and listen to the lectures every week in order to stay organized and not fall behind o Weekly class assignments will help you to stay on track and are given at the conclusion of a module every week o Log onto this course on Blackboard every weekday to check for announcements, emails, or other developments

## **ONLINE COURSE STRUCTURE**

One of the major advantages to an online course is its flexibility since all course materials and assignments are available to you 24 hours a day.

The course has been structured in 6 Units that include a total of 25 classes.

- In the modules each lesson contains a variety of different content. This content might include reading materials contained within the Course Content section or from freely available online sources, as well as a number of interactive activities that you can click on to extend your learning and enhance your experience in the course.
- Some modules focus on the production of academically rigorous persuasive essays that demonstrate your successful engagement with the material presented in the other modules.
  - a) Everything is structured in a step-by-step fashion. If you have any questions or comments at any time, feel free to email me. I am excited to have your participation in this course and I look forward to your contributions to it!
- A successful distance learning experience requires a flow of communication between instructor and student throughout the session.

## **TECHNOLOGY REQUIREMENTS**

You must have and regularly check a valid email account for this course. You should check your email accounts at least twice per week or more often depending on your progress in the course.

- By signing up for an online course, you certify that you have reliable access to a computer and the internet.
- To take these courses, you need a web browser, a word processing program, a program for reading Acrobat documents, and other programs, for example Windows or Real Media to view/hear multimedia content.
- If you do not already have these programs, many options are available including these free options: • Multi-platform Web Browser: Mozilla Firefox, <http://www.mozilla.org/> • Word Processing: OpenOffice, [www.openoffice.org](http://www.openoffice.org) • Acrobat Reader: Adobe Acrobat, [www.adobe.com](http://www.adobe.com)

## **FINAL GRADE DISTRIBUTION:**

Mid Term Exam	20%
Final Exam	20%
One short essay (5 pages minimum)	20%
Weekly class assignments (homework)	30%
Preparation and participations	10%

## EXAMS

- There will be two at-home exams, one **Midterm Exam** and one **Final Exam**, to be typed and returned within roughly a 7-day period.
- The Midterm Exam will cover Units I - III and the Final Exam will cover Units IV - VI.
- The exam questions themselves will be posted on specific dates and your answers are to be returned on specific dates according to the syllabus.
- The typed responses are to be submitted to me on Blackboard: Submit the Midterm Exam as a Word document by March 7 at 11:59 pm. The Final Exam Questions will be available on May 11. The typed responses are to be submitted to me on Blackboard by May 9 at 11:59 pm. Remember submit the Final Exam as a Word document.
- Submit each exam as a SINGLE Word document attachment. Do not use other formats such as pdf or Notepad. DO NOT cut and paste your exam in the submission box. When you submit your exams, the beginning of the file name you will give them will be your first name last, last name first (for instance, "Gomez, Jorge midterm" or "Ramirez, Mari final exam"). Only if Blackboard is down or not functioning properly, email the exam to **gmart@newark.rutgers.edu** before the deadline.
- Do not do outside research to answer the exam questions. Everything you need to know to answer an exam question effectively is located in lectures guides. Therefore, know the lecture guides well. This means taking careful notes on the lecture guides in advance of the exams, and then using these notes to answer the exam questions. Using outside research to answer an exam question may result in a failing grade on the exam.
- If you encounter technical problems with Blackboard contact the Academic Technology Services. For assistance please contact the Newark Computing Services Help Desk at (973) 353-5083 or **help@newark.rutgers.edu**.
- Late exams will not be accepted. If you encounter a technical problem in submitting the exams on Blackboard, use the back-up email address, **gmart@newark.rutgers.edu**
- Submitting the wrong file or an incomplete exam due to negligence are not acceptable excuses, and I will not allow a resubmission of the exam due to these errors.
- The exams will be returned to you and the grades posted in the My Grades area on Blackboard within a week

## WEEKLY CLASS ASSIGNMENTS (HOMEWORKS)

Students are responsible for checking their homework on Blackboard, where they will be posted on a regular basis.

