

Professor: Pablo García Loaeza

E-mail: Pablo.Garcia@mail.wvu.edu

Office phone: 293-8323 (only during office hours)

Office hours: MTWR 9:00-10:20 or by appointment

Office: Chitwood Hall 110

Required texts:

- Ignacio Manuel Altamirano, *El Zarco*
- Carlos Fuentes, *Aura*
- Mariano Azuela, *Los de abajo*
- Juan Rulfo, *El llano en llamas*
- Other texts will be available on e-campus or on the World Wide Web.



DESCRIPTION: This course examines Mexican literature and Mexico's cultural development in light of its literary production. It provides in depth study of one of Latin America's richest and most influential literary traditions. The course will be conducted in Spanish.

OBJECTIVES: Upon completion of the course, students will:

- Criticize and interpret texts;
- demonstrate knowledge of Mexico's major literary trends and currents;
- demonstrate knowledge about Mexico's key authors and their works;
- evaluate the role of major events of Mexican history in the development of a distinctive literary tradition;
- argue the significance of Mexican literature for the interpretation of Mexico's cultural development up to the present.

REQUISITES: Attendance and active participation (15%), in-class presentations (15%), discussion setup (10%), brief essays (30%), final paper (30%).

- All presented/submitted work must be in Spanish; grammar, vocabulary, accuracy and fluency will be taken into account in any and all grade calculations.

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

- All students are expected to abide by WVU's rigorous standards of social justice and academic integrity in all aspects and assignments of this course. (http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code)

- Attendance: 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 class ahead of time (reading assigned texts, looking for words in the dictionary, preparing questions to ask in class, etc.). Participation will be assessed weekly on a 10 point scale (max. 140 points = 100%).

10 points: Very dynamic engagement in all class activities: Student is consistently prepared for class sessions, very often begins interaction, participates actively and promotes participation in partnered and group activities, collaborates keenly in the creation of the learning environment.

8-9 points: Active engagement in all class activities: Student is generally prepared for class sessions, often begins interaction, participates actively in partnered and group activities, collaborates in the creation of the learning environment.

6-7 points: Moderate engagement in class activities: Student is irregularly prepared for class sessions, seldom begins interaction, participates moderately in partnered and group activities.

4-5 points: Very little engagement in class activities: Student is seldom prepared for class sessions, never begins interaction, participates little in partnered and group activities.

0: No visible engagement in class activities: Student is usually unprepared for class sessions, doesn't participate in partnered and group activities, interferes with the creation of the learning environment.

- **In-class presentations:** Each student will be responsible for an in-class Power-Point presentation on a topic related to the course's content. The presentations must be well structured and succinct, presenting and illustrating the most relevant aspects of the assigned topic.

- **Discussion setup:** Each student will be responsible for setting up the discussion of one or more course readings by briefly showcasing its context (author, date, genre, publication history, etc.) and proposing a series of questions that will serve as a starting point for in-class discussion, which the student will also be responsible for encouraging and moderating.

- **Brief essays:** Each student will prepare three brief essays (2-3 pp.) analyzing and interpreting one or more of the course's assigned readings. Specific topics will be assigned and explained in a timely manner. These critical reflections should be informed, well argued, and conscientiously written in correct Spanish.

- **Final paper:** The final paper will be a more extensive reflection (4-5 pp.) about a topic or text related to the course's subject and objectives (whether it has been studied in class or not). It may expand on one of the brief essays previously submitted. Further instructions will be provided in class.

Grading scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 94-96	B = 84-86	C = 74-76	D = 64-66	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	

WVU Statement on social justice: West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. WVU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin.

Disability: 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 Disability Services (293-6700).

COURSE PROGRAM

* The texts marked with an * may be found on e-campus.

** The brief essays are due on the dates written in **bold characters** (02/18, 03/11, and 04/08).

FECHA	PARA ENTREGAR	PREPARACIÓN EN CASA / DISCUSIÓN EN CLASE
Enero 14		Introducción al curso
Enero 16		Prolegómenos 1: Nueva España
Enero 18		Prolegómenos 2: México independiente
Enero 21	NO HAY CLASE	NO HAY CLASE
Enero 23		Presentación: La Reforma
Enero 25		Ignacio Altamirano, <i>El Zarco</i>
Enero 28		<i>El Zarco</i>
Enero 30		<i>El Zarco</i>
Febrero 1		<i>El Zarco</i>
Febrero 4		Presentación: El Porfiriato
Febrero 6		Mariano Azuela, <i>Los de abajo</i>
Febrero 8		<i>Los de abajo</i>

