

**San José State University**  
**College Humanities and Arts / Department of World Languages and Literatures**  
**SPAN 140A: Encuentros e Identidades: Spanish American Literature, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Prof. Cheyla Samuelson
<b>Office Location:</b>	Clark Hall 410D
<b>Telephone:</b>	(408) (924-4611)
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<b>Office Hours:</b>	Tuesday 12-2pm
<b>Class Days/Time:</b>	Thursday / Tuesday 3pm-4:15pm
<b>Classroom:</b>	Boccardo Business Center 120
<b>Prerequisites:</b>	SPAN 101B, SPAN 102A and SPAN 102B (or equivalent).

**Faculty Web Page and MYSJSU Messaging (Optional)**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course management system at <https://sjsu.instructure.com/courses/1263573>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu>, and on Canvas to learn of any updates.

**Course Description**

SPAN 140A: Spanish American Literature. Notable works from beginning to present.

**Expanded description: Encuentros e Identidades: Spanish American Literature:** This course offers a panoramic study of Latin American literature from its earliest stages (that is to say indigenous writing) until *Modernismo*. In class, we will analyze diverse genres (letters and chronicles, poetry, short stories, essays and a novel) in historical and cultural contexts. Students will develop two written projects focusing on one of the texts studied and engage in peer review for the purpose of revision.

*The goal of this class is arrive at an understanding of how the unique culture of Spanish speaking America and its literary expression evolved as a result of cultural encounters that demanded strategies of survival and adaptation from all participants. Through the literary expression of the first 400 years of the Spanish American history, we will develop an understanding and appreciation for the rich transcultural identity that has developed over time in Spanish speaking America, and persists today.*

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

- CLO 1) Demonstrate proficiency in reading unabridged works of Spanish American literature;
- CLO 2) Demonstrate knowledge of Spanish American culture from the conquest to mid19th century;
- CLO 3) Demonstrate knowledge of literary terminology and analysis;

- CLO 4) Demonstrate awareness of indigenous perspectives, women writers, and Hispanic American literary independence;
- CLO 5) Demonstrate ability to engage in comparative perspectives on literature;
- CLO 6) Demonstrate knowledge of Information Literacy – How to access and use sources appropriately for oral and written reports.
- CLO 7) Demonstrate ability to effectively use grammatical structures in Spanish and to express oneself orally and in writing in different sociolinguistic milieus including formal and academic presentations.

### **Required Texts/Readings**

Class reader and other texts available on Canvas.

### **Films**

1. ***Cabeza de Vaca: Available in Clark 208***
2. ***La misión:*** <https://www.youtube.com/watch?v=xUepC3IVCmw>
3. ***Yo la peor de todas:*** <https://www.youtube.com/watch?v=PTI7H1ohD2M>
4. ***Bolívar soy yo:*** <https://www.youtube.com/watch?v=1SiXeVkk4z4>
5. ***Martín Fierro:*** [https://www.youtube.com/watch?v=y-Olc5DfN\\_I](https://www.youtube.com/watch?v=y-Olc5DfN_I)
6. ***También the lluvia***

### **Other technology requirements / equipment / material**

Students will be required to view movies outside of class time, either on the web or in Clark 208.

### **Library Liaison**

Toby Matoush. / Tel.(408) 808-2096 / Email: toby.matoush@sjsu.edu.

### **Course Requirements and Assignments**

- 1) Preliminary survey of student preparation (reading comprehension/ short essay response /in class pop quiz);
- 2) Participation in class group work
- 3) mid-term and final exams
- 4) 2 essays (literary analysis based on research and “close reading” / Peer Review)
- 5) Participation in online discussion groups

**Tie in with CSET testing: CALIFORNIA SUBJECT EXAMINATIONS FOR TEACHERS®  
(CSET®)**

**Major Movements, Genres, Writers, and Works**

- a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.

a. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

### **Analysis of Literary and Cultural Texts**

a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).

b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.

c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).

d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

### **Grade Breakdown**

Reading Comprehension / Reflection / Pop Quizzes and Group Discussions	- 20%
Midterm	- 15%
Final Exam	- 20%
Two short papers with peer review / revisions (research also graded)	-15% + 20% = 35%
Presentation of analysis of final paper	- 5%
Scene Analysis and Film Discussion on Canvas	- 15%
<b>Total points</b>	<b>100%</b>

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**NOTE: SPAN 140A is a 4 unit class, with a significant time commitment outside of class time.** The added one unit of credit consists in independent film viewing, written contributions to online class discussions about the films, and *constructive* evaluations of other students' written contributions. This part of the class is worth 15% of your grade, so it is not optional.

### **With each movie you will:**

1. Watch the complete movie before the due date indicated. Most are on youtube, but several will be available at the Media Center at Clark Hall 208.
2. Select **one scene** and analyze it in the context of what you have read and learned in class. Don't forget to describe the style and technique of the scene. (write at least 250 words). This is not a description of the action, but rather your judgment about what the scene *means* or how and why it impacts the viewer.
3. Save your observation to the Canvas discussion group for that film.
4. Read at least two analyses of the film by other students and offer *constructive* feedback
5. Be prepared to share your observations with the class.