- You will take several homework, one on each section. The schedule appear on the blackboard. The homework are available through the table of contents in each module; the link to each in each module will become visible the first day that the homework is available to take. The deadlines for each individual homework are listed in the Class Schedule and Course Readings, below.
- Each homework may be comprised of multiple choice, short answer and true/false questions.
- Your grades will be available the day after the deadline has passed.

- Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.
- I will drop your lowest quiz grade when figuring your final grade.

**ESSAY (One 5-7 page essay)** will be required for this course. Your paper should be thoughtful and thought-provoking analyses of specific points about particular texts. You will be expected to have a clear thesis included in a well-developed introduction, sound and thorough discussion of points supporting your thesis, and a solid conclusion. Spelling and grammar do count, so be sure to proofread your paper before you hand them in. (I do not mind a few corrections made in ink; too many corrections, however, are a sign that the paper needs to be re-typed.)

Deadlines for the assignment are listed on the course schedule. Late papers will be down-graded by one full grade; papers will not be accepted a week after they are due.

This paper is an exercise in critical thinking about literature. In all your essays, you are expected to use quotes from the texts you are discussing. These quotes should be limited to 20 words or less. The citations from your text must be properly cited in your essay, using MLA format (parenthetical citation along with a Works Cited page). Just a reminder: do not simply insert quotes without proper incorporation and discussion. Quotes cannot stand alone.

**Format for Papers:** Each paper must be **typed, double-spaced with one-inch margins on all sides**. Include your name, course number and the date the assignment is handed in on the upper left-hand corner of the first page. Subsequent pages should have your last name on the upper right-hand corner followed by the page number. All pages must be stapled on the upper left-hand corner. **DO NOT** include a separate cover sheet; it is not necessary.

- Use these topics to generate a thesis and argument. Whatever the topic is, what I am looking for is a specific analysis, not plot summary or description. Respond to the given topic by illustrating your analysis with quotes from the text (but not over-quoting!). Think about your analysis in terms of an argument that you are supporting with evidence from the text. Ask “why?” or “how?” something is as it is. The point of these papers is to show me you have thought carefully and deeply about the work. The highest grades are given to thoughtful, insightful, critical commentaries that are free from writing errors. Therefore, proofread **CAREFULLY**.
- As I always instruct my students, do not write your term paper at the last minute! You have from the beginning of the semester to prepare your paper since the topics are available right now. You may send me a thesis statement or draft of your paper at any point during the semester for feedback (but not on the day or on the day before it is due!).
- You may use outside sources in researching your term paper, but these must be cited in a proper Works Cited page in MLA format. I have placed a web-link on Blackboard to a webpage that offers information on MLA style.
- The Essay is due on May 9 by 11:59 pm.
- Submit the paper as a single Word document attachment. Do not use other formats such as pdf or Notepad. **DO NOT** cut and paste your paper in the submission box. When you submit your paper, the file name you will give it will be your first name last, last name first (for instance, “Gomez, Jorge term paper”). If Blackboard is down or not functioning properly, email the paper to my personal Email: **[martinezguillermo03@gmail.com](mailto:martinezguillermo03@gmail.com)** before the deadline.

- Late papers will not be accepted. If you encounter a technical problem in submitting the paper on Blackboard, use the back-up email address, gary.schneider@utrgv.edu. Submitting the wrong file due to negligence is not an acceptable excuse, and I will not allow a resubmission of the paper due to this error.
- The paper will be returned to you and the grade posted in the My Grades area on Blackboard within a week

## **CLASS PREPARATION AND PARTICIPATION**

Students are encouraged to stay in touch with one another and with the instructor by electronic means inside this online course--sending, reading, and responding to email, discussion, news, and (optionally) news. Doing so is vital in an online course, as is keeping up with assignments and maintaining self-discipline and self-motivation.

**ONLINE STUDENT CONDUCT** You are expected to abide by the University of Rutgers' code of student conduct, including the rules applicable to online courses and student conduct in general.

