

Professor: Pablo García Loaeza

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**Pre-requisite:** At least two courses from the following list: SPAN 310, 311, 312, 313, 314

**Course description:** This course offers a survey the development of Spanish-American literature from the earliest times to the present. It is intended as a preparatory overview for more in-depth courses. The course will familiarize students with the major movements and figures of Spanish-American literature from the sixteenth century to the present. The course will be conducted in Spanish.

**Course objectives:** Upon completion of the course, students will:

- improve their critical reading skills in Spanish by reading, interpreting and analyzing Spanish-American literary texts;
- present ideas and opinions both orally and in writing demonstrating competence in the correct use of Spanish language;
- make comparisons between the culture of Spanish America—as expressed in its literary production—and their own;
- demonstrate knowledge of the major trends of Spanish American literature in preparation for more in depth courses on this topic.

**Required texts:** Gladys M. Varona-Lacey, *Introducción a la literatura hispanoamericana: del a conquista al siglo XX* (National Textbook Company, 1997)

<b>Requisites:</b>	Active participation	20%
	Homework	30%
	Exams	40%
	Scrapbook	10%

**Grading scale:** A = 90-100      B = 80-89      C = 70-79      D = 60-69      F = 0-59

**A** = excellent (given only to students of superior ability and attainment)

**B** = good (given only to students who are well above average, but not in the highest group)

**C** = fair (average for undergraduate students)

**D** = poor but passing (cannot be counted for graduate credit)

**F** = failure

- All submitted work must be in Spanish; grammar, vocabulary, accuracy, and fluency will be taken into account in all graded assignments.

- Students are required to regularly check their WVU MIX e-mail for course information and updates.

- Academic integrity: The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code: [http://studentlife.wvu.edu/office\\_of\\_student\\_conduct/student\\_conduct\\_code](http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

- Inclusivity: The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, visit <http://diversity.wvu.edu>.

- **Attendance:** Attendance is mandatory. More than 3 absences will have a negative impact on the final grade (-2% pts. / absence after 3). If for any reason you expect to miss five or more sessions, you should consider dropping the course. Six or more absences automatically result in an F grade, no exceptions. Please be on time, 3 late arrivals will be penalized as an absence.

- **Participation:** *Coming to class is not the same as participating in class.* Participating means being attentive, asking questions, and sharing your opinions with your classmates. It also means preparing the material for each session ahead of time (reading assigned texts, looking up words in the dictionary, preparing questions to ask in class, etc.). Spontaneous contributions to class discussion will be awarded “participoint” tickets. The participation grade will be calculated on a curve with the class average number of points earned set as a B (85%).

- **Homework:** The success of this course depends on keeping up with reading assignments. For each assignment you must turn in a homework sheet (model A for prose, model B for poetry, available on ecampus). If you plan to miss a class, make sure you turn in any homework **before** the session on which it is due; you may submit it through email, but a hardcopy is due immediately upon your return. Each homework sheet is worth 10 points. Late homework will incur a 2 point deduction after one session, a 5 point deduction after the second session; no homework will be accepted after two sessions. Grading will take into account both content and correct use of Spanish—multiple errors in grammar and/or spelling will result in a 2 point deduction. You are free to discuss the homework with your classmates, but work must be individually written—duplicates will not earn any points.

- **Exams:** Regularly scheduled exams (see course program) will help assess both your knowledge of literary periods/authors/works and your ability to interpret literary texts. Exams may include multiple choice, true or false, and paragraph-length items, and short essays. Each exam is worth 10 points. Grading will take into account both content and correct use of Spanish—multiple errors in grammar and/or spelling will result in a 2 point deduction. Make up exams will only be given with sufficient justification at the instructor’s discretion.

- **Journal/scrapbook:** You will be responsible for maintaining a reading journal/scrapbook throughout the semester; it is intended as a tool to help you think about and beyond the texts. In it you will collect reflections and illustrations inspired by and related to assigned readings. You might include information about the texts’ contexts, interesting quotes, personal thoughts about the texts/themes/issues discussed in class, and, as well as images that you may paste on or draw yourself. The journal/scrapbook will be graded on content and presentation on each day of an exam. A good journal/scrapbook cannot be produced overnight, so be sure to update it regularly—every other session at least.