## Final Examination or Evaluation

The final exam will be cumulative, and takes place on Wednesday, December 12 1445-1700 . Please look at your schedule in advance, because make up exams are only given for verified emergencies.

## Grading Information

This is an upper division class. Students are expected to do the readings, prepare the reading comprehension questions and come ready to discuss the readings. The reading comprehension questions in the textbook will be due, in typed format, on Canvas before the start of each class. No late questions will be accepted, since they are designed to prepare you for class. Students must view films and submit commentaries by due date. There will be two short research papers, a midterm, and a cumulative final exam.

## Determination of Grades

### Grading scale:

100-98 A+	100-97 A	93-90 A-
89-87 B+	86-84 B	83-80 B-
79-77 C+	76-74 C	73-70 C-
69-67 D+	66-64 D	63-60 D-
59-0 F		

There is no extra credit available. Late work will be penalized, 10% for each class session late.

## Classroom Protocol

Please be respectful of others in the classroom. Please turn off your cell phones during the class session. Refrain from texting and from using any portable computers during the lecture. Laptops can be used only for class presentations. No food is allowed in the classroom.

## University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## SPAN 140A / Spanish American Literature, Fall 2018

*This schedule is subject to change with fair notice either by instructor email or on Canvas.*

### Course Schedule

1	8/21	<i>¿Por qué leer la literatura de anteaer?</i> Introducción al curso/Introducción a la literatura latinoamericana temprana Procedimientos de la clase Como ver el cine Prueba: Canvas Discussion Groups
2	8/23	<i>La tradición oral, lo dibujos simbólicos y la escritura alfabética</i> Amerindias: los mayas, los nahuas y los quechuas <i>Popol Vuh</i> Discusión del cine: Los Misterios Mayas, Documental
3	8/28	Poesía náhuatl: "flor y canto"
4	8/30	Los Andes: Poesía Quechua
5	9/4	<i>Tempranas influencias europeas</i> Cristóbal Colón "Carta a Luis de Santangel" Discusión del cine: Cabeza de Vaca
6	9/6	Bartolomé de Las Casas <i>Historia de las Indias: La rebelión de Enriquillo</i>
7	9/11	Bernal Díaz del Castillo <i>Historia verdadera de la conquista de la Nueva España</i> )
8	9/13	Ercilla y Zúñiga <i>La Araucana</i> , estrofas seleccionadas
9	9/18	El Inca Garcilaso de la Vega <i>Comentarios Reales de los Incas</i> / Felipe Guaman Poma de Ayala Discusión del cine: La misión
10	9/20	Lluvia de ideas, investigación para el primer trabajo escrito.
11	9/25	Caviedes <i>Diente del Parnaso</i> y "Coloquio...", "Privilegios del pobre", "Para labrarse fortuna en los palacios", "A una dama en un baño"
12	9/27	El apogeo de la literatura colonial (S. XVII) 1.7- 1.7.6 Sor Juana Inés de la Cruz "Respuesta...", "Redondillas I ("Hombres necios...)", "Sonetos --- I ("Este que ves...")
13	10/2	<i>El Dios de las semillas</i> Discusión de cine: <i>Yo la peor de todas</i> :
14	10/4	<i>El encuentro y pugna de diverso estilos (s. XVIII) 1.8-1.8.4</i> Lizardi <i>El Periquillo Sarniento</i>
15	10/9	Repaso para Examen Parcial
16	10/11	<b>Examen Parcial</b>
17	10/16	<i>Búsqueda de la emancipación cultural</i> Andrés Bello "La agricultura de la zona tórrida", "Autonomía cultural de América"
18	10/18	Echeverría "El matadero"
19	10/23	Sarmiento <i>Facundo</i> Primera parte [Capítulo I y Capítulo II]
20	10/25	Gertrudis Gómez de Avellaneda "Al partir", "Romance", "A él"
21	10/30	Ricardo Palma "Amor de madre" y "El alacrán de fray Gómez"
22	11/1	Juan Montalvo <i>Siete Tratados</i> "Washington y Bolívar" Discusión del cine – <i>Bolívar soy yo</i>

23	11/6	(sección de literatura moderna: Sara Uribe: <i>Antígona González</i>
24	11/8	Library Sesión: Preparación para El segundo ensayo.
25	11/13	Sara Uribe: MLK Library 255
26	11/15	José Hernández <i>Martín Fierro I, II, III y V</i> Discusión del cine - Martín Fierro
27	11/20	Día de escritura: Borrador del segundo ensayo / Online
28	11/22	Thanksgiving Break
29	11/27	Jose Marti - "Nuestra América" Presentaciones
30	11/29	Discusión del cine - También la lluvia Presentaciones
31	12/4	Conclusiones de la clase / Repaso para el examen final
32	12/6	Repaso para el examen final
		<b>Examen Final: Monday, December 17 1445-1700</b>