**ACADEMIC HONESTY.** As a student enrolled in Flexible Learning courses through the University of Rutgers you are expected to perform with the highest level of academic honesty and integrity. You are responsible for providing proper acknowledgement for any work that is not the product of your own thought; this includes published and unpublished texts and information taken from Internet sources. Failure to properly cite such material will be regarded as plagiarism.

**Academic integrity** is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**Scholastic Dishonesty:** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" for the course. If you have any questions regarding the expectations for a specific assignment or essay, ask.

## **UNIVERSITY SENATE POLICIES**

"Please note that for undergraduate courses, one credit is defined as equivalent to an AVERAGE of three hours of learning effort per week (over a full semester) necessary for an AVERAGE student to achieve an AVERAGE grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom. This should not be considered a maximum amount, but rather an average amount."

According to the college-wide policy determined by the University's Faculty Senate:

- **A** achievement that is outstanding relative to the level necessary to meet course requirements.
- **B** achievement that is significantly above the level necessary to meet course requirements.
- **C** achievement that meets the course requirements in every respect.
- **D** achievement that is worth of credit even though it fails to meet fully the course requirements
- **F** (or **N**) represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was not agreement between the instructor and the student that the student would be awarded an I (incomplete).
- **IN** (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g. hospitalization, a student is prevented from completing the work of the course on time.

### COURSE CONTENT

May	28	<p>Introducción al curso.</p> <p><b>Unit I. La configuración del mundo hispanoamericano: Las raíces, la colonia, la independencia (¿ -1824)</b></p> <ul style="list-style-type: none"> <li>• Voces amerindias. Lectura y estudio de <i>Popol Vuh</i></li> </ul>
May	29 & 30	<p>El descubrimiento y la ficción de América. Los primeros escritores indoamericanos.</p> <ul style="list-style-type: none"> <li>• <b>Cristóbal Colón</b>. Lectura y estudio de <i>Carta a Luis de Santángel</i>.</li> <li>• La protesta de <b>Bartolomé de las Casas</b>. Lectura y estudio de <i>Historia de las Indias</i> (fragmentos).</li> <li>• La historia de <b>Bernal Díaz del Castillo</b>. <i>Historia verdadera de la Conquista de la Nueva España</i>. (Fragmentos).</li> <li>• Los primeros escritores indoamericanos. <b>El Inca Garcilaso de la Vega</b>. <i>Comentarios Reales</i>. Lectura y estudio de <i>Comentarios Reales de los Incas</i></li> </ul>
Jun	3 & 4	<p>Apogeo de la literatura colonial. El barroco novohispano. La defensa de la mujer. <b>Sor Juana Inés de la Cruz</b>.</p> <ul style="list-style-type: none"> <li>• Lectura y estudio de <i>Respuesta de la poetisa a la muy ilustre sor Filotea de la Cruz</i> y de algunos de los poemas (<i>Redondillas</i> y <i>Sonetos</i>).</li> </ul>
	5 & 6	<p>Encuentro y pugna de diversos estilos: barroco, rococó y neoclásico. Lo neoclásico con patrones picarescos.</p> <ul style="list-style-type: none"> <li>• <b>José Joaquín Fernández de Lizardi</b>. Lectura y estudio de <i>El Periquillo Sarniento</i> (Fragmentos)</li> <li>• <b>Andrés Bello</b>. Lectura y estudio de <i>La agricultura en la zona tórrida</i>.</li> </ul>
	10, 11 & 12	<p><b>Unit II. Búsqueda de la emancipación cultural (1825-1882)</b></p> <p>Política y literatura: El nuevo camino político: luchas de independencia. El nuevo camino literario: El romanticismo.</p> <ul style="list-style-type: none"> <li>• Lo neoclásico unido al temperamento apasionado y la naturaleza</li> </ul>