- Journal/scrapbook grading criteria:

- 10 Very rich content (numerous and varied items, abundantly illustrated) and very beautifully presented (neat, with much aesthetic detail)
- 8 Rich content (good number of varied items, sufficiently illustrated) and thoughtfully presented (neat, with significant aesthetic detail)
- 6 Sufficient content (sufficient number of items, but little variety, poorly illustrated) and plainly presented (neat, with little attention to aesthetic detail)
- 4 Minimum content (a few similar items without illustrations) and/or carelessly presented.
- 0 No work submitted

## COURSE SCHEDULE

DATE	PREPARATION AT HOME / DISCUSSION IN CLASS
M 01/12	Course Intro.
W 01/14	Prolegomena: Basic facts & general notions
F 01/16	Prolegomena: How to read a (literary) text
M 01/19	<b>NO HAY CLASE (MLK DAY)</b>
W 01/21	Part 1: The colonial period
F 01/23	Cristóbal Colón pp. 4-8 (Tarea A)
M 01/26	Bernal Díaz pp. 20-24 (A)
W 01/28	Bernal Díaz pp. 25-30 (A)
F 01/30	El Inca Garcilaso de la Vega pp. 33-38 (A)
M 02/02	El Inca Garcilaso de la Vega pp. 38-40 (A)
W 02/04	Alonso de Ercilla y Zúñiga pp. 42-49 (B)
F 02/06	Sor Juana Inés de la Cruz pp. 50-54 (A)

DATE	PREPARATION AT HOME / DISCUSSION IN CLASS
M 02/09	Sor Juana Inés de la Cruz pp. 55-59 (B)
W 02/10	<b>Examen # 1 – Journal/scrapbook due</b>
F 02/11	Part 2: The nineteenth century
M 02/16	Esteban Echeverría pp. 101-117 (A)
W 02/18	Esteban Echeverría cont'd
F 02/20	José Hernández pp. 146-154 (B)
M 02/23	José Hernández pp. 154-159 (B)
W 02/25	Manuel Gutiérrez Nájera pp. 190-193 (B)
F 02/27	José Martí pp. 175-182 (A)
M 03/02	Rubén Darío pp. 219, 234-235 (B)
W 03/04	Rubén Darío pp. 237-243 (A)
F 03/06	Horacio Quiroga pp. 272-276 (A)
M 03/09	<b>Examen # 2 – Journal/scrapbook due</b>
W 03/11	Part 3: The twentieth century
F 03/13	César Vallejo pp. 296-297, 307 (B)
M 03/16	Jorge Luis Borges pp. 309, 316-318 (A)
W 03/18	Jorge Luis Borges pp. 319-325 (A)
F 03/20	Nicolás Guillén pp. 326-337 (B)
M 03/23	<b>NO HAY CLASE (SPRING BREAK)</b>
W 03/25	
F 03/27	
M 03/30	Alejo Carpentier pp. 339-351 (A)
W 04/01	Alejo Carpentier cont'd
F 04/03	<b>NO HAY CLASE (FRIDAY BEFORE EASTER)</b>
M 04/06	Pablo Neruda pp. 353-358 (B)
W 04/08	Pablo Neruda pp. 359-363 (B)
F 04/10	<b>Examen # 3 – Journal/scrapbook due</b>
M 04/13	Juan Rulfo pp. 387-392 (A)
W 04/15	Juan Rulfo pp. 392-399 (A)
F 04/17	Sergio Vodanovic pp. 400-412 (A)
M 04/20	Sergio Vodanovic cont'd
W 04/22	Julio Cortázar pp. 414-419 (A)
F 04/24	Gabriel García Márquez pp. 451, 458-460 (A)
M 04/27	Mario Vargas Llosa pp. 462-478 (A)
W 04/29	Mario Vargas Llosa cont'd
F 05/01	Overview and wrapup

**FINAL EXAM: Tuesday, May 5, 11:00am to 1:00pm – Journal/scrapbook due**