FECHA	PARA ENTREGAR	PREPARACIÓN EN CASA / DISCUSIÓN EN CLASE
Febrero 11		<i>Los de abajo</i>
Febrero 13		<i>Los de abajo</i>
Febrero 15		<i>Los de abajo</i>
Febrero 18	Reflexión crítica #1	Presentación: La revolución 1: 1910-1913 / Madero, Huerta
Febrero 20		Juan Rulfo, <i>El llano en llamas</i> : “Es que somos muy pobres”
Febrero 22		“Es que somos...”
Febrero 25		Presentación: La revolución 2: 1914-1921 / Villa, Zapata, Carranza, Obregón
Febrero 27		Juan Rulfo, <i>El llano en llamas</i> : “Nos han dado la tierra”
Marzo 1		“Nos han dado...”
Marzo 4		<i>El llano en llamas</i> : “Diles que no me maten”
Marzo 6		“Diles...”
Marzo 8		<i>El llano en llamas</i> : “Talpa”
Marzo 11	Reflexión crítica #2	“Talpa”
Marzo 13		Presentación: Muralismo / Rivera, Orozco, Siqueiros
Marzo 15		Murales
Marzo 18		Presentación: El cine mexicano / Luis Buñuel
Marzo 20		Película: <i>La ilusión viaja en tranvía</i>
Marzo 22		<i>La ilusión...</i>
Marzo 25	NO HAY CLASE	NO HAY CLASE
Marzo 27	NO HAY CLASE	NO HAY CLASE
Marzo 29	NO HAY CLASE	NO HAY CLASE
Abril 1		Presentación: Indigenismo Rosario Castellanos, “La muerte del tigre”*
Abril 3		“La muerte...”
Abril 5		“La suerte de Teodoro Méndez Acubal”*
Abril 8	Reflexión crítica #3	“La suerte...”
Abril 10		Presentación: Boom Carlos Fuentes, <i>Aura</i>
Abril 12		<i>Aura</i>
Abril 15		<i>Aura</i>
Abril 17		<i>Aura</i>
Abril 19	NO HAY CLASE	NO HAY CLASE
Abril 22		<i>Aura</i>
Abril 24		Presentación: Contemporáneos Xavier Villaurrutia, <i>Nostalgia de la muerte</i> (selecciones)*
Abril 26		<i>Nostalgia...</i>
Abril 29		Jaime Sabines, <i>Tarumba</i> (selecciones)*
Mayo 1		<i>Tarumba</i>
Mayo 3		Reflexiones finales

Final paper due date: Friday, May 3 by 17:00 hrs.

PRESENTATION GRADING CRITERIA				
Aspect	4 = Exceeds Expectation	3 = Meets expectation	2 = Near expectation	1 = Below expectation
1. In general	Very thorough and engaging	Thorough and engaging	Somewhat thorough and engaging	Partial and uninteresting
2. Preparation	Presenter is evidently very well prepared	Presenter is evidently well prepared	Presenter is somewhat prepared	Presenter is evidently not well prepared
3. Content	Content shows a full investigation of the topic	Content shows a good investigation of the topic	Content shows an acceptable investigation of the topic	Content shows a minimal investigation of the topic
4. Organization	Presentation is very well organized and timed	Presentation is well organized and timed	Presentation is fairly well organized and timed	Presentation is poorly organized and timed
5. Speech	Speech is clear and distinct 90% of the time	Speech is clear and distinct 80% of the time	Speech is clear and distinct 70% of the time	Speech is clear and distinct less than 70% of the time
6. Questions/Issues	Discussion questions/issues addressed are pertinent and interesting	Discussion questions/issues addressed are pertinent and interesting	Discussion questions/issues addressed are pertinent and interesting to some extent	Discussion questions/issues addressed are not very pertinent or interesting
7. Audience engagement	Presenter proactively engages the audience as a whole and encourages participation and discussion	Presenter engages the audience as a whole and encourages participation and discussion	Presenter attempts to engage the audience as a whole and to encourage participation and discussion	Presenter attempts to engage the audience as a whole and to encourage participation and discussion
8. Audience feedback	Verbal and non-verbal feedback from the audience demonstrates a high degree of interest and engagement	Verbal and non-verbal feedback from the audience demonstrates interest and engagement	Verbal and non-verbal feedback from the audience demonstrates some interest and engagement	Verbal and non-verbal feedback from the audience demonstrates little interest and engagement

(1) ____ + (2) ____ + (3) ____ + (4) ____ + (5) ____ + (6) ____ + (7) ____ + (8) ____ = ____ /32 = ____ / 100%

WRITTEN ASSIGNMENT GRADING CRITERIA					
Aspect	4 = Exceeds Expectation	3 = Meets expectation	2 = Near expectation	1 = Below expectation	0
1. In general	A pleasure to read	Interesting to read	Readable	Challenging	Assignment was not turned in or did not meet the stated criteria in terms of format, and/or length, and/or content
2. Topic	Well-thought-out and carefully developed topic with effective supporting detail	Topic may not be fully explored; some ideas may be inadequately supported or irrelevant	Topic is explored only superficially; many unsupported or irrelevant ideas	Most ideas are superficial and/or irrelevant	
3. Content	Clear thesis; reader questions were fully anticipated in selecting information; very interesting ideas	Main ideas stand out; most reader questions were anticipated in selecting information; interesting ideas in places	Few reader needs were anticipated in selecting information	Shows no awareness of reader needs	
4. Organization	fluid and logical idea flow; balanced and well paced	Sequencing of ideas sometimes choppy or disconnected; reader may sometimes have difficulty following flow of ideas	Ideas frequently confused and/or disconnected, with logical breakdowns apparent; reader frequently has difficulty "getting the point" of message as stated	Logical organization absent	
5. Language and style	The paper is very well written from start to finish; meets academic standards; no spelling, grammar, or usage errors.	The paper is mostly well written; follows academic standard in general; contains no significant spelling, grammar or use of English errors.	The paper is not well written; shows no concern for academic standards; contains significant spelling, and/or grammar, and/or usage errors.	The paper is poorly written; does not meet academic standards; contains many spelling, and/or grammar, and/or usage errors.	
6. Research	All the references used are relevant and of high scholarly quality; references are very effectively used, correctly cited, and correctly listed in the reference list according to MLA style.	Most of the references used are relevant and of high scholarly quality; most of the references are effectively used, correctly cited, and correctly listed in the reference list according to MLA style.	Some of the references are relevant and/or of high scholarly quality; references are not used effectively, and/or correctly cited and/or correctly listed in the reference list according to MLA style.	Few of the references are relevant and/or of high scholarly quality; references are misused or unused, and/or incorrectly cited, and/or listed in the reference list according to MLA style.	

(1) ____ + (2) ____ + (3) ____ + (4) ____ + (5) ____ + (6) ____ = ____ /24 = ____ / 100%