		romántica.
		<ul style="list-style-type: none"> <li>• <b>José María Heredia.</b> Lectura y estudio de <i>En una tempestad</i> y <i>Niágara</i>.</li> <li>• El iniciador del romanticismo en el Río de la Plata. <b>Esteban Echeverría.</b></li> <li>• Lectura y estudio de <i>El matadero</i>.</li> <li>• La recreación del pasado peruano. <b>Ricardo Palma.</b> <i>Tradiciones peruanas</i> Lectura y estudio de <i>El alacrán de Fray Gómez</i>.</li> </ul>
13, 17 & 18		<b>Unit III. La realidad americana y la renovación literaria (Del Romanticismo al Modernismo)</b> <ul style="list-style-type: none"> <li>• <b>José Martí. La poesía.</b> Lectura y estudio de <i>Ismaelillo</i> y <i>Versos sencillos</i> (Selección de poemas). <b>El ensayo.</b> Lectura y estudio de <i>Nuestra América</i> y <i>Mi raza</i>.</li> <li>• <b>Rubén Darío.</b> Lectura y estudio de <i>Prosa Profanas y cantos de Vida y Esperanza</i> (Selección de poemas).</li> </ul>
Jun	19	<b>MID TERM EXAM (Examen intermedio)</b>
	20	<b>Unit IV. Continuidad y ruptura: Hacia una nueva expresión (Del Modernismo a las Primeras vanguardias)</b> <b>Los narradores</b> <ul style="list-style-type: none"> <li>• El cuento artístico. <b>Horacio Quiroga.</b> Lectura y estudio de <i>El hijo</i>.</li> </ul>
	24	<b>Los narradores (Continuación)</b> <ul style="list-style-type: none"> <li>• El cuento filosófico, paródico y auto-reflexivo. <b>Jorge Luis Borges.</b> Lectura y estudio de <i>El sur</i>.</li> </ul>
	25, 26 & 27	<b>Los poetas.</b> <ul style="list-style-type: none"> <li>• Cantos de amor en toda dimensión y variedad. <b>Gabriela Mistral.</b> Lectura y estudio de <i>Los sonetos de la muerte</i>, <i>Sueño grande</i>, <i>Pan</i> y <i>La desvelada</i>.</li> <li>• La rebeldía hacia los papeles sexuales tradicionales. <b>Alfonsina Storni.</b> Lectura y estudio de <i>Hombre pequeño</i> / <i>Tú me quieres blanca</i> / <i>El hijo</i>.</li> <li>• El compromiso con la humanidad matizada con la emoción expresiva y la honda angustia. <b>César Vallejo.</b> Lectura y estudio de <i>Los heraldos negros</i>, <i>Trilce (Poema XXVIII)</i> y <i>Poemas humanos (Selección)</i></li> <li>• La versión poética, explicativa y justificativa de una propuesta teórica de “poesía impura”. <b>Pablo Neruda.</b> Lectura y estudio de <i>Poema 20</i> y <i>Walking around</i>.</li> <li>• La poesía negrista y social. <b>Nicolás Guillén.</b> Lectura y estudio de <i>Motivos del son</i>, <i>Sóngoro cosongo</i> y <i>West Indies</i> (Selección de poemas)</li> </ul>
Jul	1st	<b>V. Consolidación y expansión. Del Boom al postboom</b> <ul style="list-style-type: none"> <li>• La mezcla de la verdad y la ficción y del texto y el contexto. <b>Julio Cortázar.</b> Lectura y estudio de <i>Continuidad de los parques</i></li> <li>• El realismo mágico. Cómo las fuerzas presentes en el ambiente del cuento y la vida misma provocan el cambio en las personas, modificando sus reacciones y su percepción de la realidad y el mundo. <b>Gabriel García</b></li> </ul>

**Márquez.** Lectura y estudio de *El ahogado más hermoso del mundo*.

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**Unit VI. Del Postboom al presente**

- La denuncia de corte feminista. **Rosario Ferré.** Lectura y estudio de *La muñeca menor*
- La presencia de personajes femeninos fuertes y aventureros. **Isabel Allende.** Lectura y estudio de *Clarissa*.

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**FINAL EXAM (Examen Final)**