

Professor: Pablo García Loaeza

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Required texts:

- Ignacio Manuel Altamirano, *El Zarco*
- Mariano Azuela, *Los de abajo*
- Juan Rulfo, *El llano en llamas* and *Pedro Páramo*
- Angeles Mastretta, *Arráncame la vida*
- Rosario Castellanos, *Ciudad Real*
- Elena Poniatowska, *Paseo de la reforma*
- José Emilio Pacheco, *Las batallas en el desierto*
- Carlos Fuentes, *Aura*
- 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.

LEARNING OUTCOMES: Upon completion of the course, students will:

- Criticize and interpret texts;
- examine Mexico's major literary trends and currents;
- discuss representative works by important Mexican authors;
- investigate the role of key 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%)
- Discussion setup (10%)
- In-class presentations (15%)
- Brief essays (25%)
- Final paper (35%)

- Attendance: More than one absence will have a negative impact on the final grade (-6 percentile points/absence after 1). Please be on time; 3 late arrivals will be penalized as an absence.

- Participation: Active participation is essential to this course's success. All students will participate in class discussions and willing to make pertinent interventions in every class session. Participation will be assessed weekly on a 10-point scale (max. 130 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.

0-3: 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 presentation on a topic related to the course's content. The presentations must be well structured and succinct, presenting the most relevant aspects of the assigned topic, taking into account course objectives, readings, discussions, and previous presentations.

- 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 two brief essays (3-5 pp.) analyzing and interpreting one or more of the course's assigned readings. These critical reflections should be informed, well argued, and well written (see grading rubric below); summarizing and paraphrasing should be avoided. Further details will be provided in class.

- Final paper: The final paper will be a more extensive reflection (8-10 pp.) about a topic or text related to the course's topic and objectives (whether it has been studied in class or not) that might be presented at a professional conference. It may expand on one of the brief essays previously submitted. Further details 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. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

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).

WVU Statement on academic honesty: 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 at 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.

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** (02/14 and 04/04).

Date	Presentations	Preparation at home/ Discussion in class
01/17		Course presentation Prolegomena
01/24	La Reforma y el 2º Imperio	Ignacio Manuel Altamirano, <i>El Zarco</i>
01/31	El Porfiriato	Mariano Azuela, <i>Los de abajo</i>
02/7	Revolución Mexicana I: 1910-1913	Juan Rulfo, <i>El llano en llamas</i>
02/14**	Revolución Mexicana II: 1914-1921	Juan Rulfo, <i>Pedro Páramo</i>
02/21	Del PNR al PRI: maximato y cardenismo	Angeles Mastretta, <i>Arráncame la vida</i>
02/28	Indigenismo en México / EZLN	Rosario Castellanos, <i>Ciudad Real</i>
03/7	Film, <i>La ilusión viaja en tranvía</i> (Dir. Luis Buñuel, 1953)	
03/14	“El milagro mexicano” y sus secuelas	Elena Poniatowska, <i>Paseo de la reforma</i>
03/21	México Distrito Federal	José Emilio Pacheco, <i>Las batallas en el desierto</i>
03/28	NO CLASS	
04/04**	México 68	Carlos Fuentes, <i>Aura</i>
04/11	Contemporáneos	Xavier Villaurrutia, <i>Nostalgia de la muerte*</i>
04/18	Arte mexicano desde la antigüedad hasta el presente	José Gorostiza, <i>Muerte sin fin*</i>
04/25	México hoy	Jaime Sabines, <i>Tarumba*</i>
2 de mayo.	Final paper presentations Final thoughts and remarks	

Final paper due date: Thursday, May 9 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 effectively 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 fails to engage the audience in any way or 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 is satisfactorily explored; most ideas are relevant and adequately supported	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%